

SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date July 27, 2023

Time 12:00 p.m. – 4:00 p.m.

Location: Hyatt Regency Wichita, KS

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

Roll Call

Members (x present, blank absent):

X	Jennifer King	X	Lena Kisner	X	Charity Porter
	Tobias Wood		Paul Buck		Jessica Lopez
X	Marvin Miller		Rebecca Shultz		Barney Pontious
	Troy Pitsch		Sabrina Rishel		Whitney George
	Jennifer Kucinski	X	Brooke Moore	X	Jose Cornejo
	Jennifer Kurth		Chris Reffett	X	Kimberly-Interpreter
	Brandon Gay	X	Lindsay Graf	X	Teresa-Interpreter

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

	Jim McNiece	X	Ashley Enz		Jon Harding
	Leslie Girard	X	Luanne Barron		
	Mike Burgess	X	Idalia Shuman		

KSDE Staff:

X	Bert Moore	X	Stacy Clark		Kerry Haag
	Cary Rogers	X	Kayla Love	X	Dean Zajic
X	Brian Dempsey	X	Alysha Nichols	X	Roxanne Zillinger

Guests: Wayne Ball

Quorum (11) met: No, 7 voting members present

Public Comment:

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

Kansas leads the world in the success of each student.



Orientation

Wayne Ball, Bert Moore, and Alysha Nichols

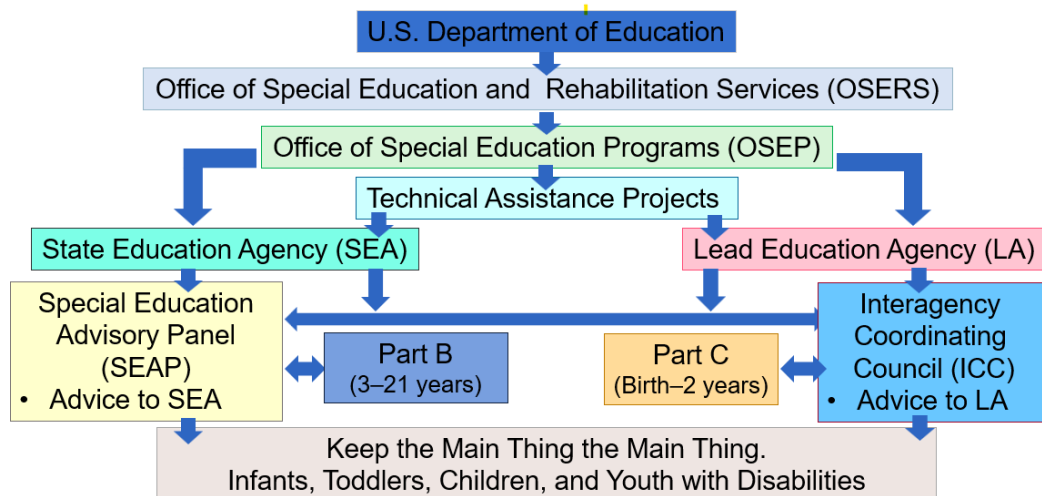
- From 300.167, the state must establish and maintain an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State.
- Council members are representatives of the State population demographics and composed of individuals involved in, or concerned with, the education of children and youth with disabilities. Members represent their constituents to provide guidance.
 - Kansas includes Giftedness which is reflected in SEAC.
- Kansas SEAC Membership includes:
 - Related Services, Private Schools, Local Education Officials, Homeless, Corrections – Juvenile, Corrections – Adult, Parents, General Education, Students, Other agencies, Vocational, Community, or Business, State Official, Foster Care, Institutions of Higher Education, Gifted, Administrator of Exceptional Programs, Charter Schools.
- Kansas SEAC also has Ex-Officio Members, which is optional to the state, including these organizations:
 - Parent Training and Information Center
 - Disability Rights Center
 - Kansas Senate Education Committee – Designee
 - Kansas House Education Committee Designee
 - Kansas State School for the Deaf
 - Kansas State School for the Blind
 - Kansas State Board of Education
 - Kansas Association of Special Education Administrations (KASEA)
 - Kansas National Education Association
- Special Rule 51%
 - The majority of members of the panel must be individuals with disabilities and/or parents/guardians of children with disabilities.
 - Found in 34 CFR 300.168 (b)
- Representation
 - One of the most significant contributions each council member makes is that of representing their stakeholder group. The federal regulations require that the specific stakeholders be represented by membership of the State Special Education Advisory Council. This requires that the council consider methods that can facilitate ongoing communication between council members and their stakeholder group.
- Guests



- It is important for guests and non-council individuals to have a separate seating section. This includes public commentators.
- Advisory Council Primary Role
 - Serves as advisory to the State Office of Education, Special Education Unit and/or directly to the State Commissioner or State Board of Education.
 - Advisory includes to give advice, inform, counsel, recommend, suggest, and guide.
- Exercising Advisory Responsibilities
 - Issue/Priority
 - Member Perspective/Experience
 - Stakeholder Input
 - SEAC advertises the meetings in advance so stakeholders may prepare to attend and provide their input.
 - Member Discussion
 - Resource/Information
 - Objective Advice
 - Change
 - Improved services for children and youth with disabilities.
- Advocacy
 - Advocacy has a place at council meetings. During discussions, members might take sides, favor a position, or support a position. However, in the final analysis, hopefully the council can come to consensus and provide meaningful **advice** that leads to change for children and youth with disabilities.
 - Members are allowed to represent their personal feelings but should also develop objective advice that represents their stakeholder group.
- Special Interest Advocacy
 - There are special groups in the State that are advocacy in nature:
 - Protection and Advocacy
 - Disability Organizations
 - Professional Organizations
- Advisory Council Procedures
 - Adhere to State Open Meeting laws.
 - All advisory council meetings and agenda items must be announced far enough in advance of the meeting to afford interested parties a reasonable opportunity to attend.
 - Includes minutes from previous meetings.
 - Meetings must be open to the public.
 - If possible, provide meals or refreshments at council meetings.
- Recommendations for Advisory Council



- o Close working relationship with the State Director.
- o Membership orientation.
- o Understand council functions.
- o Advisory, not advocacy in nature.
- o Discuss current issues and trends in the field of special education.
- o Priorities determined by data from State Performance Plan/Annual Performance Reports as well as State Level of Determination or Technical Assistance as determined by OSEP.
 - The State group that conducts the State Performance Plan/Annual Performance Report allows for advisory opportunities from the council on the documentation they submit to OSEP. This includes setting targets and goals for the reports created on the 17 different indicators SSP/APR has.
- o Part C connection.
- o Support SEA's Improvement efforts.
- o Use the established by-laws for the council operation and update them as needed.
- The Big Picture
 - o SEAC covers Part B – 3-21 years.



- General Supervision – SEA Oversight
 - o Components of General Supervision:
 - SPP and State Goals with Measurable Targets
 - Fiscal Management
 - Integrated On-Site & Off-Site Monitoring Activities
 - Effective Policies and Procedures
 - Timely and Accurate Data on Processes and Results
 - Improvement, Correction, Incentives, and Sanctions



- Effective Dispute Resolution
 - Targeted Technical Assistance & Professional Learning
- New guidance will be coming out on general supervision.
- Kansas Integrated Accountability System (KIAS)
- SPP Indicators
 - 1 – Graduation
 - 2 – Dropout
 - 3 – Assessments
 - 4 – Suspension/Expulsion
 - 5 – LRE
 - 6 – Preschool LRE
 - 7 – Preschool Outcomes
 - 8 – Parent Involvement
 - 9 – Disproportionate Representation
 - 10 – Disproportional Representation – disability category
 - 11 – Evaluation Timelines
 - 12 – Preschool Transition
 - 13 – Secondary Transition
 - 14 – Post-school Outcomes
 - 15 – Resolution Sessions
 - 16 – Mediation
 - 17 – State Systemic Improvement Plan (SSIP)
- National SEAC/ICC Website
 - <https://osepideastthatwork.org/resources-grantees/sap-sicc>
 - Provides access to State SEAP and ICC websites, other information/resources, announcements, and National Quarterly Webinars.
- Upcoming Meetings
 - With Tobias no longer able to serve as chair, the next meeting will focus on deciding the next steps for the position such as electing a chair and chair elect.
 - SEAC has a website located on the KSDE page.
 - https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special_Education/Special-Education-Advisory-Council
 - This includes past meeting information and minutes.
 - Members are encouraged to read the council's bylaws by the next meeting.
- Reimbursements
 - SEAC members get reimbursed for their expenses to attend meetings. This includes hotel costs, per diem (\$35 per day depending on the quarters).
 - There is a form to fill out which can be located on the KSDE website.



- These forms cannot be electronically signed and must be either mailed or returned in person.
- Meeting Dates
 - 2023-2024 Meeting Dates
 - July 27, 2023 – Wichita, KS 12:00-4:00 PM
 - September 28, 2023 – Bishop Education Center (Topeka)/Zoom- 9am-3pm
 - November 30, 2023 - Bishop Education Center (Topeka)/Zoom- 9am-3pm
 - January 9, 2023 – KSDE Topeka/Zoom 1:00-3:00 PM
 - January 10, 2023 – KSDE Topeka/Zoom
 - Breakfast with the Board – 7:30 AM
 - Meeting – 9am-3pm
 - April 11, 2024 - Bishop Education Center (Topeka)/Zoom- 9am-3pm
 -

Dyslexia

Bert Moore

- At the end of the last legislative session, there was a House bill introduced by Molly Baumgardener, a state senator, that stated dyslexia would be a state category of disability.
 - Dyslexia is already a learning disability under specific learning disability. In federal guidelines.
- KSDE has brought in Lena Kisner, representing KASEA, Melissa Sullivan, representing the Kansas Association of School Psychologists, speech pathologists, and other representatives of larger communities in Kansas for advice on how to approach this.
- KSDE decided to update the eligibility indicators.
- Previously, dyslexia was seen as a medical condition and is diagnosable by medical and clinical professionals for treatment. School professionals that perform identification of student eligibility to receive special education services do not diagnose conditions. They identify children under eligibility indicators. Eligibility also requires a need for specially designed instruction.
 - Medical professionals diagnose, school professionals identify.
- KSDE special education professionals to add a checkbox to their IEP somewhere to list Dyslexia. It will also have the related condition identifier of specific learning disability so it can be reportable when legislators request it.
 - Does not create a new state definition.
- The field identifies students as having learning disabilities with the condition of dyslexia.

DMS 2.0

Brian Dempsey

- Summary
 - 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).

- o 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, children with disabilities referred to and/or served under the IDEA (collectively referred to as children with disabilities).
- o Differentiated Monitoring and Support (DMS)
- o The data collected will be presented to SEAC to show which indicator goals have been met or have not been met.
- o KSDE is working with the National Center for Systemic Improvement (NCSI) to prepare for the phased monitoring such as a website review and mock visit.
- DMS 2.0 Framework with Evidence and Intended Outcomes
 - o This framework outlines a State system that is:
 - 100% focused on improved outcomes and results for infants, toddlers, children and youth with disabilities and their families,
 - Comprised of defined components,
 - Integrated across components, and
 - Nimble enough to address emerging issues.
 - o The framework outlines how all programs will be monitored on their general supervision systems.
 - General supervision encompasses the States' responsibility to ensure that it and its subgrantees and contractors meet the requirements of IDEA which includes:
 - Improving educational results and functional outcomes for all infants, toddlers, children, and youth with disabilities; and
 - Ensuring that public agencies meet the program requirements under Part B and C of IDEA and exercise their general supervision responsibilities over the program and activities used to implement IDEA.
 - For each of the 8 components of a general supervision systems, OSEP provides:
 - A definition,
 - A series of "if/then" statements which outlines the elements OSEP thinks are necessary to achieve the intended results; and
 - A list of examples of the types of evidence that we have found helpful in understanding a State's system within each specific component. This list is neither exhaustive nor does it mean that a State is out of compliance if it does not have a specific item.
 - Components
 - 8 Components
 - Fiscal Management, Integrated Monitoring | Sustaining Compliance and Improvement, Dispute Resolution | Technical Assistance and Professional Development, Data | SPP/APR, Implementation of Policies and Procedures



- Fiscal Management
 - “If a State has”
 - An effective management system
 - Definition: 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 Grant 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.
 - “Then”
 - The State has a thorough understanding of the IDEA and cross-cutting Federal fiscal requirements.
 - The State will have internal controls in place to ensure compliance with IDEA and cross-cutting Federal fiscal requirements.
 - The State will be able to document oversight of the use of IDEA funds.
 - The State and LEA/EIS programs will use IDEA funds for their intended purposes in a manner that is reasonable, necessary, and allocable to the IDEA.
 - Intended Outcome
 - An effective fiscal management system will contribute to improve outcomes for infants, toddlers, children, and youth with disabilities and their families.
- Integrated Monitoring | Sustaining Compliance and Improvement
 - Integrated Monitoring
 - “If a State has”
 - An effective integrated monitoring system
 - Definition: 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.
 - “Then”
 - The State continuously examines and analyzes data across multiple sources to evaluate its performance, and that of its LEA/EIS programs for improved results and compliance.
 - The State identifies noncompliance with procedural and programmatic requirements and makes recommendations for performance improvements.
 - The State requires the LEA/EIS programs to correct identified noncompliance.
 - Intended Outcome
 - An effective integrated monitoring system will contribute to improved outcomes for infants, toddlers, children, and youth with disabilities and their families.



- o Sustaining Compliance and Improvement
 - “If a State has”
 - A system designed to sustain compliance and improvement
 - Definition: a system for recognizing and improving compliance and performance including use of improvement activities, incentives, and sanctions.
 - “Then”
 - The State uses a system of incentives and sanctions to ensure continued improvement and IDEA compliance.
 - LEA/EIS programs develop and implement improvement activities and corrective actions to address areas in need of improvement and noncompliance.
 - The State verifies that LEA/EIS programs have implemented improvement activities and corrected noncompliance.
 - Intended Outcome
 - 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 | Technical Assistance and Professional Development
 - o Dispute Resolution
 - “If a State has”
 - An effective dispute resolution
 - Definition: 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.
 - “Then”
 - Parents and other stakeholders will be informed of their rights under the law.
 - The State timely resolves disputes about IDEA procedures and the provision of FAPE in the LRE or EIS.
 - LEA/EIS programs provide FAPE in the LRE/EIS to eligible infants, toddlers, children, and youth with disabilities.
 - Intended Outcome
 - An effective dispute resolution system will contribute to improved outcomes for infants, toddlers, children, and youth with disabilities and their families.
 - o Technical Assistance and Personnel Development
 - “If a State has”
 - An effective system for targeted technical assistance and professional development
 - Definition: a system of technical assistance and professional development that uses data-informed root cause analysis areas to address State priorities and areas in need of improvement.
 - “Then”



- The State uses all available data/information to prioritize which areas need improvement.
 - The state identifies TA/PD offerings that are aligned to those areas in need of improvement.
 - The State prioritizes the delivery of TA/PD in those areas in need of improvement.
 - Intended Outcome
 - An effective system for targeted technical assistance and professional development will contribute to improved outcomes for infants, toddlers, children, and youth with disabilities and their families.
- Data | SPP/APR
 - o Data
 - “If a State has”
 - An effective system to collect and report timely and accurate data
 - Definition: 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 reflect actual practice and performance.
 - “Then”
 - The State collects and reports valid and reliable data that are timely submitted to the Secretary and the public.
 - The State analyzes data for strategic planning and equitable allocation of resources.
 - The State uses data to support implementation of strategies that are most closely aligned to improved outcomes.
 - Intended Outcome
 - 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.
 - o SPP/APR
 - “If a State has”
 - A State Performance Plan/Annual Performance Report (SPP/APR)
 - Definition: 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.
 - “Then”
 - The State executes an approvable plan that evaluates the State’s efforts to implement IDEA requirements and purposes and the plan describes how the State will improve IDEA implementation.
 - The State reports annually to the Secretary on the performance of the State under the SPP/APR. The SPP/APR demonstrates the State’s progress towards meeting the measurable and rigorous



- targets for each indicator that have been developed with stakeholder input. The state has a plan in place to address needed improvement.
- The State will work with LEA/EIS programs to address needed improvement in those areas that are most closely related to improved outcomes.
 - Intended Outcome
 - An SPP/APR that demonstrates progress on compliance and results indicators will contribute to improved outcomes for infants, toddlers, children, and youth with disabilities and their families.
 - Implementation of Procedures and Policies
 - o “If a State has”
 - Effective implementation of policies and procedures
 - Definition: policies and procedures outline the goals, objectives, processes and statutory requirements of a Part B and Part C Program, that are implemented with fidelity.
 - o “Then”
 - The State develops policies and procedures that are aligned with IDEA and other Federal requirements.
 - The State effectively implements its policies and procedures.
 - The State ensures that LEA/EIS programs are knowledgeable about the policies and procedures.
 - LEA/EIS programs effectively implement policies and procedures that ensure the provision of FAPE in the LRE and EIS.
 - o Intended Outcome
 - Effective implementation of policies and procedures will contribute to improved outcomes for infants, toddlers, children, and youth with disabilities and their families.
 - Phased Monitoring
 - o 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. Five months prior to the Phase 2 visit, OSEP will send a document request for relevant information we have not found in our initial research. Please refer to the suggested documents listed below for an initial list of the information they are seeking.
 - b. Four months prior to the Phase 2 visit, OSEP will conduct targeted interviews with State staff on the component-specific protocols.
 - o 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 discussions.
 - Will occur in September 2024 for Kansas.
 - SEAC will become a part of this and will be notified in advance. The virtual visit includes contacting districts, parents and families, stakeholder groups, disability rights centers, etc.
 - Engagement is tailored to the State and the specific gaps they may have identified by the monitoring team.
- 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 results areas.
- Phase 2 Engagement Monitoring Schedule
 - For Kansas
 - Cohort 2 2024-2025
 - Team C
 - KS-B – 09/2024
 - KS-C – 09/2024
- For questions, please email Brian Dempsey at bdempsey@ksde.org.

OSEP Update

Dean Zajic

- The meeting that occurred earlier this week was the first meeting where the new assistant secretary for OSERS was in attendance, Glenna Gallo. She is a former director of special education in Utah and Washington State. She was also a teacher and local special education director. She has finally been put into position after her appointment.
 - She talked about the mere urgency effect, the tendency for individuals to focus on whatever seems most time sensitive and urgent, while losing focus on long-term strategic tasks.
- There was a resource released on highly mobile student guidance.
 - This is especially geared towards supporting students with disabilities, students experiencing homelessness, migratory students, English learners, foster youth and foster care.
 - Useful for a state level and local level.
- OSERS updated their Fast Facts website.
 - The website is user friendly with a wealth of resources on the state of special education in the United States. It has their most up-to-date information on demographics, assessments, prevalence, etc.
- OSERS released a resource on reducing exclusionary discipline.
 - Well-suited for on-the-ground school professionals.
 - A collection of over 200 evidence-based resources, in multiple languages, that are easily searchable and sortable.
- OSEP Policy Letters
 - The US Department of Education has a single web page where you can search every single guidance and dear colleague letter in one place and is sorted by



year.

- On July 24th, OSEP released their state general supervision responsibilities guidance.
 - Helps direct states on DMS and overseeing education in Part B and C.
 - Supersedes 09-02. It does not radically change existing practices but clarifies and in some cases elaborates on existing law and guidance.
 - Lists requirements state education agencies will have to ensure there is a reasonably designed general supervision system established.
 - Also touches on updating guidance on timelines for considerations of identification of non-compliance and addresses non-compliance.
 - Provides guidance on correction of child-specific non-compliance.
 - Stresses that state general supervision responsibilities are not only limited to SPP/APR indicators.
 - Additional clarifications on what the expectations are for making levels of determination for school districts.

Council Ex-Officio Member Updates

- **Kansas Association of Special Education Administrators (KASEA) – Ashley Enz**
 - Over the last years, KASEA has been working on making connections with other organizations. Including this ex-officio position. Also has been inviting other organization to their conferences and attending the USA Conference. This is to increase the impact of KASEA.
 - KASEA proposed revisions to the constitution in bylaws and were unanimously approved.
 - Had added an executive director position, Ann Matthews.
 - Endorsed the concept of a statewide IEP system.
 - The Winter Conference was held in-person with great attendance. The next Winter Conference is in February.
 - Patty Carter is the chair for their legislative committee. The legislative committee did a great job communicating with KASEA and leaders in the state.
 - KASEA had a successful advocacy day to be able to share information on special education funding and ensure the state is looking at fully funding special education.
 - Goals for the next year:
 - Establishing a target date for implementing the IEP system.
 - Will help with consistent documentation, reporting, pulling the correct data, streamline communication for students going from district to district.
 - Continuing to build partnerships and make the most of the available resources.
 - Drawing people back into the field of education.
 - Have a career path for educators.



- o The new president this year is Lena Kisner.
- **Disability Rights Center**
 - o Mike Burgess and Rocky Nichols are not in attendance.
 - o The disability services waiting list is about 10-12 years. If you have a student that needs to get on the waiting list, they should be signed up in kindergarten. It is difficult to get funding and many families cannot afford the amount of care services, so it is important to get on the waiting list early.
 - o Transition Councils across the state have been doing a great job.
- **Kansas State School for the Deaf – Luanne Barron**
 - o The Kansas State School for the Deaf is working on putting together the language assessment program that focuses on early language acquisition.
 - This will monitor the ASL and/or English language milestones of deaf/hard of hearing children from birth to age eight.
 - Currently working on filling positions for the language assessment program with applicants that meet the requirements. Four people have been hired so far. They are currently training the language assessment professionals.
 - Currently performing language milestone reports to the legislature every year.
 - Working out the budgetary details on the language assessment programs establishing partnerships with all other organizations involved.
 - o KSSD is developing a partnership with the Kansas School for the Blind. This will help get information out in the special education field on the resources, services, and programs the two schools have. This includes reaching out to parents, special education directors, etc. through letters or other messages. Many parents may not know about the resources that are available and how they can be provided.
- **KNEA – Idalia Schuman**
 - o This summer, Idalia was able judge at their national conference for special needs. They assessed 35 students on researching the special needs of students with learning disabilities. Around 40 students from the state of Kansas attended the national conference. This year's conference was in Florida and next year's will be in Washington DC.
 - o There are two regional Educators Rising Conferences coming up on November 1st. One is in Wichita at the Alvin Morris Administrative Center and the other is in Olathe at MidAmerica Nazarene University.
 - o The state conference is on February 7th at Ottawa University. KNEA will need judges for student competitions; they have 22 different events.
- **KSDE – Bert Moore**
 - o KSDE also uses this council as a way to collect stakeholder feedback. It is important for members to bring their perspectives.
 - o KSDE is looking at the possibility of developing statewide IEP. KSDE would prefer it to be conducted internally rather than creating an RFP with an outside vendor. KSDE does not yet have an estimate on when this would be implemented. KSDE



is currently collecting stakeholder feedback.

- o Three State Board of Education members are potentially retiring when their term expires in December of 2024, which will mean three new board members in the upcoming year.

September Meeting

- We found out Tobias was resigning from SEAC on Tuesday for personal reasons. This meeting gave Marvin the opportunity to chair the meeting as chair-elect.
- In September, if Marvin wants to continue with the chair position, we can move him into the position and elect a new chair-elect. We can also elect a new chair and have Marvin remain as chair-elect. This will be decided in September on what is best.
- This meeting did not meet the quorum requirement.
- Bring topics that people discuss with you. Emotional disturbance to emotional disability is an example of a parent concern brought to council members that changed legislation.

Other Updates:

Special Education Advisory Council Meeting Dates 2023-2024

September 28, 2023

9 AM – 3 PM

Bishop Educational Center/Zoom – Lunch Provided

Closing Comments

Items for Next meeting

- Contact Bert or Kayla with any new items.

Action:

Motion to Adjourn:

Motion seconded:

Meeting adjourned: at 4:00 pm

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

SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date September 28, 2023

Time 9:00 a.m. – 3:00 p.m.

Location: Bishop Education Center- Topeka,
KS/Zoom

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

Roll Call

Members (x present, blank absent):

X	Jennifer King	X	Lena Kisner		Charity Porter
X	Marvin Miller		Rebecca Shultz		Jessica Lopez
	Troy Pitsch		Sabrina Rishel		Roxanne Zillinger
X	Jennifer Kucinski	X	Brooke Moore		
X	Jennifer Kurth		Chris Reffett		
X	Brandon Gay	X	Lindsey Graf	x	Allixon, Interpreter
X	Whitney George	X	Jose Cornejo	x	Amanda, Interpreter

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

X	Jim McNiece	X	Ashley Enz	X	Jon Harding
X	Leslie Girard	X	Luanne Barron		
	Mike Burgess	X	Idalia Shuman		

KSDE Staff:

X	Bert Moore	X	Stacy Clark	X	Kerry Haag
	Cary Rogers	X	Kayla Love	X	Dean Zajic
X	Brian Dempsey	X	Alysha Nichols	X	Crista Grimwood
	Maureen Ruhlman				

Guests: Karrie Shogren from KUCDD Idalia Shuman with KNEA, and Wayne Ball from the American Institutes for Research

Quorum (9) met: Yes, 10 voting members present

Agenda Approval: September 28, 2023 Agenda

Motion to approve: Lindsey Graf

Kansas leads the world in the success of each student.



Second: Jennifer King

Action: Approved

Minutes Approval: April 13, 2023 Minutes

Motion to approve: Lena Kisner

Second: Lindsey Graf

Action: Approved

Minutes Approval: July 27, 2023 Minutes

Motion to approve: Lena Kisner

Second: Jennifer King

Discussion: Lindsey Graf has advised the details page has July 26 as the date of the July 27th meeting

Action: Approved with date correction

Chair-Elect Election

Lena Kisner and Lindsey Graf volunteered to be nominated

Motion to Cease nominations: Jennifer King

Second: Jose Cornejo

Lena Kisner is in her eighth year of being the Director of the Reno County Education Co-Op. This is her second year on the Special Education Advisory Council. She is the current President of the Kansas Association of Special Education Administrators. Kisner is also the parent of a child with a disability. Prior to her current employment, she was a school psychologist. Kisner is also a mentor with the KELI Mentor Program, a program that assists new Special Education Directors.

Lindsey Graf is in her sixth year as the Special Education Director for Coffee County. She served two years as the Assistant Director at Keystone Learning Services. Prior to that Graf was a special education teacher. Graf adopted a child with a disability two years ago. This is her first official year on the Special Education Advisory Council. Graf is also a member of the Kansas Association of Special Education Administrators.

Votes for Lena Kisner – 0 in person votes, 2 votes online

Votes for Lindsey Graf – 3 in person votes, 3 votes online

Lindsey Graf has been elected to the Chair Elect position

Public Comment:

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

Open SEAC Positions

Kayla Love and Bert Moore

- Representative from the state juvenile corrections agency
- Representative from the state agency responsible for foster care of children
- Parent of a child with a disability, ages birth through 26 years
- Individual with a disability

If someone is interested, they would need to apply through this link

<https://forms.gle/ThFovGLUB9Rci1rPA>



This will take them to a Google survey form. General questions include the following: what position they are applying for, their home address, email address, phone number, and what State Board of Education regions they work in and reside in.

Following the application there is a membership committee that would review all of the applications and if the individual fits the criteria of the board region and the Council would still meet the 51% disability rule, the individual would be voted into the position. After this, letters of approval would go to the State Board of Education for their approval and then out to the nominee.

Orientation

Bert Moore and Kayla Love

- It is a federal requirement that Kansas has a State Advisory Council
 - § 300.167 The State must establish and maintain an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State
- Council members are representatives of the State population demographics and composed of individuals involved in, or concerned with, the education of children and youth with disabilities
 - Kansas does include Giftedness
- Kansas SEAC membership positions
 - Related services
 - Private schools
 - Local education officials
 - Homeless
 - Corrections- Juvenile
 - Corrections – Adult
 - Parents
 - General education
 - Students
 - Vocational, community or business
 - State official
 - Foster care
 - Institutions of Higher Education
 - Gifted*
 - Administrator of Exceptional programs
 - Charter Schools
 - Other agencies
- Kansas SEAC Ex-Officio Members
 - Groups that provide input and help advocate for people with disabilities
 - Parent Training and Information Center – Families Together
 - Disability Rights Center
 - Kansas State School for the Deaf/Hard of Hearing
 - Kansas State School for the Blind
 - State Board of Education
 - Kansas Association of Special Education Administrators
 - Kansas National Education Association



- Kansas Senate Education Committee- Designee
 - Kansas House Education Committee- Designee
- Special Rule 51%
 - 34 CFR 300.168 (b)
 - The majority of the members of the panel must be individuals with disabilities and/or parents/guardians of children with disabilities
- Current membership committee
 - Marvin Miller
 - Lindsey Graf
 - Jennifer King
- Representation
 - One of the most significant contributions each council member makes is that of representing their stakeholder group. The federal regulations require that the specific stakeholders be represented by membership on the State Special Education Advisory Council. This requires that the council consider methods that can facilitate ongoing communication between council members and their stakeholder group
- Advisory Council – Primary Role
 - Serves as advisory to the State Office of Education, Special Education Unit and/or directly to the State Commissioner or State Board of Education
 - Council responsibilities
 - To give advice
 - To inform
 - To counsel
 - To recommend
 - To suggest
 - To guide
- Exercising Advisory Responsibilities
 - Issues/priorities are brought to the council
 - Member perspective/experience is relayed to the council
 - Stakeholder input is relayed to the council
 - Council members discuss the issues, perspectives, and input
 - Resources and information are gathered and presented to the council
 - The Council provides objective advice to state agency
 - State agency can take action to remedy the issue/priority which improves services for children and youth with disabilities
- Advocacy
 - There is a place for advocacy at council meetings. During discussions you might take sides, favor a position, or support a position. However, in the final analysis, hopefully the council can come to a consensus and provide meaningful advice that leads to change for children and youth with disabilities
- Special Interest Advocacy
 - There are special groups in the State that are advocacy in nature
 - Protection and Advocacy
 - Disability Organizations



- Professional Organizations
- Advisory council Procedures
 - Adhere to State Open Meeting laws. All advisory council meetings and agenda items must be announced far enough in advance of the meeting to afford interested parties a reasonable opportunity to attend. Meetings must be open to the public
 - If possible, provide meals or refreshments at council meetings
- Recommendations for Advisory Council
 - Close working relationship with the State Director and their team
 - Membership orientation
 - Understand council functions
 - Advisory, not advocacy, in nature
 - Discuss current issues and trends in the field of special education
 - Priorities determined by data from the State Performance Plan/Annual Performance Reports as well as
 - State Level of Determination or Technical Assistance as determined by the Office of Special Education Programs
 - Part C connection
 - Support State Education Agency's improvement efforts
 - Use the established by-laws for the council operation and update as needed
- The Big picture
 - US Department of Education flows to the Office of Special Education and Rehabilitation Services
 - The Office of Special Education and Rehabilitation Services flows to the Office of Special Education Programs
 - The Office of Special Education Programs flows to the following
 - State Education Agency
 - Technical Assistance Projects
 - These assist both the Lead Education Agency and the State Education Agency
 - Lead Education Agency
 - The State Education Agency flows into the Special Education Advisory Council
 - Council concerns children and youth with disabilities in Part B (3-21 years)
 - Council then advises the State Education Agency, and the flow reverses
 - The Lead Education Agency flows into the Interagency Coordinating Council
 - Council concerns infants and toddlers in Part C (birth-2 years)
 - Council then advises the Lead Education Agency, and the flow reverses
 - Both the Special Education Advisory Council and the Interagency Coordinating Council work to keep the focus on the needs of infants, toddlers, children, and youth with disabilities
- General Supervision; State Education Agency oversight
 - Components of General Supervision
 - Kansas Integrated Accountability System
 - State Performance Plan and State goals with measurable targets



- Fiscal management
 - Integrated On-site and Off-site monitoring activities
 - Effective policies and procedures
 - Timely and accurate data on processes and results
 - Improvement, correction, incentives, and sanctions
 - Effective dispute resolution
 - Targeted technical assistance and professional learning
- State Performance Plan Indicators
 - Reported to US Department of Education annually
 - Graduation
 - Dropout
 - Assessments
 - Suspension/Expulsion
 - Least Restrictive Environment
 - Preschool Least Restrictive Environment
 - Preschool Outcomes
 - Parent Involvement
 - Disproportionate Representation
 - Disproportionate Representation – disability category
 - Evaluation timelines
 - Preschool transition
 - Secondary transition
 - Post-school outcomes
 - Resolution sessions
 - Mediation
 - State Systemic Improvement Plan
- National Special Education Advisory Council and Interagency Coordinating council website
 - Access to State Special Education Advisory Council and Interagency Coordinating council websites
 - Information and resources
 - Announcements
 - National Quarterly Webinars
 - <https://osepideasthatwork.org/resources-grantees/sap-sicc>

Reimbursements

Kayla Love

- Members are reimbursed for attending in person meetings
- Must have a W-9 on file

Meeting Dates

Kayla Love

- July 27, 2023; Wichita and Zoom from 12-4pm
 - Hyatt Regency Wichita
- September 28, 2023; Topeka and Zoom from 9am-3pm
 - Bishop Professional Development Center



- November 30, 2023; Topeka and Zoom from 9am-3pm
 - Bishop Professional Development Center
- January 9, 2024; Topeka and Zoom from 1-3pm
 - Landon State Office Building
- January 10, 2024; Topeka and Zoom from 9am-3pm
 - Landon State Office Building
 - Breakfast with the Board starts at 7:30 am
 - In-person attendance is recommended
 - Meet with State Interagency Coordinating Council from 1pm-3pm
- April 11, 2024; Topeka and Zoom from 9am-3pm
 - Bishop Professional Development Center

Tri-State Law Conference

Bert Moore

- Leadership members can attend
 - Marvin Miller, Jennifer King, and/or Lindsey Graf
- Registration, per diem, mileage, hotel, and tolls (if applicable) are reimbursable
 - Hotel must be at conference rate, conus rate, or no more than 25% over the conus rate for the full amount to be reimbursed
- Leadership may also attend the Office of Special Education Program conference next summer

Statewide IEP

Dean Zajic and Brian Dempsey

- The State of Kansas is exploring the possibility of having a statewide Individual Education Plan system. They are seeking feedback from constituents across the state (teachers, parents, advocates, and local directors of special education) if a statewide Individual Education Plan system is right for Kansas
 - Discussions began in 2022
 - Gathered information from other states on what they implemented, their successes and their troubles
 - Oklahoma, Idaho, Connecticut, and Colorado
 - Some piloted the program with select districts
 - Some made it optional for districts to participate
 - 90 percent of districts in these states were participating
- Why have it?
 - A statewide Individual Education Plan would allow everyone with a role in supporting the student a chance to determine the student's Individualized Education Program
 - Individuals with Disabilities Education Act requires that Individual Education Plans be developed for eligible students with disabilities
 - Individuals with Disabilities Education Act establishes a written plan that specifies how education, related services, and support is delivered- an Individualized Education Plan
 - The Individualized Education Plan identifies special education and related service supports needed for a student with a disability, including Gifted students



- in the State of Kansas
 - o Many states already have a statewide Individual Education Plan and Kansas education-based groups have expressed interest in one
- IEP Involvement
 - o Parents know their child best and can discuss their child's personality and history
 - o Parents offer insight into past education experiences for the team to understand the student's strengths, needs, frustrations, and interests
 - o Parents/guardians and students may invite anyone they choose to attend the Individualized Education Plan meeting
- What are the pros?
 - o Helps ensure that every child with an exceptionality has a compliant Individualized Education Plan that meets federal regulations and requirements
 - o Better opportunity to engage all parents and stakeholders in the process
 - o Easier access to data, transfer of data, and better retention of data
 - o Better record reporting for the student, especially if they transfer schools
- What are the cons?
 - o While greatly improving the quality of Individualized Education Plans, tracking, and reporting of data, the process can be time consuming on the front end (up to two or more years for implementation)
 - o It may take more human resources and time to transfer existing data into a new system
 - o Some local education agencies may see it as a barrier to implementing a program that fits their individual needs
 - o Fiscal resources in the implementation phase may be higher. Most states cover the cost of their statewide Individualized Education Plan system
 - o The state procurement process requires periodic purchasing processes (typically every 5 years), which may lead to vendor transition
- Improving the quality of instruction
 - o Can facilitate uniformity amongst school districts
 - o Solves limitations and inflexibility caused by lack of available human resources that interfere with implementation
 - o Could make a student's transfer to a receiving district more seamless
 - o Parents would have better access to student records and may create opportunities for more involvement in developing the student's education plan
- Improving data systems
 - o Supports the development of a new adaptive IEP document
 - o Reduces the current local data reporting burdens
 - o Consolidates the timely collection and accurate reporting of student data and information
 - o Provides a document repository and facilitates timely record transfers
 - o Ensures differentiated secure access to student data including a parent/guardian portal
 - o Allows for interoperability with existing state and local data systems and other authorized vendor programs



- o Provides for the creation of student and aggregate reports for multiple user levels including teacher, school, district, parents, and the Kansas State Department of Education
- Improving Federal Compliance
 - o A statewide Individualized Education Plan system can help the Kansas State Department of Education meet its oversight responsibilities and ensure compliance with Federal regulations and requirements
 - o Easier and more efficient to access student records, data, and education programs with less interventions and burden on the local education providers
- Please provide any feedback you may have at this link
 - o <https://forms.gle/9kzrWY7a43A23v7QA>
- Feedback from meeting attendees
 - o Ashley Enz- Did any of the States that implemented this run into issues with the statewide Individualized Education Plan talking with the individual student information systems across the state?
 - The ongoing work if the systems does not connect is a concern
 - Reply by Dean Zajic: The states that have a system were intentional in this process of building it and rolling it out to try and build that kind of interoperability in from the start. This would be one of the important factors as the State of Kansas works through the process.
 - One of the states allowed districts to add customizations and enhancements on to the Statewide Individualized Education Plan system, but at the district cost
 - o Lindsey Graf- The field definitely has a lot more buzz about this, with a sentiment that we are a lot further along than maybe we have ever been. That said there is some nervousness about it. But there is a lot more positioning that's being done. One of the things that needs to be continued to be passed is that this is still in the very early stages
 - Reply by Brian Dempsey: Correct and that came up yesterday when talking with parents, they felt that we were asking their input and the decisions had already been made and it was just being dopped at their feet last minute. This is just an initial gathering of information. What are the concerns or barriers we haven't thought about yet
 - o Jenny Kurth- "I support this idea as a researcher and a person who has been on a lot of Individualized Education Plan teams as a former teacher." She goes on to mention the Supreme Court of Endrew F v. Douglas County Schools where Chief Justice John Roberts is quoted as saying "The IEP is not a form." While it is not a form, the forms are very important in avoiding substantive violations of IDEA. Her research supports the findings that low quality individual education plans result in substantive violations. There are many things that, if the individual education plan team had, could help avoid some of these problems.
 - Reply by Brian Dempsey- It has been asked if the State is just trying to create a cookie cutter, checkbox form. That is not the intent. It does not individualize anything for a student. It would help having guided conversations based on the form. That way the team would be critically



thinking individually about that student

- o Marvin Miller- As we look forward in building this, it is important to think about the 18–21-year-old transition, as well as the infant-3rd birthday transition, in a hope of trying to make things as seamless as possible. These questions may be down the road, but are still important as we think about crafting a system
- o Kerry Haag- “Can you give a couple of examples from your interactions with other states, of how they adopted this, what that process looked like in terms of rolling out”
 - Reply by Brian Dempsey- One state was cohorted in, another was by volunteer. Oklahoma was surprised at how quickly Oklahoma City came on board, other than that it’s been a smooth transition. There have been different approaches.
- o Trish Backman- Is there a workgroup that is designed to work with other agencies such as McKinney-Vento, foster car, or justice involved, to find out what they might already be doing?
 - Reply by Brian Dempsey- Not specifically. This would be something down the road to look at. It would be beneficial to look at what information can be exchanged in a system, such as a statewide individual education plan, that would make things seamless for transitions and as well as being mindful of maintaining confidentiality but of benefit to the student
- o Stacy Clarke- “Originally, I thought that would be a good idea. But then, as I thought about it a little bit more ... it would be best if this document stayed with the school system.” For the reason that it would encourage communication and agencies to come to the school and be a part of the team, which would be more beneficial. They need to develop a relationship with the child.
 - Reply by Brian Dempsey- As a lawyer, sharing a lot is probably prohibited. What can be shared? What notices can we get out in a more efficient way that will bring people to the table.
 - Reply by Dean Zajic- With the stage we are in right now, it is most important that we are capturing these considerations, and then we can deliberate on them later. As we move forward there will be a really deep dive into each of the different pieces and considering what can and cannot be done.
- o Lesli Girard- This brings to mind the Stronger Connections grant. Families Together likes the idea of referring, and that would be another possibility of looking at what is going on in the background
- o Marvin Miller- A lot of the surveys we do are geared toward teachers and stakeholders and they are not parent friendly. Is there a really parent friendly form and survey? We will need comments and input from parents.
 - Reply by Dean Zajic- There are a few forms that were made to be given out and shared with parents and caregivers, that thanks to Lesli Girard and Jane Groff and their teams, incorporated more plain language. This makes it more parent friendly and accessible to stakeholders. The survey itself is very, very short with one required question asking where the surveyed person falls on stakeholders (parent, teacher, etc.) and the rest



of the questions are subjective and open ended.

Dyslexia FAQ and Eligibility Indicators

Bert Moore and Brian Dempsey

- Last year, House Bill 2322 was passed. This changed Emotional Disturbance to Emotional Disability. An emotional disturbance is a personal thing, an emotional disability is a condition
 - We should not be labeling someone as disturbed
 - Right before the bill was passed, Dyslexia was added to the bill to make it a state disability category
 - Dyslexia is a condition addressed under the Federal language under learning disability
 - Laurie Curtis is the State of Kansas Dyslexia Consultant
- The Kansas Department of Education Frequently Asked Questions document is on the KSDE.org website under Dyslexia
 - Dyslexia is not a new category
 - Dyslexia has always been included in the Federal and Kansas definition of specific learning disability
 - Special Education agencies within the State were asked to place a checkbox in their individual education plans for Dyslexia and to check it – if it applied to that student
- In the field of education, we do not diagnose
 - Meeting the eligibility criteria for dyslexia does not require a clinical or doctors' diagnosis
 - We identify student's as eligible or ineligible for services in special education under specific disability categories
 - If documentation from the parent shows or suggests that the child is a student with a disability, under Child Find, schools have the accountability to do general interventions and the parent can ask for a comprehensive evaluation
 - At that point the school either provides the evaluation or sends prior written notice that they are not going to do it
 - If the parent is unhappy with the prior written notice, they can start due process action against the district
 - They cannot delay an evaluation based upon general education interventions
 - They can do concurrent evaluation while collecting information and interventions
 - There are 60 school days to do the evaluation after it is requested
 - The State of Kansas is offering LETRS training
 - Lexia LETRS – Language Essentials for Teachers of Reading and Spelling is a comprehensive professional learning program
 - Current estimates indicate 20-40% of students have deficiencies in reading
 - The State of Kansas is asking that the Special Education Advisory Council approve the Dyslexia Frequently Asked Questions document
 - Kevin Davis at the Technical Assistance System Network worked diligently



- to put this together
 - As questions are received this document will be updated and the date of the update will be posted as well
- o Ashley Enz- One of the questions out of the Kansas Association of Special Education Administrators is what does the Kansas State Department of Education mean by “add this to the Individualized Education Plan?” Is there just a box on the plan to mark if a student has dyslexia for documentation purposes only or if they are needing to formally add dyslexia onto the student’s Individualized Education Plan. The Frequently Asked Questions document says no consent or evaluation is required and the field is hesitant to add that to the plan without drawing the parent’s attention to it and explaining why it was there. Another concern was ensuring that it was still a team decision when considering if the student did meet the criteria or if it is a reading disability manifesting in comprehension which could look different.
 - Reply by Bert Moore- We do not want all of the students that meet the specific learning disability designation to go through a new evaluation. If there is evidence in the evaluation report that the child had a learning disability of dyslexia, that it could be documented on the Individual Education Plan form because parents are asking for it to be recognized and one way that can occur is the in the present levels of education performance where academic deficiencies are discussed. A checkbox would show parents the verification that the child has been recognized as having dyslexia and the present levels of education performance could be indicative in the reading section about where the deficiencies exist
 - Remember having a reading deficiency and having a learning disability does not necessarily identify dyslexia
- o Lesli Girard- Wanted to thank Ashley for thinking about the families
- o

Motion for approval of Dyslexia Frequently Asked Questions document and when there are regular updates they will be dated as such

Motion to approve: Jennifer King

Second: Brooke More

Action: Approved

Motion to approve the updated eligibility indicators

Motion to approve: Lindsey Graf

Second: Brooke Moore

Action: Approved

KUCDD

Karrie Shogren and Jennifer Kurth

- Jennifer Kurth is an associate professor and Chair of the Department of Special Education at the University of Kansas. She is also the Director of Interdisciplinary Training at the Kansas University Center on Developmental Disabilities
- Karrie Shogren is the Director of the Kansas University Center on Developmental Disabilities



- The Kansas University Center on Developmental Disabilities was established in 1969 and is part of a national network of University Centers for Excellence in Developmental Disabilities that are authorized under public law 106402 or the Developmental Disabilities, Assistance and Bill of Rights Act of 2000. Core funding is administered by the Office of Intellectual and Developmental Disabilities in the US Department of Education. There are currently 67 Centers, with at least one being in every state and territory. The University of Kansas is the only center in Kansas
 - Centers focus on individuals' birth through death
- The purpose of University Centers for Excellence in Developmental Disabilities is to provide leadership in, and advise Federal, State and community policymakers about, and promote opportunities for individuals with developmental disabilities to exercise self-determination, be independent, be productive, and be integrated and included in all facets of community life
- Kansas University Center on Developmental Disabilities Missions and Values
 - Through research, training, technical assistance, and community service activities, we strive to enhance the quality of life, self-determination, and inclusion of Kansans with developmental disabilities and their families
 - Values include:
 - Doing high-quality work
 - Knowing your purpose
 - Seeking diversity
 - Including others
 - Respecting other people
- Core Functions
 - Interdisciplinary pre-service preparation training and continuing education
 - Research, evaluation, public policy analysis
 - Community services (technical assistance, models, and demonstrations)
 - Information Dissemination
- Kansas University Center for Developmental Disabilities Consumer Advisory Panel
 - 9-member panel of people with developmental disabilities constituting the majority of the members
 - Primary function of the Panel is to advise the Center's director, researchers, and staff about issues that are important to people with disabilities and their families
 - The Panel initiates projects to fulfill the needs of importance to its members
 - Recent examples include creating a resource guide for Kansans around voting during the COVID-19 pandemic, and a video around good communication practices for healthcare workers when serving people with disabilities
 - There is currently a video in progress around augmented and alternative communication devices and their use on college campuses
 - The Panel also supports the Leadership Education in Neurodevelopmental and related Disabilities – LEND- with guidance and input
 - The Panel meets virtually or in person four times each year



- By the Numbers
 - In Fiscal Year 2022 members of the Kansas University Center for Developmental Disabilities:
 - Published or submitted 127 articles, 12 book chapters, 3 books and 10 newsletters
 - Developed 2 academic courses
 - Presented 177 conference presentations and poster sessions
 - Conducted 382 continuing education and community training activities
- Current projects
 - Institute of Educational Sciences funded a grant that started in 2021, this is the Self Determined Learning Model of Instruction for Reading
 - 4-year, multi-site project
 - Aims to develop and test a new intervention to increase reading achievement among fourth and fifth graders with, or at risk of, reading disabilities
 - Conducted alongside an evidence-based reading intervention and content will be explicitly connected to students reading practices and goals related to reading performance
 - This project is in collaboration with the Austin location of the University of Texas
 - Currently doing this work in Lawrence Public Schools
 - Propel Project
 - Promoting Collaboration for Secondary Success
 - Targets high school students who have autism
 - Combines self-determination and peer support working across schools in Kansas
 - SOARS project
 - The acronym stands for Strengthening Outcomes for All leaRners in Inclusive Settings
 - Capital letters signify acronym
 - Kansas University Center for Developmental Disabilities is always looking for new partners to conduct research with and create opportunities for collaboration
- Kansas University Center for Developmental Disabilities community service projects
 - Kansas Health and Research Partnership
 - My Transition, My Career
 - Black Feathers Podcast, Disability Conversations for All
 - Kansas University Assistive Technology for Kansas
 - State of the States in Intellectual and Developmental Disabilities
 - Kansas Navigator Series
- Kansas University Center for Developmental Disabilities provides Interdisciplinary Training and Education which includes interdisciplinary pre-service training and also continuing education for students and professionals in education, allied health professionals and transition to adulthood services
 - Self-Determined Career Design Model



- Project INSTRUCT
 - The acronym stands for Inclusive iNterdisciplinary Supports and Training for Positive, Rigorous, education and Communication ouTcomes
 - Capital letters signify acronym
 - In July 2021, the Center's faculty hosted the 5th Annual Summer Institute on Inclusive Practices with the theme building and supporting inclusive communities
 - Virtual, 3-day conference with over 200 attendees from around the world
 - One of the keynote speakers was Jordan Zimmerman, who is an Augmentative and Alternate Communication user
- Information Dissemination – Kansas University Center for Developmental Disabilities Plain Language Team
 - This is a new effort
 - Dedicated to reviewing materials to make suggestions in support of Plain Language, ensuring that the content is more accessible for more readers
 - Employs tools and resources to target a reading level of 6th to 8th grade when possible
 - Consists of diverse members with a variety of lived experiences
 - Creates user friendly infographics for schools about their projects
 - Creates videos for schools in plain language
 - <https://youtu.be/m3MB9FdqTNU>
- Collaborations and Future Directions
 - How can we build our collaborations?
 - What can the Kansas University Center for Developmental Disabilities do for you?
 - What are key training, dissemination, and research needs in the community?
 - What can we do to better support your needs across Kansas?
 - Center websites and social media
 - <https://selfdetermination.ku.edu>
 - <https://kucdd.ku.edu/>
 - <https://www.facebook.com/ksucdd>
 - <https://www.youtube.com/@kucenterondevelopmentaldis1420>
 - Instagram handle @_kucdd
 - X (formerly known as Twitter) @KUCDD

Updates from Bert Moore

- Cary Rogers is the consultant for the Dynamic Learning Maps, for alternate assessment for 1% and new this year is an alternate English Language Learners alternate assessment
- There is a legislative committee that will be meeting on October 9th to discuss policies
 - One question the committee has concerns about is behavior as students are telling teachers they cannot be disciplined because they have an Individualized Education Plan
 - The committee also wants to know if there are any policies that the Kansas Department of Education would like for the legislature to take into consideration
 - Specifically cannot include any funding



- Policies would be related to serving students with disabilities

Update from Dean Zajic

- The Office of Special Education and Rehabilitation Services has approved a grant for Transition Coordination
 - Competitive grant for states that supports collaborative work amongst the centers for independent living in the state
 - Includes multiple state departments working together such as the Kansas Department of Education, the Kansas Department of Health and Environment and the Kansas Department of Children and Families
 - Grant purpose is to improve the quality of on the ground services to families and students in an effort to support secondary transition in a more effective way
 - Multi-year grant that runs through 2028
 - 2023 is a workup year that will include going through the initial periods of identifying the specific communities that are geographically and demographically diverse throughout the State

Differentiated Monitoring Preparation

Brian Dempsey

- Currently one year out from our on-site visit with the Office of Special Education Programs. It will take place in September 2024
- Broken the next year into quarters to prepare for this visit, each with its own purpose
- First Quarter, now through the end of 2023
 - Internal Kansas State Department of Education critical self-assessment of our own website and our documentation
 - Currently have the National Center for Systemic Improvement, a National provider, that is looking at our website from an external perspective and going through the same protocols we are at the Kansas State Department of Education
 - The goal is for both website reviews to be completed by the end of November or early December and then there will be a comparison of what has been found
- Second Quarter starts in January and goes through March
 - Staff will be looking at documents that were identified in the website review that need to be updated
 - Begin working with stakeholders such as the Special Education Advisory Council, parents, and districts, and having conversations about the pending visit and what it may look like
- Third Quarter begins in April and runs through the end of summer
 - In April, the Office of Special Education Programs will send out a formal request for documents
 - In June or July, the Kansas Department of Education will be looking at scheduling mock interviews for employees using outside providers
- This will be a standing item on the Special Education Advisory Council agenda



State Performance Plan- Indicator 4B

Brian Dempsey

- Brian Dempsey's team at the Kansas Department of Education will be preparing for a large meeting in October with a lot of data on the Department of Education's indicators. By the end of November, they will have reviewed all of the data and indicators
- The January Special Education Advisory Council meeting will see the final review of the State Performance Plan before it is submitted by Kerry Haag to the Office of Special Education Programs at the end of January. The deadline for submission is February first
- Indicator 4: Suspension and Expulsion: Methodology for Determining Significant Discrepancy
- Indicator 4A – Percent of local education agencies that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with Individual Education Plans
 - Results oriented
 - Target is set at 0.7%
- Indicator 4B – Percent of local education agencies that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with Individual Education Plans; and (b) policies, procedures, or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of Individualized Education Programs, the use of positive behavioral interventions and supports, and procedural safeguards
 - Compliance based
 - Target will always be 0
- Methodology for Determining Significant Discrepancy
 - The Kansas Department of Education performs an analysis of aggregated data to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of all children with disabilities among local education agencies in the State
 - For each local education agency that meets the minimum n-size and cell size thresholds, the Kansas Department of Education compares the long-term suspension and expulsion of students with disabilities of the local education agency to the mean of the State's rate of long-term suspensions and expulsions for children with disabilities to set the suspension/expulsion rate bar
 - Minimum cell size: 0 (students suspended/expelled more than 10 days)
 - Minimum N-size: 30 (students with disabilities per district)
 - Annually, the Kansas Department of Education shall determine a significant discrepancy threshold by multiplying the mean of the State's rate of long-term suspensions and expulsions for children with disabilities by 3.0. Any local education agency that exceeds the annually calculated threshold shall be identified as significantly discrepant
- Indicator 4A Scenario
 - Step 1: Calculate the suspension/expulsion rate for children with disabilities for District 1
 - Children with disabilities suspended or expelled in District 1 divided by



- all children with disabilities in District 1
 - This example district has 24 students with disabilities who were suspended or expelled for more than 10 days. The district also has 110 students with disabilities
 - $(24/110) \times 100 = 21.8\%$
- Step 2: Calculate the state mean suspension/expulsion rate for children with disabilities for State. State mean is the sum of the suspension/expulsion rates for children with disabilities for the entire state divided by the total number of districts in the state. This calculates the average suspension/expulsion rate for all districts across the state.
 - This example state has 42% of their district suspension rates for the state divided by the 700 districts in the example state. In this example, the average suspension/expulsion rate across the state is 6% (state average)
 - For example $(0.42/700) \times 100 = 6\%$
- Step 3: Use this comparison as a basis for determining Significant Discrepancy
 - District 1's suspension/expulsion rate for children with disabilities (21.8%) is more than three times higher than the state mean suspension/expulsion rate for children with disabilities (6%)
- Indicator 4B Scenario
 - Indicator 4B represents analyzing data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities among local education agencies in the State
 - Step 1: Calculate the suspension/expulsion rate for Asian children with disabilities for District 1
 - Asian children with disabilities suspended/expelled in District 1 divided by Asian children with disabilities in District 1
 - For example: $(15/30) \times 100 = 50\%$
 - This example district has 15 Asian students with disabilities who were suspended/expelled more than 10 days. The district also has 30 Asian students with disabilities
 - Step 2: Use this comparison as a basis for determining Significant Discrepancy
 - District 1's suspension/expulsion rate for Asian children with disabilities (50%) is more than three times higher than the state mean suspension/expulsion rate for Asian children with disabilities (10%). For Indicator 4B, the target is always 0% because this is a compliance indicator
 - Step 3: Calculate the state mean suspension/expulsion rate for Asian students with disabilities for the State. State mean rate is the sum of the suspension/expulsion rates for Asian students with disabilities for the entire state divided by the total number of rates calculated for the state. This calculates the average suspension/expulsion rate for all Asian students with disabilities across the state
 - For example: $(471\%/47) \times 100 = 10\%$
 - In this example the state has 50% of their district suspension rates for



Asian students with disabilities divided by 47 districts in the calculation. The example state had 47 districts that met the state minimum. In this example, the average suspension/expulsion rate across the state is 10%, which is the state average

Special Education Funding Task Force

Bert Moore

- One day scheduled, currently while they are in session
- They have three days they will have hearings
- 2 days will not be education related
- Kristey Williams wants to discuss special education funding
 - Looking at what other states are doing
 - How Kansas compares to those states
 - Discussion on whether 92% special education funding has been met or not
- There are 10 members
- It is believed the meeting will take place in January

Kansas National Education Association

Idalia Shuman

- Supports educators from early career, or high school, through National Board Certification
- Will be hosting a regional conference for the newest round of research competitions
 - Regionals will be in Wichita
 - State conference will be at Ottaway University on February 7

Council Ex-Officio Member Updates

- **Families Together** – Lesli Girard
 - Please check out our website
 - Modules for parents
 - Podcasts
 - YouTube channel
 - They have been hearing a lot about Part C to Part B transition
 - Please let parents know it is okay to reach out to Families Together
 - Between January and June there have been 2,270 individualized consultations and trainings
 - Breakdown of consultations by primary disability
 - Autism – 620
 - Emotional Disability – 337
 - Other Health Impairment- 336
 - Specific Learning Disability- 291
 - No IDEA Disability – 200
 - Developmental Delay – 131
 - Intellectual Disability – 89
 - NA – 89
 - Multiple Disabilities – 83
 - Speech or Language Impairment – 58



- Orthopedic Impairment – 44
- (Physical) Deaf-Hard of Hearing – 17
- Gifted – 22
- Visual Impairment and Blindless – 20
- Traumatic Brain Injury – 50
- Deaf Blindness – 3
- Breakdown by ethnicity
 - African American -11%
 - Asian -1%
 - Caucasian -70%
 - Hispanic- 11%
 - Native American -1%
 - Other -1%
 - 2 or more races- 1%
 - Not Determined -4%
- Breakdown by age
 - Birth through 2 years – 4%
 - 3 to 5 years – 15%
 - 6-13 years – 43%
 - 14-18 years – 32%
 - 19-21 years – 5%
 - 22 and over – 1%
- Breakdown by contact content
 - Individualized Education Plan – 920
 - Family Support – 496
 - Parent Rights – 362
 - Accommodations/Modifications – 582
 - Behavior plans – 431
 - Comprehensive Evaluation – 181
 - Transition to Adulthood – 228
 - Early Childhood – 98
 - Section 504 – 161
 - General Education Curriculum – 97
 - Program/Placement Options – 90
 - Disability – 131
 - Person Centered Planning (LifeCourse) – 137
 - Least restrictive environment – 116
 - Fair appropriate public education – 152
 - Mental Health – 75
 - Supported Decision Making and Self Advocacy – 230
 - Suspension/Expulsion – 104
 - General/Regular Education Interventions- 192
 - Sensory Needs -72
- Other topics of interest in consults
 - Gifted Services – 15



- Graduation – 20
- Employment – 16
- Bullying – 42
- Homeschooling – 11
- Covid 19 – 3
- Extended School Year – 20
- Infant Toddler Services – 9
- 18-21 Program – 24
- Homeless McKinney Vento – 3
- Emergency Safety Intervention – 28
- Formal Complaint – 108
 - Section 504 – 18
- Guardianship – 25
- Transition Part C to Part B – 20
- Multi-Tiered Systems of Support – 27
- Mental Health – 86
 - Independent Education Evaluation -40
- Education Advocate Update
 - January 2023
 - 72 appointments
 - 92 cancellations
 - 50 final (services no longer needed)
 - February 2023
 - 80 appointments
 - 56 cancellations
 - 24 final
 - March 2023
 - 83 appointments
 - 85 cancellations
 - 38 final
 - April 2023
 - 63 appointments
 - 39 cancellations
 - 11 final
 - May 2023
 - 33 appointments
 - 52 cancellations
 - 41 final
 - June 2023
 - 18 appointments
 - 34 cancellations
 - 16 final
- **Kansas Association of Special Education Administrators (KASEA) – Ashley Enz**
 - Currently doing a large membership push
 - Membership is continuing to rise



- o Website has been revised
- o Calendar of Events
 - Kansas Association of Special education Administrators Executive Board Meeting is October 2nd at 2pm until 3pm
 - Membership Meeting on October 16th from 3:30pm to 4:30pm
 - Winter Conference is February 20th and 21st in Wichita at the Drury Hotel
- **Disability Rights Center – Mike Burgess**
 - o Hoping to see some movement in supported employment rates
 - Large barrier in pursuing competitive, integrated employment opportunities for adults and students with disabilities
 - Kansas has the Lowest supported employment rate in the United States
 - o Kansas Department for Aging and Disability Services received a grant which allowed them to increase technical resources and provide work groups
 - Trying to generate actionable recommendations for the Department to be able to make improvements
 - o Kansas Department for Aging and Disability Services is helping Kansas add a disability preference opportunity for competitive integrated employment
 - o Participated in the Transition Transformers group
 - Some legislators are involved
 - o Continued work around the community supports waiver
 - The intellectual disability waiver waiting list is 10.5 years long
 - Advocating for support building and to address capacity to reduce both the intellectual disability waiting list and the physical disability waiting list by creating waiver slots
 - o Unwinding the public health emergency
 - Medicaid did not do annual reviews during COVID
 - Those were starting to ramp up, but there were some things out of compliance, so Medicaid shut it down again after the first month
 - Some situations let individuals automatically be eligible for services, however, with this situation there are now 170 people that suddenly lost their services
 - o The Kansas Department for Aging and Disability Services have created a transition planning app where a student can fill out their information and create a draft transition plan that they can then take to their Individualized Education Plan meeting
 - o I Decide Kansas is a micro site that was created with information on the alternatives to guardianship
 - [I Decide — Supported Decision Making \(idecidekansas.org\)](http://idecidekansas.org)
- **Kansas State Board of Education (KSBOE) Update – Jim McNiece**
 - o Next year are elections for the State Board of Education
 - Jim McNiece will not be running
- **Kansas State School for the Blind – Jon Harding**
 - o Changing some programs and revitalizing what the School does
 - o Small campus with approximately 50 students
 - o Short term intensive placement option for school districts



- o 800 students within Kansas receive services from our school predominately with our outreach teams
- o There are over 1,500 kids in the State of Kansas from birth to age 21 who have enough vision loss it effects their education
- o Provide services to over 100 of the 286 school districts in Kansas
- o New program between the State School for the Blind and the Kansas Department of Health and Environment to bring services to infants and toddlers up to age 3
 - 7 teachers and 1 coordinator
 - Completely free
- o Current field services serve students from age 3 to 21 years of age.
 - Direct services
 - Braille instruction
 - Attending Individual Education Plan meetings
- o Offer trainings for regular education teachers
- o Vision Symposium in Wichita on October 27th
- o Meaningful activities for students
 - STEM equipment stations where general education students can learn about blindness
 - Make 48 partnership to do inventors competitions on campus. There is national competition in November that will be televised on Maker Space Channel and students from the School for the Blind will be there
 - Blind Sports is another activity that is being tried out. The goal is how to make physical fitness activities accessible for all kids with disabilities. Looking at blind soccer
- o First School for the Blind to build an accessible computer science program for students who are blind or low vision
 - Made in conjunction with Microsoft Philanthropies Technology Education and Learning Support Program
- o Braille Bean Coffee: Best Coffee Never Seen
- **Kansas State School for the Deaf – Luanne Barron**
 - o No Report

Other Updates:

Special Education Advisory Council Meeting Dates 2023-2024

November 30, 2023

9 AM – 3 PM

Bishop Educational Center/Zoom

Closing Comments

Items for Next meeting

- Contact Bert with any new items
- Will bring back Indicator 4B and ask SEAC to take action on
- Transition Grant update
- Tristate Law Conference update
- Data on special education students in virtual schools and the difficulties the students



and districts are facing

- o What does service delivery look like?
- o Hybrid options? ½ day virtual and ½ day in school
- o Hybrid virtual schools
- Kids on Medicaid having to requalify, where is that process at in the State of Kansas

Action: Motion to Adjourn meeting

Motion to Adjourn: Lindsey Graf

Motion seconded: Jose Gornejo

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.

SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date November 30, 2023

Time 9:00 a.m. – 3:00 p.m.

Location: Bishop Education Center- Topeka,
KS/Zoom

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

Roll Call

Members (x present, blank absent):

X	Jennifer King	X	Lena Kisner		Charity Porter
X	Marvin Miller		Rebecca Shultz		Jessica Lopez
	Troy Pitsch		Sabrina Rishel	X	Roxanne Zillinger
X	Jennifer Kucinski	X	Brooke Moore		
	Jennifer Kurth		Chris Reffett		
	Brandon Gay	X	Lindsey Graf	x	Jen, Interpreter
X	Whitney George		Jose Cornejo	x	Allison, Interpreter

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

	Jim McNiece	X	Ashley Enz	X	Jon Harding
X	Leslie Girard	X	Luanne Barron		
X	Mike Burgess	X	Idalia Shuman		

KSDE Staff:

X	Bert Moore		Stacy Clark		
X	Cary Rogers	X	Deborah Newby	X	Dean Zajic
X	Brian Dempsey	X	Alysha Nichols	X	Crista Grimwood
	Maureen Tabasko	X	Trish Backman	X	Steve Backman

Guests: Shane Carter with KSDE Teacher Licensure

Quorum (9) met: Yes, 9 voting members present

Agenda Approval: November 30, 2023

Motion to approve: Brooke Moore

Kansas leads the world in the success of each student.



Second: Lindsey Graf

Discussion: Add Kansas National Education Association to the agenda. Vote to add Kansas National Education Association as an Ex-Officio member of the Special Education Advisory Counsel

Action: Approved as amended

Discussion: Add Kansas National Education Association to the Ex-Officio members of the Special Education Advisory Council

Motion to approve: Lena Kisner

Second: Lindsey Graf

Action: Approved

Minutes Approval: September 28, 2023

Motion to approve: Lena Kisner

Second: Lindsey Graf

Discussion: Change Lena's misspelled name "Lean" to the correct spelling on page 3. Correct spelling of KELI Mentoring from "KELLI" Mentoring on page 3. Change Lindsey's misspelled name "Lindsay" to the correct spelling throughout minutes. Move Idalia Shuman's report to guest reports. Add Idalia Shuman as guest.

Action: Approved as amended

Indicator 4B

Brian Dempsey

- Review of Indicator 4B information
- The Kansas State Department of Education submits the State Performance Plan/Annual Performance Report to the Office of Special Education Programs every year
 - The January Special Education Advisory Council meeting will see the final review of the State Performance Plan before it is submitted by Kerry Haag to the Office of Special Education Programs at the end of January. The deadline for submission is February first
- Indicator 4: Suspension and Expulsion: Methodology for Determining Significant Discrepancy
- Indicator 4A – Percent of local education agencies that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with Individual Education Plans
 - Results oriented
 - Target is set at 0.7%
- Indicator 4B – Percent of local education agencies that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with Individual Education Plans; and (b) policies, procedures, or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of Individualized Education Programs, the use of positive behavioral interventions and supports, and procedural safeguards
 - Compliance based
 - Target will always be 0
- Methodology for Determining Significant Discrepancy



- o The Kansas Department of Education performs an analysis of aggregated data to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of all children with disabilities among local education agencies in the State
- o For each local education agency that meets the minimum n-size and cell size thresholds, the Kansas Department of Education compares the long-term suspension and expulsion of students with disabilities of the local education agency to the mean of the State's rate of long-term suspensions and expulsions for children with disabilities to set the suspension/expulsion rate bar
 - Minimum cell size: 0 (students suspended/expelled more than 10 days)
 - Minimum N-size: 30 (students with disabilities per district)
- o Annually, the Kansas Department of Education shall determine a significant discrepancy threshold by multiplying the mean of the State's rate of long-term suspensions and expulsions for children with disabilities by 3.0. Any local education agency that exceeds the annually calculated threshold shall be identified as significantly discrepant
- o Questions from meeting attendees
 - Lena Kisner- I assume this will also contribute to significant disproportionality for a district with the change. With that calculation you could find that you are suspending white boys more than other racial groups. Exactly how does this tie into significant disproportionality?
 - Reply by Brian Dempsey: They are different calculations. Changing this methodology is not going to affect significant disproportionality.
 - Trish Backman- Clarifying the request in the proposal that we are using the State mean, and not the median, to make comparisons
 - Marvin Miller- Assuming we approve this, when would be the first time you're actually starting to look at this review?
 - Reply by Brian Dempsey: This submission. We are prepared to submit the State Performance Plan/Annual Performance Report by February 1, 2024, for Federal Fiscal Year 2022. This would be looking at school year 2021-2022 data. We would run this report and in January, when we review our proposed submission with you, you'll see this calculation and what the effects are.
 - Response by Marvin Miller: When would school districts be notified about the results
 - Reply by Brian Dempsey: Following the submission, there is a period where districts are allowed to review their data from March to April. Then the Office of Special Education Programs reviews it, and they will provide comments by early April. By mid-April, districts that object to any findings will have to notify the Kansas State Department of Education.
 - Lena Kisner- So the State Performance Plan/Annual Performance Report website that local districts log into, those numbers would be recalculated based on this new formula, and then we would be able to see that



updated calculation after it's finalized right?

- Reply by Brian Dempsey: Correct, after it's finalized. Historically that is the email we send out in March, for districts to verify their data. Then they have 30 days to do that. So, by mid-April, when that finalizes, that is when it will populate into the website.
- Marvin Miller: I would like this to come back to the Special Education Advisory Council at some point in the near future after we have gone through this process for the first time to see what the Office of Special Education Programs has said to us. What would that timeline look like?
 - Reply by Bert Moore: April is kind of the preliminary report
 - Reply by Marvin Miller: April will be fine.
- **Discussion:** Approve this new calculation of Indicator 4B to be submitted to the Office of Special Education Programs
- **Motion to approve:** Brooke Moore
- **Second:** Lena Kisner
- **Action:** Approved

Public Comments

Marvin Miller

- No public comments submitted

Future Meeting Dates

- January 9, 2024; Topeka and Zoom from 1-3pm
 - Landon State Office Building
 - Meet with State Interagency Coordinating Council from 1pm-3pm
- January 10, 2024; Topeka and Zoom from 9am-3pm
 - Landon State Office Building
 - Breakfast with the Board starts at 7:30 am
 - In-person attendance is recommended
- April 11, 2024; Topeka and Zoom from 9am-3pm
 - Bishop Professional Development Center

Kansas Youth Transition Network Grant

Dean Zajic

- Kansas was awarded the grant just prior to October 1, 2023
- The Kansas Youth Transition Network is a project that was approved by the Office of Special Education Rehabilitative Services as part of a competitive package of grants that they released in mid-2023
- The Office of Special Education Rehabilitative Services intention was to improve coordination of all agencies and entities around secondary transition of students with disabilities with a particular emphasis on geographic and cultural diversity
- Kansas was one of approximately 23 states that received one of the improvement grants
- It is a multiple year project that began on October 1, 2023, and will continue for 5 years
 - Year one 2023-2024



- Preparation of this coordination project
- Year two 2024-2025
 - First year of implementation
- Years three through five
 - Continual improvement
 - Planning for sustainment after the end of five years
- Project is a combination of effort from several service providers including but not limited to:
 - Kansas Department of Health and Environment
 - Kansas Department of Aging and Disability Services
 - Kansas Department of Education
 - Centers for Independent Living
- Project will launch local youth transition networks in different communities around the state
 - Target 5 specific communities that are geographically and culturally diverse
 - Piloted in one to two specific communities in the 2024-2025 school year
 - Project will increase locations after the next school year
 - There will be online access for providers, students, families and the public, to be matched with the resources they respectively require
 - Significant emphasis on improved, meaningful engagement
 - Marvin Miller- About 2 years ago, the University of Kansas had a grant for the Kansas Transition Councils that sounded very similar to this. Is this part of that or is this something new?
 - Reply by Dean Zajic – Yes and no. The federally funded project that allowed us to apply for this was not something that was on our radar 8-12 months ago. It caught everyone by surprise when it was opened as an opportunity. This is an opportunity to take what was starting there and take it to the next level.
 - Mike Burgess – Is the KUCDD overview the abstract you mentioned?
 - Reply by Dean Zajic- The actual file would say Youth Transition Network Strengthening partnerships to advance transition and employment outcomes for youth. The Kansas University Center on Developmental Disabilities was integral to pulling these different pieces together and remains an integral piece of this work moving forward in particular.

Differentiated Monitoring Preparation

Brian Dempsey

- Differentiated Monitoring and Support, referred to as DMS 2.0
 - Office of Special Education Programs' responsibility of monitoring the states
 - The Office of Special Education Programs will be visiting Kansas in Fall 2024
- Kansas Department of Education is in the initial stages of internal review
 - Various core groups
 - 8 different protocols
 - Tells states what the federal monitors are looking for when they visit



- Protocols center on
 - Integrated monitoring
 - State performance plan and annual performance report
 - Dispute resolution
- Core team meets twice a month
 - Review what has been completed and what still needs to be done
 - Reach out to other services that support us and identifying the information that is being asked for
 - National Center for Systemic Improvement
 - National Technical Assistance provider
 - Currently reviewing the Kansas Department of Education website from an external standpoint
 - Meeting between the National Center for Systemic Improvement and the Kansas Department of Education to take place in two weeks to review what they have found
- In January, the Kansas Department of Education will begin meeting with stakeholders about what is happening with the Differentiated Monitoring and Support and the preparation for the site visit by the Office of Special Education Programs
 - The Office of Special Education Programs will begin to look at the Kansas State Department of Education website
- Formal discovery will begin in April
 - Office of Special Education Programs will reach out to the Kansas State Department of Education
 - Begin with a phone call
 - Ask for documentation
 - Kansas State Department of Education will upload documents for them to review
 - This review will take place over the summer
- Onsite visit is going to be in September 2024
 - Will take place over one week
- Child Find Protocol
 - Office of Special Education Programs released this a few weeks ago
 - Expectation is that states review this
 - Office of Special Education Program monitoring of each state will be conducted in three phases
 - Discovery
 - 5 months prior to Engagement
 - Document request to the State
 - Stakeholder and local component calls and meetings
 - Engagement
 - 1 month of monitoring Engagement through issuance of the Differentiated Monitoring and Support Monitoring Report
 - Office of Special Education Programs will develop an agenda for the on-site visit focusing on the policies, procedures, and implementation of Individuals with Disabilities in Education Act



through interviews and conversations with the State using their posted protocols

- Close out
 - Up to one year after the issuance of the Differentiated Monitoring and Support Monitoring Report
 - Office of Special Education Programs State Lead will work with State to ensure correction of any remaining outstanding findings, provide technical assistance, and support, and discuss progress in improving identified results areas
- Monitoring Objectives of Child Find
 - Protocols include objectives that are tied to the Individuals with Disabilities in Education Act's child find and related requirements and to assist State Education Agencies and Local Education Agencies in ensuring that children with disabilities in need of special education and related services are identified, located, and evaluated
 - Specific objects will include but are not limited to
 - Review of the child find and related requirements under the Individuals with Disabilities in Education Act to ensure compliance
 - Discuss the State's policies, procedures, and practices related to child find and related requirements
 - Identify gaps between the Individuals with Disabilities in Education Act requirements and the State's policies, procedures, and practices related to child find and related requirements
 - Explore data and equity trends that related to the child find requirements in the Individuals with Disabilities in Education Act which may provide insight to prompt further equity in the implementation of the Individuals with Disabilities in Education Act in the State; and
 - Identify best practices across States
- Considerations in Selecting States
 - The following criteria will be considered when selecting which State or local programs (if any) will be selected for staff interviews to discuss Part B child find including but not limited to:
 - Discovery Phase document reviews, State Performance Plan and Annual Performance Report data analysis, and the Individuals with Disabilities in Education Act Grant application reviews that have demonstrated a concern with policies and procedures being in place and or being implemented in accordance with the Individuals with Disabilities in Education Act
 - Analysis of the State's State Performance Plan and Annual Performance Report data – such as whether there are any outliers in the State's local performance data (e.g., high, or low, rural, or urban) that may have impacted Annual Performance Report data, specifically Indicators B9, B10, B11, B12 Annual Performance Report Determination of NA and/or NI for the last three years
 - State or local issues related to child find raised in the media



- State or local special education issues related to child find raised by other agencies
- Specific Conditions on the State's Individual with Disabilities in Education Act grant
- Customer Service calls to the Office of Special Education Programs
- Evaluation of Local Education Agency size and breakdown of caseloads and number of children served
- Section 618 Data
- Additional data points
- Divergent child find rates in different geographic areas
- Geographic, economic, race, ethnicity, and other considerations to ensure equitable distribution across, and representation of, programs in the State
- Publicly available data collection
- United States Department of Education Differentiated Monitoring and Support Reports webpage
 - [Differentiated Monitoring and Support \(DMS\) Reports](#)
 - Previous letters are posted for other states
 - Kansas is not currently on the site
 - Our team and providers are looking at letters from other states and seeing what is being identified by the Office of Special Education Programs
- Steve Backman- Who is ultimately accountable for implementing IDEA guidelines in establishing the State Advisory council and following the protocols?
 - Reply by Brian Dempsey- it is the State Education Agency. In our case it is the Kansas State Department of Education
- In January, Brian will present on the website findings from the National Center for Systemic Improvement and what areas the Kansas State Department of Education is focusing on as well as any new information.

TriState Law Conference Update

Brian Dempsey

- Over 900 attendees plus a waiting list
- Continuing Legal Education hours offered
 - Well attended
 - Hour in Iowa is 55 minutes, in Kansas it is 50 minutes
 - Thomas Mayes presented
 - Kansas attorneys have to have 2 hours of ethics training every year
 - Iowa attorneys have to have an hour of wellness ethics training every year
 - At Tristate, attorneys can receive all 12 hours of continuing legal education at the conference
- Agenda is set with help from the Technical Assistance for Excellence in Special Education
 - Nebraska, Iowa, and Kansas are the three states that sponsor the conference



- o Agenda items center on topics that are of high interest within the states
- o 9 to 10 different speakers every year
 - Topics range from
 - Endrew F Case
 - Suspension
 - Behaviors
 - Transition
 - 504 plans

Virtual Schools

Lena Kisner

- Lena is President of the Kansas Association of Special Education Administrators
 - o Connecting with KASEA
 - Informal, online forums
- There are a lot of questions in the field given the explosion of students going virtual
 - o Reach out to Mason for data request on services in virtual schools
- Not all students in virtual schools receive their services in the same place
 - o Majority receive services in a home setting
 - o Some virtual schools have brick and mortar buildings where students receive services
 - o Some students go to public schools, perhaps a resource room, to receive their services
- How can we tell how many students are in virtual programs?
 - o Service centers offering virtual education programs
 - o Public school districts
 - o Private school districts
 - o Homeschools
 - o Micro schools
- Who has the accountability?
- Charter and Virtual Education Advisory Council at the Kansas State Department of Education
 - o Can the Special Education Advisory Council meet with the Charter and Virtual Education Advisory Council
 - o Are there any openings on the Charter and Virtual Education Advisory Council
 - o <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Graduation-and-Schools-of-Choice/Virtual-Schools-and-Programs/Advisory-Council>
- Virtual education presentation is different across the State
 - o Posing challenges for providers to figure out how to provide services to students
 - Teachers teach lessons live and record for students who cannot attend
 - Special Education teachers co-teach lessons
 - Use breakout rooms for small groups
 - Some are using credit recovery programs as core curriculum
 - Programs that work with private companies that are out of state
- There is no communication, practical information or collaboration between special



education services, or service providers, and those providers of virtual education to students with Individual Education Plans

- How will open borders effect this
- Massive growth in virtual education setting that happened so quickly
 - How does this effect, not only special education students that need services like occupational therapy or speech, but special education teachers and providers, general education, parents, Medicaid billing, social work, etc.
- What will be the response to formal complaints when they begin to come because services are not being provided
- Services will vary depending upon who enrolls the student in the program
 - The parent
 - The district
 - Jennifer King- Having worked for virtual schools as a Special Programs Manager and being the Charter School representative on the Special Education Advisory Council, I have a few things I would like to point out. Looking at the Charter School agenda from the last meeting, they have both an elementary and high school representative position open, or at least they did. Another thing that I thought was interesting is that the person who serves in their Board of Education position is Michelle Dombrosky who is the representative of the region that has the largest virtual school. I do feel as we talk about virtual schools that we cannot really make a blanket statement. There is a difference between an actual virtual school that has a counselor and a local school district that decided to teach the general curriculum in a virtual platform. There is a big differentiation.
 - Cary Rogers- Assessment windows will be different for brick-and-mortar schools and virtual schools. The assessment in buildings will end two weeks earlier than years prior. Then the virtual students will have a two-week window to take their state assessments. The reason for this is that if there ends up being a security issue it will only then invalidate the virtual testing, not all of the state assessments.
 - Lindsey Graf- Jennifer does bring up a good point. We do need to keep in mind that, although the bad ones may get more attention, there are good programs out there. It is hard to navigate in the field. Things have changed dramatically in the last three years and how do we move forward just to make sure that at the end of the day, our students are getting what they need?
 - Bert Moore- If you go to the KSDE.org website and go to the alphabet at the top and pick the "V" and go to Virtual schools you will get a list of virtual programs or schools that are accredited in the State of Kansas. There are 73 listed. It does not have enrollments for this year, but it does give an idea about where they are located.
 - There is a Frequently Asked Questions document
 - Could be on the agenda for January, if the data request is approved
 - Very fluid topic in the next 6 to 9 months with open enrollment



going into effect

Special Education Legislative Committee

Bert Moore

- In October, a Special Education Task Force meeting was called for at the Legislature
 - To provide testimony on questions legislators had
 - Legislators potentially want to change the school funding formula
- Committee meeting scheduled for January 5, 2024, at 1:00pm
 - Eleven members on the funding task force
 - Will provide report at the next Special Education Advisory Council meeting

Open SEAC Positions

Bert Moore and Marvin Miller

- Representative from the state juvenile corrections agency
- Representative from state agency responsible for foster care of children
- Parent of a child with a disability, ages birth through 26 years old
- Individual with a Disability

Statewide IEP

Brian Dempsey and Dean Zajic

- Added a QR code to receive feedback at all presentations
 - Responses from special education administrators, teachers, families, stakeholders, and other individuals
 - 75% of responses expressed a desire to move forward with the process
- Two themes became evident
 - Ensure it is not a financial burden to anyone, or to take money from students
 - Ensure that there is not an added burden to staff and educators
- Current plan is to meet internally at the Kansas State Department of Education and to update leadership on any developments and determine a path forward
 - In the event that it is decided to move forward with the statewide IEP plan, more input from stakeholders will be solicited at that time
- Presentation was given to several different stakeholders
 - Special Education Directors
 - Families Together (included parents and students)
 - Special Education Advisory Council
- Survey Results
 - Variety of responses from different stakeholder groups
 - 113 responses
 - On a scale of 1 to 5 how likely are you to support a statewide IEP?
 - 1 = not very likely and 5 = very likely
 - 1 = 1 vote or 0.9%
 - 2 = 7 votes or 6.2%
 - 3 = 21 votes or 18.6%
 - 4 = 28 votes or 24.8%
 - 5 = 56 votes or 49.6%



- Are there any questions or concerns that have not been addressed or been made public
 - Lena Kisner – A Kansas Association of Special Education Administrators member attended the Kansas Integrated Accountability Systems stakeholder meeting and they felt that the information that was shared should be shared with all special education directors. Is there a plan for that?
 - Reply by Brian Dempsey – The same PowerPoint and QR code were shared at each presentation. We did ask that they go back and share those with their regions.
 - Lena Kisner – Hoping to do the Connecting with Kansas Association of Special Education Administrators January forum on the statewide Individual Education Plan and having any and all information to disseminate and discuss would be helpful.

Due Process

Brian Dempsey

- Two indicators on the State Performance Plan/Annual Performance Report are the number of dispute resolution meetings and the number of mediations
- Historically Kansas has never hit the threshold of 10
 - When that is the case, the State department does not have to make a report to the Office of Special Education Programs
 - Still under 10 for resolution meetings for due process
 - There were 11 mediations last year
- Increased number of formal complaints since the pandemic
- There were 12 due process complaints
 - one went to resolution
 - 11 were resolved between the involved parties
 - 2 expedited due processes
 - Expedited is tied into discipline
 - The first was filed by a district which was dismissed as the parents agreed to the placement that the district proposed after the district filed the expediated due process
 - The second was filed by a parent that was challenging the Manifestation Determination Review. This did go to conclusion and the hearing officer found in favor of the district
 - Determined it was not a manifestation of the student's disability
 - Non-expedited due processes
 - Parent filed against the district's proposal to move the student to a more restrictive setting. The proposal was to move the student to a more restrictive environment that was going to be in a different building in the district which would then require transportation via bus. The student had multiple disabilities, and the parents believed it was not healthy for the student to be transported on the bus. Endrew F was raised by the hearing officer. In this case the student was making process in light of their circumstances in the current placement, so the hearing officer



found that was the least restrictive environment and the proposed move was not necessary. Also, when reviewing the evidence, he agreed that transporting the student was not healthy.

- One due process is ongoing
- District initiated. The student had an Individualized Education Plan, and under the re-evaluation, the district said he no longer needed specially designed instruction and proposed ending the Individualized Education Plan. The parents did not agree and wanted an Independent Education Evaluation and the district refused and filed due process. The hearing officer found for the district.
- One was dismissed for insufficiency
- Parent filed with three issues. The hearing officer ruled for the district on all three because the parent asked for relief on issue one which was Individuals with Disabilities in Education Act related, and it was older than two years. In due process you can go back up to two years. The second and third issues were dismissed because they are not issues that relief can be afforded under the Individuals with Disabilities in Education Act. The second issue was the parent wanted a bully free environment. The third issue was that the parent asked that everyone be trained and that practices be implemented in a trauma informed environment.
- Next case was resolved on mutual agreement to dismiss the case. This was an expedited due process that the district felt that the student was a safety risk and would cause bodily injury and so filed. The parent agreed to change placement.
- Two due process complaints came from the same family. Both were dismissed because the parent did not respond or participate in the resolution sessions.
- The last due process complaint that came from the previous fiscal year was another parent failure to participate in the in the resolution meeting and so it was also dismissed.

Quorum not met after 12:45pm. 8 voting members present.

Teacher Licensure Updates

Shane Carter

- Nontraditional Routes to the Classroom
 - Limited Residency License (LRL)
 - For high incidence and low incidence
 - Must hold bachelor's degree
 - Must serve as a special education para for one-year at minimum
 - High incidence program offered: Baker, Fort Hayes State University, Friends, Pittsburg State University, Washburn, and Wichita State University
 - Low incidence program offered: FHSU (approved November 2023; cohort will start August 2024)



- o Teacher Apprentice License (TAP)
 - Only at WSU
 - Early childhood Unified, birth to grade 3
 - Elementary
 - o Limited Elementary Residency License (LERP)
 - Elementary
 - Must hold bachelor's degree
 - Benedictine, FHSU, Kansas State University and Newman
- Special Education Waivers and Provisional Licenses
 - o Contingent on enrollment in an approved program appropriate to the special education teaching assignment, the school district can apply for a waiver
 - o An educator can receive up to three waivers for three school years
 - o It is HIGHLY RECOMMENDED that an educator does not spend three years on a waiver and instead apply for a provisional license once eligible
 - o Provisional licenses are available up to four years
 - o First provisional license requires completion of 50% of the approved program (exception high/low incidence)
 - o Renewing a provisional license requires completion of 50% of the remaining plan of study
 - o Neither a waiver or a provisional license is available if all an educator has left is the PRAXIS content exam
 - o A lot of educators make the mistake of staying on a waiver for three years, complete the coursework, and never apply for a provisional license – this can effect upgrade of an initial license
- Limited License Waivers
 - o Limited licenses do not require waivers
 - o Limited licenses are pre-standard licenses that authorize the individual to serve in a position for which she/he is endorsed
- Accreditation Waivers
 - o Kansas Education Systems Accreditation regulations 91-31-34 Governing Body Requirements
 - Specifies limitation to substitute licenses
 - [Issue 38 - 09-23-2021 | Department of Education | Permanent Administrative Regulations - 49460 \(ks.gov\)](#)
 - o Limitations for licenses
 - Standard substitute license
 - 90 days in same assignment
 - Emergency Substitute with a bachelor's degree
 - 45 days in same assignment
 - Emergency Substitute with at least 60 college credit hours and no bachelor's degree
 - 25 days in same assignment
 - No more than 75 in a semester
 - o Modified Emergency Substitute License
 - Formerly known as TEAL



- 25 days in the same assignment, no more than 75 in a semester
 - License will specify it is valid for a specific district
 - Not eligible for a waiver
- Approved test changes by the SBOE
 - Remove the Principles of Learning and Teaching pedagogy exam as a requirement for licensure
 - Establish a process through the Licensure Review Committee to address educators who completed Kansas approved teacher preparation programs but have not passed the required content exam after two attempts to qualify for a standard Kansas teaching license
 - The instructions and form should be completed no later than December 1, 2023
 - Instructions and forms will be submitted via KSDE weekly updates
- Content Test Rubric
 - The rubric will include three sections
 - Grade Point Average/Content Test Score
 - GPA (only credit hours associated with the Teacher Preparation Program)
 - Content test score points below the cut score
 - District Evaluation of Content Knowledge
 - The educator demonstrated a thorough knowledge of content
 - The teacher provided a variety of innovative applications of knowledge
 - Licensure Review Committee Interview
 - Percentage of content standards effectively addressed
- Out of State Licensure
 - Statute 48-3406
 - Valid out of state license
 - Experience within the last year
 - Complete application
 - Complete background check
 - Will receive an equivalent Kansas license
 - Teacher Mobility Compact
 - Bachelor's degree
 - Valid unencumbered out of state license
 - Application and fee
 - Pass background check
 - Will receive an equivalent Kansas license
- Teacher Mobility Compact
 - Passed in 10 states
 - Oregon
 - Nevada
 - Utah
 - Colorado
 - Nebraska



- Kansas
 - Oklahoma
 - Tennessee
 - Alabama
 - Florida
- Pending in
 - California
 - Ohio
 - Pennsylvania
 - New York
 - New Jersey
 - Delaware
- Registered Teacher Apprenticeship
 - Apprentice On-The-Job Learning (OJL)
 - Full-time employment in a prek-6 classroom (assisting a teacher of record)
 - Is not the teacher of record during the apprenticeship
 - Learning and mastering teaching competencies
 - Receives wage progression as progress is made in the program
 - Receives National Recognized Apprenticeship Certificate on completion
 - Apprentice Related Technical Instruction (RTI)
 - Pursuing a bachelor's degree at an accredited college or university within teacher preparation program
 - Qualifies for Kansas Initial Teaching License
- Roles
 - Role of Kansas State Department of Education
 - Apprenticeship Intermediary (not the W-2 employer)
 - Track and report apprentice progress to Kansas Office of Apprenticeship
 - Manage program funding
 - Maintain apprenticeship reporting records and enter into RAPIDS (USDOL tracking system)
 - Issue initial teaching license
 - Role of Districts
 - Apprenticeship sponsor (W-2 employer)
 - On-the-job Learning Provider (OJL)
 - Recruiting/identifying apprentice candidates
 - Hire and train apprentice using competency-based learning
 - Track and report apprenticeship progress to the Kansas State Department of Education
 - Maintain apprenticeship progress records
 - Role of Universities/Community Colleges
 - Related Technical Instruction Provider (RTI)
 - Deliver online instruction that is conducive to a full-time work schedule
 - Confer bachelor's degree within a teacher preparation program
- Funding and Reporting



- o Funding
 - Up to \$2,500 a year for tuition from the Kansas State Department of Education (MeadowLARK Grant)
 - \$2,750 a year for tuition from the Kansas Department of Commerce (HB2292)
 - Kansas Board of Regents and university/community college scholarships
 - District pays wages. Minimum hourly wage \$14 per hour
 - \$1,500 for mentor teachers from Kansas State Department of Education (MeadowLARK Grant/KNEA Grant)
 - Kansas State Department of Education will cover Praxis and PLT tests (MeadowLARK Grant)
 - Kansas State Department of Education will cover initial teaching license fee (MeadowLARK Grant)
 - All money will be reimbursed to districts
- o Summer Apprenticeship Conference with Kansas Teachers of the Year
- Timeline
 - o January 15, 2024 (approximately)
 - Instructions and applications submitted to districts
 - o April 1, 2024
 - Application deadline to participate in Fall 2024 cohort
 - o May 1, 2024 (approximately)
 - Fall 2024 Cohort established
 - o May-July 2024
 - Apprentices enroll in classes
 -

Alternate Assessment Update

Cary Rogers

- WIDA alternate access for English as a Second Language students with the most significant disabilities
 - o Test coordinators were added a week ago
 - o Test coordinators will be adding other people in their districts to be trained
 - Test is to be administered by the person that is most familiar with them
- Webinar December 7
 - o Directed towards test coordinators and administrators
 - o Extra information will be available that teachers do not need at this time
- Materials have to be ordered between December 1st and December 15th
- Brand new alternate assessment

Council Ex-Officio Member Updates

- **Families Together** – Leslie Girard
 - o July 2023 through September 2023
 - o 1,521 individualized consultations and training
 - o Ethnicity Breakdown
 - African American 1%
 - Asian 1%



- Caucasian 60%
- Hispanic 13%
- Native American 2%
- Not Determined 6%
- o Age of child/youth
 - Birth to 2 years old 1%
 - 3-5 years old 13%
 - 6-13 years old 46%
 - 14-18 years old 33%
 - 19-21 years old 4%
 - 22+ years old 2%
- o Primary Disability
 - 276 Autism
 - 151 Emotional Disability
 - 133 Other Health Impairment
 - 129 Specific Learning Disability
 - 100 Suspected Disability
 - 100 No IDEA Disability
 - 68 Intellectual Disability
 - 67 Developmental Delay (Early Childhood)
 - 45 Multiple Disabilities
 - 31 Speech or Language Disability
 - 24 Traumatic Brain Injury
 - 12 Gifted
 - 7 Orthopedic Disability
 - 4 Visual Disability including Blindness
 - 6 Hard of Hearing
 - 2 Deaf-Blindness
- o By Content (top 20)
 - 438 IEP
 - 294 Family Support
 - 235 Accommodation/Modifications
 - 159 Parents Rights
 - 140 Behavior/BIP/FBA
 - 103 Comprehensive Evaluation
 - 80 Section 504
 - 75 School Issues
 - 74 Transition to Adulthood
 - 70 Disability
 - 70 FAPE
 - 68 LRE
 - 66 IEP Mentor Project
 - 59 Person-Centered Planning (ie LifeCourse)
 - 56 Self-Advocacy/Supported Decision Making
 - 46 Early Childhood



- 36 Sensory Needs
 - 35 Formal Complaint (KSDE)
 - 35 Health and Medical Issues
 - 34 Program/Placement Options
- o Other Topics of Interest
 - 5 Gifted Services
 - 3 Extended School Year
 - 12 Guardianship
 - 6 IFSP/Infant Toddler Services
 - 17 Transition Infant Toddler to Preschool
 - 12 Employment
 - 6 18–21-year-old Services
 - 10 MTSS
 - 19 Bullying
 - 32 Mental Health
 - 14 Homeschooling
 - 9 Emergency Safety Interventions
 - 26 Independent Educational Evaluations
 - 8 Covid 19
- o Education Advocate
 - July 2023 Appointments
 - 24 appointments
 - o 8 new
 - 48 Cancellations
 - o 32 final
 - Total processed 72
 - Early childhood appointments 2
 - August 2023 Appointments
 - 113 appointments
 - o 37 new
 - 127 cancellations
 - o 51 final
 - Total processed 240
 - Early childhood appointments 7
 - September 2023 appointments
 - 86 appointments
 - o 45 new
 - 79 appointments
 - o 38 final
 - Total processed 165
 - Early childhood appointments 14
- **Kansas Association of Special Education Administrators (KASEA)** – Lena Kisner
 - o Currently there are over 200 members
 - o The legislative committee was active in October ensuring their presence at the Capital during the Special Committee on Education meetings



- A work group was formed within the legislative committee to represent special education in the ongoing conversations superintendents are having around the new open border's legislation
- ESSDACK is leading the charge to develop guidance for districts across the state
- KASEA members are working to provide input to superintendent regarding capacity limits and special education considerations
- Volunteers working on this committee include
 - Christy Skelton
 - Kathy Kersenbrock-Ostmeyer
 - Mark Schmidt
- Working on developing a special education administrator evaluation tool
- Monthly updates include resources and other information
- KASEA Legislative Talking Points Flyer
 - We are watching and listening
 - We support public education and local control
 - We support increased special education funding based on the recent Legislative Post Audit Report and phasing in funding over the next four years as recommended by the Board of Education in July 2023
 - We recommend legislators refrain from making tweaks to the special education funding formula without the input of the special education funding task force per state statute K.S.A. 72-3441
 - Special Education Funding Impacts Every Kansas Student
 - Special Education students are general education students first. Students with disabilities have a right and are more successful when included in the general education classroom with their friends; this requires significant investments of resources including staffing, training, and ongoing support
 - When legally mandated special education services are underfunded, resources at the local level must be reallocated, thus reducing the district's ability to adequately fund other programs and supports. In addition, public education accountability mandates enacted by the Kansas Legislature over the past few years without targeted funding provided, have created a burden on staff and financial resources
 - Federal funds provided under COVID relief are sunseting next year. Schools must find local funds to support staff and supports that were added to provide services in the areas of supplemental instruction and mental health



- The funding allocation for special education is determined by a formula in Kansas law. The legislature has not met that required allocation. The State Board of Education has recommended a plan to add \$86.6 million dollars annually to special education over the next four years in order to meet the statutory requirement. We support that recommendation
 - Before making changes to special education funding, we ask that the Kansas Legislature bring the Special Education Funding Task Force together as written in statute K.S.A. 72-3441
 - For more information about how special education funding programming impacts students in your local community, please contact your local Special Education Administrator
- **Disability Rights Center – Mike Burgess**
 - o Currently there are 5,193 Kansans on the waitlist for transition services
 - 10+ year waitlist for services
 - o Likely to see funding for additional waiver slots this year
 - o KDADS has requested funding for 500 additional slots on the IDD waiver
 - o Additional funding for assistive technology
 - o There is a service on the IDD waiver for supported employment and Kansas has the lowest rate of supported employment in the country
- **Kansas State Board of Education (KSBOE) Update – Jim McNiece**
 - o No report
- **Kansas State School for the Blind – Jon Harding**
 - o Award winning The Braille Bean Coffee
 - Bought a larger roaster machine
 - o Won Microsoft Founders award
 - Builds capacity in computer science
 - First to make it accessible for kids who are blind or low vision
 - Program is online and completely free
 - o Adventures Competition
 - Create a prototype against design standards in 48 hours
 - Hosting 6 other schools for the blind in April to give students that experience
 - o New Blind Soccer field
 - Ribbon cutting in the Spring
 - o New Sensory Garden
 - o Project Search
 - o Outreach teams are busy with 250 requests for direct services
- **Kansas State School for the Deaf – Luanne Barron**
 - o Parent packet that has been in progress
 - Shares information about our campus-based programs and outreach services



- Ready for dissemination in January
- Needs Assessments at the National level
 - Regional stakeholders have been meeting within Kansas about the special population for equitable access for those deaf and hard of hearing
 - Educational and technical experts are hosting discussions that are looking at student success and employment using evidence to recognize our regional gaps as it regards to CTE programs.
 - We are focused on implementing and strengthening the future of our workforce needs and the labor market
- KSD Accreditation in 2025
 - Will have gone through 2 separate accreditation processes
 - KSENEA
 - CEASD
 - Designed for schools of the deaf who have programs for deaf and hard of hearing students that are adhering to education standards specifically designed for deaf students
 - Process involves effective drives for students and performance and continued performance enhancement
 - Research and evidence based
 - Accreditation includes outreach and residential programs
- KSSD is undergoing a self-study
 - 18-month process
 - Surveying our stakeholders and contacts as well as some special education directors
- Internal group called a Special Purpose
 - Have had a couple of meetings
 - Purpose is to address each school with special populations like KSSD, Lake Mary and a few other programs within our State and how we can move forward with equitable accreditation criteria for those schools
 - What defines success?
 - What is the definition of success for our student specific population with those who have disabilities?
 - What does success mean in academic rigor?
 - What does program completion look like?
 - What does post completion look like?
- Met with the Department of Education regarding American Sign Language as a world language
 - Tomorrow is the first meeting to discuss this preparation and to prepare standards for a standardization committee
 - Not known if there are any specific license requirements for teaching American Sign Language as a second language
 - Deaf education standards and American Sign Language standards are not the same although they are sometimes -incorrectly - used



interchangeably

- Teachers of the deaf have content knowledge of deaf and hard of hearing, endorsements, and other requirements
- Teachers that are teaching American Sign Language to students as a second language uses a different set of standards, which currently there are no standards in that area
 - Several teachers of the deaf have been working to draft these standards
 - Currently no American Sign Language licensure
- KSSD has hired four full time Language Assessment Program assessors, and they are focused on training with the intention of expanding the number of students assessed
 - More in formation to come in January
- **Kansas National Education Association** – Idalia Shuman
 - No report
 -

Other Updates:

Special Education Advisory Council Meeting Dates 2023-2024

January 9th

1pm to 3pm

Landon State Office Building/Zoom

January 10th

7:30 am – 3 pm

Landon State Office Building/Zoom

Closing Comments

No Quorum

Meeting adjourned: at 2:16 pm

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



SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date January 24, 2023

Time 9:00 a.m. – 3:00 p.m.

Location: Landon State Office Building and Zoom

Call to Order: at 9:15 am

Roll Call

Members (x present in person, z present on Zoom, blank absent):

	Jose Cornejo		Jessica Lopez	x	Roxanne Zillinger
x	Brandon Gay	x	Marvin Miller		Open
x	Whitney George	x	Brooke Moore		Open
x	Lindsey Graf	x	Troy Pitsch		Open
x	Jennifer King		Charity Porter		Open
x	Lena Kisner		Chris Reffett		
x	Jennifer Kucinski		Sabrina Rishel	x	.., Interpreter
	Jennifer Kurth		Rebecca Shultz	x	... Interpreter

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

x	Luann Barron	x	Jon Harding		
	Mike Burgess	x	Jim McNiece		
x	Ashley Enz	x	Idalia Shuman		
x	Leslie Girard				

KSDE Staff:

	Stacy Clark	x	Bert Moore		Cary Rogers
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x	Brian Dempsey	x	Deborah Newby		Dean Zajic
	Crista Grimwood	x	Alysha Nichols	x	Joyce Broils
	Kerry Haag		Ashley Niedzwiecki	x	Trish Backman

Guests:

Quorum (9) met: __Yes__, _10__ Voting members present

Agenda Approval: **January 24, 2024**

Motion to approve: Lindsey Graf

Second: Brooke Moore

Action: Approved 9-0

Minutes Approval: **November 30, 2023**

Motion to approve: Lena Kisner

Second: Brooke Moore

Action: Approved 10-0

Public Comment:

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

SICC/SEAC Collaboration Recap

Bert Moore and Marvin Miller

- The previous meeting that was cancelled on January 9, 2024, has not yet been rescheduled
- Jennifer King has joined the Kansas Interagency Coordinating Council (SICC) as an ex-officio member
- Next SICC meeting is February 16, 2024

SPP/APR

Brian Dempsey

- Annual review of our Annual Performance Report (APR)
 - Report is due to the Office of Special Education Programs (OSEP) February 1, 2024
- State Performance Plan (SPP)/ Annual Performance Report (APR) Indicators for Federal Fiscal Year (FFY) 2022. Coincides with the 2021-2022 school year.
 - There are a few indicators that use lag data. This is data that is turned in after the SPP/APR is due, so therefore it is from school year 2020-2021.
 - Indicator 1 Graduation
 - Uses lag data
 - Indicator 2 Drop Out
 - Uses lag data
 - Indicator 3A Participation for Students with IEPs (Individual Education Plans)
 - Indicator 3B Proficiency for Students with IEPs (Grade level Academic

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Achievement Standards)

- o Indicator 3C Proficiency for Students with IEPs (Alternate Academic Achievement Standards)
- o Indicator 3D Gap in Proficiency Rates (Grade Level Academic Achievement Standards)
- o Indicator 4A Suspension and Expulsion
- o Indicator 4B Suspension and Expulsion by Race/Ethnicity
- o Indicator 5 Education Environments (5-year-old kindergarteners to age 21)
- o Indicator 6 Preschool Environments
- o Indicator 7 Preschool Outcomes
- o Indicator 8 Parent Involvement
- o Indicator 9 Disproportionate Representation
- o Indicator 10 Disproportionate Representation in Specific Disability Categories
- o Indicator 11 Child Find
- o Indicator 12 Early Childhood Transition
- o Indicator 13 Secondary Transition
- o Indicator 14 Post-School Outcomes
- o Indicator 15 Resolution Sessions
- o Indicator 16 Mediation
- o Indicator 17 State Systemic Improvement Plan
- Kansas Performance on the Federal Fiscal Year 2022 SPP/APR
 - o Indicator 1 Graduation
 - Baseline Year FFY 2020
 - Met Target
 - o Targets are set each package. This package refers to FFY 2020-2025. The beginning of the Baseline is where you start for that package. You must finish better than that. It is okay to go up or down in between those years.
 - o Targets are identified by looking at historical performance data of that target, using that data to form trend lines, and input from partners in the field
 - o Targets must be reasonable and achievable but also robust
 - o If the data has gone 1% under the target, that is not considered to be slippage
 - o If there is more than a 1% drop between the target and the current data, a slippage statement must be made. This is a statement identifying the root cause of the slippage and any possible remediation
 - No slippage
 - o Indicator 2 Drop Out
 - Baseline Year FFY 2021
 - Met target
 - No slippage
 - o Indicator 3A Participation for Students with IEPs
 - Baseline Year FFY 2020
 - Data to be uploaded January 25, 2024
 - o Indicator 3B Proficiency for Students with IEPs (Grade level Academic

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- Achievement Standards)
 - Baseline Year FFY 2020
 - Data to be uploaded January 25, 2024
- o Indicator 3C Proficiency for Students with IEPs (Alternate Academic Achievement Standards)
 - Baseline Year FFY 2020
 - Data to be uploaded January 25, 2024
- o Indicator 3D Gap in Proficiency Rates (Grade Level Academic Achievement Standards)
 - Baseline Year FFY 2020
 - Data to be uploaded January 25, 2024.
- o Indicator 4A Suspension and Expulsion
 - Baseline Year FFY 2022
 - Not Available
- o Indicator 4B Suspension and Expulsion by Race/Ethnicity
 - Baseline Year FFY 2022
 - Compliance
- o Indicator 5 Education Environment (5-year-old kindergartners to age 21)
 - Baseline Year FFY 2019
 - Baseline years that are further back are allowed because the methodology or the data source did not change. If they have not changed, the indicators are measured the same on each future package until the data source or methodology does change
 - Met Target for 5A and 5B, did not meet target for 5C
 - No slippage for 5A and 5B, and slippage for 5C
- o Indicator 6 Preschool Environments
 - Baseline Year FFY 2019 for 6A and 6B, Federal Fiscal Year 2020 for 6C
 - Met all targets
 - No slippage
- o Indicator 7 Preschool Outcomes
 - Baseline Year FFY 2008
 - Met target for 7B1
 - Did not meet targets for 7A, 7B2, and 7C
 - No slippage
- o Indicator 8 Parent Involvement
 - Baseline Year FFY 2021
 - Met target
 - No slippage
- o Indicator 9 Disproportionate Representation
 - Baseline Year FFY 2020
 - Did not meet target (compliance)
 - Compliance indicators are set at 100%
 - No slippage
- o Indicator 10 Disproportionate Representation in Specific Disability Categories
 - Baseline Year FFY 2020
 - Did not meet target (compliance)

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- No slippage
- o Indicator 11 Child Find
 - Baseline Year FFY 2005
 - Did not meet target (compliance)
 - No slippage
- o Indicator 12 Early Childhood Transition
 - Baseline Year FFY 2005
 - Did not meet target (compliance)
 - No slippage
- o Indicator 13 Secondary Transition
 - Baseline Year FFY 2009
 - Did not meet target (compliance)
 - No slippage
- o Indicator 14 Post-School Outcomes
 - Baseline Year FFY 2009
 - Did not meet target
 - No slippage for 14B and slippage for 14A and 14C
- o Indicator 15 Resolution Sessions
 - Baseline Year FFY 2005
 - Did not meet target
 - No slippage
- o Indicator 16 Mediation
 - Baseline Year FFY 2013
 - Did not meet target
 - Slippage
- o Indicator 17 State Systemic Improvement Plan
 - Baseline Year FFY 2021
 - Did not meet target
 - No slippage
- Slippage Statements
 - o Indicator 5C Education Environments (in separate schools, residential facilities, or homebound/hospital placements)
 - FFY 21 Data was 2.10%
 - FFY 22 Target was 2.18%
 - FFY 22 Data is 2.21%
 - Slippage Statement: An examination of state-level data for Indicator 5C identified 1,603 students served in separate schools, residential facilities, or homebound hospital placements. This is an increase of 121 students, or 0.11%, above the FFY 2021 data and 0.03% above the state's FFY 2022 target
 - Slippage is attributable to an increase of 156 students being served in separate schools. One district, the largest Local Education Agency (LEA) in the state, accounts for 98 of the net increase of 156 students in this category. The remainder of the net increase is spread across all other LEA's.
 - o Indicator 14A Post-school Outcomes (enrolled in higher education within one year of leaving high school)
 - FFY 21 Data was 26.84%

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- FFY 22 Target was 45.00%
- FFY 22 Data is 22.71%
- Slippage Statement: An examination of state-level data suggests that slippage may be attributed to an increase of nearly 5% response rate and an increase of more than 252% in the targeted universe due to a change in methodology from a sample to a census. Additionally, based on National Clearinghouse data for all students in Kansas, all cohorts are demonstrating declining participation rates in postsecondary education
- o Indicator 14C Postschool Outcomes (Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school)
 - FFY 21 Data was 69.62%
 - FFY 22 Target was 81.09%
 - FFY 22 Data is 67.75%
 - Slippage Statement: An examination of state-level data suggests that slippage may be attributed to an increase of nearly 5% response rate and the increase of more than 252% in the targeted universe due to a change in methodology from a sample to a census. Additionally, based on National Clearinghouse data for all students in Kansas, all cohorts are demonstrating declining participation rates in postsecondary education
- o Indicator 16 Mediation
 - FFY 21 Data was 57.14%
 - FFY 22 Target was 77.0-80.0%
 - FFY 22 Data is 54.55%
 - 6 mediation agreements from 11 mediations held
 - Slippage Statement: The state attributes slippage to annual changes in mediations held
- o Indicator 3
 - Not final until tomorrow
 - Current data shows
 - 3B target not met but no slippage
 - 3C target not met, there was slippage
 - o For Indicator 3C, middle school students (8th grade)
 - Potential slippage statement: An analysis of the data suggests that this group of students who entered middle school in the height of the pandemic may not have had intensive supports and detailed instruction while instructed in virtual settings during the COVID-19 pandemic. Students taking the alternate assessment have the most comprehensive needs, so the suspension of or inconsistency in in-person instruction during those two years of middle school may have impacted these students. The impact may be more stark for those students with cognitive impairments and more comprehensive needs, which is why proficiency rates for 8th grade students show slippage in reading and math alt assessments.
 - 3D targets not met, there was slippage

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- o Reading slippage in 4th grade
 - Potential slippage statement: For Group A, Grade 4: To determine possible reasons for slippage, the state looked at various data points, among which the statewide chronic absenteeism data stood out. The state recognizes that students not attending school consistently across a school year will mean they are not regularly receiving instruction on the grade level standards upon which they will be assessed. Accordingly, there is an indication that the higher rates of chronic absenteeism may be linked and/or contribute to lower proficiency rates. The state observed a decrease in proficiency rates for students with disabilities on math statewide assessments for 4th grade and an increase in proficiency rates for all students, thus increasing the gap between the two groups. An analysis of the data suggests chronic absenteeism may have influenced the gap in proficiency between students with disabilities and all students. The chronic absenteeism for 4th graders with disabilities was 27% for the 2022-2023 school year, where the chronic absenteeism for all 4th graders was 20%.
 - Potential slippage statement for Group B, Grade 8: To determine possible reasons for slippage, the state looked at various data points, among which the statewide chronic absenteeism data stood out. The state recognizes that students not attending school consistently across a school year will mean they are not regularly receiving instruction on the grade level standards upon which they will be assessed. Accordingly, there is an indication that the higher rates of chronic absenteeism may be linked and/or contribute to lower proficiency rates. The state observed a minor increase in proficiency rates for students with disabilities on the math statewide assessments for 8th grade and a more substantial increase in proficiency rates for all students, thus contributing to the gap between the two groups. An analysis of the data suggests chronic absenteeism may have influenced the gap in proficiency between students with disabilities and all students. The chronic absenteeism for 8th graders with disabilities was 34% for the 2022-2023 school year, where the chronic absenteeism for all 8th graders was 27%.
 - Therefore, it is believed that chronic absenteeism is affecting the proficiency of students
 - Chronic absenteeism refers to a student who misses 10% or more of their school year (approx. 2 days a month or more)
 - Indicator 3 is not finalized until January 25, 2024
- o Comments
 - Marvin Miller: With the increase in emergency substitutes, who are not fully trained, is that considered
 - Brian Dempsey: yes, that is a data point that was looked at with Teacher Licensure
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- Office of Special Education Programs (OSEP) Required Actions: Compliance Indicators (all)
 - These are from last year's required actions.
 - Responses are standardized
 - Because the State reported less than 100% compliance for FFY 2021, the State must report on the status of correction of noncompliance identified in FFY 2021 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2022 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2021 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2022 SPP/APR, the State must describe the specific actions that were taken to verify the correction.
 - If the State did not identify any findings of noncompliance in FFY 2021, although its FFY 2021 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2021.
- Kansas State Department of Education (KSDE) Response to Required Actions: Compliance Indicators
 - KSDE has verified that each district with noncompliance identified in FFY 2021 is correctly implementing the regulatory requirements through the correction of noncompliance process of conducting a root cause analysis, correction of each individual case of identified noncompliance and subsequent review of updated student file data. Data are collected through the State data system and each district has achieved 100% compliance as per OSEP QA 23-01.
- OSEP Required Action: Indicator 4
 - Indicator 4A: The State did not provide valid and reliable data for FFY 2021. The State must provide valid and reliable data for FFY 2022 in the FFY 2022 SPP/APR using a methodology that meets one of the two comparison methods as required by 34 C.F.R. § 300.170(a) and the Measurement Table.
 - Indicator 4B: In the FFY 2022 SPP/APR, the State must provide data for this indicator for FFY 2022 using a methodology that meets one of the two comparison methods as required by 34 C.F.R. § 300.170(a) and the Measurement Table.
- KSDE Response to OSEP Required Action: Indicator 4
 - Indicator 4A: OSEP could not determine if the state's FFY2021 indicator 4a data were valid and reliable. In response, the KSDE has provided valid and reliable data in this FFY 2022 SPP/APR using a methodology that meets one of the two comparison methods as required by 34 C.F.R. § 300.170(a) and the Measurement Table. Specifically, the chosen methodology is calculated using the rates of suspensions and expulsions for children with IEPs among LEAs within the State.
 - Indicator 4B: In FFY2021 OSEP determined the state's chosen methodology for indicator 4b calculation was unclear. In response, the KSDE has provided valid and reliable data in this FFY 2022 SPP/APR using a methodology that meets one of the two comparison methods as required by 34 C.F.R. § 300.170(a) and the Measurement Table. Specifically, the chosen 4b methodology is calculated using

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the rates of suspensions and expulsions for children with IEPs among LEAs within the State by race and/or ethnicity. As such, the data reported under Indicator 4b are valid and reliable.

- Indicator 4A Proposed Targets
 - o As a result of the change of methodology, the state may set a new baseline and targets
 - o Baseline year is FFY 22, and baseline data is 4.51%
 - o Ensure FFY 25 target is an improvement over the baseline
 - o Proposed Targets for the remainder of the FFY 2020-25 package
 - FFY 22 is 4.51%
 - FFY 23 is 4.51%
 - FFY 24 is 4.51%
 - FFY 25 is 4.14%

Statewide IEP

Brian Dempsey

- Survey Results
 - o 113 responses
 - Most (36.3%) came from Parents
 - Next largest population to answer was Special Education teachers (19.5%)
 - o Currently a majority of respondents support a statewide IEP
 - Least Likely to support – 1 vote or 0.9%
 - Less likely to support – 7 votes or 6.2%
 - A little more likely to support – 21 votes or 18.6%
 - More likely to support – 28 votes or 24.8%
 - Most likely to support - 56 votes or 49.6%

Open Borders

Brian Dempsey

Bert Moore

- Open Borders starts the next school year 2024-2025
- Districts must approve their policies in January and must identify their capacities by the end of May
- For Special Education, the largest concern remains transportation
 - o KSDE is not providing guidance on this at this time
- For capacity it is recommended that districts
 - o Identify capacity for individual grades from kindergarten to 8th grade in each elementary building
 - o High schools by total number of students grade 9-12 per building
- Many logistic issues
 - o How many desks will be needed
 - o How many additional staff members if any
 - o Budget has been set before enrollment begins in July
 - o Who pays for special services such as attendance at KSSD or KSSB
 - o How will this affect smaller districts that have a short commute to larger districts

Special Education and Virtual Schools

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Lena Kisner
Marvin Miller

- 2016
 - o Number of students reported in virtual programs on September 20th – 11,479
 - o Number of IDEA students in virtual programs December 1st – 562
 - o Number of students reported in virtual programs on the End of Year Report – 9,760
 - o Number of IDEA students in virtual programs at the end of the year – 607
- 2017
 - o Number of students reported in virtual programs on September 20th -11,369
 - o Number of IDEA students in virtual programs December 1st – 604
 - o Number of students reported in virtual programs on the End of Year Report – 10,011
 - o Number of IDEA students in virtual programs at the end of the year - 695
- 2018
 - o Number of students reported in virtual programs on September 20th -11,548
 - o Number of IDEA students in virtual programs December 1st – 629
 - o Number of students reported in virtual programs on the End of Year Report – 9,517
 - o Number of IDEA students in virtual programs at the end of the year - 690
- 2019
 - o Number of students reported in virtual programs on September 20th -11,614
 - o Number of IDEA students in virtual programs December 1st – 661
 - o Number of students reported in virtual programs on the End of Year Report – 9,505
 - o Number of IDEA students in virtual programs at the end of the year - 701
- 2020
 - o Number of students reported in virtual programs on September 20th – 11,284
 - o Number of IDEA students in virtual programs December 1st – 655
 - o Number of students reported in virtual programs on the End of Year Report – 9,706
 - o Number of IDEA students in virtual programs at the end of the year – 782
- 2021
 - o Number of students reported in virtual programs on September 20th – 15,614
 - o Number of IDEA students in virtual programs December 1st – 1,240
 - o Number of students reported in virtual programs on the End of Year Report – 14,613
 - o Number of IDEA students in virtual programs at the end of the year – 1,362
- 2022
 - o Number of students reported in virtual programs on September 20th- 15,115
 - o Number of IDEA students in virtual programs December 1st – 1,222
 - o Number of students reported in virtual programs on the End of Year Report – 14,888
 - o Number of IDEA students in virtual programs at the end of the year – 1,437
- 2023
 - o Number of students reported in virtual programs on September 20th – 14,791
 - o Number of IDEA students in virtual programs December 1st – 1,165
 - o Number of students reported in virtual programs on the End of Year Report – 14,895
 - o Number of IDEA students in virtual programs at the end of the year -1,574
- Growth in virtual programs has been large in a very short period of time
 - o Harder to provide services to special education students with IEPs virtually
 - Services such as speech, occupational therapy, and physical therapy are usually provided in-person

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- o Communication is difficult
 - Not all virtual programs are the same
 - Some schools provide their own while others contract out
 - Records requests are time consuming and largely unanswered for periods of time
- o Scheduling evaluations and IEP meetings is more difficult
- o Verification
 - How to verify attendance
 - How to verify course work and accommodations
- o Funding is calculated differently

Emergency Safety Intervention Report

Trish Backman

- Most recent update – May 2023
 - o It's the law K.A.R. 91-42-1
 - o Kansas Administrative Regulation
 - Standards of use (K.A.R. 91-42-2)
 - District policy, training, dispute resolution (K.A.R. 91-42-3)
 - Parent notification, meetings and complaints (K.A.R. 91-42-4)
 - Administrative review (K.A.R. 91-42-5)
 - Exemptions (K.A.R. 91-42-6)
 - Reporting (K.A.R. 91-42-7)
 - o Emergency Safety Intervention (ESI) Requirements Checklist
 - o ESI Standards of Use
- ESI Emergency Safety Interventions
 - o An emergency safety intervention is the use of seclusion or physical restraint. The use of an emergency safety intervention shall cease as soon as the immediate danger of physical harm and violent action ceases to exist. Emergency safety intervention law sets forth standards for the use of restraint and seclusion to ensure that all Kansas students and staff have a safe learning environment. The standards found in the emergency safety intervention statutes and regulations are required to be followed in all Kansas public school districts and accredited private schools
 - Restraint
 - Physical engagement
 - Student emergency resolves
 - Physical disengagement
 - Seclusion
 - Removed
 - Not engaged in instruction
 - Do they believe they could leave?
- Restraint
 - o Total number of incidents of restraint reported: 7291
 - o Average duration of restraint: 1.0 minutes
 - o Average age of student receiving restraint: 9.0
 - o Descriptive statistics based on school data
 - Number of schools included: 1477

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- Median number of physical restraint incidents 1.0
 - Standard deviation of number of physical restraint incidents 0.414
 - Median duration of physical restraint incident 1.0
 - Standard deviation of duration of physical restraint incident 3.554
- Seclusion
 - o Total number of incidents of seclusion reported: 8283
 - o Average Duration of seclusion: 5.0 minutes
 - o Average age of student receiving seclusion: 8.0
 - o Descriptive statistics based on school data
 - Number of schools included 1477
 - Median number of seclusion incidents 1.0
 - Standard deviation of number of seclusion incidents 0.413
 - Median duration of seclusion incident 4.0
 - Standard deviation of duration of seclusion incident 17.821
- Seclusion and Restraint Reports – with an IEP or 504
 - o The number of incidents in which ESI was used on students who have an IEP
 - Number of physical restraint incidents with students with an IEP – 7143
 - Number of seclusion incidents with students with an IEP – 7883
 - Number of ESI incidents with students with an IEP – 15026
 - o The number of incidents in which ESI was used on students who have a 504 plan
 - Number of physical restraint incidents with students with a Section 504 plan – 61
 - Number of seclusion incidents with students with a Section 504 plan – 100
 - Number of ESI incidents with students with a Section 504 plan – 161
- Seclusion and Restraints – Non-Identified and total overall
 - o The number of incidents in which ESI was used on students who do not have an IEP or Section 504 plan
 - Number of physical restraint incidents with students without an IEP or 504 plan – 948
 - Number of seclusion incidents with students without an IEP or 504 plan – 598
 - Number of ESI incidents with students without an IEP or 504 plan – 1546
 - o The total number of incidents in which ESI was used on students
 - Number of physical restraint incidents – 8135
 - Number of seclusion incidents – 8524
 - Number of ESI incidents – 16659
- Students who had a Behavior Intervention Plan
 - o The total number of students with behavior intervention plans (BIP) subjected to ESI
 - Number of students with a BIP physically restrained – 993
 - Number of students with a BIP placed in seclusion – 860
 - Number of students with a BIP which an ESI was used – 1359
 - The number of students physically restrained = 1673
 - The number of students placed in seclusion = 1189
- Maximums
 - o Maximum number of physical restraint incidents with a student – 186
 - o Maximum number of seclusion incidents with a student – 225
 - o Maximum number of ESI incidents with a student – 225

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- By Ethnicity
 - The number of incidents in which ESI was used on students who have an IEP aggregated by ethnicity
 - Hispanic/Latino
 - Number of physical restraint incidents with students with an IEP – 728
 - Number of seclusion incidents with students with an IEP – 450
 - Number of ESI incidents with students with an IEP - 1178
 - Multi-Ethnic
 - Number of physical restraint incidents with students with an IEP – 733
 - Number of seclusion incidents with students with an IEP – 957
 - Number of ESI incidents with students with an IEP - 1690
 - American Indian or Alaska Native
 - Number of physical restraint incidents with students with an IEP – 23
 - Number of seclusion incidents with students with an IEP – 14
 - Number of ESI incidents with students with an IEP – 37
 - Asian
 - Number of physical restraint incidents with students with an IEP – 43
 - Number of seclusion incidents with students with an IEP – 39
 - Number of ESI incidents with students with an IEP - 82
 - Black or African American
 - Number of physical restraint incidents with students with an IEP – 1186
 - Number of seclusion incidents with students with an IEP – 1062
 - Number of ESI incidents with students with an IEP - 2248
 - Native Hawaiian or Other Pacific Islander
 - Number of physical restraint incidents with students with an IEP – 0
 - Number of seclusion incidents with students with an IEP – 0
 - Number of ESI incidents with students with an IEP - 0
 - White
 - Number of physical restraint incidents with students with an IEP – 4293
 - Number of seclusion incidents with students with an IEP – 5126
 - Number of ESI incidents with students with an IEP – 9419
- By Ethnicity
 - The number of incidents in which ESI was used on students who have a Section 504 plan aggregated by ethnicity
 - Hispanic/Latino
 - Number of physical restraint incidents with students with a 504 plan – 17
 - Number of seclusion incidents with students with a 504 plan – 4
 - Number of ESI incidents with students with a 504 plan - 21
 - Multi-Ethnic
 - Number of physical restraint incidents with students with a 504 plan – 6
 - Number of seclusion incidents with students with a 504 plan – 8
 - Number of ESI incidents with students with a 504 plan - 14
 - American Indian or Alaska Native
 - Number of physical restraint incidents with students with a 504 plan – 0
 - Number of seclusion incidents with students with a 504 plan – 0
 - Number of ESI incidents with students with a 504 plan - 0

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- o Asian
 - Number of physical restraint incidents with students with a 504 plan – 0
 - Number of seclusion incidents with students with a 504 plan an IEP – 0
 - Number of ESI incidents with students with a 504 plan - 0
- o Black or African American
 - Number of physical restraint incidents with students with a 504 plan – 4
 - Number of seclusion incidents with students with a 504 plan – 9
 - Number of ESI incidents with students with an IEP - 13
- o Native Hawaiian or Other Pacific Islander
 - Number of physical restraint incidents with students with a 504 plan – 0
 - Number of seclusion incidents with students with a 504 plan – 1
 - Number of ESI incidents with students with a 504 plan - 1
- o White
 - Number of physical restraint incidents with students with a 504 plan – 34
 - Number of seclusion incidents with students with a 504 plan – 78
 - Number of ESI incidents with students with a 504 plan - 112
- By Ethnicity
 - o The number of students in which ESI was used on students who do not have an IEP, or a Section 504 plan aggregated by ethnicity
 - o Hispanic/Latino
 - Number of physical restraint incidents with students with no IEP or 504 plan – 173
 - Number of seclusion incidents with students with no IEP or 504 plan – 67
 - Number of ESI incidents with students with no IEP or 504 plan - 240
 - o Multi-Ethnic
 - Number of physical restraint incidents with students with no IEP or 504 plan – 92
 - Number of seclusion incidents with students with no IEP or 504 plan – 92
 - Number of ESI incidents with students with no IEP or 504 plan - 184
 - o American Indian or Alaska Native
 - Number of physical restraint incidents with students with no IEP or 504 plan – 3
 - Number of seclusion incidents with students with no IEP or 504 plan – 2
 - Number of ESI incidents with students with no IEP or 504 plan - 5
 - o Asian
 - Number of physical restraint incidents with students with no IEP or 504 plan – 3
 - Number of seclusion incidents with students with no IEP or 504 plan – 0
 - Number of ESI incidents with students with no IEP or 504 plan - 3
 - o Black or African American
 - Number of physical restraint incidents with students with no IEP or 504 plan – 231
 - Number of seclusion incidents with students with no IEP or 504 plan – 74
 - Number of ESI incidents with students with no IEP or 504 plan - 305
 - o Native Hawaiian or Other Pacific Islander
 - Number of physical restraint incidents with students with no IEP or 504 plan – 0
 - Number of seclusion incidents with students with no IEP or 504 plan – 1
 - Number of ESI incidents with students with no IEP or 504 plan - 1
 - o White
 - Number of physical restraint incidents with students with no IEP or 504 plan – 432
 - Number of seclusion incidents with students with no IEP or 504 plan – 352

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- Number of ESI incidents with students with no IEP or 504 plan - 784
- By Ethnicity
 - The total number of incidents in which ESI was used on students aggregated by ethnicity
 - Hispanic/Latino
 - Number of physical restraint incidents – 918
 - Number of seclusion incidents – 517
 - Number of ESI incidents – 1435
 - Multi-Ethnic
 - Number of physical restraint incidents– 829
 - Number of seclusion incidents– 1054
 - Number of ESI incidents– 1883
 - American Indian or Alaska Native
 - Number of physical restraint incidents– 26
 - Number of seclusion incidents– 16
 - Number of ESI incidents– 42
 - Asian
 - Number of physical restraint incidents– 46
 - Number of seclusion incidents– 39
 - Number of ESI incidents– 85
 - Black or African American
 - Number of physical restraint incidents– 1419
 - Number of seclusion incidents– 1137
 - Number of ESI incidents – 2556
 - Native Hawaiian or Other Pacific Islander
 - Number of physical restraint incidents– 0
 - Number of seclusion incidents– 2
 - Number of ESI incidents– 2
 - White
 - Number of physical restraint incidents– 4746
 - Number of seclusion incidents– 5514
 - Number of ESI incidents– 10260
- By Gender with an IEP
 - The number of incidents in which ESI was used on students who have an IEP aggregated by gender
 - Male
 - Number of physical restraint incidents with students with an IEP – 5846
 - Number of seclusion incidents with students with an IEP – 6783
 - Number of ESI incidents with students with an IEP – 12629
 - Female
 - Number of physical restraint incidents with students with an IEP – 1297
 - Number of seclusion incidents with students with an IEP – 1100
 - Number of ESI incidents with students with an IEP – 2397
- By Gender with a Section 504 plan
 - The number of incidents in which ESI was used on students who have a Section 504 plan aggregated by gender

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- o Male
 - Number of physical restraint incidents with students with a 504 plan – 47
 - Number of seclusion incidents with students with a 504 plan – 94
 - Number of ESI incidents with students with a 504 plan – 141
 - o Female
 - Number of physical restraint incidents with students with a 504 plan – 14
 - Number of seclusion incidents with students with a 504 plan – 6
 - Number of ESI incidents with students with a 504 plan – 20
- By Gender without an IEP or Section 504 plan
 - o The number of incidents in which ESI was used on students who do not have an IEP or Section 504 plan aggregated by gender
 - o Male
 - Number of physical restraint incidents with students without an IEP or Section 504 plan – 636
 - Number of seclusion incidents with students without an IEP or Section 504 plan – 457
 - Number of ESI incidents with students without an IEP or Section 504 plan – 1093
 - o Female
 - Number of physical restraint incidents with students without an IEP or Section 504 plan – 312
 - Number of seclusion incidents with students without an IEP or Section 504 plan – 141
 - Number of ESI incidents with students without an IEP or Section 504 plan – 453
- Totals Overall by Gender
 - o The total number of incidents in which ESI was used on students aggregated by gender
 - o Male
 - Number of physical restraint incidents– 6512
 - Number of seclusion incidents– 7281
 - Number of ESI incidents– 13793
 - o Female
 - Number of physical restraint incidents– 1623
 - Number of seclusion incidents– 1243
 - Number of ESI incidents– 2866
- Based on Free/Reduced Lunch and IEP
 - o The number of incidents in which ESI was used on students who have an IEP aggregated by free/reduced lunch
 - o Yes
 - Number of physical restraint incidents with students with an IEP – 5792
 - Number of seclusion incidents with students with an IEP – 5684
 - Number of ESI incidents with students with an IEP – 11476
 - o No
 - Number of physical restraint incidents with students with an IEP – 1214
 - Number of seclusion incidents with students with an IEP – 1964
 - Number of ESI incidents with students with an IEP – 3178

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- Free/Reduced lunch and 504
 - The number of incidents in which ESI was used on students who have a Section 504 plan aggregated by free/reduced lunch
 - Yes
 - Number of physical restraint incidents with students with a 504 plan – 55
 - Number of seclusion incidents with students with a 504 plan – 89
 - Number of ESI incidents with students with a 504 plan – 144
 - No
 - Number of physical restraint incidents with students with a 504 plan – 6
 - Number of seclusion incidents with students with a 504 plan – 11
 - Number of ESI incidents with students with a 504 plan – 17
- Free/Reduced lunch without IEP or 504
 - The number of incidents in which ESI was used on students who do not have an IEP, or a Section 504 plan aggregated by free/reduced lunch
 - Yes
 - Number of physical restraint incidents with students without an IEP or Section 504 plan – 719
 - Number of seclusion incidents with students without an IEP or Section 504 plan – 420
 - Number of ESI incidents with students without an IEP or Section 504 plan – 1139
 - No
 - Number of physical restraint incidents with students without an IEP or Section 504 plan – 215
 - Number of seclusion incidents with students without an IEP or Section 504 plan – 168
 - Number of ESI incidents with students without an IEP or Section 504 plan – 383
- Totals for Free/Reduced
 - The total number of incidents in which ESI was used on students aggregated by free/reduced lunch
 - Yes
 - Number of physical restraint incidents– 6551
 - Number of seclusion incidents– 6139
 - Number of ESI incidents– 12690
 - No
 - Number of physical restraint incidents– 1433
 - Number of seclusion incidents– 2140
 - Number of ESI incidents– 3573
- By Age
 - Age 2
 - Number of physical restraint incidents with students with an IEP – 0
 - Number of seclusion incidents with students with an IEP – 0
 - Number of ESI incidents with students with an IEP -0
 - Age 3
 - Number of physical restraint incidents with students with an IEP – 8

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- Number of seclusion incidents with students with an IEP – 0
 - Number of ESI incidents with students with an IEP -8
- o Age 4
 - Number of physical restraint incidents with students with an IEP – 38
 - Number of seclusion incidents with students with an IEP – 39
 - Number of ESI incidents with students with an IEP - 77
- o Age 5
 - Number of physical restraint incidents with students with an IEP – 397
 - Number of seclusion incidents with students with an IEP – 652
 - Number of ESI incidents with students with an IEP - 1049
- o Age 6
 - Number of physical restraint incidents with students with an IEP – 799
 - Number of seclusion incidents with students with an IEP – 1341
 - Number of ESI incidents with students with an IEP – 2140
- o Age 7
 - Number of physical restraint incidents with students with an IEP – 800
 - Number of seclusion incidents with students with an IEP – 1092
 - Number of ESI incidents with students with an IEP - 1892
- o Age 8
 - Number of physical restraint incidents with students with an IEP – 677
 - Number of seclusion incidents with students with an IEP – 1104
 - Number of ESI incidents with students with an IEP – 1781
- o Age 9
 - Number of physical restraint incidents with students with an IEP – 886
 - Number of seclusion incidents with students with an IEP – 1226
 - Number of ESI incidents with students with an IEP – 2112
- o Age 10
 - Number of physical restraint incidents with students with an IEP – 930
 - Number of seclusion incidents with students with an IEP – 738
 - Number of ESI incidents with students with an IEP -1668
- o Age 11
 - Number of physical restraint incidents with students with an IEP – 623
 - Number of seclusion incidents with students with an IEP – 656
 - Number of ESI incidents with students with an IEP - 1279
- o Age 12
 - Number of physical restraint incidents with students with an IEP – 444
 - Number of seclusion incidents with students with an IEP – 350
 - Number of ESI incidents with students with an IEP - 794
- o Age 13
 - Number of physical restraint incidents with students with an IEP – 482
 - Number of seclusion incidents with students with an IEP – 281
 - Number of ESI incidents with students with an IEP - 763
- o Age 14
 - Number of physical restraint incidents with students with an IEP – 311
 - Number of seclusion incidents with students with an IEP – 114
 - Number of ESI incidents with students with an IEP - 425

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- o Age 15
 - Number of physical restraint incidents with students with an IEP – 126
 - Number of seclusion incidents with students with an IEP – 37
 - Number of ESI incidents with students with an IEP - 163
- o Age 16
 - Number of physical restraint incidents with students with an IEP – 167
 - Number of seclusion incidents with students with an IEP – 88
 - Number of ESI incidents with students with an IEP -255
- o Age 17
 - Number of physical restraint incidents with students with an IEP – 250
 - Number of seclusion incidents with students with an IEP – 109
 - Number of ESI incidents with students with an IEP - 359
- o Age 18
 - Number of physical restraint incidents with students with an IEP – 117
 - Number of seclusion incidents with students with an IEP – 33
 - Number of ESI incidents with students with an IEP -150
- o Age 19
 - Number of physical restraint incidents with students with an IEP – 60
 - Number of seclusion incidents with students with an IEP – 14
 - Number of ESI incidents with students with an IEP -74
- o Age 20
 - Number of physical restraint incidents with students with an IEP – 26
 - Number of seclusion incidents with students with an IEP – 7
 - Number of ESI incidents with students with an IEP -33
- o Age 21
 - Number of physical restraint incidents with students with an IEP – 2
 - Number of seclusion incidents with students with an IEP – 2
 - Number of ESI incidents with students with an IEP – 4
- Kansas School Safety and Security Act, K.S.A. §§ 72-6141 to -6145
 - o Local boards of education must **annually** compile and report to the Kansas State Board of Education certain information related to school safety and security. This includes the types and frequency of acts that involve conduct that constitutes the commission of a felony or misdemeanor. This **information must be disaggregated** by occurrences at school, on school property, and at school-supervised activities.
 - o **K.S.A. § 72-6143(g)** requires the Kansas State Board of Education to transmit this information to the Kansas Governor, Kansas Senate, Kansas House of Representatives, Attorney General, and Secretaries of KDHE, KDCF, and DOC
- Aggregated by level
 - o Incident Type – Felonies
 - At school – 159
 - On school property – 17
 - School supervised activities – 17
 - Arrests and referrals to law enforcement or Juvenile Intake and Assessment Services made in connection to the criminal act – 53
 - o Incident Type – Misdemeanors

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- At school – 2054
 - On school property – 212
 - School supervised activities – 30
 - Arrests and referrals to law enforcement or Juvenile Intake and Assessment Services made in connection to the criminal act - 503
- Incident Type – Possession, use or disposal of explosives, firearms, or other weapons
 - At school – 72
 - On school property – 13
 - School supervised activities – 4
 - Arrests and referrals to law enforcement or Juvenile Intake and Assessment Services made in connection to the criminal act – 23
- Aggregated by Ethnicity
 - Hispanic Latino
 - Felonies – 47
 - Misdemeanors – 572
 - Weapons – 17
 - Arrest and referral to law enforcement - 105
 - Multi-Ethnic
 - Felonies – 18
 - Misdemeanors – 225
 - Weapons – 6
 - Arrest and referral to law enforcement -63
 - American Indian or Alaska Native
 - Felonies – 2
 - Misdemeanors – 42
 - Weapons – 3
 - Arrest and referral to law enforcement - 19
 - Asian
 - Felonies – 1
 - Misdemeanors – 14
 - Weapons – 0
 - Arrest and referral to law enforcement -5
 - Black or African American
 - Felonies – 41
 - Misdemeanors – 410
 - Weapons – 12
 - Arrest and referral to law enforcement - 52
 - Native Hawaiian or Other Pacific Islander
 - Felonies – 1
 - Misdemeanors – 3
 - Weapons – 0
 - Arrest and referral to law enforcement - 2
 - White
 - Felonies – 82
 - Misdemeanors – 1011

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- Weapons – 51
 - Arrest and referral to law enforcement – 322
- By Gender
 - o Male
 - Felonies – 150
 - Misdemeanors – 1479
 - Weapons – 82
 - Arrest and referral to law enforcement – 385
 - o Female
 - Felonies – 42
 - Misdemeanors – 798
 - Weapons – 7
 - Arrest and referral to law enforcement - 183
- Updated Documents
 - o <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/KIAS-Kansas-Integrated-Accountability-System/Emergency-Safety-Interventions-ESI>
- Additional Resources
 - o <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/KIAS-Kansas-Integrated-Accountability-System/Emergency-Safety-Interventions-ESI>
 - o https://ksdetasn.org/universal_search?search_term=esi

SEAC Member Reports

- Lena Kisner
 - o Where are we on filling the vacant SEAC positions?
 - Response by Marvin Miller: The leadership did meet online. We asked for some more information from the applicants. The intent is after this meeting, leadership will meet to discuss those.

Council Ex-Officio Member Updates

- Families Together – Lesli Girard
 - o New grant through the Department of Children and Families
 - FAST program; Family Advocacy Support and Training
 - Now staffed and can serve families with children birth through age 17 with at least one child having an intellectual or developmental disabilities
 - There will be a referral process
 - o Jam Fest
 - April 27th, 2024
 - Kansas City Metro area
 - Goal is to get youth involved and increase youth leadership
 - Breakouts
 - o Working on a needs program at an Alternative School in Olathe
- Kansas Association of Special Education Administrators (KASEA) – Ashley Enz
 - o Special Education Task Force did meet January 5th, 2024

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- 2 recommendations
 - Recommending full funding of special education with a phased plan over 4 years to attain 92% of state level excess costs
 - Recommending KDHE open additional Medicaid codes similar to what other states are doing so Kansas districts and Infant-Toddler programs can access additional funding for the provision of eligible services to eligible students
 - Connecting with KASEA
 - Next meeting is April 17th on Zoom
 - The Cost of Special Education in Kansas resource
 - Updated annually
 - Intention is to share this resource with superintendents, legislators, and other stakeholders
 - Number of students served by IDEA and Gifted in Kansas has leveled out a little the last few years however, funding for excess costs continues a downward trend
 - Hopeful with the task force and advocacy that this will change
- **Kansas State Board of Education (KSBOE) Update** – Jim McNiece
 - Looking forward to meeting with SEAC on Valentines Day for breakfast
 - Items that would be beneficial to discuss
 - Open enrollment
 - Kansas Activity Association
 - Virtual programs
 - Any issues that will impact different entities and students
- **Kansas State School for the Blind** – Jon Harding
 - Celebrate Access Event
 - January 25, 2024
 - Students come from across the state
 - Celebrates student independence
 - February 29, 2024, in Wichita
 - 200th anniversary of the Braille code
 - Outreach
 - Most activities take place across the state and are called ECC
 - Expanded Core on the Road
 - Functional skills
 - Assistive technology available
 - Orientation and mobility
 - Braille
 - Doing an ECC at the Capital on February 7
 - Will include teachers and students advocating and thanking legislators for their support
 - Events
 - Trail Blazer event in the spring
 - Blind Sports Day May 4th

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- Ribbon cutting for the new blind soccer field that will be within the track
 - Hosting a STEM competition called Make 48 from April 12th through April 14th
 - 6 schools of the blind from across the US will attend
 - KSSB students will mentor and coach students from other schools
- **Kansas State School for the Deaf** – Luanne Barron
 - Regarding a question from Lena from November 30, 2023
 - Analyzing student behavior
 - Assessments done in house by staff
 - KSSD did receive funding for birth to age 3
 - Assessments now cover birth to age 8
 - At 9, yearly assessments cease
 - There is now a service fee that was instituted last year so now there are 4 positions that are filled within the Outreach Department
 - In 2018, we started assessments and assessed 20 students
 - In 2019, we assessed 56 students
 - In 2020, we assessed 63 students
 - In 2021, we assessed 102 students
 - In 2022, we assessed 130 students
 - In 2023, we assessed 133 students
 - Currently, we have assessed 54 students in 2024
 - Regular update
 - Our Language Assessment Program Coordinator Angie Walker is moving to Maine. Our current replacement for her is Julie Bustos
 - Our strategic plan has wrapped up. These are 3-year cycles, and this was from 2020-2023
 - Beginning our work on a new strategic plan and vision
 - Working with KASB, a task force, focus groups, and Community Town Hall meetings for feedback
 - Looking for information from stakeholders
 - There will be a survey released in the spring
 - For first time ever, the KSSD hosted a national basketball tournament
 - 9 deaf schools from across the US were selected with over 240 athletes and coaches attending
 - Our girls team won first place
 - Our boys team won second place
 - KSSD will host Regional STEM conference February 9 and 10
 - 23 schools of the deaf from US
 - Over 125 students will attend
- **Kansas National Education Association** – Idalia Shuman
 - KNEA is staying neutral on Open Borders bill
 - KNEA has directors that work regionally throughout the state and have program staff such as government relations and communications
 - Idalia is the Director of Teaching and Learning

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- o They did have staff attend the Special Education Funding Task Force
 - Brought in educators to give testimony in support of fully funded special education
- o Educators Rising
 - Program that supports students exploring teaching as a career
 - Host regional conferences
 - Previous one was in November
 - Next conference is February 7th, and it will be hosted by Ottawa University
 - o We try to have a different higher education campus host the conferences each time, so students are exposed to the different universities around Kansas, including both private and public universities
 - o Currently 129 are registered to attend
 - Includes competitions, leadership awards, breakout sessions, campus tours, vendor tables, and exposure to all careers that keep education going
 - Currently short on judges, please email Idalia to sign up if you are interested
 - There is a training that is prepared
 - Expanding next year to include collegiate
 - Theme is selected by student officers
 - Teaching the Whole Student
 - o Sessions will be focused on meeting student needs
- o Second Annual KNEA Conference for Educational Support Professionals
 - Theme is around social-emotional learning
 - Staff is seeing an increase in suicide of students they are working with
 - April 11th and April 12th
 - Seeking keynote speakers

Other Updates:

Special Education Advisory Council Meeting Dates 2023-2024

April 11, 2024

9am - 3pm

Bishop Professional Development Center and Zoom

Closing Comments

Items for Next meeting

- Contact Bert Moore or Joyce Broils with any new items

Action: Motion to Adjourn meeting

Motion to Adjourn: Brooke Moore

Motion seconded: Jennifer King

Meeting adjourned: at 3:12 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 April 11, 2024

Time 9:00 a.m. – 3:00 p.m.

Location: Bishop Education Center- Topeka,
KS/Zoom

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

Roll Call

Members (x present, blank absent):

X	Jennifer King	X	Lena Kisner		Charity Porter
X	Marvin Miller	x	Rebecca Shultz	x	Jessica Lopez
x	Troy Pitsch	x	Sabrina Rishel	x	Roxanne Zillinger
X	Jennifer Kucinski		Brooke Moore	x	Sean Smith
x	Jennifer Kurth		Chris Reffett		
	Brandon Gay	X	Lindsey Graf	x	Interpreter
X	Whitney George		Jose Cornejo	x	Interpreter

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

	Jim McNiece	x	Ashley Enz		Luanne Barron
x	Leia Holley		Jon Harding	x	Idalia Shuman
X	Mike Burgess				

KSDE Staff:

x	Bert Moore	x	Alysha Nichols	x	Joyce Broils
x	Brian Dempsey	x	Trish Backman	x	Dean Zajic
X	Steve Backman		Maureen Tabasko		Crista Grimwood

Guests: Michelle Heiman, Three Lakes Co-Op; Shane Carter, Kansas Department of Education, Director of Teacher Licensure

Quorum (9) met: Yes, 13 voting members present

Agenda Approval: April 11, 2024

Motion to approve: Lena Kisner

Second: Jennifer King

Action: Approved

Minutes Approval: January 24, 2024

Motion to approve: Lindsey Graf

Second: Lena Kisner

Action: Approved

Federal Fiscal Year 2022

School Performance Plan/Annual Performance Review

Brian Dempsey and Bert Moore

- SPP/APR Indicators
 - Indicator 1: Graduation
 - Results based indicator
 - Indicator 2: Drop out
 - Results based indicator
 - Indicator 3A: Participation for Students with Individual Education Plans (IEPs)
 - Results based indicator
 - Indicator 3B: Participation for Students with IEPs (Grade Level Academic Achievement Standards)
 - Results based indicator
 - Indicator 3C: Proficiency for Students with IEPs (Alternate Academic Achievement Standards)
 - Results based indicator
 - Indicator 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)
 - Results based indicator
 - Indicator 4A: Suspension/Expulsion
 - Compliance based indicator
 - Compliance indicators are either 100% or 0
 - Requirement is to work with the district on what caused the noncompliance
 - They have one year to come into compliance
 - Indicator 4B: Suspension/Expulsion by Race/Ethnicity
 - Compliance based indicator
 - Indicator 5: Education Environments (5-year-old kindergarteners to age 21)
 - Results based indicator
 - Indicator 6: Preschool Environments
 - Results based indicator
 - Indicator 7: Preschool Outcomes

- Results based indicator
- Indicator 8: Parent Involvement
 - Results based indicator
- Indicator 9: Disproportionate Representation
 - Compliance based indicator
- Indicator 10: Disproportionate Representation in Specific Disability Categories
 - Compliance based indicator
- Indicator 11: Child Find
 - Compliance based indicator
- Indicator 12: Early Childhood Transition
 - Compliance based indicator
- Indicator 13: Secondary Transition
 - Compliance based indicator
- Indicator 14: Post-School Outcomes
 - Results based indicator
- Indicator 15: Resolution Sessions
 - Results based indicator
- Indicator 16: Mediation
 - Results based indicator
- Indicator 17: State Systemic Improvement Plan
 - Results based indicator
- Comments
 - Marvin Miller: I believe this came up in the January Special Education Task Force. Comments about how this data is displayed publicly facing as it was confusing to a number of people. Has that been worked on since then?
 - Bert Moore: I don't believe so. Once these reports are finalized, we have 120 days to make it available to the public, and the expanded reports I don't believe are made public. I am unsure which report they referenced.
 - Lena Kisner: From what I remember it is not that they couldn't find the information it is that they did not understand the language and that it meant that we were compliant. So, I am not sure if just simplifying the language would be enough.
 - Bert Moore: We can see what we can do to help individuals reading the reports to better understand

Differentiated Monitoring and Support (DMS 2.0)

Brian Dempsey

- Summary: In 2016, the Office of Special Education Programs (OSEP) began providing differentiated monitor and support to States as part of its Results Driven Accountability (RDA) system under Parts B and C of the Individuals with Disabilities Education 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, children with disabilities referred to and/or served under the IDEA (collectively referred to as children with disabilities)

- DMS 2.0 Framework with Evidence and Intended Outcomes
 - This Framework outlines a state system that is:
 - 100% focused on improved outcomes and results for infants, toddlers, children and youth with disabilities and their families
 - Comprised of defined components
 - Integrated across components, and
 - Nimble enough to address emerging issues
 - This Framework outlines how all programs will be monitored on their general supervision systems
 - General supervision encompasses the State's responsibility to ensure that it and its subgrantees and contractors meet the requirements of IDEA which includes:
 - Improving educational results and functional outcomes for all infants, toddlers, children, and youth with disabilities; and
 - Ensuring that public agencies meet the program requirements under Part B and C of IDEA and exercise their general supervision responsibilities over the program and activities used to implement IDEA.
 - For each of the 8 components of general supervisions system, OSEP provides:
 - A definition.
 - A series of "if/then" statements which outlines the elements OSEP thinks is necessary to achieve the intended results; and
 - A list of examples of the types of evidence that we have found helpful in understanding a state's system within the specific component. This list is neither exhaustive nor does it mean that a State is out of compliance if it does not have a specific item.
 - Components
 - Fiscal Management
 - Integrated Monitoring
 - Sustaining Compliance and Improvement
 - Dispute Resolution
 - Technical Assistance and Professional Development
 - Data
 - SPP/APR
 - Implementation of Policies and Procedures
- Fiscal Management

- o If a state has
 - An effective fiscal management system
 - Definition: 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.
 - Then the State has a thorough understanding of the IDEA and cross-cutting Federal fiscal requirements.
 - Examples of evidence
 - o Policies and procedures
 - o (manuals, user guides for applicable requirements and key Part B and Part C fiscal processes), as well as description the State's general supervision system.
 - o Information on State structure (e.g., budget office and program office; interagency agreements; examples of contracts; organizational charts)
 - o Description of Educational Service Agencies/regional Part C structures roles/responsibilities for fiscal requirements
 - o Data systems used by the State, with specific reference to data sources relevant to fiscal processes and oversight
 - o Description of fiscal Targeted Assistance accessed by the State
 - o Yearly timeline for reviewing data sources, calculating, and issuing IDEA allocations, release of funds, and reallocation considerations
 - Then the State will have internal controls in place to ensure compliance with IDEA and cross cutting Federal Fiscal requirements
 - Examples of evidence:
 - o Organizational charts
 - o Documentation related to the SEA/LEA's allocation of

funding, including IDEA Part B/C funds, to its LEA/EIS programs and providers

- o Risk assessment policies and procedures, calculations of risk, rubrics related to the assignment of risk categories, including LEA/EIS programs that do not meet audit thresholds, related to monitoring processes, as appropriate.
- o Budget and expenditure data for a particular year for the purpose of calculating MOE/MFS.
- o PART C: Example(s) of agreement(s) with EIS programs/providers/ vendors/agencies providing Part C/EIS
- o List of SEA's single audit findings for the past 3 years, with status report on any unresolved findings
- o Oversight Agency Reports (ex: Legislative review, OIG, policy groups, State task force) of SEA/LEA internal processes
- Then the State will be able to document oversight of the use of IDEA funds
 - Examples of Evidence:
 - o Example of reports from data system for accuracy of billing, payments etc.
 - o Fiscal monitoring reports
 - o Part B interactive spreadsheets
 - o Part C budgets
 - o PART C: System of payments implementation – payor source, ability to pay, access to insurance, interim payments etc.
 - o Notifications to LEA/EIS programs of upcoming fiscal monitoring activities
 - o Description of procedures for resolving IDEA-related single audit and monitoring findings for LEA/EIS programs
 - o List and documentation of IDEA-related single audit findings/corrective actions and fiscal monitoring findings/corrective actions for LEA/EIS programs
 - o Fiscal monitoring protocols
 - o PART B: List of charter school LEAs that opened/

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- o Policies and procedures reflecting the SEA/LEA's standards for correcting fiscal noncompliance
 - o PART C: The state's method to ensure the provision of, and financial responsibility, Part C services (Draft or Final), if applicable
 - o Policies and procedures related to parental notification/consent provisions for (Public/Private) Insurance
 - o Sample State consent forms related to access to (Public/Private) Insurance
 - o Fiscal data system procedures/screenshots, demonstrating the system's capacity for oversight of funds for the Part B/Part C programs
 - o PART B: Sample calculations and budget documents for determining the maximum amount of funds available for voluntary CEIS
- Then the State and LEA/EIS programs will use IDEA funds for their intended purposes in a manner that is reasonable, necessary, and allocable to the IDEA
 - Examples of Evidence:
 - o Documentation supporting State's implementation of its procedures for the timely disbursement/reimbursement of IDEA funds
 - o Documentation related to compliance with cost principles of subpart E of the Uniform Guidance
 - o Fiscal monitoring reports that include findings, documentation supporting corrective action, and closeout reporting
 - o Documentation demonstrating the implementation of the method if applicable (e.g., documentation/state forms related to the use of funds to support staff/activities described in the State's Method and SOP procedures)
 - o Information memos, guidance documents, and training/professional development agendas to LEA/EIS programs on topics related to IDEA, EDGAR, and Uniform Guidance fiscal requirements, annual applications/plans, budgets, fiscal monitoring and enforcement, reallocation of funds and other topics

as identified

- Intended Outcome
 - An effective fiscal management system will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.
- Integrated Monitoring: Sustaining Compliance and Improvement
 - If the State has
 - An effective integrated monitoring system.
 - Definition: 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.
 - Then The State continuously examines and analyzes data across multiple sources to evaluate its performance, and that of its LEA/EIS programs for improved results and compliance.
 - Examples of Evidence:
 - Monitoring policies/procedures
 - Self-assessments (State-level or LEA/EIS programs)
 - Timeline for monitoring
 - Criteria for identifying LEA/EIS programs for monitoring
 - Description of how the State analyzes data for CWD and all students
 - Additional data sources they are using (IDEA/ESEA)
 - Documentation of Stakeholder engagement activities and work
 - Evidence of State cross analysis of different factors and data points that contribute to identified issues
 - Then the State identifies noncompliance with procedural and programmatic requirements and makes recommendations for performance improvements.
 - Examples of Evidence
 - Monitoring reports with findings
 - Description of processes in manual
 - Tools to conduct monitoring
 - Training of LEA/EIS programs

- Examples of improvement plans
 - Description of Stakeholder engagement and activities related to compliance and performance improvement
- Then the State requires the LEA/EIS programs to correct identified noncompliance.
 - Examples of Evidence
 - Root cause analysis to identify what is behind the performance data
 - Evidence of TA provided and outcomes as a result of the TA provided
 - Documentation of what corrective actions were required and/or improvement plans
- Intended outcome
 - An effective integrated monitoring system will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.
- Sustain Compliance and Improvement
 - Definition
 - A system for recognizing and improving compliance and performance including use of improvement activities, incentives, and sanctions.
 - Then the State uses a system of incentives and sanctions to ensure continued improvement and IDEA compliance.
 - Examples of Evidence
 - Evidence of a general supervision system which includes a defined system of incentives and sanctions for compliance with IDEA
 - Documentation of enforcement policies that explain the consequences of violating regulations, policies, and procedures.
 - Policies related to Incentives for improved performance and compliance
 - Written State monitoring procedures
 - Sample of corrective action (reports and timelines)
 - Valid and reliable data on State monitoring of LEA/EIS programs
 - Then LEA/EIS programs develop and implement improvement activities and corrective actions to address areas in need of improvement and

noncompliance.

- Examples of Evidence
 - LEA and EIS procedural manuals including at a minimum; methods for determining non-compliance, steps-to-correct, timelines, sanctions and incentives
 - Evidence of the implementation and evaluation of improvement activities, and how stakeholders are involved
 - Verification of correction of systemic and individual noncompliance
 - Evidence State collects and reviews LEA/EIS program tracking mechanisms for noncompliance
 - Audit reports
 - Sample of Corrective Actions (reports and timelines)
- o Then the State verifies that LEA/EIS programs have implemented improvement activities and corrected noncompliance.
 - Examples of Evidence
 - Verification of the correction of systemic and individual noncompliance
 - Records of enforcement actions taken against LEA/EIS programs
 - Records of technical assistance provided to LEA/EIS programs related to noncompliance and program improvement
 - Tracking noncompliance (statistics, frequency, areas of need)
 - Samples of LEA/EIS program documents or compliance reports
 - Close out reports, evidence of correction
 - Revised policies and procedures, if applicable
 - Evidence of the Implementation of the revised policies and procedures
 - Evidence of change in practices from attendees of trainings
 - Updated data showing improvement
- o Intended outcome
 - 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
 - If a state has a dispute resolution system
 - Definition: 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.
 - Then parents and other stakeholders will be informed of their rights under the law.
 - Examples of Evidence
 - Procedural safeguards notice (dispute resolution components)
 - Evidence of receipt of Procedural Safeguards (signature page, file review during monitoring)
 - Model forms for State complaints and due process
 - Review of communication to MSIP customer service
 - News articles or pending lawsuits
 - State websites for access to forms and safeguards
 - LEA/EIS program examples of model forms
 - Policies and procedures regarding timing of safeguards, use of model forms, and information required in State complaints and hearing notices
 - Information on requesting mediation (info in notice, website, etc.)
 - Evidence of availability of hearing decisions to SAP/ICC and/or public
 - Then The State timely resolves disputes about IDEA procedures and the provision of FAPE in the LRE or EIS.
 - Examples of Evidence
 - Section 618 data
 - Evidence of hearing officer's decisions, state complaint actions, mediation agreements
 - Evidence of training provided to hearing officers and mediators
 - Description of how the Due Process System is established in the State
 - Part C programs – policies and procedures for Part C due process hearing procedures or adoption of Part B hearing

procedures

- Documentation that appeals rights are included in hearing decisions
- Tracking documents for Dispute resolution systems (State Complaint, Due Process and mediation)
- Policies around timelines
- o Then LEA/EIS programs provide FAPE in the LRE/EIS to eligible infants, toddlers, children and youth with disabilities.
 - Examples of Evidence
 - Timely correction of noncompliance (individual and systemic)
 - Evidence of implementation of remedies ordered by hearing officer or State (compensatory services, monetary reimbursement, IEP/IFSP Team meetings)
 - Evidence of technical assistance
 - Review any memorandums of agreements or contracts with the entity responsible for conducting the hearings
 - Any supplemental guides or Q & A documents the state has developed to provide guidance to their stakeholders related to Dispute Resolution activities
- o Intended Outcomes
 - 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
 - o If a state has an effective system for targeted technical assistance and professional development
 - Definition: A system of technical assistance and professional development that uses data-informed root cause analysis areas to address State priorities and areas in need of improvement.
 - o Then the States uses all available data/information to prioritize which areas need improvement.
 - Examples of Evidence
 - Tools/ mechanisms to collect data that would inform targeted TA or identified area(s) for improvement
 - Evidence of how the State is triangulating or analyzing their data.
 - Monitoring reports

- 616/618 Data Reports
 - Description of State TA/PD activities within the State
 - Description of how the State identifies the types of TA/PD activities they provide
 - Outline of stakeholder's involvement in development of TA/PD activities
- Then the State identifies TA/PD offerings that are aligned to those areas in need of improvement.
 - Examples of evidence
 - Evidence of dissemination and communication of available TA/PD
 - Description of State's analysis of data to inform TA/PD activities
- Then the State prioritizes the delivery of TA/PD in those areas in need of improvement.
 - Examples of Evidence
 - State level or LEA/EIS program best practices for implementing IDEA.
 - Description of the delivery method of the TA/PD activities the State is developing and implementing
 - Review the State's description of TA/PD in the SPP/APR introduction
 - Evidence of alignment with other programs/initiatives (e.g. SPDG) (e.g., meeting notes, agendas, etc.)
 - Evidence of stakeholder involvement in identifying needs on TA/PD activities
- Intended Outcome
 - An effective system for targeted technical assistance and professional development will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.
- Data
 - If a State has an effective system to collect and report timely and accurate data
 - Definition: 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 reflect actual practice and performance.

- o Then the State collects and reports valid and reliable data that are timely submitted to the Secretary and the public.
 - Examples of Evidence
 - Description of data collection system(s)
 - Reports/Screen Shots of data systems
 - Walk through demonstration of data system
 - Documentation of Data governance requirements
 - Manuals or evidence reflecting the Edit Checks/Business Rules within their data system
 - Data manuals
 - Description of data process/oversight
 - Organizational Chart related to data and roles and responsibilities
 - TA/PA trainings for data users
 - EDFacts Data Quality Reports
 - APR Data Matrix
 - Data sharing agreements
 - Public Reporting
 - Evidence of meaningful stakeholder involvement
 - Evidence that the State has a system to ensure protection of personally identifiable data
- o Then the State analyzes data for strategic planning and equitable allocation of resources.
 - Examples of Evidence
 - Schedule/Timeline for examining LEA/EIS program data
 - Guidelines for using data to inform monitoring/TA
 - Evidence that the State uses its data systems to plan for new initiatives
 - Evidence that the State compiles and integrates data across systems and uses the data to inform and focus its improvement activities
 - Models for root cause analysis
 - Evidence of how root cause analysis is used

- Process for making data informed decisions at the State level
- Guidance and/or training to LEA/EIS programs to use data to inform decision making
- Training and guidance for LEA/EIS programs on how to analyze data.
- Evidence such as a data sharing agreement, MOU, or information attained during OSEP interviews that State level Part C and Part B 619 staff regularly communicate about outcomes data issues
- Then the State uses data to support implementation of strategies that are most closely aligned to improved outcomes.
 - Examples of Evidence
 - Timeline of data pulls for implementation of strategies
 - Documentation of analysis of data trends
 - Evidence that the State supports a data driven culture at the LEA/EIS program level to ensure LEA/EIS programs carry out evidence-based practices with fidelity (e.g. trainings, user manuals, guidance etc.)
 - Identification of high and low performing LEA/EIS programs based on data
 - Evidence of identification of best practices through the use of data
 - Additional sources of data beyond 616 and 618 data at both State and LEA/EIS program level
 - Evidence that the State uses its data systems (e.g., monitoring, self- assessment, database, due process, and State complaints) to improve program and systems operations
 - Evidence that outcomes data within longitudinal data systems are analyzed and used for improving the programs
 - Intended Outcome
 - 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
 - If a State has a State Performance Plan/Annual Performance Report (SPP/APR)

- Definition: 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.
- Then the State executes an approvable plan that evaluates the State's efforts to implement IDEA requirements and purposes and the plan describes how the State will improve IDEA implementation.
 - Examples of Evidence
 - An approved SPP/APR
 - Policies and procedures around the SPP/APR
 - Evidence of stakeholder input in the development and the implementation of the SPP/APR
- Then the State reports annually to the Secretary on the performance of the State under the SPP/APR. The SPP/APR demonstrates the State's progress towards meeting the measurable and rigorous targets for each indicator that have been developed with stakeholder input. The State has a plan in place to address needed improvement.
 - Examples of Evidence
 - SPP/APR
 - Improvement activities
 - Cross indicator analysis
 - Reasons for slippage
 - Plans in place to address slippage
 - Policies and procedures around data submission
 - Valid and reliable data
- Then the State will work with LEA/EIS programs to address needed improvement, in those areas that are most closely related to improved outcomes.
 - Examples of Evidence
 - Public Reporting
 - Training to LEA/EIS programs on Indicator Analysis and Evaluation
 - Policies and procedures around data submission
 - Valid and reliable data
- Intended Outcome
 - An SPP/APR that demonstrates progress on compliance and results indicators will contribute to improved outcomes for **infants**,

toddlers, children and youth with disabilities and their families.

- Implementation of Policies and Procedures
 - If a State has Effective implementation of policies and procedures
 - Definition: Policies and procedures outline the goals, objectives, processes and statutory requirements of a Part B and Part C Program, which are implemented with fidelity.
 - Then the State develops policies and procedures that are aligned with IDEA and other Federal requirements.
 - Examples of Evidence
 - Annual IDEA Grant Application
 - Evidence of systematic and periodic review of implementation of specific policies and procedures
 - Evidence of policies and procedures being publicly available
 - Evidence of accessible policies and procedures on State's website
 - Review of communication to MSIP customer service
 - Then the State effectively implements its policies and procedures.
 - Examples of Evidence
 - Evidence of LEA/EIS program implementation of the State's policies and procedures
 - LEA/EIS program websites demonstrating consistency with State policies and procedures related to IDEA
 - The State monitoring reports of LEA/EIS programs on implementation of State policies and procedures
 - Evidence of periodic review of LEA/EIS program policies and procedures
 - Then the State ensures that LEA/EIS programs are knowledgeable about the policies and procedures.
 - Examples of Evidence
 - Evidence of dissemination of State policies and procedures
 - Evidence of State TA/PP related to implementation of policies and procedures to its LEA/EIS programs
 - Documentation of the State process for identifying barriers to LEA/EIS program implementation through root cause analysis
 - Documentation of what LEA/EIS program corrective actions were required and/or improvement plans, if applicable

- Evidence of meaningful stakeholder engagement during implementation, and evaluation of LEA/EIS program policies and procedures
- Then LEA/EIS programs effectively implement policies and procedures that ensure the provision of FAPE in the LRE and EIS.
 - Examples of Evidence
 - Samples of LEA/EIS program policies and procedures
 - Sample documents (largest LEA/EIS programs, redacted documents such as IEP/IFSPs, to verify implementation/compliance)
 - Evidence of LEA/EIS program methods for identifying noncompliance
 - Examples of LEA/EIS program improvement plans
- Intended Outcome
 - Effective implementation of policies and procedures will contribute to improved outcomes for 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 we have found in our initial research. Please refer to the suggested documents listed below for an initial list of the information we are seeking
 - This occurred April 10, 2024
 - Have until May 10, 2024, to be turned in
 - B.) 4 months prior to the Phase 2 visit OSEP will conduct targeted interviews with State staff on the component-specific protocols
 - July 9th and 10th 2024 there will be mock interviews within the Special Education and Title Services Team.
 - 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 visit/virtual visit focusing on the issues that require further exploration, deeper looks or additional discussions
 - Currently scheduled for Labor Day week. Could possibly reschedule by a week or more because of the holiday
- 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 results areas

- Findings are supposed to be out within 90 days
- SEAC Responsibilities
 - Council responsibilities under the regulations implementing Part B of the individuals with Disabilities Education Act (IDEA) and the state statute include:
 - The State advisory panel must-
 - Advise the SEA and State Board of unmet needs within the State in the education of children with exceptionalities
 - Comment publicly on any rules or regulations proposed by the State, including those proposed by the State Board, regarding the education of children with exceptionalities
 - Advise the SEA and State Board in developing evaluations and reporting on data to the Secretary under section 618 of the Act.
 - Advise the SEA and State Board in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the Act; and
 - Advise the SEA and State Board in developing and implementing policies relating to the coordination of services for children with exceptionalities
- SEAC Responsibilities Continued
 - One of the major functions of the Advisory Council is to serve as a liaison between the statewide populace and the Kansas State Board of Education. Citizens of Kansas are encouraged to communicate with the Council. This may be accomplished through contact with any Council member or the Secretary of the Council.
 - Local education agency personnel, school patrons, students, lay community persons, private sector, public and private agencies, and educators at all levels are encouraged to submit relevant issues, questions, and problems to the Council for consideration and action
 - Fulfillment of state and federal regulations may require Council membership involvement in the following activities:
 - Providing advice and recommendations regarding the preparation and administration of the state eligibility document.
 - Providing recommendations/testimony regarding special education regulations revisions.
 - Presenting to the Kansas State Board of Education, recommendations and/or testimony regarding special education regulations or issues impacting special education programs.
 - Developing recommendations concerning issues related to special education services.
 - Obtaining information from constituencies regarding issues before

- the Council and under consideration by the State Board; and
- Developing materials and/or resources addressing special education issues in the state.
 - May need to have a panel meeting the week of September 3rd, 2024, so OSEP may have a chance to meet with the entire counsel

Public Comments

Bert Moore

- Thank you, Marvin, for your leadership this year. You have done a great job of organizing. He's done a great job of organizing SEAC and supporting our work and being there when we needed him. Also, having the right questions at the right time. Marvin, this is a note of appreciation for your leadership for SEAC this year.

Indicator 18 – General Supervision

Brian Dempsey

Bert Moore

- New Indicator
 - OSEP refers to this as the General Supervision indicator
 - Added to this year's submission so that is FY 2023 which is submitted by February 1, 2025
 - Gathers KSDE general supervision responsibilities and reporting them to OSEP in one indicator so they can have an 'at a glance' to look at
 - Compliance indicator
 - Compiling all of the non-compliance findings from all sources into this indicator
- Data Source and Measurement
 - Data Source: The State must include findings from data collected through all components of the State's general supervision system that are used to identify noncompliance. This includes but is not limited to, information collected through State monitoring, State database/data system, dispute resolution, and fiscal management systems as well as other mechanisms through which noncompliance is identified by the State. Provide the actual numbers used in the calculation. Include all findings of noncompliance regardless of the specific type and extent of noncompliance
 - Measurement: This SPP/APR indicator requires the reporting on the percent of findings of noncompliance corrected within one year of identification:
 - (a) number of findings of noncompliance issued the prior Federal Fiscal Year (FFY)
 - E.g., for the FFY 2023 submission, use FFY 2022 (July 1, 2022-June 30, 2023)

- (b) number of findings of noncompliance the state verified were corrected no later than one year after the State's written notification of findings of noncompliance
 - Percent = $[(b)/(a)] \times 100$
- o Instructions for Indicator Measurement
 - This SPP/APR indicator focuses on the State's exercise of its general supervision responsibility to monitor its local education agencies (LEAs) for requirements under Part B of the Individuals with Disabilities Education Act (IDEA) through the State's reporting on timely correction of noncompliance (20 U.S.S. 1412 (a)(11) and 1416(b); and 34 C.F.R. §§300.149, 300.600). The State must provide baseline data expressed as a percentage. OSEP assumes that the State's FFY 2023 data for this indicator is the State's baseline data unless the State provides and explanation for using other baseline data.
 - Targets must be 100%
 - Report in Column A the total number of findings of noncompliance made in FFY 2022 (July 1, 2022 until June 30, 2023) and report in Column B the number of findings which were timely corrected, as soon as possible and in no case later than one year after the State's written notification of noncompliance.
 - Starting with the *FFY 2023 SPP/APR*, States will be required to report on the correction of noncompliance related to *compliance indicators* 4B, 9, 10, 11, 12, and 13 based on findings issued in FFY 2022. Under each compliance indicator, States report on the correction of noncompliance for that specific indicator. However, in this general supervision Indicator 18, States report on both those findings as well as any additional findings that the State issued related to that compliance indicator.
 - In the last row of this General Supervision Data Table, States *may* also provide additional information related to other findings of noncompliance that are *not specific to the compliance indicators*. This row would include reporting on all other findings of noncompliance that were not reported by the State under the compliance indicators (e.g., Results indicators, including related requirements, Fiscal, Dispute Resolution, etc.). *In future years* (e.g., with the FFY 2026 SPP/APR), States may be required to further disaggregate findings by *results indicators* (1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17), fiscal and other areas.
- o Instructions for Indicator Measurements.
 - If the State did not ensure timely correction of previous findings of noncompliance, provide information on the nature of any

continuing noncompliance and the actions that have been taken, or will be taken, to ensure the subsequent correction of the outstanding noncompliance, to address areas in need of improvement, and any sanctions or enforcement actions used, as necessary and consistent with IDEA's enforcement provisions, the OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), and State rules.

Future Meeting Dates

- KSDE SETS Leadership Conference is not in July like it has been in the past, it is June 26th and 27th, 2024, in Wichita Kansas at the Hyatt Regency
 - All SEAC members are invited to attend
 - Please see Joyce for registration details
- All meetings will be held at the Landon State Office Building in Room 509 and attendance will also be available virtually via Zoom
 - Wednesday, July 24, 2024
 - Wednesday, September 25, 2024
 - Possibly on site at KSSD/KSSB
 - Wednesday, November 20, 2024
 - Tuesday, January 14, 2025
 - Wednesday, January 15, 2025
 - Wednesday, April 9, 2025

SEAC Licensure Request

Shane Carter

- Registered Teacher Apprenticeship program
 - Grow your own opportunity for school districts and co-operatives to participate in
 - KSDE partners with universities and districts which enable individuals without a current bachelor's degree, to work under a teacher of record while they are going through the program
 - The District or Co-Op is investing in this individual to become a teacher of record
 - Not a short-term solution to vacancy problems
 - Commitment from the district to build their own and take advantage of those talented individuals that you may have graduating from your school system or living in your community or that may even be working in the school system already
 - Limited to no cost to the individual to complete their bachelor's degree and the teacher preparation program
 - Provides a major stipend to those teachers serving as teachers of record
 - Free training and mentoring
 - Jon Harding from the Kansas State School of the Blind, first school district to apply for a non-pilot apprentice position

- Application window opens June 1st
 - Currently the pilot is about 17 people
- Interstate Teacher Mobility Compact - ITMC
 - New state joining; Washington State
 - Many states finishing up legislative issues
 - Missouri is expected to vote on this next week
 - Current states; Nebraska, Oklahoma, Colorado, Alabama, Florida, Kentucky, Nevada, Oregon, Pennsylvania, Utah and Kansas
 - Legislation introduced in: California, Iowa, Ohio, Virginia, New York and New Jersey
 - Reduces barriers to license portability and employment
 - Grants an equivalent license in a compact state only if the licensee meets all the requirements
 - Must have a bachelor's degree
 - Completion of state-approved program for teacher licensure
 - License must be unencumbered (no restrictions, probationary, provisional, substitute or temporary)
 - Jennifer King: A different perspective more than a question. As a military spouse ... this mobility is greatly going to effect states with large military bases
 - Shane Carter: §48-3406 was established by the legislature to also assist in some of those barriers felt by military spouses. If someone is in the active military, they will not be charged an application fee or a fingerprinting fee. This will be signed on July 1
 - License reciprocity through this compact went into effect July 2021, that has also eased the burden on this population
- KU Low Incidence Limited Residency License (LRL) Program was approved at the April State Board of Education meeting
 - This group advocated or low incidence endorsement programs to be part of the limited license
 - Programs will be available at Fort Hays State University and the University of Kansas
 - Program designed for individuals that have at least one year of special education para experience and holds a bachelor's degree
- Recruitment Retention Initiatives
 - Developed from meetings between Teacher Licensure and stakeholders
 - Things that have come out of these meetings:
 - Registered Teacher Apprenticeship program
 - Testing changes
 - License appeal content test changes
 - Communication Plan group established
 - Communication Plan group
 - Wanted to promote the profession

- Wanted to be a voice for the profession
- Composed of: teachers, HR professionals, superintendents, and other stakeholders from districts
- Decided to be an advocacy group
- A letter was sent out to SEAC members to gather information and feedback on a bachelor's degree program that would offer a special education endorsement rather than having to get that endorsement after individuals have already completed a general education program, as in Kansas special education is an added endorsement.
 - Marvin Miller: This may be interesting because there are other states and other programs who do offer special education degrees within 120 units within a 4-year degree. I've hired some of them in the past, so they are out there, and sometimes I've had trouble trying to get reciprocal licenses in the past. When we discussed it, we even talked about, I think it was even in our discussion about unified licenses, because SEAC had prepared and recommended several different unified licenses so that these, in our assumption then, was that they would be done within 120 credits and a normal degree. As we all know, Higher Ed does not have to take our recommendations and sometimes they don't go anywhere after that. This is not a new issue. I personally think that if someone knows that that's what they want to do, we should be looking at the competencies within the program structures. I also understand that this would be a lot of changing curriculum and syllabus, and all of that kind of thing to develop these integrated programs. This is a problem with our pay scales as well. Teachers will come in with 150 units with a bachelor's degree, an extra year of school and an extra year of student loans, and while most of their friends will already be way over on the pay scale, they've got 30 extra units. These units aren't getting counted toward their salary movement. So, then they are left wondering 'why did I do this' and they aren't recommending it. Sean, do you have input from a higher education professor and curriculum developer
 - Sean Smith: I can speak directly for the LRL (Limited Residency License) program. There is the complication you are referring in terms of what's necessary. So we have a para educator that's been in a district that the district wants to continue. But their para educator maybe has a journalism degree. And what do they really need to be

supportive of to be able to hit the ground running next year and that's complicated. This program was just approved and we are going to go through with it. But it's a bit of a challenge to make certain that those folks are prepared and supported, talking from a parent perspective, so that those children are actually going to be supported with that level of capacity that we're training individuals that get parallel bachelor's and master's degrees with us and get so much more. Meaning the same standards that we haven't identified, but rather the State of Kansas has.

- Jennifer King: What are you asking for from SEAC at this point?
- Shane Carter: I wanted your feedback because I am not doing anything with that letter until, like if you have specific language you'd like added or changed, or just a recommendation in general. Then I'm keeping this in house until some says, 'yeah this is a good idea' or you say 'no its not'
 - Marvin Miller: Let's look at this over the next several weeks and bring some more feedback to the July meeting.
- Vacancy Data
 - Spring 2024 vacancy data was collected and will be released to the Board in June, as such cannot be specific at this time
 - Numbers are very similar to what they were in the fall
- Lindsey Graf: We have experienced a couple of different times where universities, and not all the same one, where the university is maybe given inaccurate information to people in their program about what tests to take. And then they've had to take a different test or that test has expired. I did work through it with the teacher and your office was very helpful in the end to help them; one, reduce their stress level because they were like 'I am very vulnerable right now and why was I told this by my university and now the State won't take it' and they were able to work through that and get that teacher their license not only to do it and say you don't have to retake the test but also here is your license now. And I think that just took the stress out of an already stressful situation. So I know that there's always possibly a lag in communication or some misinformation and we cannot prevent that whole part across the board. You can't, the university can't. But I want to say, thank you for your office's willingness to work with them to try and make a timely and fiscally responsible action.
 - Shane Carter: Just to touch on that quickly. There were a couple of issues that happened last year. ETS has been going through a change on their website as well. Every year we have tests that are regenerated. There are five that will be regenerated this year. We are also adding a couple of

tests. They'll post these on their website. And unfortunately, the worn tests were posted on their website even though we had the documentation when we signed, this is what the tests are supposed to be. So that communication piece really set us behind. Over the summer, that's when people like to take their test. Usually by September first, that's when we have the new test posted and available, so the timing did not help us. We did try to make accommodations for those folks and having a period in there now to get after that as soon as our regenerated tests. We have a monthly meeting with the Higher Ed team now and this is one of the things we cover. These are the changes, these are the numbers, this is what you should expect so be prepared. We are trying to make sure that doesn't ever happen again. But thank you for your positive comments, I appreciate that.

Indicator 4: Suspension/Expulsion

Methodology for Determining Significant Discrepancy

Brian Dempsey

- Indicator 4A and 4B
 - Rates of Suspension and expulsion:
 - 4A. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
 - 4B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, 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, as defined by the State, 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.
- Methodology for Determining Significant Disproportionality
 - KSDE performs an analysis of aggregated data to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of all children with disabilities among Local Education Agencies (LEAs) in the state.
 - For each LEA that meets the minimum n-size and cell size thresholds, the KSDE compares the long-term suspension and expulsion of students with disabilities of the LEA to the mean of the state's rate of long-term suspensions and expulsions for children with disabilities to set the suspension/expulsion-rate bar.
 - Minimum Cell Size = 0
 - Minimum N-Size: 30

- o Annually, the KSDE shall determine a significant discrepancy threshold by multiplying the average of the state's rate of long-term suspensions and expulsions for children with disabilities by 3.0. Any LEA that exceeds the annually calculated threshold shall be identified as significantly discrepant.
- SY 22-23 Update – Timeline
 - o February 16, 2024
 - Indicator 4 notices for districts to conduct a Policy, Procedure and Practice (PPP) self-assessment for SY22-23 PPPs
 - Provide selected student documentation to KSDE if indicated in the notification letter
 - o May 17, 2024
 - Data Collection
 - District PPP Self-Assessment due to KSDE
 - o June 28, 2024
 - Data Verification
 - KSDE will review district submitted documentation, which may include additional documentation requested by KSDE from the district
 - o July 5, 2024
 - Compliance Notification
 - KSDE notifies districts of compliance or non-compliance
 - o August 30, 2024
 - KSDE approves District Corrective Action Plan (DCAP) for districts identified as non-compliant.
 - o September 16, 2024
 - KSDE approves Individual Corrective Action Plan (ICA) for district student files identified as noncompliant.
 - o December 20, 2024
 - KSDE will review updated data
 - o December 31, 2024
 - Districts will be notified of compliance or continued non-compliance

Open Borders/Enrollment

Bert Moore

- If you have a student that was out of district that you have permitted to attend in your district, that student would have priority over the open enrollment
- Military children also have priority over the lottery
- But if you are in the counties that border other states, it is currently unknown if those out of state students would get any priority over others in the open borders policy
 - o Funding for these students is not captured, which is a contention point

for these districts

- Transportation will not be required unless there is an alternative requirement that says you must provide transportation
 - Such as if the Individualized Education Plan states transportation is required.
- The bill that addresses these issues of the open border policy has yet to be signed by the governor
- KSDE is not providing policy recommendations

Legislative Summary

Dr. Frank Harwood

- Legislature is on a three week break. The 2024 Regular Session ended about 2:30am on Saturday April 6th and the Veto Session will begin on April 25th
- Although there has been no legislative action this week, there was a lot of action packed into Thursday and Friday of last week
- Senate Bill (SB) 19
 - EMERGE Program and Cardiac Plans
 - House Bill (HB) 2567 – The EMERGE Program is a Master's Degree scholarship program for the Kansas National Guard members
 - HB 2494 – Requires KDHE to develop model emergency cardiac plans for schools and for local school board to adopt an emergency cardiac plan
 - Passed the House 119-3 and the Senate 26-2
 - Next step: the Governor
- SB 73
 - Current Year Enrollment
 - The contents of SB 73 were stripped from the bill and contents of SB 386 as passed by the Senate were inserted
 - Starting in the 2024-25 school year, enrollment for funding will be based on the highest of current or prior year enrollment
 - For the 2024-25 school year, the highest of current, prior or average of prior and second preceding year can be used
 - Passed the House 120-3, and the Senate 35-4
 - Next Step: the Governor
 - A printout intended to help districts plan for 2024-25 is available on the What's New page of the School Finance web
- SB 438
 - AO-K Scholarship
 - Added SB 544 – Establishes the Kansas Academic Excellence Scholarship to replace the Ethnic Minority Scholarship
 - The new scholarship is open to first generation college students or students whose parent is employed as a teacher or paraeducator in any grades preK-12
 - Added HB 2645 – Nurse Service Scholarship
 - HB 2646 – Hero Scholarship was included in 2645 by Senate Ed

- o Added SB 532 – Blueprint for Literacy
 - o Added HB 2731 – Reporting requirements for the State Board
 - o Passed the House 98-22, and the Senate 34-3
 - o Next Step: the Governor
- House Sub for SB 387 – Changes in Conference Committee
 - o HB 2738 – Special Education
 - Removed counting LOB as state SPED aid
 - Retained mandatory transfer from LOB to SPED
 - Reduced SPED aid increase from 77.5 million dollars to 67.5 million dollars
 - Retained district level excess cost calculation and reporting
 - Retained requiring the KSBE to develop a method to distribute new SPED aid based on district level SPED excess costs
 - o HB 2650 – At Risk
 - Removed the peer review requirement from provisionally approved at-risk programs and services
 - Added an appeal process for items removed from the at-risk services and programs list
 - Delayed the at-risk reporting and accountability provisions for two years
 - Requires the KSBE to do a two-year pilot with ten districts
 - o HB 2489 – Disposing of district property
 - Removed the exemption for buildings that did not receive capital improvement state aid
 - o HB 2802 – Governor’s KSDE budget recommendations
 - Stipulate the \$5 million Public-Private Partnership Grant is for one year from KEY funds
 - Removed \$1.9 million enhancement for professional development state aid
 - Removed \$1 million enhancement for teacher mentors
 - Restricts \$5 million in Safe and Secure Schools grant funds to AEDs, Cameras, and AI gun detection software, reinstates the dollar-for-dollar district match
 - Lena Kisner: KASEA is in favor of the changes in the bill. However, there is still a lot of unknowns for districts including how the State Board will distribute the 67.5 million
- House sub for SB 387 – Not changed in Conference Committee
 - o HB 2506- Virtual Student participation in district of residence and virtual student funding
 - o HB 2514- Open Enrollment
 - o HB 2594 – School Funding Taskforce and abolishing Special Education Funding Taskforce
 - o HB 2717 -Adult virtual student funding audits

- Although the conference committee came to agreement, the bill was not considered in either chamber before First Adjournment
- Next Step: House and Senate floors or more work in Conference Committee
 - Mike Burgess: A Conference Committee is used when a bill that was passed in one chamber and then modified in the other. This can be put into a Conference, and when that happens the House will appoint 3 members and the Senate will appoint 3 members to this committee. Once they reach agreement then all members sign it and it goes to one chamber or the other
 - Chambers can vote on the revision or vote to send it back to committee
- Points of Clarification
 - Mandatory Transfer from LOB to SPED
 - If SPED State Aid is \$1 million
 - And the LOB% is 33%
 - The mandatory transfer from LOB to SPED will be about \$330,000
 - This does not count as state contribution
 - State Excess Cost for SPED
 - The Consensus estimate for SPED excess cost for 2024-25 is \$803,920,542
 - 92% of that is \$739,606,898
 - The Proposed SPED appropriation of \$603,018,818 equals 75% of excess costs (\$137 million short)
- Other topics of interest
 - SB 96 – Office of Early Childhood
 - Moves portions of several agencies into a new agency
 - Parents as Teacher will move from KSDE if enacted
 - KSDE will continue administration of 3–4-year-old at risk and early childhood special education
 - MHIT – The appropriation and administration for MHIT moves to KDADS
 - There is not an increase in funding
 - District share of liaison costs reduced to 50%
 - Accepted non-public schools become eligible

Virtual Programs and Student's with Disabilities'

Lena Kisner

Brian Dempsey

Lena Kisner

- Another data request would be required to pull more information
- What information do we need to get a better understanding of:
 - What's going on for students with disabilities enrolled in virtual programs?
 - How are services being delivered?
 - What kind of supports do we need to provide out to the field?

- o What do you do when students are not participating, and they live halfway across the State?
- o How are students with multiple disabilities supported?

Brian Dempsey

- One of the things that KSDE does is alternative monitoring and we have found this is one area that we do not capture that well
- Finalizing a survey to send out and get that information and get some data points that way
 - o With those specific data points then we can go to the Data Governance Board and request information
- Other Concerns:
 - o Is it possible to determine the level of disabilities or exceptionalities that are being served
 - o Dr David Fernkopf is the Assistant Director in charge of Virtual Schools
 - He could provide information on assurances that are required from virtual programs for service students with disabilities
 - Dr Fernkopf or Dr Robyn Kelso could attend a meeting, and this would enable SEAC members to ask specific questions related to students with disabilities
 - o Little can be done if the parents do not let the virtual school know the student has an IEP
 - o Cannot remove students from the virtual programs at mid-year, even if it is a poor fit
 - o Is it an issue of parents not being able to communicate or advocate for their students or is it parents not wanting to identify their children

SEAC 2nd Term Applications and Motion

Marvin Miller

Discussion: Approval Whitney George, Lena Kisner and Rebecca Schultz, to be appointed to second terms

Motion to approve: Lindsey Graf

Second: Jennifer King

Action: Approved

SEAC Chair Elect Nomination and Motion

Marvin Miller

Discussion to appoint Lena Kisner as Chair-Elect

Motion to approve: Lindsey Graf

Second: Rebecca Schultz

Action: Approved

Ex-Officio Member Reports

- Families Together – Leia Holley
 - o No Report

- Kansas Association of Special Education Administrators (KASEA) – Ashley Enz
 - March has been a busy month for Patty Carter and the legislative team. Several KASEA members visited the capitol on March 21st and many members also reached out to legislators during Advocacy Week March 18-21st. With more than 50 bills to act upon the following week, the advocacy was needed! Most recently, KASEA advocated against SB 387, which proposed changes to the current method for calculating appropriations for special education funding to districts. The bill was defeated 26-12, with some legislators noting the overwhelming opposition from constituents
 - Hiring season is in full swing for school districts across the state. Special education and related positions are consistently at the top of the list of “hard to fill” roles in schools
 - Know someone interested in working in special education? Educate Kansas not only supports district recruitment efforts but also offers job boards for interested applications
 - Know someone who would be a great teacher? The Kansas Registered Teacher Apprentice (RTA) Model is a four-year competency-based program that integrates on-the-job training and coursework. It is designed to provide aspiring teachers without a bachelor’s degree the necessary skills and knowledge to excel in the classroom and to provide districts the opportunity to promote aides and paras to teachers from within
 - Upcoming Events
 - Connecting with KASEA
 - April 17 from 12pm-1pm (virtual)
 - Indicator 4 and Significant Disproportionality
 - Executive Board Meeting
 - May 6 from 2pm – 3:30 pm (virtual)
 - Membership Meeting
 - May 20 starting at 3:30 pm (Virtual)
 - KASEA February Winter Conference awards
 - Special Education Administrator of the Year Dr Christy Skelton from Maize
 - Scholarship recipient: Zach Brandon, he is a special education teacher in Emporia
 - Special Education Professional of the Year is our very own Dr Marvin Miller from Haysville
- Disability Rights Center – Mike Burgess
 - IDD and PD waiting lists
 - IDD wait list is now just under 11 years. That is how long people with disabilities have been on the wait list. Currently have 5,279

people on the waitlist. Waiver currently serves around 9,000 individuals. Last year the wait list grew by 561. The only way to shorten the waitlist is to add capacity. This is the first time in several years they have added slots. They are adding 500 additional slots on the IDD waiver and 500 on the PD. Advocating for more, happy to see the movement, but happy to see the increase

- Supported Employment Rate
 - IDD Waiver service to pay for job coaching
 - Previously had the lowest rate of pay for that in the nation
 - Now the pay will be \$40 an hour that will be dedicated to helping individuals receive that job coaching and other related supported employment services to help improve the competitive integrated employment opportunities
- State employment preference for individuals with disabilities
 - Modeled after the veteran's preference
 - For individuals who choose to disclose their disability they will be guaranteed an interview
 - The Regents and some of the elected officials are excluded from that preference
 - Named Kathy's Bill after Kathy Lobb who had lobbied or advocated for the bill. She's a self-advocate who retired about a year and a half ago
- Kansas State Board of Education – Jim McNeice
 - No Report
- Kansas State School for the Blind – Jon Harding
 - No report
- Kansas State School for the Deaf – Luanne Barron
 - No Report
- Kansas National Education Association – Idalia Shuman
 - Planning the Second Annual Conference for Educators in partnership with Educate Kansas. This will be July 17 and 18 in Wichita. Topics to include AI, student behaviors, and how to re-energize themselves as well as their work gets harder and harder
 - Also, we are hosting a conference this weekend that will support education support professionals. The theme for this focuses on social-emotional learning. They expressed a lot of concern around what they're seeing, and especially in some of our rural schools, student suicide. Speakers will include the previous Teacher of the Year Brian Skinner and

Trish Backman. This is all available via a grant that Idalia wrote a few years ago. Over \$700,000, from NEA that really works to attract and retain educators

- o Educator's Rising. Idalia works as the state coordinator. Hosted two regional conferences and a state conference. The students come and compete. There are over 27 topics that are education based that they prepare in their teaching trade pathways, and then they compete. We are short on judges. There were 179 students that attended the February 5th conference. There are 21 students that are now going to Nationals on June 27th through July 2nd in Washington DC.
 - Hope to have Educator's Rising recognized as a viable CTE program by the State Board and perhaps be part of that apprenticeship program that Teacher Licensure has.
 - Educator's Rising has also helped create the training for the mentors that are working with the apprentices. They worked with the pilot districts last year that were voluntary
 - Had about 50% of the teachers partake in that. Mentors need to know what those conversations look like to be able to properly train and advise apprentices. Creating courses that are showing and guiding what the conversations should look like, how to build them up. Partnered with KU to expand our courses. This will help the mentors as they go through years 2, 3 and 4, and help them evolve in their mentorship of these apprentices. We are also going to develop an assessment tool so that we can assess the progress of the apprentice so that they are not being advanced prematurely. The assessment will really inform the districts as to their progress and their readiness. If someone does come in well-prepared, they would be able to do the apprenticeship in 3 years. That tool will help indicate and validate that they're ready to move on, so that this does not become another revolving door to where they are entering and exiting the profession.

Other Updates:

Closing Comments

Meeting adjourned: at 2:16 pm

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