

SPECIAL EDUCATION ADVISORY COUNCIL

MINUTES



Details

Date July 24, 2024

Time 9:00 a.m. – 3:30 p.m.

Location:

Landon State Office Building

900 SW Jackson St

Topeka KS 66612

Zoom

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

Roll Call

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

x	Autumn Biltz		Jennifer Kucinski		Chris Reffett
	Sydney Dringman		Jennifer Kurth		Sabrina Rishel
x	Jennifer Florez	x	Jessica Lopez	z	Rebecca Shultz
	Brandon Gay	x	Dr. Marvin Miller		Dr. Sean Smith
	Whitney George		Bradley Miller	x	Roxanne Zillinger
x	Lindsey Graf	x	Dr. Brooke Moore		
x	Jennifer King	z	Dr. Troy Pitsch		
x	Dr. Lena Kisner		Charity Porter		

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

z	Luanne Barron		Leslie Girard		Idalia Shuman
z	Mike Burgess	x	Melanie Haas		
	Ashley Enz		Jon Harding		

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

	Steve Backman	x	Brian Dempsey	z	Cary Rogers
x	Trish Backman		Dr. Crista Grimwood	x	Dean Zajic
x	Joyce Broils	x	Bert Moore		
	Stacy Clark	x	Alysha Nichols		

Guests: ASL Interpreters Jen and Amanda, Jadyn Smith

Quorum (10) met: Yes, 11 voting members present

Kansas leads the world in the success of each student.

Agenda Approval: July 24, 2024

Motion to approve: Dr Brooke Moore

Second: Dr Marvin Miller

Discussion:

The 2:15 "DI/II Request to Add Licensure Status" should be corrected to "AI" for Action Item

The Ex-Officio Member Report list should be corrected to include KNEA

The Ex-Officio Member list should be corrected to include Melanie Haas as the KSBOE representative and remove previous representative Jim McNiece

The meeting time on September 25, at the Kansas State School for the Blind should be corrected to 12:00 PM

Action: Approved, as amended

Minutes Approval: April 11, 2024

Motion to approve: Dr Lena Kisner

Second: Autumn Biltz

Discussion:

Page 7, "Oversight Agency Reports (ex: Legislative Review, OIG, policy groups, State task force) of SEA/LA internal processes" should be corrected to "Oversight Agency Reports (ex: Legislative Review, OIG, policy groups, State task force) of SEA/LEA internal processes"

Action: Approved, as amended

Call to Order

Lindsey Graf

- Welcome and Introductions
 - New Members
 - Autumn Biltz – Individual with a Disability
 - Jennifer Florez – Special Education Teacher
 - Bradley Miller – Representative from the State Juvenile Corrections Agency
 - Sydney Dringman - Representative from State Agency Responsible for Foster Care of Children
 - Roll Call

Discuss OSEP Questions SEAC Members

- Office of Special Education Programs will Zoom in for a meeting with SEAC members for one hour. This will be an Executive Session closed to the public and any non-members.
- Remember that SEAC advises the State Agency. Everyone will not be required to speak. Feel free to provide input at any question you want.
- Questions to be asked by OSEP
 - Describe the State Advisory Panel (SAP) role in advising the State on unmet needs of infants, toddlers, children, and youth with disabilities.
 - Describe the SAP role in advising the State on rules or regulations related to the Individual with Disabilities Act (IDEA).
 - Describe the SAP role in the development of evaluations and reporting data.
 - Describe the State's process on developing and implementing policies related to the coordination of services for children with disabilities
 - Describe the SAP involvement in assisting the State Education Agency (SEA) in achieving the full participation, coordination, and cooperation of all appropriate public agencies in the State
 - Describe the SAP involvement in assisting the SEA in effective implementation of the State's Systemic Improvement Plan
 - Describe the SAP role to the extent appropriate in developing dispute resolution policies and procedures
 - Describe the frequency and method of meeting with the SEA
 - Describe the SAP role in advising the State on its general supervision system
 - Describe the biggest challenges facing the State in meeting the needs of infants, toddlers, children, and youth with disabilities and their families
 - Describe the most important accomplishments of the State in meeting the needs of infants, toddlers, children and youth with disabilities and their families
- Overview of Bylaws
 - The bylaws are located within the first day binder handed out to members of SEAC
 - Some of the OSEP questions do not align with the bylaws
 - Exceptionalities refers to students with disabilities and/or Giftedness in Kansas
 - If you hear student with disabilities it refers to only those students that meet one of the 13 categories of disability
 - The purpose of SEAC
 - SEAC shall have and perform such powers, functions, and duties as specified by law. Responsibilities include offering advice,

- consultation, and recommendations to the Kansas State Board of Education regarding matters concerning special education services
- SEAC advocates for an education system that achieves excellence, equity, and lifelong learning for all individuals in Kansas. SEAC is committed to representing individuals with diverse and changing educational needs
- SEAC Goal
 - The Kansas Special Education Advisory Council will advocate for an educational system that achieves excellence, equity, and lifelong learning for all individuals in Kansas
- SEAC Beliefs
 - Partnerships increase collaboration for better services
 - Visionary leadership is essential for appropriate services to meet the needs of all students
 - Innovation is essential to the process of lifelong learning
 - All child service systems must be provided in an integrated and collaborative manner
 - Education is an evolving process that requires innovation, continuous growth, and evaluation
 - The needs of individuals in a diverse community must be met
- SEAC membership can include no more than 21 individuals. At least 51% of members must have a disability or have a child age birth to 26 with a disability
 - Other Considerations
 - Membership representation from each of the ten State Board Regions
 - Individuals possess knowledge of education needs of children with exceptionalities
 - Ability of the individual to represent his/her constituency and to maintain communication between the constituency membership and SEAC
 - Personal experience demonstrating knowledge of a broad view of special education services
 - Membership representing a diverse population
 - Commitment to active participation on SEAC
 - Three-year terms beginning July 1 of their first year and ending June 30 of the third year
 - No member may serve more than two consecutive terms in one role. They may serve additional terms in a different role.
- 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 (State Education Agency) 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
- Advise the SEA and State Board in developing and implementing policies relating to the coordination of services for children with exceptionalities
- 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
 - Developing materials and/or resource addressing special education issues in the State.
- SEAC *does not* develop policies. SEAC *advises* on current or recommended policies

Executive Session

Meeting with OSEP. Closed to Public.

Orientation

Wayne Ball

- Council Membership Demographics
 - 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
 - Note: Kansas includes Giftedness. SEAC membership reflects this.
- Kansas SEAC Membership
 - Related Services

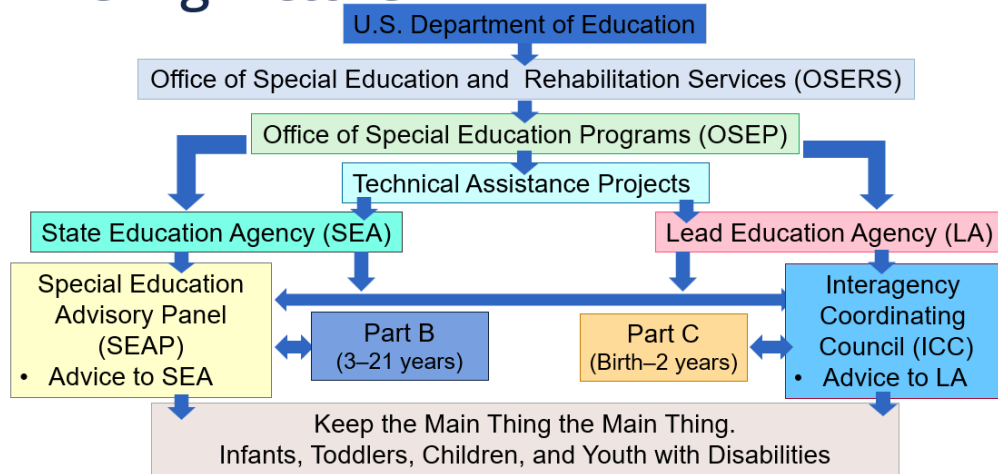
- Private Schools
- Local Education Officials
- Homeless
- Corrections – Juvenile
- Corrections – Adult
- Parents
- General Education
- Students
- Vocational, Community or Business
- State Official
- Foster Care
- Institutions of Higher Education
- Gifted
- Administrator of Exceptional Programs
- Charter Schools
- Other Agencies
- Kansas SEAC Ex-Officio Members
 - Parent Training and Information Center
 - Disability Rights Center
 - Kansas Senate Education Committee – Designee
 - Kansas House Education Committee – Designee
- Special Rule 51%
 - The majority of the members of the panel must be individuals with disabilities and/or parents/guardians of children with disabilities
 - 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 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.
- Guests
 - It is important to have a separate seating section for guests and non-council individuals
- 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 – A council Role
 - To give advice
 - To inform
 - To counsel
 - To recommend

- To suggest
 - To guide
- Exercising Advisory Responsibilities
 - Issue/Priority
 - Member Perspective/Experience
 - Stakeholder Input
 - Member Discussion
 - Resource/Information
 - Objective Advice
 - Change
 - Improved 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 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
 - 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 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 SEA's Improvement efforts
 - Use the established by-laws for the council operation and update as

needed

- The Big Picture

The Big Picture



- General Supervision - SEA Oversight
 - Components of General Supervision
 - Kansas Integrated Accountability System (KIAS)
 - State Performance Plan (SPP) 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
- SPP Indicators
 1. Graduation
 2. Dropout
 3. Assessments
 4. Suspensions/expulsion
 5. LRE (Least Restrictive Environment)
 6. Preschool LRE
 7. Preschool outcomes
 8. Parent involvement
 9. Disproportionate representation
 10. Disproportionate 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)
 18. General Supervision
- State Advisory Panels SAP & SICC
 - The IDEA State Advisory Panels (SAP) and State Interagency Coordinating Councils (SICC) address the needs of students with disabilities in K-12 special education programs, early intervention programs, and preschool
 - This website is intended to address the information and communication needs of:
 - SAP members and State Education Agency (SEA) Staff
 - SICC members and Lead Agency (LA) staff
 - Individuals interested in learning about the functions of the SAPs and the SICC
 - <https://osepideasthatwork.org/resources-grantees/sap-sicc>
 - National SEA/ICC Websites
 - <https://osepideasthatwork.org/resources-grantees/sap-sicc>
 - Access to State SAP and ICC websites
 - Information/Resources
 - Announcements
 - National Quarterly Webinars
 - Question from Lindsey Graf: When is the last time we had anyone from the state legislature?
 - Response from Dr Marvin Miller: at the beginning of each legislative session when they name whoever's going to be in charge of that house or senate committee, when I was chair, I would send them a letter inviting them to either join or provide a designee. In my ten years, we have never had someone from the legislature respond or attend. We may have had someone that came once or twice during ESI that was interested in that and we thought it would be a good way to maintain some good relationships, or some good will, with the state legislature.
 - Response from Bert Moore: We have the same issue with the School Mental Health Advisory Council. We used to have multiple members that came that first year, but not since then.
 - Response from Dr Marvin Miller: In the past, as chair, I have testified numerous times to the House Committee of Education. I have told them they are welcome to come to a meeting.

Differentiated Monitoring and Support (DMS 2.0)

Brian Dempsey

- In 2016, OSEP began providing differentiated monitoring and support (DMS) to States as part of its Results Driven Accountability (RDA) system under Parts B and C of the Individuals with Disabilities 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 the public agencies meet the program requirements under Part B and C of IDEA and exercise their general supervision responsibilities over the programs and activities used to implement IDEA
 - For each of the 8 components of a general supervision 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
- 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 not found in our initial research. Please refer to the suggested documents listed below for an initial list of the information we are seeking.
 - b. 4 months prior to the Phase 2 visit OSEP will conduct targeted interviews with State staff on the component-specific protocols.
- Phase 2: On-site/Virtual Visit through issuing of the Monitoring Report: Based on information collected during the Phase 1 work, OSEP will develop an agenda for the on-site/virtual visit focusing on the issues that require further exploration, deeper looks or additional discussions.
- 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.
- Kansas' OSEP visit is the first week in September 2024
- Question from Jennifer King: In April, you presented about Indicator 18. Some kind of decision was supposed to be made in June. Is there anything new on that?
 - Response by Brian Dempsey: Indicator 18 is the old Indicator 15. It is all of our compliance in one indicator. If a district is found non-compliant in anything they should come into compliance within a year. They have twelve months to do that. So Indicator 18, will be a compliance indicator where we report all of our non-compliance and then we tell them that all these districts came into compliance within one year. This is based on the compliance indicators which are 4B, 9, 10, 11, 12, and 13. The first year for this is FFY (Federal Fiscal Year) 2023. In February 2025, OSEP will pull out all those compliance indicators and dump them into Indicator 18. They issued a document for each indicator identifying the legal requirements, or related legal requirements, for each indicator and so we are putting those in our process documents and probably the easiest example for me so for formal complaints, if we get a formal complaint and we substantiate a district and we think that relates to an indicator, such as Child Find, they didn't do a timely evaluation that would relate to Indicator 11, we would report that in Indicator 18. We have a few years to roll this out. No changes to non-compliance indicators at this time. We did classify as "meets requirements" this year. Submitted January 29, and we did get some comments back. We responded to all of those, and they issued their determination in mid-June.

FFY 2022 SPP/APR

Bert Moore

Brian Dempsey

- The FFY 2022 State Performance Plan and Annual Performance Report (SPP/APR)
 - Indicator 1: Graduation
 - Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma
 - Baseline 84.54%
 - FFY 2022 Data 83.71%
 - FFY 2022 Target 81.90%
 - Indicator 2: Drop Out
 - Percent of youth with IEPs who exited special education due to dropping out
 - Baseline 16.65%
 - FFY 2022 Data 15.22%
 - FFY 2022 Target 16.28%
 - Indicator 3: State Assessment for Students with IEPs
 - 3A – Participation for students with IEPs (includes AA students)
 - Reading 4th Grade
 - FFY 2022 Target 95%
 - FFY 2022 Data 97.98%
 - Reading 8th Grade
 - FFY 2022 Target 95%
 - FFY 2022 Data 96.93%
 - Reading High School
 - FFY 2022 Target 95%
 - FFY 2022 Data 95.21%
 - Math 4th Grade
 - FFY 2022 Target 95%
 - FFY 2022 Data 98.04%
 - Math 8th Grade
 - FFY 2022 Target 95%
 - FFY 2022 Data 96.87%
 - Math High School
 - FFY 2022 Target 95%
 - FFY 2022 Data 94.67%
 - 3B - Proficiency for students with IEPs (gen ed assess)
 - Reading 4th Grade
 - FFY 2022 Target 21.81%
 - FFY 2022 Data 17.43%
 - Reading 8th Grade

- FFY 2022 Target 6.57%
 - FFY 2022 Data 4.85%
- Reading High School
 - FFY 2022 Target 6.22%
 - FFY 2022 Data 5.80%
- Math 4th Grade
 - FFY 2022 Target 13.31%
 - FFY 2022 Data 16.26%
- Math 8th Grade
 - FFY 2022 Target 4.90%
 - FFY 2022 Data 5.60%
- Math High School
 - FFY 2022 Target 3.41%
 - FFY 2022 Data 3.83%
- Dr. Marvin Miller asks: Can you describe what proficiency is for the new members
 - Response by Bert Moore: Proficiency is how the students in a group score on the assessment. We've set levels three and four as proficient in our state. Level Two is nearing proficiency and Level One is far below proficiency. A lot of our students with disabilities score at Level One on the assessments. So when looking at reading and math, you'll notice how they scored and we don't have proficiency for our students with disabilities. They may meet a target and they may have an aim line where they're showing growth over time. If they drop more than one percent, then there is slippage. Slippage is when the target is not met compared to the previous year. As a state we're looking at students scoring at level three or four on the state assessments. Very few students with disabilities score in Level Four, a few more that score in Level Three, with the majority of our students with disabilities scoring One and Two, which is below proficiency.
- 3C - Proficiency for students with IEPs (alt assess)
 - Reading 4th Grade
 - FFY 2022 Target 45.53%
 - FFY 2022 Data 47.64%
 - Reading 8th Grade
 - FFY 2022 Target 22.83%
 - FFY 2022 Data 17.58% Slippage
 - Reading High School

- FFY 2022 Target 16.82%
 - FFY 2022 Data 10.51%
- Math 4th Grade
 - FFY 2022 Target 20.26%
 - FFY 2022 Data 17.70%
- Math 8th Grade
 - FFY 2022 Target 11.13%
 - FFY 2022 Data 9.94% Slippage
- Math High School
 - FFY 2022 Target 14.41%
 - FFY 2022 Data 16.29%
- Question from Bradley Miller: What is the DLM?
 - Response by Bert Moore: The DLM is Dynamic Learning Map, it is the alternate assessment that one percent of students take. To qualify for this assessment students must have significant cognitive disabilities. There is a scoring guide that is used to determine if a child should take the alternate assessment. We are limited as a state to 1% of our students. If we have more than 1% of students needing this assessment, we have to write to ask for a waiver from the federal government. Then if we don't show that we are decreasing and getting closer to the 1% we would be found not compliant and would lose points on our annual review. We do have limitations. Reading and math are limited for the alternate assessment and we have what are called the Essential Elements, which are the standards written for students with significant cognitive disabilities and they're supposed to be challenging. What we have found is that as Cary Rogers has worked with districts to get students removed, we had a lot of students that were proficient on the alternate assessment because they should not have been taking it. Those students have been removed and the students that are remaining are scoring at a lower level and therefore we're not surprised by the level of achievement that they're showing and also you have to show growth over time. You can't select the same ones or go to lower standards in the Essential Elements. You are always supposed to be trying to increase their proficiency which means its harder and they're not scoring as well. But these are

our kids with significant cognitive disabilities, so we've done great as a state, and I want to bless Cary Rogers for that because she's worked very strongly with every District to get the right students taking that.

- Comment by Lindsey Graf: Grade level and proficiency don't quite line up. Grade level being at Level Two but then not being proficient... we celebrate growth but it becomes concerning. Often in education we forget that C's are average. We want the A's and B's but C's are average, and they're meeting grade level standards versus achieving higher than that.
- Comment by Bert Moore: What if we add this to the next meeting and perhaps have Julie Ewing come and do a deeper dive into assessments, and she can answer these questions you have
- Comment by Lindsey Graf: Perfect yes please
- 3C Proficiency for Children with IEPs (Alternate Academic Achievement Standards) Slippage
 - 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 – Gap in proficiency rates (students with IEP scoring proficient or above subtracted from all students scoring proficient or above)
 - This is one that we want the number smaller. We want to narrow the gap
 - Reading 4th Grade
 - FFY 2022 Target 25.65
 - FFY 2022 Data 26.76 Slippage
 - Reading 8th Grade
 - FFY 2022 Target 17.28
 - FFY 2022 Data 16.23

- Reading High School
 - FFY 2022 Target 20.914
 - FFY 2022 Data 21.51
- Math 4th Grade
 - FFY 2022 Target 19.07
 - FFY 2022 Data 21.55 Slippage
- Math 8th Grade
 - FFY 2022 Target 15.32
 - FFY 2022 Data 17.35 Slippage
- Math High School
 - FFY 2022 Target 16.64
 - FFY 2022 Data 17.25
- 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)
 - Grade 4 Reading and Math: 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 reading 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%.
 - Grade 8 Math: 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%.

- Question from Dr Troy Pitsch: On the data versus targets when you guys looked at the slippage and/or gains, how did that look compared to the overall state sample of students? Did they all experience slippage or gains in the same direction or were there similarities or correlations?
- Response from Brian Dempsey: I don't think that's something we looked at
- Response from Bert Moore: Troy that is something we could probably have at the next meeting. We will make a note to get information on Gen Ed growth or slippage through that year, we measured 2022, we'll look at 2021 compared to 2022.
- Indicator 4: Suspension/Expulsion
 - 4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs
 - FFY 2022 Data 4.51%
 - FFY 2022 Target 4.51%
 - 4B: Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
 - FFY 2022 Data 4.71%

- FFY 2022 Target 0%
- Indicator 5: Education Environments for 5-year-old kindergarteners through age 21
 - 5A: Inside the regular class 80% or more of the day
 - FFY 2022 Data 71.81%
 - FFY 2022 Target 71.00%
 - 5B: Inside the regular class less than 40% of the day
 - FFY 2022 Data 6.25%
 - FFY 2022 Target 7%
 - 5C: In separate schools, residential facilities, or homebound/hospital placements
 - FFY 2022 Data 2.21% Slippage
 - FFY 2022 Target 2.18%
 - 5C Slippage
 - 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 LEA in the state, accounts for 98 of the net increase of 156 students in this category. The district reclassified several buildings from alternative schools to separate schools consistent with KSDE provided technical assistance, resulting in more accurate reporting which contributed to the increase.
 - The remainder of the net increase is spread across all other LEA's and is generally attributable to increasing emotional needs.
- Indicator 6: Preschool Environments
 - 6A: Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program
 - FFY 2022 Data 48.01%
 - FFY 2022 Target 39.3%
 - 6B: Separate special education class, separate school or residential facility
 - FFY 2022 Data 30.11%
 - FFY 2022 Target 36.84%
 - 6C: Receiving special education and related services in the

home

- FFY 2022 Data 1.02%
 - FFY 2022 Target 1.94%
- Indicator 7: Preschool Outcomes
 - 7A: Positive social-emotional skills (including social relationships)
 - 7A1: Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
 - FFY 2022 Data 88.33%
 - FFY 2022 Target 89.90%
 - 7A2: The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.
 - FFY 2022 Data 60.75%
 - FFY 2022 Target 62.70%
 - 7B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)
 - 7B1: Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
 - FFY 2022 Data 88.37%
 - FFY 2022 Target 86.72%
 - 7B2: The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program.
 - FFY 2022 Data 61.23%
 - FFY 2022 Target 62.59%
 - 7C: Use of appropriate behaviors to meet their needs
 - 7C1: Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
 - FFY 2022 Data 89.48%

- FFY 2022 Target 90.36%
 - 7C2: The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program.
 - FFY 2022 Data 74.04%
 - FFY 2022 Target 76.03%
- Indicator 8: Parent Involvement
 - Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities
 - FFY 2022 Data 85.32%
 - FFY 2022 Target 78.50%
 - OSEP Required Actions: In the FFY 2023 SPP/APR, the State must report whether the FFY 2023 data are from a response group that is representative of the demographics of children receiving special education services, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of children receiving special education services.
- Indicator 9: Disproportionate Representation
 - Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification
 - FFY 2022 Data 0.00%
 - FFY 2022 Target 0.00%
- Indicator 10: Disproportionate Representation in Specific Disability Categories
 - Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification
 - FFY 2022 Data 0.78%
 - FFY 2022 Target 0.00%
- Indicator 11: Child Find
 - Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.
 - FFY 2022 Data 99.51%
 - FFY 2022 Target 100%

- Indicator 12: Early Childhood Transition
 - Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
 - FFY 2022 Data 99.84%
 - FFY 2022 Target 100%
- Indicator 13: Secondary Transition
 - Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service's needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
 - FFY 2022 Data 99.13%
 - FFY 2022 Target 100%
- Indicator 14: Post-School Outcomes
 - Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:
 - 14A: Enrolled in higher education within one year of leaving high school.
 - Baseline 22.71%
 - FFY 2021 Data 22.71%
 - FFY 2022 Target 22.71%
 - 14B: Enrolled in higher education or competitively employed within one year of leaving high school.
 - Baseline 56.20%
 - FFY 2021 Data 56.20%
 - FFY 2022 Target 56.20%
 - 14C: Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
 - Baseline 67.75%
 - FFY 2021 Data 67.75%
 - FFY 2022 Target 67.75%
 - OSEP Required Action: In the FFY 2023 SPP/APR, the State

must report whether the FFY 2023 data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

- Question by Mike Burgess: Do these Indicator 14 measurements only look at competitive employment or is it competitive integrated employment?
 - Response by Dr Marvin Miller: I made those calls just two weeks ago and I don't think the script even questions it like that. It's a very short, sample script, because you're lucky to get someone on the phone after six tries, even they don't want to talk long.
- Indicator 15: Due Process Resolution Sessions
 - Percent of hearings requested that went to resolution sessions that were resolved through resolution session settlement agreements
 - FFY 2022 Data Did not meet threshold
 - FFY 2022 Target 37.0-40.0%
- Indicator 16: Mediation
 - Percent of mediations held that resulted in mediation agreements
 - FFY 2022 Data 54.55% Slippage
 - FFY 2022 Target 77.0-80.0%
 - The state attributes slippage to annual changes in mediations held
- Indicator 17: State Systemic Improvement Plan
 - The State's SPP/APR includes a State Systemic Improvement Plan that meets the requirements set forth for this indicator. Kansas intends to achieve the following State-Identified Measurable Result: The percentage of students with disabilities who score at grade level benchmark on General Outcome Measure reading assessment for grades Kindergarten through 5th in the targeted buildings.
 - Baseline 55.60%
 - FFY 2022 Data 54.89%
 - FFY 2022 Target 55.70%
 - Indicator 18 is not on this presentation. It will be on next years.
 - Question from Mike Burgess: Just to make sure you know

like the difference in between there are individuals who in theory can be competitively employed in a segregated setting. And just so the answer is basically we don't know because we are not asking that? Is that what I gather from what Marvin had said?

- Response from Dr Marvin Miller: Yeah, that's not on the scripted list of questions and when I called I had everyone from my former medically fragile non-verbal students who aren't going to work to others that were working their dream job to others that were sitting at home. So, you have every kind of student or parent of a student that you talk to. It does go into some detail as you get further down the list
- Question from Mike Burgess: But it isn't looking at if it's integrated at all
- Question from Dr Marvin Miller: Yeah, that's true. But we should be on the same pay rate now, right?
- Response from Mike Burgess: Not necessarily. Kansas has not banned it. The number of subminimum wages continues to decrease but we still have a lot of work to do because there's a lot of segregated employment that's out there. There's a lot of work to do to help people understand the benefits of competitive integrated employment as opposed to kind of pushing students into segregated settings.
- Response from Dean Zajic: Just a specific clarification for Indicator 14, the specific language that Marvin was talking about, the language that we ask about, is dictated by what's in statute which was written by Congress. This particular statute specifically says enrolled in higher education or competitively employed within one year of leaving high school. So yes, your point about the distinction there is well taken, but that is to answer your question, Indicator 14 is just competitive employment.

Virtual Schools/Programs and Special Education

Dr Robyn Kelso

- Our Story: Kansas Virtual Education
 - Dr David Fernkopf
 - Assistant Director of Career, Standards and Assessment Services Team
 - Oversight of Virtual Education
 - Alternative Schools
 - Graduation Rates
 - Standard Curriculum Team
 - Dr Robyn Kelso
 - Coordinator on Career, Standards and Assessment Services Team
 - Oversight of Virtual Education
 - Alternative, Charter, and Homeschool Oversight
 - Short term workgroups as needed
- Kansas Virtual Education
 - The Early Years 2019-2021
 - Vocabulary Lesson – Virtual School/Virtual Programs/Remote Learning
 - No updated list of the virtual school and programs
 - Monitoring forms were docs – emailed
- Kansas Virtual Education (Early Years)
 - Graduation rates were terrible
 - Virtual schools had become a place to send “those kids”
 - We had work to do
- Kansas Virtual Education Oversight Begins
 - 2021- present
 - In Kansas we have four documents if it is your year for monitoring. We have had great success with this, although we have had to tweak the documents a little each year
 - Rotation of when districts are monitored
- Kansas Virtual Education Monitoring
 - Narrative Form
 - Asks specific details
 - What’s your program like
 - Who are the students you are serving
 - What curriculum do you use
 - How do you handle State Assessments
 - Assurance Form
 - Nuts and Bolts
 - Do your teachers have Kansas licenses
 - Is there an appropriate ratio between students and teachers
 - Demographic Form

- Where is your virtual school located
 - What District
 - Address, email, phone number
- Professional Development Form
 - Professional Development specifically for virtual teachers and principals is almost non-existent.
 - Working on this to make sure they have opportunities as teaching virtually is not the same thing as walking into a classroom
- Kansas Virtual Education
 - Laws 72-3713
 - 72-3713 Supervision by state board; rules and regulations; determination of graduation rate; financial incentives for enrollment prohibited. (a) Virtual schools shall be under the general supervision of the state board. The state board may adopt any rules and regulations relating to virtual schools that the state board deems necessary to administer and enforce the virtual school act.
 - (b) For purposes of accreditation by the state board, the four-year adjusted cohort graduation rate for a virtual school shall be determined by only including those students enrolled in such virtual school who had earned sufficient credits to be expected to graduate in the same school year as such student's cohort at the time such student first enrolled in such virtual school. The virtual school's four-year adjusted cohort graduation rate shall be determined in addition to the graduation rates determined for the school district that operates the virtual school and any other high schools operated by the school district.
- Outcomes
 - Attendance at the Kansas Digital Learning Conference – attendance has grown each year. When KSDE took the conference over, about 50 people were attending
 - Graduation rates – steadily improved a percentage point each of the last three years
 - Currently we now have the following virtual school participation
 - 63 in 2022-2023
 - 64 in 2023-2024
 - On track to trend upward again in 2024-2025
- Special Education was a hole in the fence we became aware of in 2021
 - It became clear that some virtual schools were screening students who had IEPs
 - After much consultation with our SETS Team the word went out that, virtual schools may NOT screen for IEPs or other related issues
 - We recognize that because of the statute around virtual education, special education support was going to be a challenge

- We continue to provide ongoing support and consultation to districts around special education
- We try and have regular special education professional learning at our conference that is held every February in Andover
- Questions and Answers
 - Question by Jennifer Florez: I heard you talking about the forms that the district has to fill out and then you guys meet with teachers, and I guess people at the district level. Is there any kind of monitoring or questioning happening with like the students and the families to see if there's a discrepancy between what's being reported and what's actually happening?
 - Response from Dr Robyn Kelso: There is very limited capacity but that is probably something I should follow up with a little bit more
 - Question by Dr Lena Kisner: If I understood right, you said the monitoring you do every three years aligns with the cohort cycles for the other monitoring cycles that we all do. So are the expectations of virtual schools with building numbers the same as virtual programs that are operated with the MOUs with the service centers, or how are those service center programs monitored?
 - Response from Dr Robyn Kelso: They are monitored in the exact same way. Their forms are slightly different in terms of how they list out who they're responsible for, but in terms of making sure that they're following FAPE (Free Appropriate Public Education) and doing the things that they need to do to provide that education.
 - Question by Dr Lena Kisner: How are questions related to special education being addressed if these are going to the school districts and they're part of an interlocal or co-op?
 - Response from Dr Robyn Kelso: Right now, the special education piece to this monitoring is not as robust as I would like. It's a couple of questions around compliance and that's about it. That's an area I'm hoping that we can work on and improve.
 - Comment by Dr Troy Pitsch: I appreciate this presentation. I think you captured it perfectly. Since COVID, virtual education has turned into the Wild West. I'm just so pleased to see that there's monitoring being done because when we do have students go into the virtual education world and we're kind of .. we're both. We have our hands in the student outcomes in terms of the co-op and the school district, and things can get lost. I'm just pleased to see that this kind of oversight is happening, and you guys are learning and continuing to build on this. Fantastic, thank you.
 - Response by Dr Robyn Kelso: Thank you. We appreciate all that you all do for kids and families in Kansas, and I probably should have led with that. We are just truly grateful for all the work that

you do for kids and families.

- Comment by Lindsey Graf: Also, just to reiterate, I think it's great to see that there is that oversight and there's continuing finding these holes in the fences. And if there's any way to get special ed to the table, especially, during monitoring, because so many times we may be in the complete dark and we have a kid not being served and I know that's a great concern that, as directors, we all face all the time. So, as you continue to evolve...
 - Response by Dr Robyn Kelso: Yes, that is on my Evolutionary Wish List.
- Question by Dr Lena Kisner: Are you seeing many of these virtual schools partnering with micro schools and enrolling kids under the virtual school knowing that they're actually attending micro schools? And then if they're attending those micro schools in person, how does that impact things like ESI (emergency safety intervention) reporting and things that would not typically occur in a virtual setting?
 - Response by Dr Robyn Kelso: That is where we partner with auditing, because if they are physically attending then that's not a virtual setting and they wouldn't be funded as a virtual student they would be funded as a brick-and-mortar student. It gets complicated but we have worked really hard to make sure that people know if they're opening a virtual school, and anybody who wants to open a virtual school, there's a pre-screening. They meet with Dr David Fernkopf (and Dr Robyn Kelso) and we go over the steps and that is one thing that is addressed. They must be tied to a district, and it must be independent of time and place. You cannot require these kids to come in. As a result of this, I am not aware of any micro schools using this. Not to say it's not out there, it's a big state, but I'm not aware of anything. I hope we are making it clear with the pre-screening and monitoring that there should not be students attending in a micro school kind of setting.

USD 259 OCR Findings

Bert Moore

- The Department of Justice (DOJ) did a review of Wichita Public Schools and they looked at students that were enrolled in the Wichita Public Schools from 2021 through 2024
- There were findings that were brought to the attention of the Board of Education. The Department of Justice worked with the Board of Education to come up with a settlement agreement.
- The findings
 - USD 259 was secluding students for a variety of reasons that DOJ said

- were not appropriate
- Students are allowed into special purpose schools without a transition plan to return to their home school
- Suspensions due to dress code violations
- School Resource Officer or law enforcement involvement in minor offenses
- More African American students and students with disabilities with discipline and suspensions compared to other populations
- The settlement agreement states Wichita Public Schools will do the following
 - Clearly define seclusion as placing a student alone in any room or area where the student is not free to leave or reasonably believes they are not free to leave, that is not somewhere the student chooses to go to calm themselves down
 - They must figure how many students were secluded between 2020-2021, 2021-2022, and 2023-2024
 - They must calculate the number of hours of seclusion
 - Then they must provide compensatory services equal to that number of hours in the form of counseling or academic tutoring to the student that was secluded
 - May not seclude students except those enrolled in a special purpose school
 - They must develop a transition plan between now and January 1, 2025, to no longer seclude the students that attend the special purpose schools
 - May not physically restrain students unless it is an appropriate situation where the student is a danger to self or others and the people that do the restraint must be trained in Crisis Prevention in some format. Does not have to be MANDT, but they must have some form of proper training.
 - Add staffing to their system under a new program
 - Must hire an individual to be the Director of the Office of Behavior Management Support and Oversight. This individual will:
 - Supervise the Crisis Management Team
 - Oversee restraint training and use of physical restraint
 - Improve behavior related supports and services
 - Work with district and school-based specialized programs to develop appropriate practices
 - At least two additional full-time employees that have the experiences serving students with disabilities that involve social emotional and behavioral dysregulation
 - At least one of them will have experience serving students with developmental delays, intellectual disabilities and/or Autism
 - Additional qualified staff as needed

- Emphasized a positive behavioral support (PBS) program
 - A PBS classroom is defined, and they say it helps students develop coping strategies, social emotional skills, work on academic goals and return to their home schools
 - Each PBS classroom will have a classroom plan describing how staff will support positive student behavior. Parents will receive a copy of the classroom plan.
 - District will explain the plan and give parents a chance to ask questions
 - Students moving out of the PBS classroom into their home schools will receive supports to ensure a successful move
- Day schools and other dedicated special purpose schools for exceptional students will implement a three-tiered model of behavior prevention and intervention that uses evidence-based practice
 - Tier One will be interventions for all students
 - Tier Two will be interventions for students whose behavior is not managed effectively on Tier One
 - Tier Three are the very intensive students, and there will be only a small percentage
 - Class Size caseloads where for every 15 students enrolled, they will have at least one staff member with experience developing, applying, and monitoring behavioral support interventions
- Any student being assigned to a day school will have a written transition plan that will include
 - why the student is being assigned there,
 - what goals the district intends for the student to meet during the assignment, and
 - how the district will determine when the student will exit the day school
 - Parents will also be allowed to visit the day school with their student before assignment to that day school
 - Parents will be included in the district's regular reviews of their student's assignment to the day school
- School Code of Conduct
 - The district will implement a new code of conduct in January 2025
 - There will be Level One offenses that do not threaten safety or significant disruption
 - There will be Level Two offenses that significantly disrupt the operation of the classroom or another school activity
 - There will be Level Three offenses that pose a threat to safety
 - Ban the use of suspension for Level One Offenses
 - Only allow school removal, out of school suspension or expulsion, for Level Three offenses.

- Schools must deploy their behavior intervention protocols before giving more severe consequences to a student that repeatedly commits the same disciplinary offense
- Formalize and standardize their dress code for schools that have uniforms and schools without uniforms. Schools may choose to, or not to, adopt a dress code. Those that do adopt a dress code will not discriminate against students on the basis of race or sex and require staff to offer clothing that satisfies the dress code if a student is wearing such clothing.
 - Schools will regularly review their discipline data related to dress code enforcement
- Behavior Intervention Protocols
 - Each school will have to ensure that all students receive the support they need to manage their behavior so the behavior intervention protocols will identify students who may need this kind of support by looking at facts like the amount and type of discipline a student receives
 - Each school will have a team that meets monthly to review the support students receive and decide whether those supports are working
- Safety Services Officers and Law Enforcement
 - District will not use safety service officers to respond to minor misconduct or routine disciplinary issues such as
 - Dress code violations
 - Insubordination
 - Skipping class
 - Safety service officers will attempt to de-escalate situations when addressing student behavior by using appropriate de-escalation techniques
 - Unless required by law, district staff will not request the involvement of a school resource officer, SRO, in an incident of student misbehavior unless it presents a risk of substantial physical harm or is the kind of criminal offense that would cause the district to call law enforcement if no SRO were on the campus
- Data Review and Reporting
 - Administrators at each district school, working with the district's Department of Research, Equity and Inclusion and the district's Department of Research and Assessments will review discipline data to ensure discipline is being applied in a non-discriminatory manner
 - District will provide regular reports to the United States describing the district's efforts to comply with the settlement agreement and the district intends to complete the requirements by the end of

2027-2028 school year

- This is a 35-page report available online
 - Wichita agrees with the non-compliance ruling

SEAC Licensure Request

Dr Marvin Miller

- This was brought to SEAC in April
- Recap
 - Advocacy group has asked several of us to endorse their position
 - They are trying to find ways to put direct entry special education licensure in place
 - Many states have this
 - Currently teachers go through four years of a bachelor's degree and have to take 30 credits more to get a special education endorsement
 - Extra year of student loans
 - More Schooling
 - Behind on the pay scale compared to teachers that do not get the special education endorsement
- Would like to forward this letter on to Teacher Licensure with SEAC endorsement
 - This would tell Teacher Licensure we would like our post-secondary schools to develop programs that could have a direct entry license and direct entry programs
- If this did happen, it is not an immediate fix. If the Kansas Board of Regents does approve, it requires three to four years to develop this kind of program

Motion to approve: Dr Troy Pitsch

Second: Jennifer King

Discussion:

Action: Approved

Indicator 8 -Get Parents more involved

Bert Moore

- Being able to reach diverse families is important but difficult for a variety of reasons
- Two populations in particular we are wanting to increase involvement in are the Hispanic and African American communities
 - The white ethnicity is responding and hardly anyone else
 - Would like a more proportional ratio that mirrors the state ethnic population ratio
- We are looking for ideas on how we can get better opportunities for parents to

feel comfortable to give us feedback

- Families need to understand this is not a negative thing
 - No one will come to check on the information
 - Its confidential, no parent/student names
 - Want to make sure the school system is engaged in parent involvement in that community
- Question from Autumn Biltz: Are all of these available in different languages besides English? My district is 80% Hispanic and a lot of our parents do not read English
 - Response from Lindsey Graf: They are available
- Question from Jennifer King: Are these all sent out from KSDE? ... Or is it routed through the district?
 - Response from Brian Dempsey: It is through the district
- Question from Jennifer Florez: I'm not super familiar with this. Is this something that goes from a district office to a parent home?
 - Response from Dr Lena Kisner: It can be done a variety of ways. You can send a link; you can have a paper copy or a QR code. You can hand it out. It's however the district decides to do it.
 - Response from Lindsey Graf: Some people do it with their IEP meetings because they have the parent there and they're talking with them.
- Question from Dr Marvin Miller: How many questions is it
 - Response from Bert Moore: one
- Comment from Lindsey Graf: I think part of the issue revolves around local training too. We have handed it out at our IEP meetings but sometimes it gets lost in the documents and they already feel like they're buying a house and so it's just another form. I don't know that I did necessarily a good job of informing my teachers like hey this is what this form is and this is what you're supposed to tell them. So they're just like I don't know here sign this. It's kind of like the Medicaid form sometimes. I feel they don't know what to say to that either. So there's a local training component that could possibly be provided or conversations that could be sent out in terms of explaining to the parent truly what it is and even saying its one question. When you say a survey people may respond oh, I don't have time, or if its online maybe they are not tech savvy.
- Comment from Roxanne Zillinger: I never received this from my district. Either district we were in. And they are both local.
- Comment from Dr Lena Kisner: I do agree with you Lindsey. I think there is a local training issue and I know part of it is, I see my staff on August 1st and 2nd and that's the only time for the entire year I'm going to have them all together. So if I don't have that annual letter that's been updated by then, then I am not able to talk to them about it in person. It's a Zoom or its an email by that point. We did ask our case managers in a Google Form, how many of these did you sent out this year and I don't know how many responses we got back that said what was that, I don't remember, I don't know what that was. I do think we have

a lot more we need to do at the local level. I mean if our special education teachers and parents around this table don't know what it is, and everyone should, then I think we have some local issues.

- Comment from Lindsey Graf: If we could get the updated letter, it may be too late this year, but for us to get it by August 1st or 2nd, the earlier we get it the more likely we are to implement it with our IEPs so that we are ready from the beginning of the year versus we started in October.
- Comment from Jennifer King: I go to about 500 IEP meetings a year. Many of those have interpreters and the interpreter could help the parent with it. But I need to have the information because wherever its going, its not making its way to me.
 - Response from Lindsey Graf: That's as much as a reflection on the special education director as well because if its not actually getting to the staff then that's a bigger problem
- Comment from Bert Moore: We could do a recording too telling parents why we're asking and what it will be used for, so they don't think we are invading their privacy. That we want their honest feedback. Brian could work with Josie to see if we can get that information out. Perhaps by early next week? So you have it for your August trainings that way we know we blanketed our directors and then we can follow up on a monthly basis on our webinars to say don't forget about Indicator 8, don't forget the need to get that out to your parents.
- Comment from Dr Lena Kisner: And I am not really sure the language is friendly. I mean if this is the one from 2022-2023 "did the school district invite you to take part in discussions for improving services and results for your child" that is not really parent friendly language. That's educator speak
 - Response from Dr Marvin Miller: The tricky part about that is, if you do it at the IEP, well you invited the parent to the IEP, so they'll mark yes. Is this going to give us biased data because what we really want to know is you communicating with them in between annuals?
 - Response from Jennifer King: What about at parent teacher conferences? You'd have interpreters at those, and it would put it away from IEP meetings.
 - Response from Bert Moore: Brian if you and Mark can look at the language based on Lena's comment because I think that's important because a lot of our parents would have no idea what that was asking
 - Response from Dr Lena Kisner: Well and that's the question. The introduction is "This is a survey for parents of students receiving special education services. Your responses to the one question survey will help guide efforts to improve services and results for children and families" That's a lot for a family
 - Response from Bert Moore: That is a good point. I think we need to really look at the language and how it's worded and then do a campaign across the state to get parents to feel comfortable to fill it out.

- Comment from Jennifer Florez: From a teacher point of view, I am wondering if we can get a document that can be shared by the administrators to teachers explain what it is with common language and universal understanding so that when parents do ask us about it we are prepared to answer with the same answers as the teacher across the hall or the one in the district.
- Comment from Dr Marvin Miller: Leslie with Families Together is not here today but I believe she would be a good asset
 - Response from Bert Moore: I am thinking that too after we get the redesign of the question.
- Comment from Dr Marvin Miller: And if you do a video if you can get several videos by different people speaking different languages. Perhaps 30 second videos or a minute.

September Site Visit to KSSD and KSSB Membership

- September 24 we are scheduled to have a dinner at the Kansas State School for the Deaf for voting members and KSDE staff only
- The actual meeting on September 25, will be from 8:30am to 10:45am at the Kansas State School for the Deaf and then from 12:00 pm to 4:30pm at the Kansas State School for the Blind
- There will be a block of rooms at a hotel close by, the finer details are still being approved by legal. You will make your own reservations and be reimbursed after the fact
 - If you live within 30 minutes of the Kansas State School for the Deaf you will not be approved for reimbursement
- Please be sure to have a W9 on file with Joyce Broils
- Please let Joyce Broils know if you will need any accommodations at either school to get around the campus(s) during the site visit
- Please let Joyce Broils know if you have any special dietary needs if they are already not on file
- Comment from Bradley Miller: Someday perhaps we could do a site visit at Lawrence-Gardner High School
 - Response from Lindsey Graf: I think that would be amazing. We can put that down as somewhere we would like to visit in the future.

Ex-Officio Member Reports

- Kansas Association of Special Education Administrators (KASEA) – Dr Lena Kisner
 - KASEA has roughly 200 members across the state right now
 - Big things right now
 - Continuing Connecting with KASEA
 - Virtual sessions held three times a year for members
 - Discuss and give guidance on timely topics

- Partnering with the Kansas Principal Association this year for two-part trainings on special education and building leadership.
 - Offered through USA Kansas
 - Dodge City, Salina, Goddard and Topeka
- Annual Winter Conference
 - January 30th and 31st at the Drury Inn in Wichita
- Hoping to work with K-State and KASEA on an evaluation tool for special education administrators
- Wanting to have a stronger focus on advocacy versus lobbying
 - Re-evaluate that committee this year
- Disability Rights Center – Mike Burgess
 - IDD and BD waiver wait lists
 - Wait list is around 11 years long
 - Added 500 slots for each list, which is the first significant increase in eight years
 - Added a maximum cap. So cannot go backwards. Once the cap is met, KDADS must create more slots
 - Once the maximum number of people are added to the list, more slots must be added to satisfy this requirement
 - KU is doing an IDD waiting list study to see if this waiting list is a solvable issue. There are legislators and other people that believe no matter what happens, the waiting list will always be there
 - Because the waiting list is so long, a lot of people are signing up way ahead of time
 - Around 50% of the people on the IDD list are under the age of 17
 - Most of these individuals are receiving services through school. Over two-thirds of them already have Medicaid numbers which also makes them eligible for Early Periodic Screening Diagnostic and Treatment (EPSDT) under Medicaid
 - Legislature added \$50 million there because the feds' said Kansas was not doing it right
 - 64% of the waiting list includes individuals aged 21 and under
 - Almost 100% of them should qualify for Medicaid because their parental income no longer counts for the vast majority

- That leaves 36% that are aged 22 or over and that is a much smaller and more manageable number of individuals on the waiting list
- Community Supports Waiver
 - Targets people with developmental disabilities
 - Employment focused non-residential waiver
 - Second IDD Waiver
 - Will approximately have 1,500 people
- In two or three years, there is a high likelihood with the things being done, we could serve the people that need immediate services within a few months
- Kansas State Board of Education – Melanie Haas
 - There are 10 school board members, and each member represents 4 Senate districts. They are elected and this is an election year. Even districts are up for election so Districts 2, 4, 6, 8 and 10
 - KESA 2.0 was approved by the SBOE in July
 - We had a presentation on ESI from Rocky Nichols and Leslie Girard also spoke to the Board with several other individuals
 - Explained what ESI is and how it relates to special education to everyone on the Board as not everyone has an education background
 - Also discussed TASN and other supports that are available
 - Just an information item
 - Graduation requirement for the FAFSA was rolled back and is NOT going to be required
 - Screen time was something that a lot of time was spent on
 - Goes beyond cell phone use to schools that are issuing tablets in elementary schools and laptops in middle and high schools
 - Essential what could we do to get to a place where we have better recommendations from professionals who work in education and child development who could help inform the Board, who can then inform the district, on what ages and stages should be using different devices in different ways as a learning device
 - Should a four or five-year-old be using an iPad to learn how to read if a book is more appropriate?
 - What kind of screen time is perhaps too much for middle or high school students

- Creating a task force of about 30 individuals from all walks of school life including administrators, teachers, students, there are some slots for parents. If you know anyone that is passionate about this, please feel free to reach out to your board member

Items for September SEAC Agenda

Members

- If you have an idea for what you would like a topic to be please email Lindsey Graf and it will be discussed by SEAC Leadership

Motion to adjourn: Dr Marvin Miller

Second: Roxanne Zillinger

Meeting adjourned: at 3:28 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 25, 2024

Time 12:30 pm to 2:00 pm

Location:

Kansas State School for the Blind

1100 State Avenue

Kansas City, Kansas 66102

Zoom

Call to Order: at 12:36pm

Roll Call

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

x	Autumn Biltz	x	Jennifer Kucinski		Chris Reffett
x	Sydney Dringman		Jennifer Kurth		Sabrina Rishel
	Jennifer Florez	x	Dr. Jessica Lopez		Rebecca Shultz
	Brandon Gay	x	Dr. Marvin Miller		Dr. Sean Smith
z	Whitney George	x	Bradley Miller		Roxanne Zillinger
x	Lindsey Graf	x	Dr. Brooke Moore		
	Rebekah Helget	x	Dr. Troy Pitsch		
	Jennifer King		Charity Porter		
x	Dr. Lena Kisner				

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

	Luanne Barron	z	Leslie Girard		Idalia Shuman
z	Mike Burgess	z	Melanie Haas		
z	Ashley Enz	x	Jon Harding		

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

	Steve Backman		Brian Dempsey	z	Cary Rogers
	Trish Backman		Dr. Crista Grimwood		Dean Zajic
	Joyce Broils	x	Bert Moore		
	Stacy Clark	x	Alysha Nichols		

Guests: ASL Interpreters

Kansas leads the world in the success of each student.

Quorum (12) met: 11 - no

Call to Order

Lindsey Graf

- Welcome and Introductions
 - New Members
 - Rebekah Helget
 - Roll Call

OSEP Visit Review

Bert Moore

- Strengths
 - There is a great relationship between systems and technical assistance system network (TASN)
 - Especially in rural districts, who said they lack the ability to have opportunities for engagement and professional development and TASN fills that void for them
 - Open to Feedback
 - Relationship with TA centers
- Needs
 - Personnel; shortage of teachers and paras
 - There are lots of opportunities now for getting licensed through the new programs from Teacher Licensure
 - Secondary Transition
 - Parents shared that there is a minimal number of individualized options open to students
 - Parents feel like there is only one option open to students
 - Part C to Part B Transition
 - State Interagency Coordinating Council said the Local Education Agency representative was not attending the transition meeting 90 days prior to a child turning 3 years old.
 - Indicator 12, which is measured by Special Education and Title Services
 - Was addressed before the OSEP meeting but it was still mentioned.
 - As a state is KSDE collecting enough evidence to support that systems are coming into compliance with IDEA requirements
 - Concerned KSDE only pulls 20 or 26 files
 - Monitoring of interlocals and co-operatives, which are categorized as Local Education Agencies
 - OSEP will check with their General Council, as there was no direct answer since students are attached to districts not these agencies
 - Want more information on file review, data reporting, due process, and dispute resolution
- Comment from Dr Marvin Miller: I was in several of those meetings and just reflecting

on that, especially from the parent groups, a lot of the parents don't know the correct terminology. That's not their job. So they were using phrases like "evaluation" or "assessments" for things that, that's not what they were. And I also noticed that families confuse all the different systems, so some of the things some people were complaining about were not actually the education system. But were some of the other systems that support that which in some other states might be integrated, but not in Kansas. It lets us know we need to help our parents understand more of the terminology and the roles of different agencies

- Another thing asked was how does KSDE know the parents rights document is understood by parents
 - Question by Autumn Biltz: Is there a way to get an audio version of the Parent's Rights document

Indicator 8 Survey Change Update

Bert Moore

- It was discussed how to change this survey at the last meeting. However, the document had already been prepared at that time.
- Currently looking for questions that would be appropriate to add to the indicator 8 document that would give parents an opportunity to give us feedback on what they think works in the IEP meeting, or in the meetings in general, that the systems are doing and what can be improved and what is not working
 - Want parents to feel supported
 - Need data that is measurable
 - SEAC will be assisting and coming up with those questions
- Do parents feel engaged in the special education process, not just the IEP but the initial evaluations and annual reviews, the questions they ask and how do they feel. Are the parents prepared to understand what's being recommended?

Kaw Valley Lawsuit – KSDE Response

Bert Moore

- This incident was in the news
- Someone put in print that there was a para abusing a student with down syndrome, that this para was hitting the student in the head, calling the student names and making fun of the student. Basically, that this para was physically and verbally abusing this student and that the director and superintendent were allowing this to occur
- KSDE immediately decided to conduct a monitoring visit on that information
- On a separate instance, the school is accused of locking the student in a cage.
- There is a planned visit in October for interviews, IEP review, and monitoring
- Since a lawsuit has been filed, the outcome will be determined through the legal process

Ex-Officio Member Reports

Families Together

- In the supplemental documents from Families Together there is a link to *Chase Your Dreams* podcast that was completed with the TASN partners around the school mental health initiative

- The report is run January through June, there is a new data system
- Parent Leadership Conference is this weekend
 - Over 200 parents and kids registered in Topeka
- New grant with the Department of Commerce that is focused on employment
 - Expanding CHASE program
 - CHASE is an acronym for Community Honoring Adolescent Success in Education
 - Focused on pilot site of Garden City

Kansas Association of Special Education Administrators

- Connecting with KASEA continuing this year
 - Bringing KASEA members together by connecting members across the state.
 - Focuses on issues that are concerning the field
 - First Connecting with KASEA was September 11
- Kansas State University is working on a special education administrator evaluation tool. Several people are working with KASEA to partner with K-State on creating that tool which will be a resource that can go out to districts when its available
- Upcoming events
 - Tri-State Law Conference in Omaha, Nebraska, which a lot of KASEA members attend, in November 2024
 - KASEA Winter Conference in January 2025

Disability Rights Center

- October is National Disability Employment Awareness Month
 - There was a proclamation signing this morning
- Mike Burgess was recently a presenter at a Transition Tuesday Webinar, presenting on the I-transition planning tool
- Guardian statutes are due for a major update, hopefully during next session
 - There's been an advisory committee to the Kansas Judicial Council that has been working for 4 years, going through the current statutes line by line and adopting best practices from national standards and overlaying that into Kansas
 - Ensure that less restrictive alternatives have been tried before immediately jumping to guardianship which provides protections to those in need
- KDADS has an Employment First pilot
 - Seeing results in trainings
 - Goal was to get 5 new jobs with each partner
 - one partner has done almost 25 partnerships now
 - This is one provider in one community doing successful, competitive, integrated employment opportunities
 - Voting rights outreaches to different organizations since it is an election year

Kansas State Board Of Education

- Blue Ribbon Task Force on screen time
 - KSBOE decided to ask a task force to convene
 - 36 members
 - Includes parents, students, teachers, administrators
 - 4 meetings so far, next in October
 - 90 minutes long
 - Streamed on KSDE's YouTube channel
 - 4pm Central Standard on Thursdays
 - Experts come and present to the task force
 - Please think about how phones and tablets are being used in schools, and how that might affect how the actions of the task force might affect the student population as well as special education teachers
 - There are services written into IEPs, you can write out the necessary equipment into IEPs as well
 - It might be a good time to be thinking about and considering to be explicit in stating what exactly the student needs to have access to and why, because the IEP will always supersede any action that might be taken
 - Expected that the task force will come forward with recommendations, but that the KSBOE will not take formal action other than to provide that final document to districts as guidance
 - Please reach out to Melanie Haas or Dr Troy Pitsch, a Blue Ribbon Task Force member, if you have stories, questions, comments or concerns on screen time and smart devices in school

Kansas State School for the Blind

- Infant-Toddler program that serves Birth to 3-years-old
 - New program began last August
 - Serving 214 children currently that are blind or low vision
 - 8 providers in the state that partner with KDHE and their infant-toddler program, plus a state coordinator
- Field Based services
 - Serve over 200 districts across the state
 - Every student that comes here for placement is working towards being back at their home community
- Campus houses about 63 students
- 5K run tomorrow that supports students
 - Getting a new gym this year

Items for November SEAC Agenda

Meeting adjourned: at 1:44pm

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SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date November 20, 2024

Time 9 a.m. – 3:30 p.m.

Location:

Landon State Office Building

900 SW Jackson St

Topeka KS 66612

Zoom

Call to Order: at 9:02 a.m.

Roll Call

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

X	Autumn Biltz	Z	Jennifer Kucinski		Chris Reffett
	Sydney Dringman		Jennifer Kurth		Sabrina Rishel
X	Jennifer Florez	X	Dr. Jessica Lopez	Z	Rebecca Shultz
	Brandon Gay	X	Dr. Marvin Miller	Z	Dr. Sean Smith
Z	Whitney George		Bradley Miller	Z	Roxanne Zillinger
X	Lindsey Graf	Z	Dr. Brooke Moore		
X	Rebekah Helget		Dr. Troy Pitsch		
X	Jennifer King		Charity Porter		
X	Dr. Lena Kisner				

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

Z	Luanne Barron	Z	Leslie Girard		Idalia Shuman
Z	Mike Burgess		Melanie Haas		
Z	Ashley Enz	X	Jon Harding		

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

	Steve Backman	X	Brian Dempsey	X	Cary Rogers
X	Trish Backman		Dr. Crista Grimwood		Dean Zajic
X	Joyce Broils	X	Bert Moore	Z	Doug Bodine
X	Stacy Clark	X	Alysha Nichols		

Kansas leads the world in the success of each student.

Guests: Jen and Allison, ASL Interpreters. Mary Gardner.

Quorum (12) met: yes, 15 (11 after lunch)

Call to Order

Lindsey Graf

Roll Call

Alysha Nichols

Approvals

Lindsey Graf

Agenda Approval: Nov 20, 2024

Motion to approve: Dr. Marvin Miller.

Second: Autumn Biltz

Discussion:

Add the November 20, 2024 agenda for approval on the Agenda

Action: Approved with correction

Minutes Approval: July 24, 2024

Motion to approve: Dr. Marvin Miller

Second: Jennifer King

Discussion: None

Action: Approved as is

Agenda Approval: Sept 25, 2024

Motion to approve: Dr. Marvin Miller

Second: Autumn Biltz

Discussion: None

Action: Approved as is

Minutes Approval: September 25, 2024

Motion to approve: Dr. Marvin Miller

Second: Dr. Jessica Lopez

Discussion: None

Action: Approved as is

Public Comments

Lindsey Graf

Part C to B Transitions

Brian Dempsey

Bert Moore

- Refers to the coordination of public awareness, child find, screening, referral, evaluation to ensure the smooth and effective transition of children as they move from early intervention services under Part C into Part B early childhood special education programs and services for the benefit of children and families.

- Part C lead agency: Kansas State Department of Health and Environment.
- Part B lead agency: Kansas State Department of Education.
 - Comments by Brian Dempsey: Part of OSEP's (Office of Special Education Programs) visit was to meet with focus groups which involved a couple of parent groups, and they received some feedback. Some parents did not find the Part C to Part B transition to be smooth, they thought it was rough. That their child was identified, and the communication was abrupt and not as smooth as it could be. For Part B, OSEP was clear to say that it was just a couple of parents, and they did not feel like it was widespread across the state. There was nothing systemic that they believed to be of concern. Indicator 12 is a specific Part C to B transition indicator that measures the timely evaluation and identification of children that are referred from Part C to Part B. That is one thing we do in the IDEA and Gifted file review, and we pull files from ages 3 to 21-years-old so that we can capture that Early Childhood transition. OSEP suggested adding a specific question or two relating to C to B transition in the file review. Internally, we will work together to identify a question or two and bring it back to SEAC in January or April. Part C and B staff meet internally every month to go over everything that is going on and included in that is anything that either side is hearing about the transition. Sometimes these are case specific.
 - Comments by Bert Moore: School districts in Kansas are separated into three cohorts. So, if you are an interlocal you could have some of your districts going through a file review process on any given year and the next year you might have different districts. If you are a standalone district, then once every three years there will be a file review done by KSDE. OSEP says you must review all LEAs once every six years at a minimum, and Kansas set up that we will do it every three years. This helps us see any trend data that may arise. One of the problems that we have been hearing about is the 90 day transition meeting that has to be held where the Part C provider and the Part B provider and the parent get together and discuss what the transition would look like as the child moves from an Individual Family Service Plan (IFSP) which is designed around the needs of the parent, to an Individual Education Plan (IEP). Once a student is identified in Part C they meet the definition of a student with a disability. This becomes important when districts say they have to screen the Part C students before evaluating them. The student is already identified. There are two options. The parent is given a prior written notice that says the student will not be evaluated and why, or the parent is provided a prior written notice that says the district will do the evaluation for Part C transition. You have 90 days then to get the child evaluated, have the IEP developed, and the IEP in place by the child's third birthday. OSEP was hearing from around the state that the Part B representative is not attending the required transition meetings, has led us to address this issue. Another issue that's happening is the Part C provider telling the Part B provider what they will do once the child transitions to Part B, and that is outside the scope of what Part C can do. We were aware these things were happening so we may get corrective action assigned to us as a result of that because they asked us if we were doing direct monitoring of Section 619, which is age 3 to 5 support and services. Indirectly we were through the evaluation process, but we had not defined it in our questions in the file review "Did the LEA representative attend the 90-day transition meeting" or did the parent feel like they were given information that allowed them to make a good decision on what was best for their child as the child was transitioning to Part B services. Talking with other states, if the Part C provider gets a

ding, then so does the Part B provider. Many states do Part B and Part C. In Kansas, it is not set up that way and the legislature will not change it at this time.

- Question from Mike Burgess: There is a lot of effort going on around EPSDT (Early Periodic Screening Diagnostic and Treatment) which is a subset of Medicaid. Under our Medicaid program, it has to provide anything that is needed to correct or ameliorate a child's condition, so often kids with disabilities should meet that qualification. We are trying to do a better job of educating everyone in this process about EPSDT and how powerful of a tool it can be. The legislature added \$52 million to fund the services for EPSDT this last year and that will be an ongoing thing. How does that factor into the services for both Part C and Part B? Is there an awareness there and are we referring folks or educating on EPSDT and what can we do to partner with everyone and help a smooth transition all the way through from referrals to CDDOs and other organizations.
 - Response from Bert Moore: From a Medicaid perspective, you can bill for evaluations. Part of the Medicaid reimbursement allows for school psychologists who are properly licensed, to be able to bill for an evaluation. We also have social workers and counselors that are allowed to be billing Medicaid as well if a service is listed on the IEP, or I'm assuming on the IFSP. From our perspective we are going to do the evaluation regardless of any other guidelines or rules, and what we do after is submit billing to Medicaid which they may or may not pay on. As far as this is concerned I do not know if this is more directly medical related where it's for medical billing for EPSDT or for child psychologists or for psychiatrists. I am not familiar enough with how Medicaid supports the EPSDT function as far as an evaluation because it is outside of the scope of what the school would be required to do. We are required to identify the disability in all the areas of need that a child may have once they are evaluated and found eligible for special education services through IDEA from birth to age 21. So we have that child accountability and that's what we implement at a school-based service and here within my agency and my department we do not have any direct connection to Medicaid. None. There is no employee that has Medicaid as part of their job description. Now Stacie Martin and I take a strong interest in it and so we've kept up in some of those rules but as far as Medicaid we are dependent upon KDHE to do what needs to be done and work with the school systems directly or through third-party billers or the public service consulting group who does a lot of the training around the state to provide for what is eligible for Medicaid billing and how do you support that through the codes and get reimbursed for it because we are supposed to be seeking reimbursement for any function that we ourselves provide that is reimbursable through Medicaid.
- Question from Mike Burgess: My question is probably slightly different than that. How EPSDT can be a tool to help ameliorate conditions of the student? It's another tool in the toolbox that we are not using enough. I am trying to figure out how can we raise awareness of that because while it may not be something the schools can bill for it's a tool for the parents to help meet their son or daughter's needs.
 - Response from Dr. Marvin Miller: I think this is interesting because I sat in on some of those phone calls with OSEP for the transition for Part C to Part B services and that actually came up several times because parents were talking and asking questions about why they are not getting from the school district different Medicaid information. I think it goes back to people who do not understand they are two different agencies, two different things. I think your question is good, how can we use

this as a tool to educate parents. I think that's something that's not inside the wheelhouse of the Department of Education but could be some joint statement brochure that is worked on together.

- Comment from Bert Moore: We will work with the leadership team and if they are in agreement we can add this as agenda item and lean heavily on you to bring us information that you could share with the group on EPSDT and what you would like to see as far as an initiative to provide for better outcomes for students based upon what EPSDT can provide.

OSEP Items of Concern

Brian Dempsey

Bert Moore

- Identification and Correction of Non-Compliance
 - Data Collection
 - Representativeness
 - Self-Assessment File Reviews
 - Ensuring Correction – sufficiency of data review
 - Part 619 Monitoring – beyond Indicator 12
 - Monitoring of Local Education Agencies (LEAs) – KSDE monitors all districts through cyclical monitoring
- Data
 - Ensure public reporting at LEA level, when required
 - Example: Indicator 4
 - Include Levels of Determination at LEA level
- Dispute Resolution
 - Mediation Agreement – Confidentiality and Staying of a Formal Complaint
 - Tracking – Due Process
 - Hearing Officer and Complaint Investigator Training
 - Procedure/Process Documents
 - Expediated Due Process – Resolution Session and extension of timeline
 - Question from Rebekah Helget: Why isn't ongoing training for hearing officers mandatory instead of voluntary?
 - Response from Brian Dempsey: Mark Ward has very in-depth initial training. They must also be approved by the Kansas Supreme Court. There are ongoing requirements for that for mediators and then attorneys have to have their CLEs as well. Many hearing officers go to the Tristate Law Conference and get their CLEs that way.
 - Comment by Bert Moore: When the hearing officer completes the report, and that report comes to our agency there are no less than three people that review it. So if we have any questions about the authenticity of the background of the attorney or how they're preparing that report we point that out as we review those. I review all of them, as does Brian and Mark. Crista receives them as well. We are looking for both the content, the flow, and the outcomes. Does it flow with what was in the evidence. OSEP's questions were "How do you know." How do you know they were conducting these hearings in an appropriate manner? It is in the evidence and what they support within that document, and we review it.

Mark and Brian will frequently recommend that they go back and look at certain areas to make sure they're aligned with regulations or that the corrective action that was clearly talked about in the document is being followed. These reports do not go out until they've been thoroughly reviewed by our department.

- Child Find
 - Discussion regarding ensuring GEI (General Education Interventions), MTSS (Multi-Tiered Structural Supports) or RTIs (Response to Intervention) do not delay child find obligations
 - Comment from Bert Moore: OSEP looks at it from the perspective of the parents first. How did the parent rights get delivered; how did they know they had an option to ask for an evaluation. Even if it's in the parent's rights, how did you know that the parent knew. So, it is an issue of making sure that parents are informed of their rights that they have the right to request. That is a hard question to answer because that is at the local level. For example, who tells the parent at the local level that "your child is in Tier Three right now and they're making progress but they're two years below their peers but we're not going to do an evaluation because they're making progress."
 - Comment from Lindsey Graf: For our district we do get a letter stating the child was pulled for groups, but it does not mention tier or MTSS. This kind of segways into something we have talked about for the future, the January meeting, and some of that is General Education collaboration. Top down. Because we are seeing it to Tier Three and beyond but there's this gap between how we can get better collaboration and information. We have quarterly meetings, monthly meetings, Greenbush meetings, we have all kinds of things in the special education world to keep us on the up and up of what's going on and at the state level we have superintendent meetings monthly and the theory is all the directors and superintendents are passing the information all the way down the system but that is not necessarily what happens so when does General Education administration, building level principals, ever really get this information?
 - Comment from Bert Moore: What I have told my team is I do not want to implement a lot of changes until I get the report, and we have a chance to look at it and verify if we agree or disagree and we have feedback to OSEP. Then when we have the final report that has any corrective action on it, that is going to be widespread. That is going to be Statewide. That is not going to be something that goes underground and not heard about again. The State Board will be hearing about it and that's where we get the opportunity to really hit populations with if it this comes up, then it's an area that we have to do corrective action which requires training and professional development that we will then widely get across the state.
 - Comment from Melanie Haas: I spend a lot of Thursday mornings with Greenbush, for instance, and so when you talk about reaching principals, I think that's a top-down approach. What are they getting from their superintendent, are they talking about it in their district, and I wonder are there disproportionate levels and numbers of complaints coming from rural versus urban, small versus large districts. There are probably some interesting numbers there but what message is coming from the superintendent to the principals and then how are we reaching those superintendents and I would love to see more presentations like this one in front of superintendents at the service centers because that may be a better way to reach

them. It's kind of like a marketing problem, how do you get in front of them with the information that they need to hear. I think they'll be responsive more so to hearing about the problems if you were providing a list on a monthly or quarterly basis these are the school districts that have had issues with these things, and these are the corrective actions that are being taken. They're going to pay attention to that.

- Next Steps
 - KSDE will continue to work with TA (Technical Assistance) Centers
 - OSEP DMS (Differentiated Monitoring and Supports) Monitoring Report: Due 120 days from closure of onsite visit

Virtual Programs

Brian Dempsey

Kelly Steele

- If a district that is in a cohort is affiliated with a virtual program, during file review they are having at least two to three files monitored of the virtual program.
- There are limited questions, but it is a starting point while we work with SEAC to look at virtual programs generally and get the feedback on what you'd like to see
 - Question from Bert Moore: Can we have a description of what we provide as far as special education services within virtual programs? Are we tied to everything that student is supposed to receive in the school-based program, or do we limit those?
 - Response from Dr. Lena Kisner: There has been an influx of enrollment in virtual schools and really, we have just fumbled our way through and not felt real confident in the services that are being provided and that students are getting. Some of the questions that we have had and are able to get some data through a data request, was just regarding the number of IEPs in virtual schools. Kelly informed me that we probably need to make another request. One of the things we discussed in a previous meeting was graduation rates in virtual schools and how that might compare to kids in brick-and-mortar, and that data is not current so that is something that we would need to submit a new data request for. But, from a local perspective, I can talk a little bit about what we do when families choose to enroll in virtual schools. We write a temporary service plan, trying to get through those first few months in the virtual setting. The reason we do that is so that the IEP for the brick-and-mortar stays intact for four to five weeks, that way if it becomes apparent for the family that it is not the right fit for the student, they can go back to the brick-and-mortar and the IEP is still in place. In our temporary service plan, we outline what accommodations we are able to use in a virtual setting, what services will look like in a virtual setting. We never say, "well you had social work in the brick-and-mortar and now you are virtual, so we are crossing that off." We say it may look different. Services may be delivered differently but what is the equivalent on a temporary service plan. We won't be providing a para in your home but what might specialized instruction and inclusive type support look like in the virtual setting. So, we look at the services and say what is the equivalent based on the student's goals, and it also depends on how that virtual school is structured. Some programs have a lot more live teaching, which might look different than some that are more self-paced online with check-ins. What we have found as we have continued to investigate virtual schools is no two are alike, kind of like if you've met one kid with

autism you know one kid with autism. If you've seen one virtual school, you've seen one virtual school. I think we are seeing more families interested in a different model and this also bridges to that discussion regarding micro-schools because now we have a district starting micro-schools, we have districts partnering with micro-schools. There are micro-schools enrolling under virtual schools and what does that look like. It is when kids are actually going to a place and not just staying in their home to do their work. How does it work with things like ESI (emergency safety interventions) regulations and accommodations? After the pandemic, all of these things exploded and left us we didn't have enough information to answer the questions, and we had a general sense of angst across the state in the field on both sides, general education and special education. We want to keep the families, we can do some services virtually, but we are no longer doing remote learning, and we have families saying for a variety of reasons that brick-and-mortar buildings are just not working for them anymore. We are still investigating all of this. In addition, with this huge influx, the accountability and reporting pieces that we are used to in brick-and-mortar buildings were not happening on the same level of intensity. There seemed to be more questions than we had answers, so this has been an ongoing topic for SEAC as we investigate these ideas.

- Comment from Brian Dempsey: Virtual schools have to be affiliated, under Kansas law, with a district. So, they must be part of a school and there is no exception under IDEA or state law that gets you out of compliance from a special education perspective. So, the accountability is still there. Kelly is working on getting some updated data. At first it was seen that the virtual schools had pretty low graduation rates and it was affecting the rates of the brick-and-mortar side, so we have begun to disaggregate brick-and-mortar graduates from virtual graduates. An assistant director, Dr David Fernkopf, had worked on developing criteria for virtual schools, he is no longer here. Dr Robin Kelso has taken over. They worked really well to get some requirements and regulations in place for virtual schools to comply so that is set in stone. We have a FAQ (frequently asked questions) document; I am happy to send it to Lindsey to disseminate on virtual schools. What Lena talked about, one of the most frequent questions is who decides for the student to go to the virtual school and most of the time it's the parent. The IEP team, which includes the parent, can determine that, but after the pandemic some parents are just trying to look for a different option. Our FAQ recommends that you develop a services plan and put it in a PWN (prior written notice) place and leave the underlying IEP in place and see what happens. You have to address services, they may look different, but that doesn't get you out of them unless it's an IEP team decision and the parent consents if it's a material change. So, all of that stays in place.
- Question from Lindsey Graf: With the increase of people getting into virtual programs, have we seen an overall impact post-pandemic on State graduation rate?
 - Answer from Brian Dempsey: For special education no, it's been pretty flat. It dipped about a tenth or point five from last federal fiscal year to this reporting period. We are pretty close to our target.
 - Answer from Julie Ewing: For general education the graduation rate was up just a little.
 - Comment from Brian Dempsey: The accountability stays with the LEA (local education agency), it does not shift when there are different models. Some virtual

schools are big enough to provide their own special education. The accountability and responsibility stays with the LEA or if you are a co-op, it stays with the director. There is a conference in February in Andover, the Digital Learning Conference and KSDE has a panel.

- Question from Bert Moore: What other questions or information would you like to have regarding virtual education? We will bring data on who is providing it, graduation data, and put together a few things.
 - Comment from Autumn Biltz: I would be curious about, as you're researching different programs, if you find one that is actually doing a good job implementing support, it would be neat to have the data of what they're doing and how they're doing it to share with people who are struggling.
 - Comment from Lindsey Graf: Schools are getting very creative in supporting students, but the lines are getting very blurred between the brick and mortar to remote learning even though we don't have an established virtual program in our district. From a special education standpoint, how am I ensuring that ethically the school is following the rules of our state set forth by like no remote learning and providing services in that model. That is something locally that has to be monitored but I appreciate any thinking outside the box. There is a very gray line starting to happen in such creativity that we are doing remote or virtual but not having those programs.
 - Response from Brian Dempsey: There is a lot of out of the box thinking in discipline as well, and while we're not suspending them, we're putting them in home time out or trying to call it something different. But OSEP's very clear, and I think this is similar, if it meets the criteria, it is this "x."
 - Comment from Bert Moore: Our legislators promote it and like it, so it is not going to go away. So, we have to think in terms of how can we make the best benefit for our students with disabilities so they can be successful in that environment.
- Question from Whitney George: Do homeschool and virtual school students take state assessments
 - Answer from Julie Ewing: Virtual school students have the opportunity to take state assessments at the brick-and-mortar school or as of last year they have the option to take it in a remote setting. Before, virtual school students were required to come into the brick-and-mortar school for assessments at a scheduled time. We do not have a very high participation rate, but they are required. Homeschool students do not take state assessments.
- Question from Dr. Lena Kisner: Is it possible to get that information and outcomes on graduation?
 - Response from Bert Moore: We could probably look at aggregate numbers but because there may be small numbers we may not be able to see by agency.
 - Comment from Julie Ewing: I would just like to clarify. Virtual programs are programs that a service center has. A virtual school is connected to a school district and has a building number. We have a lot of different language and that is just a distinction as we talk about it. We should be aware of that
- Question from Dr. Lena Kisner: So, how do we know which districts are working with virtual programs through service centers and which students are enrolled if there is no building number?
 - Response from Julie Ewing: We have that online and we can get that information. If

there are schools that participate in a service center's virtual programs, that information is reported in some way on the September 20th enrollment data, it will somehow note that the student is in a virtual program.

KIAS Stakeholders

Lindsey Graf

- Indicator 18
 - Will be reviewed later today
- Statewide IEP Update
 - IT says they can do it
 - Next step is sending out for Requests for Information (RFI's)
 - RFI's are a formal document that KSDE use to gather information from IEP vendors or providers
- District Level of Determination
 - Reviewing the rewards and sanctions to see if still working to incentivize
 - Annual Performance Report guide being updated
- Monitoring
 - Virtual Schools are being monitored, specifically ensuring that files are pulled that have students enrolled in the virtual school
 - Discussed IDEA (Individuals with Disabilities in Education Act) and Gifted File review process and procedures
 - Discussed the Adult Jails and Correctional facilities Monitoring
- Transition
 - Discussed various transition initiatives and programs throughout the state
 - Some pilot programs are starting transition at age 12 (not a requirement)
- Professional Development (PD)
 - Overview of PD opportunities for directors and staff
 - Discussed PD opportunities for General Education administrators, especially at building level
- Next Meeting is April 24, 2025

SPP/APR 2023, Ind 1-17 & Ind 18

Brian Dempsey

- State Performance Plan (SPP)/Annual Performance Report (APR) Indicators
 - Indicator 1: Graduation
 - Indicator 2: Drop Out
 - Indicator 3A: Participation for Students with Individual Education Plans (IEPs)
 - Indicator 3B: Proficiency for Students with IEPs (Grade Level Academic Achievement Standards)
 - Indicator 3C: Proficiency for Students with IEPs (Alternate Academic Achievement Standards)
 - Indicator 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)
 - Indicator 4A: Suspension/Expulsion
 - Indicator 4B: Suspension/Expulsion by Race/Ethnicity
 - Indicator 5: Education Environments (5-year-old kindergarteners to age 21)

- Indicator 6: Preschool Environments
- Indicator 7: Preschool Outcomes
- Indicator 8: Parent Involvement
- Indicator 9: Disproportionate Representation
- Indicator 10: Disproportionate Representation in Specific Disability Categories
- Indicator 11: Child Find
- Indicator 12: Early Childhood Transition
- Indicator 13: Secondary Transition
- Indicator 14: Post-School Outcomes
- Indicator 15: Resolution Sessions
- Indicator 16: Mediation
- Indicator 17: State Systemic Improvement Plan
- Indicator 18: General Supervision
- Kansas Performance on the Federal Fiscal Year (FFY) 2023 SPP/APR
 - Indicator 1: Graduation
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 20
 - Met Target
 - Did Kansas have Slippage?
 - No Slippage
 - Indicator 2: Drop Out
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 21
 - Met Target
 - Did Kansas have Slippage?
 - No Slippage
 - Indicator 3A: Participation for Students with Individual Education Plans (IEPs)
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 20
 - Met Target
 - Did Kansas have Slippage?
 - Data Upload January 2025
 - Indicator 3B: Proficiency for Students with IEPs (Grade Level Academic Achievement Standards)
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 20
 - Met Target
 - Did Kansas have Slippage?
 - Data Upload January 2025
 - Indicator 3C: Proficiency for Students with IEPs (Alternate Academic Achievement Standards)
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 20
 - Met Target
 - Did Kansas have Slippage?
 - Data Upload January 2025
 - Indicator 3D: Gap in Proficiency Rates (Grade Level Academic Achievement

Standards)

- Did Kansas Meet the Target?
 - Baseline Year: FFY 20
 - Met Target
- Did Kansas have Slippage?
 - Data Upload January 2025
- Indicator 4A: Suspension/Expulsion
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 22
 - Met Target
 - Did Kansas have Slippage?
 - Data Upload January 2025
- Indicator 4B: Suspension/Expulsion by Race/Ethnicity
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 22
 - Met Target
 - Did Kansas have Slippage?
 - Data Upload January 2025
- Indicator 5: Education Environments (5-year-old kindergarteners to age 21)
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 19
 - Met Target for 5A, 5B, and 5C
 - Did Kansas have Slippage?
 - No Slippage for 5A, 5B, and 5C
- Indicator 6: Preschool Environments
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 19 for 6A and 6B
 - Baseline Year: FFY 20 for 6C
 - Met All Targets
 - Did Kansas have Slippage?
 - No Slippage
- Indicator 7: Preschool Outcomes
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 08
 - Met Target for 7B2
 - Did Not Meet Target for 7A, 7B1, or 7C
 - Did Kansas have Slippage?
 - Slippage for 7A, 7B1, and 7C
- Indicator 8: Parent Involvement
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 21
 - Did Kansas have Slippage?
 - Data Finalized December 2024
- Indicator 9: Disproportionate Representation
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 20
 - Compliance Indicator

- Did Kansas have Slippage?
 - Data Finalized December 2024
- Indicator 10: Disproportionate Representation in Specific Disability Categories
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 20
 - Compliance Indicator
- Did Kansas have Slippage?
 - Data Finalized December 2024
- Indicator 11: Child Find
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 05
 - Compliance Indicator
 - Did Not Meet Target
- Did Kansas have Slippage?
 - No Slippage
- Indicator 12: Early Childhood Transition
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 05
 - Compliance Indicator
- Did Kansas have Slippage?
 - Data Finalized December 2024
- Indicator 13: Secondary Transition
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 09
 - Compliance Indicator
 - Did not Meet Target
- Did Kansas have Slippage?
 - No Slippage
- Indicator 14: Post-School Outcomes
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 09
 - Met Target for 14A and 14B
 - Did Not Meet Target for 14C
 - Did Kansas have Slippage?
 - No Slippage
- Indicator 15: Resolution Sessions
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 05
 - Did Kansas have Slippage?
 - Data Finalized December 2024
- Indicator 16: Mediation
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 13
 - Did Kansas have Slippage?
 - Data Finalized December 2024
- Indicator 17: State Systemic Improvement Plan
 - Did Kansas Meet the Target?

- Baseline Year: FFY 21
 - Did Not Meet Target
 - Did Kansas have Slippage?
 - Data Finalized December 2024
- Indicator 18: General Supervision
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 23
 - Did Kansas have Slippage?
 - Data Finalized December 2024
- OSEP (Office of Special Education Programs) Required Actions: Compliance Indicators (4B, 9, 10, 11, 12, 13):
 - Because the State reported less than 100% compliance (greater than 0% actual target data for this indicator) for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. The State must demonstrate, in the FFY 2023 SPP/APR, that the districts identified with noncompliance in FFY 2022 have corrected the noncompliance, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (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 district, consistent with OSEP QA 23-01.
 - In the FFY 2023 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 2022, although its FFY 2022 data reflect less than 100% compliance (greater than 0% actual target data for this indicator), provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.
- OSEP Required Actions: Indicator 10
 - Because the State reported less than 100% compliance for FFY 2022 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. The State must demonstrate, in the FFY 2023 SPP/APR, that the two districts identified in FFY 2022 with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification are in compliance with the requirements in 34 C.F.R. §§ 300.111, 300.201, and 300.301 through 300.311.
 - If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance (greater than 0% actual target data for this indicator), provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.
 - Further, the State must demonstrate, in the FFY 2023 SPP/APR, that the remaining district identified in FFY 2021 with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification, are in compliance with the requirements in 34 C.F.R. §§ 300.111, 300.201, and 300.301 through 300.311. In demonstrating the correction of the noncompliance identified in FFY 2021, the State must report, in the FFY 2023 SPP/APR, that the State verified that each district with noncompliance identified in

- FFY 2022 and the one district with remaining noncompliance identified in FFY 2021: (1) is correctly implementing the specific regulatory requirement(s) (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 district, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction.
- OSEP Required Actions: Indicator 8
 - In the FFY 2023 SPP/APR, the State must report whether the FFY 2023 data are from a response group that is representative of the demographics of children receiving special education services, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of children receiving special education services.
 - OSEP Required Actions: Indicator 14
 - In the FFY 2023 SPP/APR, the State must report whether the FFY 2023 data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

Assessment Results

Julie Ewing

- Testing Window 2023-2024
 - General Assessments: ELA (English Language Arts), Math and Science
 - March 18 – April 19 (In-person testing)
 - April 22 – May 3 (Remote testing for virtual students)
 - Dynamic Learning Maps (DLM): ELA, Math and Science*
 - Fall Window – 9/11/2023 – 12/26/2023
 - Spring Window* - 02/05/2024 – 04/26/2024
- General Summative Assessments
 - Subject: Math
 - Grades
 - 3-8
 - 10
 - Estimated time to Complete (untimed)
 - Two Sessions
 - 45-60 minutes each
 - Subject: ELA
 - Grades
 - 3-8
 - 10
 - Estimated time to Complete (untimed)
 - Two Sessions
 - 45-60 minutes each

- Subject: Science
 - Grades
 - 5
 - 8
 - 11
 - Estimated time to Complete (untimed)
 - Two Sessions
 - 45-60 minutes each
- Current Performance Level Descriptors
 - Level 1: A student at Level 1 shows a limited ability to understand and use the skills and knowledge needed for postsecondary readiness.
 - Level 2: A student at Level 2 shows a basic ability to understand and use the skills and knowledge needed for postsecondary readiness.
 - Level 3: A student at Level 3 shows an effective ability to understand and use the skills and knowledge needed for postsecondary readiness.
 - They are going to ask the Board to change the word 'effective; to use the word 'proficient.'
 - Level 4: A student at Level 4 shows an excellent ability to understand and use the skills and knowledge needed for postsecondary readiness.
 - Comment from Lindsey Graf: There is conversation in the field that level two, under current language, is at grade level. And that by changing Level 3 to be 'proficient' that it's at more grade level
 - Response from Julie Ewing: It is all at grade level. At Level 2 students have a basic understanding of grade level material.
 - Comment from Lindsey Graf: I think as a state we have shifted to where we want kids at a Level 3, but the common is two is a basic understanding of what they are supposed to know. So that is the nice part about the word 'proficient' it's a bit higher than basic.
- Math All Students vs Students with Disabilities
 - 2024 All Students
 - Level 1: 33.24%
 - Level 2: 35.14%
 - Level 3: 21.27%
 - Level 4: 10.33%
 - 2024 Special Education Students
 - Level 1: 61.98%
 - Level 2: 25.66%
 - Level 3: 8.29%
 - Level 4: 4.05%
- Math Students with Disabilities
 - 2023
 - Level 1: 62.29%
 - Level 2: 25.84%
 - Level 3: 8.14%
 - Level 4: 3.71%
 - 2024
 - Level 1: 61.98%

- Level 2: 25.66%
 - Level 3: 8.29%
 - Level 4: 4.05%
- ELA All Students vs Students with Disabilities
 - 2024 All Students
 - Level 1: 32.77%
 - Level 2: 33.67%
 - Level 3: 25.28%
 - Level 4: 8.27%
 - 2024 Special Education Students
 - Level 1: 63.62%
 - Level 2: 23.59%
 - Level 3: 9.84%
 - Level 4: 2.93%
- ELA Students with Disabilities
 - 2023
 - Level 1: 64.01%
 - Level 2: 23.72%
 - Level 3: 9.5%
 - Level 4: 2.74%
 - 2024
 - Level 1: 63.62%
 - Level 2: 23.59%
 - Level 3: 9.84%
 - Level 4: 2.93%
- Science All Students vs Students with Disabilities
 - 2024 All Students
 - Level 1: 39.72%
 - Level 2: 27.98%
 - Level 3: 19.72%
 - Level 4: 12.56%
 - 2024 Special Education Students
 - Level 1: 64.49%
 - Level 2: 20.86%
 - Level 3: 9.31%
 - Level 4: 5.31%
- Science Students with Disabilities
 - 2023
 - Level 1: 66.21%
 - Level 2: 20.54%
 - Level 3: 8.71%
 - Level 4: 4.52%
 - 2024
 - Level 1: 64.49%
 - Level 2: 20.86%
 - Level 3: 9.31%
 - Level 4: 5.31%

Indicator 8 – Get parents more involved. Stakeholder Feedback

Brian Dempsey

- Response rate has been declining
 - We don't include giftedness; parents might like to provide feedback on that
- Indicator 8 Current Survey Question
 - "Did the school district invite you to take part in discussions for improving services and results for your child?"
- Possible Topic Areas
 - Parent Rights/Procedural Safeguards
 - Parent Involvement and Participation
 - Training and Information
 - Communication
- Comment from Kerry Haag: one thing that we can ask, is for the evaluation team to present an analysis of the family engagement survey data. About 15,000 parents take that survey every year. There's a place where they can identify whether or not the student has an IEP, race, ethnicities, languages they speak in their home, and do they qualify for free or reduced lunch. We could ask them to bring an analysis of what the data looks like to this group. It's about 15-20 questions. There is not a question about did you receive your parental rights or procedural safeguards.
- Comment from Lindsey Graf: I am also curious what other states participation rates are like.
 - Response from Brian Dempsey: The other states are just as low as ours, this is just the first year they are rolling theirs out, so they don't have their data yet.
- Question from Dr Jessica Lopez: Is the goal of changing the survey from the one question to however many it is, to get more parents to take it so that we can get more accurate data on their involvement?
 - Response from Bert Moore: What does the question tell you when you read it.
 - In room responses
 - That they invite you to the meeting;
 - That they asked your opinion in the meeting;
 - Did I get what I wanted for my child;
 - Who was involved (who facilitated);
 - Did I feel heard, and my requests incorporated into the IEP;
 - I was happy with what happened (what if I wasn't?);
 - Was I in the room and signed the papers.
 - Comment from Lindsey Graf: The bigger question is the lay person parent has got to understand and be able to interpret the question and if we are sitting here going 'I think it means this' 'it could mean this' they're not going to understand it. We've lost it. If they did click on the survey, they've just clicked back out.
 - Comment from Dr. Jessica Lopez: I think you will have the same issue if you go from one question to 11 questions.
 - Comment from Dr. Lena Kisner: If we had a better question, a better survey, I think it would be easier as administrators to explain it to our providers who could then explain it to the family and help with the response rate. I can't explain this to my teachers when we don't know what it's asking.

- Comment from Bert Moore: Let us work on it and come up with some alternatives to bring back in January.

September Site Visit Discussion

Membership

- Comment from Dr. Lena Kisner: I was really just amazed. I had no idea what to expect at the state schools. It was remarkable to see the campuses and to see students around. To see the work, they're doing and the ideas they have for moving forward. If you haven't visited the state schools, please make a point to visit them. I've never had an opportunity to have students at the state schools that I placed, we had one that moved in. I would have full confidence in the work that both the state schools do, and it was a remarkable opportunity and I appreciate Jon and Luann for those visits.
- Comment from Lindsey Graf: I had been to the Kansas State School for the Deaf one time for an IEP meeting and got to see a classroom with kids. So, this was awesome to see everything else. It was so impressive. I love history and the history of the building and some of the stuff on campus was absolutely amazing. I didn't know there was a pool at the State School for the Blind. To see the dorms and where they live, it was awesome to see. I can't experience what it is like for them, but I have a much better picture now.
- Comment from Autumn Biltz: I had to stay a little after the visit wrapped up at the School for the Blind, and while I was there the coffee shop opened up and I was able to buy some of the coffee beans and interact with some of the students and paras there. It was a great experience just watching how they ran the coffee shop and how they did it all, and experienced and supported them with that.
- Comment from Jon Harding: Thank you for coming and having a meeting at our campus. We appreciate that. We see ourselves as an extension of public schools really. We do want people to know what we do and be very transparent about that. We are not perfect by any means but the more that we share and communicate, and you know, lower the gates if you will. I think that's beneficial for everyone.
- Comment from Dr. Brooke Moore: Thanks again to Luann and John for the fantastic tours but also thank you to Bert for coordinating this because I don't think we as SEAC members get to do field trips very often, so it was an incredible experience, so than you to you and your team for organizing that.
- Comment from Bert Moore: We're here to serve you.

Ex-Officio Member Reports

Families Together

Lesli Girard

SEAC Report July-September 2024

- 2,355 individualized consultations
 - Ethnicity Breakdown
 - African American - 7%
 - Asian - 2%
 - Caucasian - 67%
 - Hispanic - 10%

- Native American - 0%
- Two or more Races - 1%
- Not Determined/Other - 13%
- Age of child/youth
 - Birth through age 2 – 2%
 - 3 to 5 – 16%
 - 6 to 13 – 40%
 - 14 to 18 – 38%
 - 19 to 21 – 2%
 - 22 and over – 2%
- Primary Disability
 - Autism – 477
 - Suspected Disability – 247
 - No IDEA – 158
 - Specific Learning Disability – 141
 - Other Health Impairment – 133
 - Emotional Disability – 127
 - Developmental Delay – 93
 - Intellectual Disability – 78
 - Speech or Learning Disability – 56
 - Multiple Disabilities – 36
 - Hard of Hearing – 12
 - Orthopedic Disability – 10
 - Gifted – 12
 - Traumatic Brain Injury – 5
 - Visual Disability – 4
 - Deaf/Blindness – 0
- By Contact Content (Top 20)
 - 554 – Family Support
 - 534 – Families Together Info
 - 393 – Community Services
 - 391 – IEP
 - 213 – Family Engagement
 - 132 – Behavior/BIP/FBA
 - 130 – Education Advocate
 - 128 – Parent Involvement
 - 120 – Parenting Information
 - 118 – Parent Rights
 - 99 – Comprehensive Evaluation
 - 93 – Extra Curricular Activities
 - 89 – Section 504
 - 89 – Records
 - 85 – Accommodations/Modifications
 - 83 – Mental Health
 - 70 – Child in Need of Care (CINC)
 - 65 – Transition to Adulthood
 - 58 – Family and School Partner

- 57 – Person Centered Planning
- By Contact Content – Others
 - 51 – School Issues
 - 50 – Program/Placement Options
 - 53 – School Health
 - 37 – HCBS Waiver
 - 34 – Self Advocacy
 - 48 – Suspension
 - 28 – Disability
 - 28 – Collaboration
 - 29 – JJA
 - 24 – Related Services
 - 24 – Circle of Friends
 - 24 – Court System
 - 23 – Bullying
 - 23 – Guardianship/Alternatives
 - 24 – Attendance
 - 21 – MDR
 - 20 – Truancy
 - 22 – Early Childhood
- CHASE Your Dreams Podcast
 - Community out of Necessity – Meet Jackie Nguyen
 - Jackie Nguyen, California-native that moved to Kansas City and opened KC's first ever Vietnamese Coffee Shop.
 - Watch the discussion about diverse communities
<https://www.youtube.com/watch?v=RefyGhMcxhY>
- Education Advocate
 - Month: July 2024
 - Appointments 32; New Appointments 12
 - Cancellations 35; Final Cancellations 16
 - Total Processed: 48
 - Early Childhood Appointments: 4
 - Month: August 2024
 - Appointments 125; New Appointments 63
 - Cancellations 117; Final Cancellations 56
 - Total Processed: 181
 - Early Childhood Appointments: 24
 - Month: September 2024
 - Appointments 121; New Appointments 46
 - Cancellations 78; Final Cancellations 42
 - Total Processed: 163
 - Early Childhood Appointments: 12

Kansas Association of Special Education Administrators

Ashley Enz

- Approximately 200 members represent 286 Kansas school districts.
- KASEA is currently accepting nominations for scholarships and awards. KASEA

members are eligible to nominate for awards and scholarship recipients must be sponsored by a KASEA member.

- Scholarships: For participating professionals who are furthering their education in special education or to undergraduate students who are preparing for a career in special education.
- Awards: Special Education Administrator of the Year; Special Education Professional of the Year.
- KASEA and Friends
 - Connecting with KASEA
 - November 21, 2024 from 12pm to 1pm
 - Quarterly Zoom calls with colleagues to explore KASEA.
 - SpEd and Building Leader meetings– USA Kansas Partnership;
 - KASEA Winter Conference;
 - January 30-31, 2025, in Wichita KS,
 - Registration opens early December,
 - Membership meeting and social takes place on January 29.

Disability Rights Center

Mike Burgess

- Analysis of the waiting list for the IDD/PD waiver
 - If we continue to meet the needs of individuals, they may not want or need to move onto the waiver.
 - Things that help meet the needs of individuals with disabilities:
 - Doing EPSDT well;
 - Continuing to add capacity to the waiver;
 - Added 500 slots to waiver waiting list,
 - More than 800 people have come off the waiting list,
 - Acceptance onto waiting list is not 100%,
 - Cannot locate individuals,
 - How long they've been on the list.
 - Roll out community supports waiver and have capacity of around 1500 individuals;
 - Rethinking how we manage the waiting list and move to active management of the waiting list.
 - Some states, such as Virginia, take into account when someone will need services. For example, they ask do you need services;
 - Now
 - Next twelve months
 - 1 to five years
 - Five+ years
 - Child find would be a great way to identify individuals and put them on the Five+ list.
 - This would help us understand the scope of services someone might need and ideally even project future needs so we can as a state pass a budget and be able to plan for that.
- For the last four years the Judicial Council has convened a Guardianship and Conservatorship Advisory Committee;
 - Working to overhaul Kansas' guardianship laws,

- Last done in 2002,
- Based on uniform code,
- Will include modern concepts including alternatives to guardianship,
- Increasing or solidifying safeguards,
- Kansas currently has above-average numbers of guardianships.

Kansas State Board of Education

Melanie Haas

- State Board meets every month, last week was the meeting for November;
- In October KSDE hosted the Great Ideas Conference;
 - It is a great opportunity for Board members to sit in on some of the sessions and hear the different topics and talk to teachers and administrators,
 - Conference is moving from October to July.
 - There will be three new board members at the January meeting;
- The Blue-Ribbon Taskforce on Screentime has wrapped up;
 - 8-10 weeks of weekly Zoom meetings,
 - 36 members including students, parents, teachers, administrators, board, members, industry experts such as IT professionals
 - Purpose: What are the best practices that the State Board and KSDE need to be offering districts to support them as they are making decisions around policies regarding either personal devices or school issued devices,
 - State Board generally avoids mandates, this is going to be a document that would provide guidance to local districts,
 - Recommendation from the Taskforce is all districts have students K-12 put their devices away, and teachers too.
- Legislative priorities
 - KSDE.org/Board is a great place to go to catch up or keep track of what the Board is doing;
 - There is a map that shows all ten State Board of Education district boundaries,
 - Our wonderful Executive Administrative Assistant takes great notes during the meetings, and these include voting results. These are on this webpage as well.
 - Broken down to four areas
 - Academic Support
 - Health and Safety
 - Funding
 - Education Policy Governance
 - Current priorities
 - Success of the Foster Child report card
 - Opioid crisis
 - Farm to Plate
 - Safe and Secure Schools
 - High quality childcare
 - Special Education excess cost funding at 92% is at the top of the list
- Presentations from this month's Board meeting if you would like to go back to look at them included;
 - KMEA
 - Blueprint for Literacy and Science of Reading

- KSSHA
- Commissioner Watson made a trip to the Pentagon to ask about receiving information on post-secondary enlistment numbers in Kansas so that they can be added to the post-secondary outcomes list,
- If you make a presentation at the State Board that includes data please consider discussing where does the data come from, what all does it entail, and how much do we have access to.

Kansas State School for the Blind

Jon Harding

- Licensed for an inclusive childcare center for students aged 6 weeks to 6-years-old;
- Extended school year program that will switch from a three-week program to 2 two-week sessions;
- Vision Symposium is a professional development for vision teachers, orientation mobility specialists, early childhood, and some administrators;
 - 165 in attendance in Wichita at the Drury Inn,
 - For future conferences we are trying to partner with the Kansas Optometric Association because they do an education conference the day before in Wichita.
- Hosted a “Make 48” competition
 - Regional competition with six schools for the blind hosted at KSSB earlier in the fall,
 - Aired on Wednesday at 8pm on Roku’s This Old House Makers Channel.
- There’s a cohort of special schools going through KESA; Lake Mary, KSSB, KSSD, Lawerence-Gardner High school and Heartspring;
 - Meeting with Dr Jay Scott and Myron Melton about outcomes to measure such as transition and academic outcomes
- You can purchase Brailled Bean Coffee on the KSSB store
<https://kssb.net/kssb-makerspace-shop/>

Items for January SEAC Agenda

Members

- January 14, 2025
 - Bishop Professional Development Center
3601 SW 31st ST, Topeka KS 66614
 - Meeting from 9am to 3:30pm
 - SICC will be in attendance
- January 15, 2025
 - Landon State Office Building
900 SW Jackson ST, Topeka KS 66612
Room 509
- Breakfast with the Board
 - Building entry will be permitted at 7:30am; Breakfast available by 8am
 - Meeting 9am to 3:30pm
- If you have an idea for what you would like a topic to be please email Lindsey Graf and it will be discussed by SEAC Leadership

Meeting adjourned: at 1:44pm

SEAC Minutes November 20, 2024

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 14, 2025

Time 9 a.m. – 3:30 p.m.

Location:

Bishop Professional Development Center

3601 SW 31st Street

Topeka Kansas 66614

Zoom

Call to Order: at 9:11 a.m.,

Roll Call

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

X	Autumn Biltz	X	Dr. Lena Kisner		Charity Porter
X	Sydney Dringman	X	Jennifer Kucinski		Chris Reffett
Z	Jennifer Florez	Z	Jennifer Kurth		Sabrina Rishel
Z	Brandon Gay		Dr. Jessica Lopez	X	Rebecca Shultz
Z	Whitney George	X	Dr. Marvin Miller		Dr. Sean Smith
X	Lindsey Graf		Bradley Miller	Z	Roxanne Zillinger
Z	Rebekah Helget	Z	Dr. Brooke Moore		
Z	Jennifer King		Dr. Troy Pitsch		

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

	Luanne Barron	X	Leslie Girard		Idalia Shuman
	Mike Burgess		Melanie Haas		
Z	Ashley Enz	X	Jon Harding		

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

	Steve Backman	X	Brian Dempsey		Cary Rogers
	Trish Backman		Dr. Crista Grimwood	X	Dean Zajic
X	Joyce Broils	X	Bert Moore	X	Melissa Valenza
X	Stacy Clark	X	Alysha Nichols		

Guests: Jen and Allison, ASL Interpreters. SICC Members: Kathy Kersenbrock-Ostmeyer, Lisa Collette, Christy Wyckoff, Tricia Waggoner, Nichelle Adams, Chanda Gross, Rebecca Bell, Diana Martinez, Bronwyn Fees, Susan Bowles, Ann Elliott, Erin Schuweiler, Monica Ross, Marites Altuna, Courtney Hochman, Elizabeth Brunscheen-Cartagena, and Tiffany Bartley. Heather Gould and

Quorum (12) met: yes, 15

Kansas leads the world in the success of each student.

Call to Order

Lindsey Graf

Roll Call

Alysha Nichols

Approvals

Lindsey Graf

Agenda Approval: January 14, 2025

Motion to approve: Autumn Biltz.

Second: Dr. Lena Kisner

Discussion: Add SICC Strategic Plan Goals to agenda at approximately 930

Action: Approved with addition

Minutes Approval: November 20, 2024

Motion to approve: Autumn Biltz

Second: Dr Lena Kisner

Discussion: None

Action: Approved as is

Public Comments

Lindsey Graf

None

SICC Agenda

Agenda Approval: January 14, 2025

Motion to approve: Susan Bowles

Second: Ann Elliott

Discussion: None

Action: Approved

SICC Minutes

Minutes Approval: November 20, 2024

Motion to approve: Courtney Hochman

Second: Ann Elliott

Discussion: None

Action: Approved

Introductions of State Interagency Coordinating Council (SICC) and SEAC Members

- Lindsey Graf, SEAC – Special Education Director in Coffey County, SEAC Chair
- Dr Lena Kisner, SEAC – Special Education Director at the Reno County Education Co-Op. Chair elect for SEAC and fills the role of special education administrator on SEAC. President of Kansas Association of Special Education Administrators
- Kathy Kersenbrock-Ostmeyer, SICC- Special Education Director at the Northwest Kansas Educational Service Center. Coordinator for Early Childhood Coordinating Council, EC3,

which is the infant toddler services program in Northwest Kansas. SICC Chair

- Jennifer Kucinski, SEAC- Kansas State School for the Deaf. Represents state agencies that provide related services
- Bert Moore, SEAC- Kansas State Department of Education employee. State Director of Special Education and Title Services. Secretary of SEAC
- Stacy Clark, SICC/SEAC- Kansas State Department of Education employee. SICC coordinator at KSDE
- Alysha Nichols, SEAC- Kansas State Department of Education employee. Assistant support to SEAC
- Erin Schuweiler, SICC- Kansas School for the Deaf in the Sound Start Birth to Three program and support the language assessment program which serves children, deaf and hard of hearing ages birth to age eight. Serves as a provided member on SICC
- Susan Bowles, SICC- Speech language pathologist from Hays, Kansas, working with children birth through age five. Works with KidLink in seven counties in north central Kansas. Fills the provider vendor membership on SICC
- Rebecca Bell, SICC- Kansas Department for Aging and Disability Services employee, in attendance for Gary Hinault
- Ann Elliott, SICC- Executive Director of the Family Resource Center in Pittsburg, Kansas. It is a childcare preschool facility licensed for 362 kids. Provider member on SICC
- Autumn Biltz, SEAC- Representative with a disability. Works as a middle school special education teacher in Dodge City, Kansas
- Courtney Hochman, SICC- Parent member of SICC from Manhattan, Kansas
- Jon Harding, SEAC- Ex-officio member of SEAC. Superintendent of the Kansas State School for the Blind in Kansas City, Kansas
- Chanda Gross, SICC- Kansas Department of Health and Environment employee. Works with healthcare finance
- Christy Wyckoff, SICC- Children's Cabinet
- Leslie Girard, SEAC/SICC- Ex-officio member of SICC and SEAC. Representative for Families Together, the parent training information center for Kansas State Department of Education
- Tricia Waggoner, SICC- Part C Coordinator for State of Kansas. Kansas Department of Health and Environment employee. KDHE representative on SICC
- Lisa Colette, SICC- Vice Chair for SICC. Represents the insurance commissioner for the Department of Insurance. Family engagement coordinator for the Deaf Blind Project
- Bronwyn Fees, SICC- Associate Dean and professor at Kansas State University, College of Health and Human Services. Serves as the Kansas Board of Regents representative to SICC
- Sydney Dringman, SICC/SEAC- Deputy Director of Permanency with the Kansas Department of Children and Families. Represents child welfare agency and foster care on both SICC and SEAC
- Rebecca Schultz, SEAC- Retired special education teacher. Represents a person with a disability on SEAC
- Melissa Valenza, SICC- Kansas State Department of Education employee. KSDE representative on SICC
- Brian Dempsey, SEAC- Kansas State Department of Education employee. Assistant Director on Special Education and Title Services team
- Dean Zajic, SEAC- Kansas State Department of Education employee. Assistant Director

on Special Education and Title Services team

- Jennifer Florez, SEAC- Special education teacher with Shawnee Mission school district
- Dr. Brooke Moore, SEAC- Faculty member at Fort Hays State University. Representative of higher education institutions
- Marites Altuna, SICC- Director of Family Infant Toddler Services at the Kansas State School for the Blind. Provider member of SICC
- Whitney George, SEAC- General education teacher in Manhattan. Moving to special education teacher next year
- Nichelle Adams, SICC- Kansas Department of Children and Families childcare representative on SICC. The CCDF co-administrator for the State of Kansas
- Jennifer King, SEAC/SICC- Early childhood coordinator for Wichita Public Schools. Represents the role of a parent of a student with gifted services on SEAC. Also is the SEAC representative on SICC
- Roxanne Zillinger, SEAC- Kansas State Department of Education employee. Fulfills role of a KSDE representative for homeless children and youth on SEAC
- Brandon Gay, SEAC- Program director for Colby Community College at Norton Correctional Facility. Represents correctional facilities
- Jennifer Kurth, SEAC- Professor at the University of Kansas and the department chair for the Department of Special Education at the University of Kansas. Represents higher education
- Monica Ross, SICC- Program Director for Infant Toddler Services in Johnson County. Provider representative on SICC
- Deanna Martinez, SICC- Head start representative from the Family Conservancy

SICC Strategic Report

Stacy Clark, SICC

- Most of our work is done in committees
- The mission of the Kansas (State) Interagency Coordinating Council (SICC) on Early Childhood Developmental Services is to ensure that a comprehensive service delivery system of integrated services is available in Kansas to all children with, or at risk of, developmental delays from birth through age five and their families
- Strategic Planning in June 2024
- SICC Goals for 2024-2025
 - Goal 1: Medicaid
 - Review and utilize existing Medicaid research and data
 - Goal 2: Categorical Aid
 - Increase training and TA to programs on maximizing Categorical Aid. Research and review strategies to maximize categorical aid reimbursement to Part C and Section 619 programs
 - Goal 3: Inclusion
 - In Part C and Part B 619, assist and advice KDHE and KSDE on early childhood natural environments and Least Restrictive Environments (LRE) for children 0-5
 - Goal 4: Promote the management and function of the SICC as it aligns and compliments the All in for Kansas Kids strategic plan
 - Improve the availability of reliable resources and information for parents

- in a centralized location
 - Increase the availability of mental health resources for providers and caregivers
 - Improve the recruitment and retention of the local workforce by collaborating with others
 - Goal 5: Support LICCs (Local Interagency Coordinating Councils) to maximize their role of serving children in their communities
 - Offer relevant, professional learning opportunities through the Fall LICC Retreat
 - Increase effectiveness of LICC through surveys
- Medicaid Workgroup
 - Review and utilize existing Medicaid research and data
 - Lead: Lisa Collette: our previous goal was to research and review policies and strategies to maximize Medicaid reimbursement through Part C and Part B. However, we are going to review and utilize existing Medicaid research and data. We have partnered with KU with their CPPR as a stakeholder. They will be the ones really looking at this for us. We will take that report and look it over and go from there as far as what we feel like needs done for our State. Our hope is to look at the reimbursement codes that are out there, and whether or not they're open to Part C as well. For our Part C programs, that would be a game changer. There was a little bit of a halt in this research but we are supposed to be meeting back up with KU sometime this month, maybe into February, to kind of see what's going on and to see what they have found so far. We've also provided them with some of our own research and documents that we found from other States and what they have done in order to make sure that there was money to help provide intervention services as well. Like for SLP, OT or things like that for instance, New Mexico has done it to where their State legislature request their insurance departments or insurance companies to provide an amount of money into a pot that goes to help pay for some of these things
- Categorical Aid Workgroup
 - Increase training and TA to programs on maximizing Categorical Aid. Research and review strategies to maximize categorical aid reimbursement to Part C and Section 619 programs
 - Lead: Monica Ross: We are looking at other programs and looking at the Categorical Aid they are claiming, and then we are looking at the Categorical Aid they are eligible for. We have spent a lot of time reviewing previous testimonies as well that have been presented when we've talked about Part C funding. Our biggest question is surrounding are the Part C programs capturing all the Categorical Aid that they're eligible for, and we had a great meeting this month where Dean Zajic and Evelyn Alden of KSDE came and really explored what that piece looks like and how Part C coordinators can get access to reports on who is in their program and what that looks like for the district level billing
- Inclusion Committee
 - In Part C and Part B 619, assist and advise KDHE and KSDE on early childhood natural environments and Least Restrictive Environments (LRE) for children 0-5
 - Kathy Kersenbrock-Ostmeyer: The lead for this committee is not here but I am on this one. The Inclusion in Part C and Part B committee has the goal to assist

and advise. She has KSDE and KDHE on early childhood LRE and inclusion practices and then some of the strategies that we are looking at as a committee. One of them is to really look at the Federal and State guidelines, so that our committee members really have a good understanding about what LRE is, what natural environments are, and how they can work together to improve on transitions, identifying best practices, to support inclusion and then explore resources across agencies and organizations. We are just getting started with that committee

- SICC Systems and Services Committee
 - Improve the availability of reliable resources and information for parents in a centralized location
 - Increase the availability of mental health resources for providers and caregivers
 - Improve the recruitment and retention of the local workforce by collaborating with others
 - Stacy Clark: The lead for this committee is not here today, but they have really been digging into the All in for Kansas Kids strategic plan and trying to hone in on what specific goal they're going to have for an action plan.
- LICC Support Committee
 - Offer relevant, professional learning opportunities through the Fall LICC Retreat
 - Increase effectiveness of LICC through surveys
 - Lead: Kathy Kersenbrock-Ostmeyer: I am the chair of the LICC Support Committee. We are here to support the local interagency coordinating councils. And so some of the things that we are looking at are ways to help those LICCs in having parent members, which is one of our goals that our State and our local 8 committees have. And then also we do provide every year a training to support not only the providers with getting continuing education units, but also to look at the childcare providers and preschool teachers to try and provide an easy way to get access and learning, and we have a fall retreat every year. It is online and usually we have two or three topics. It has been really well attended the last few years. We are looking at topics for our next retreat which will be November 7, 2025. We meet once a month on Thursdays, remotely. If anyone on the committee would like to join you are more than welcome. We love all sorts of ideas. We meet on the second Thursday of the month, remotely at 3:45pm. Just reach out to myself, Susan Bowles or Stacy Clark

State Performance Plan/Annual Performance Report Federal Fiscal Year 2023

Tricia Waggoner, SICC

- Reported dates July 1, 2023 – June 30, 2024
 - Also known as Federal Fiscal year (FFY) 2023 and State Fiscal year 2024
- Kansas Early Childhood Development Services (KECDS) served 11,610 children in the reporting period (July 1, 2023 – June 30, 2024)
 - What we are called at the state office (KECDS)
 - There are 29 individual infant toddler programs across the state that service children 0 to age 3
- KECDS updated its baseline year to FFY 2021, new targets are in effect for the FFY 2023 (July 1, 2023 – June 30, 2024). This is the first-year reporting with these new targets

- KECDS' General Supervision System includes Determinations, Semi-Annual Reports, Random Individualized Family Service Plan (IFSP) Reviews, and Fiscal Audit Reviews
- The Kansas Inservice Training System provides Technical Assistance to KECDS
- KECDS makes information available to the public on its website
 - <https://www.kdhe.ks.gov/677>
- Indicator 1: Timely Provision of Services
 - Monitoring Priority: Early Intervention Services in Natural Environments
 - Compliance Indicator: Percent of infants and toddlers with Individual Family Service Plans (IFSPs) who are receiving the early intervention services on their IFSPs in a timely manner (20 U.S.C. 1416(a)(3)(A) and 1442)
 - Compliance Indicators are required to be set at 100%
 - The Kansas' definition of timely receipt of services is that services will be provided within 30 days from the parent consent to IFSP services
 - 5583 Children with IFSPs all with timely Provision of Services
 - FFY 2023 Target: 100%
 - FFY 2023 Data: 100%
 - Status: Met Target
 - Slippage: No Slippage
 - The definition of slippage is a worsening from the previous data AND a failure to meet the target. The worsening also needs to meet certain thresholds to be considered slippage:
 - For "large" percentages, it is considered slippage if the worsening is more than 1.0 percentage point. For example: It is not slippage if the FFY2023 data for Indicator X are 32% and the FFY2022 data were 32.9% (32% is below target). It is slippage if the FFY2023 data for Indicator X is 32% and the FFY2022 data was 33.1%
 - For "small" percentages, it is considered slippage if the worsening is more than 0.1 percentage point. For example: It is not slippage if the FFY2023 data for Indicator Y is 5% and the FFY2022 data was 5.1% (5% is below target). It is slippage if the FFY2023 data for Indicator Y is 4.9% and the FFY2022 data was 5.1%
- Indicator 2: Services in Natural Environments
 - Monitoring Priority: Early Intervention Services in Natural Environments
 - Results Indicator: Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings. (20 U.S.C. 1416(a)(3)(A) and 1442)
 - FFY 2023 Target: 95.00%
 - FFY 2023 Data: 99.86%
 - Status: Met Target
 - Slippage: No Slippage
- Indicator 3: Early Childhood Outcomes
 - Monitoring Priority: Early Intervention Services in Natural Environments
 - Results Indicator: Percent of infants and toddlers with IFSPs who demonstrate improved:
 - A- Positive social-emotional skills (including social relationships)
 - B- Acquisition and use of knowledge and skills (including early language/communication)

- C- Use of appropriate behaviors to meet their needs
 - Indicator 3A: Percent of infants and toddlers with IFSPs who demonstrate improved positive social-emotional skills (including social relationships)
 - A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program
 - FFY 2023 Target: 64.63%
 - FFY 2023 Data: 68.28%
 - Status: Met Target
 - Slippage: No Slippage
 - A2. The percent of infants and toddlers who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program
 - FFY 2023 Target: 54.97%
 - FFY 2023 Data: 56.09%
 - Status: Met Target
 - Slippage: No Slippage
 - Indicator 3B: Acquisition and use of knowledge and skills (including early language/communication)
 - B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program
 - FFY 2023 Target: 69.19%
 - FFY 2023 Data: 69.82%
 - Status: Met Target
 - Slippage: No Slippage
 - B2. The percent of infants and toddlers who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program
 - FFY 2023 Target: 53.50%
 - FFY 2023 Data: 53.56%
 - Status: Met Target
 - Slippage: No Slippage
 - Indicator 3C: Percent of infants and toddlers with IFSPs who demonstrate use of appropriate behaviors to meet their needs
 - C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program
 - FFY 2023 Target: 72.21%
 - FFY 2023 Data: 74.60%
 - Status: Met Target
 - Slippage: No Slippage
 - C2. The percent of infants and toddlers who were functioning within age expectations in Outcome C by the time they turned 3 years of age or

exited the program

- FFY 2023 Target: 58.12%
 - FFY 2023 Data: 57.41%
 - Status: Did Not Meet Target
 - Slippage: No Slippage
- Indicator 3C2: Percent of infants and toddlers with IFSPs who demonstrate use of appropriate behaviors to meet their needs within age expectations
 - FFY 2023 Target: 56.76%
 - FFY 2023 Data: 57.41%
 - Status: Did Not Meet Target
 - Slippage: No Slippage
 - The definition of slippage is a worsening from the previous data AND a failure to meet the target. The worsening also needs to meet certain thresholds to be considered slippage
 - For "large" percentages, it is considered slippage if the worsening is more than 1.0 percentage point. For example: It is not slippage if the FFY2023 data for Indicator X is 32% and the FFY2022 data was 32.9% (32% is below target). It is slippage if the FFY2023 data for Indicator X is 32% and the FFY2022 data was 33.1%
 - For "small" percentages, it is considered slippage if the worsening is more than 0.1 percentage point. For example: It is not slippage if the FFY2023 data for Indicator Y is 5% and the FFY2022 data was 5.1%. It is slippage if the FFY2023 data for Indicator Y is 4.9% and the FFY2022 data was 5.1%
- Indicator 4: Family Involvement
 - Monitoring Priority: Early Intervention Services in Natural Environments
 - Results Indicator: Percent of families participating in Part C who report that early intervention services helped the family (20 U.S.C. 1416(a)(3)(A) and 1442)
 - A- Know their rights
 - B- Effectively communicate their children's needs
 - C- Help their children develop and learn
 - Based on Family Outcome Survey. KECDS increased survey returns from 11.01% in FFY 2021 to 19.80% in FFY 2023
 - Indicator 4A: Percent of families participating in Part C who report that early intervention services have helped the family know their rights
 - FFY 2023 Target: 93.74%
 - FFY 2023 Data: 94.54%
 - Status: Met Target
 - Slippage: No Slippage
 - Indicator 4B: Percent of families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs
 - FFY 2023 Target: 95.00%
 - FFY 2023 Data: 96.06%
 - Status: Met Target

- Slippage: No Slippage
 - Indicator 4C: Percent of families participating in Part C who report that early intervention services have helped the family help their children develop and learn
 - FFY 2023 Target: 94.25%
 - FFY 2023 Data: 95.30%
 - Status: Met Target
 - Slippage: No Slippage
- Indicator 5: Child Find (Birth to One)
 - Monitoring Priority: Effective General Supervision Part C/Child Find
 - Results Indicator: Percent of infants and toddlers, birth to age 1 with IFSPs (20 U.S.C. 1416 (a)(3)(B) and 1442)
 - Kansas consistently ranks above average in the nation on our Child Find Indicators (Indicators 5 and 6)
 - FFY 2023 Target: 2.20%
 - FFY 2023 Data: 2.02%
 - Status: Did Not Meet Target
 - Slippage: No Slippage
- Indicator 6: Child Find (Birth to Three)
 - Monitoring Priority: Effective General Supervision Part C/Child Find
 - Results Indicator: Percent of infants and toddlers, birth to 3 with IFSPs. (20 U.S.C. 1416(a)(3)(B) and 1442)
 - Kansas consistently ranks above average in the nation on our Child Find Indicators (Indicators 5 and 6)
 - FFY 2023 Target: 5.18%
 - FFY 2023 Data: 5.38%
 - Status: Met Target
 - Slippage: No Slippage
- Indicator 7: 45-Day Timeline
 - Monitoring Priority: Effective General Supervision Part C/Child Find
 - Compliance Indicator: Percent of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline. (20 U.S.C. 1416(a)(3)(B) and 1442)
 - Compliance indicators are required to be set at 100%
 - FFY 2023 Target: 100.00%
 - FFY 2023 Data: 99.82%
 - Status: Did Not Meet Target
 - Slippage: No Slippage
- Indicator 8A: Early Childhood Transition
 - Monitoring Priority: Effective General Supervision Part C/Effective Transition
 - Compliance indicator: The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has
 - Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday
 - FFY 2023 Target: 100.00%
 - FFY 2023 Data: 99.87%

- Status: Did Not Meet Target
 - Slippage: No Slippage
- Indicator 8B: Early Childhood Transition
 - Monitoring Priority: Effective General Supervision Part C/Effective Transition
 - Compliance indicator: The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has
 - Notified (consistent with any opt-out policy adopted by the State) the SEA and the LEA where the toddler resides at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services
 - FFY 2023 Target: 100.00%
 - FFY 2023 Data: 99.31%
 - Status: Did Not Meet Target
 - Slippage: No Slippage
- Indicator 8C: Early Childhood Transition
 - Monitoring Priority: Effective General Supervision Part C/Effective Transition
 - Compliance indicator: The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has
 - Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services
 - FFY 2023 Target: 100.00%
 - FFY 2023 Data: 99.80%
 - Status: Did Not Meet Target
 - Slippage: No Slippage
- Indicator 8
 - Developed an IFSP with transition steps and services
 - FFY 2020 Data: 98.27%
 - FFY 2021 Data: 99.76%
 - FFY 2022 Data: 99.85%
 - FFY 2023 Data: 99.87%
 - Notified the State Education Agency and the Local Education Agency
 - FFY 2020 Data: 98.73%
 - FFY 2021 Data: 99.18%
 - FFY 2022 Data: 99.31%
 - FFY 2023 Data: 99.31%
 - Conducted the transition conference
 - FFY 2020 Data: 99.24%
 - FFY 2021 Data: 99.32%
 - FFY 2022 Data: 99.62%
 - FFY 2023 Data: 99.80%
- Indicator 9: Resolution Sessions
 - Monitoring Priority: Effective General Supervision Part C / General Supervision
 - Results indicator: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures are adopted). (20 U.S.C. 1416(a)(3)(B) and 1442)

- This indicator is not applicable to a State that has adopted Part C due process procedures under section 639 of the IDEA
- Indicator 10: Mediation
 - Monitoring Priority: Effective General Supervision Part C / General Supervision
 - Results indicator: Percent of mediations held that resulted in mediation agreements. (20 U.S.C. 1416(a)(3)(B) and 1442)
 - States are not required to establish baseline or targets if the number of mediations is less than 10. In a reporting period when the number of mediations reaches 10 or greater, the State must develop baseline and targets and report them in the corresponding SPP/APR.
- Indicator 11: Percent of Medicaid eligible infants and toddlers with IFSPs who demonstrate positive social emotional skills within age expectations
 - FFY 2023 Target: 45.20%
 - FFY 2023 Data: 45.80%
 - Status: Met Target
 - Slippage: No Slippage
- Indicator 12: General Supervision
 - Monitoring Priority: Effective General Supervision Part C
 - Compliance indicator: This SPP/APR indicator focuses on the State lead agency's exercise of its general supervision responsibility to monitor its Early Intervention Service (EIS) Providers and EIS Programs for requirements under Part C of the Individuals with Disabilities Act (IDEA) through the State's reporting on timely correction of noncompliance.
 - FFY 2023 Target: 100.00%
 - FFY 2023 Data: 100.00%
 - Status: Met Target
 - Slippage: No Slippage

Motion to approve SICC SPP/APR

Motion to approve: Susan Bowles

Second: Courtney Hochman

Discussion: None

Action: Approved

SEAC SPP/APR

Brian Dempsey

- State Performance Plan (SPP)/Annual Performance Report (APR) Indicators
 - Indicator 1: Graduation
 - Indicator 2: Drop Out
 - Indicator 3: Assessments
 - Indicator 3A: Participation for Students with Individual Education Plans (IEPs)
 - Indicator 3B: Proficiency for Students with IEPs (Grade Level Academic Achievement Standards)
 - Indicator 3C: Proficiency for Students with IEPs (Alternate Academic Achievement Standards)
 - Indicator 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)
 - Indicator 4A: Suspension/Expulsion

- Indicator 4B: Suspension/Expulsion by Race/Ethnicity
- Indicator 5: Education Environments (5-year-old kindergarteners to age 21)
- Indicator 6: Preschool Environments
- Indicator 7: Preschool Outcomes
- Indicator 8: Parent Involvement
- Indicator 9: Disproportionate Representation
- Indicator 10: Disproportionate Representation in Specific Disability Categories
- Indicator 11: Child Find
- Indicator 12: Early Childhood Transition
- Indicator 13: Secondary Transition
- Indicator 14: Post-School Outcomes
- Indicator 15: Resolution Sessions
- Indicator 16: Mediation
- Indicator 17: State Systemic Improvement Plan
- Indicator 18: General Supervision
- Kansas Performance on the Federal Fiscal Year (FFY) 2023 SPP/APR
 - Indicator 1: Graduation
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 20
 - Met Target
 - Did Kansas have Slippage?
 - No Slippage
 - Indicator 2: Drop Out
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 21
 - Met Target
 - Did Kansas have Slippage?
 - No Slippage
 - Indicator 3A: Participation for Students with Individual Education Plans (IEPs)
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 20
 - Did Kansas have Slippage?
 - Data Upload January 2025
 - Indicator 3B: Proficiency for Students with IEPs (Grade Level Academic Achievement Standards)
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 20
 - Did Kansas have Slippage?
 - Data Upload January 2025
 - Indicator 3C: Proficiency for Students with IEPs (Alternate Academic Achievement Standards)
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 20
 - Did Kansas have Slippage?
 - Data Upload January 2025 – Anticipate slippage
 - Indicator 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)

- Did Kansas Meet the Target?
 - Baseline Year: FFY 20
- Did Kansas have Slippage?
 - Data Upload January 2025 – Anticipate slippage
- Indicator 4A: Suspension/Expulsion
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 22
 - Did Kansas have Slippage?
 - Data Upload January 2025
- Indicator 4B: Suspension/Expulsion by Race/Ethnicity
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 22
 - Compliance indicator
 - Did Kansas have Slippage?
 - Data Upload January 2025
- Indicator 5: Education Environments (5-year-old kindergarteners to age 21)
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 19
 - Met Target for 5A, 5B, and 5C
 - Did Kansas have Slippage?
 - No Slippage for 5A, 5B, and 5C
- Indicator 6: Preschool Environments
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 19 for 6A and 6B
 - Baseline Year: FFY 20 for 6C
 - Met All Targets
 - Did Kansas have Slippage?
 - No Slippage
- Indicator 7: Preschool Outcomes
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 08
 - Met Target for 7B2
 - Did Not Meet Target for 7A, 7B1, or 7C
 - Did Kansas have Slippage?
 - Slippage for 7A, 7B1, and 7C
- Indicator 8: Parent Involvement
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 21
 - Met Target
 - Did Kansas have Slippage?
 - No slippage
- Indicator 9: Disproportionate Representation
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 20
 - Compliance Indicator
 - Met Target
 - Did Kansas have Slippage?

- No slippage
- Indicator 10: Disproportionate Representation in Specific Disability Categories
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 20
 - Compliance Indicator
 - Did not meet target
 - Did Kansas have Slippage?
 - Slippage
- Indicator 11: Child Find
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 05
 - Compliance Indicator
 - Did Not Meet Target
 - Did Kansas have Slippage?
 - No Slippage
- Indicator 12: Early Childhood Transition
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 05
 - Compliance Indicator
 - Did not meet target
 - Did Kansas have Slippage?
 - No slippage
- Indicator 13: Secondary Transition
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 09
 - Compliance Indicator
 - Did not Meet Target
 - Did Kansas have Slippage?
 - No Slippage
- Indicator 14: Post-School Outcomes
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 09
 - Met Target for 14A and 14B
 - Did Not Meet Target for 14C
 - Did Kansas have Slippage?
 - No Slippage
- Indicator 15: Resolution Sessions
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 05
 - Met target
 - Did Kansas have Slippage?
 - No slippage
- Indicator 16: Mediation
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 13
 - Did not meet target
 - Did Kansas have Slippage?

- No slippage
- Indicator 17: State Systemic Improvement Plan
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 21
 - Met target
 - Did Kansas have Slippage?
 - No slippage
- Indicator 18: General Supervision
 - Did Kansas Meet the Target?
 - Baseline Year: FFY 23
 - Did Kansas have Slippage?
 - Data Finalized December 2024
- Indicator 3C Slippage Statements
 - Reading for students that take the DLM Assessment
 - Group A – 4th Grade
 - FFY2022 Data
 - 47.64%
 - FFY 2023 Target
 - 47.14%
 - FFY 2023 Data
 - 39.94%
 - Target Not Met
 - Slippage
 - Group B- 8th Grade
 - FFY2022 Data
 - 17.58%
 - FFY 2023 Target
 - 23.55%
 - FFY 2023 Data
 - 23.75%
 - Target Met
 - No slippage
 - Group C – High School
 - FFY2022 Data
 - 16.29%
 - FFY 2023 Target
 - 14.59%
 - FFY 2023 Data
 - 17.02%
 - Target Met
 - No slippage anticipated. Data not yet loaded
- Indicator 3C Slippage Statement
 - The students in 4th grade in the 2022-23 school year (from the FFY 2022 SPP/APR) had different academic experiences than those students in 4th grade in the 2023-24 school. Thus, this is likely one of the primary reasons for the differences in proficiency rates for the 4th grade alternate assessment from the FFY 2022 SPP/APR and the FFY 2023

SPP/APR. The students in 4th grade in 2022-23 were likely in 1st and 2nd grade when in-person instruction was suspended or more inconsistent in the 2019-20 and 2020-21 school years. They had at least one year of more traditional education and services in a K-12 academic program than their peers who were in 3rd grade in the 2022-23 school year and did not have a traditional, in-person K-12 academic experience from the end of preschool (if attending preschool) through KG. Missing traditional in-person instruction and services during these foundational grades may have had a noteworthy impact on proficiency rates. This is supported not just by the differences in the alternate assessment proficiency rates for these two groups of students when they were in 4th grade, but also when they were in 3rd grade. Students in the FFY 2022 SPP/APR 4th grade cohort had alternate assessment math and ELA proficiency rates of 14.19% and 46.38%, respectively, when they took the 3rd grade assessment in the 2021-22 school year. Students in the 4th grade in this FFY 2023 SPP/APR had math and ELA proficiency rates of 9.35% and 36.67%, respectively, when they took the 3rd grade assessment in the 2022-23 school year. These substantially lower proficiency rates across the past two years for the FFY 2023 SPP/APR 4th grade cohort taking the alternate assessments supports the state's contention that the lingering instructional impacts of the pandemic is a reason for slippage

- Reading
 - Group A – 4th Grade
 - FFY2022 Data
 - 26.76%
 - FFY 2023 Target
 - 25.25%
 - FFY 2023 Data
 - 26.35%
 - Target Not Met
 - No slippage
 - Group B- 8th Grade
 - FFY2022 Data
 - 16.23%
 - FFY 2023 Target
 - 16.82%
 - FFY 2023 Data
 - 17.41%
 - Target Not Met
 - Slippage
 - Group C – High School
 - FFY2022 Data
 - 21.51%
 - FFY 2023 Target
 - 20.61%
 - FFY 2023 Data
 - 21.86%

- Target Not Met
 - No slippage
- Indicator 3D Slippage Statements
 - 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 reading 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 32% for the 2022-2023 school year, where the chronic absenteeism for all 8th graders was 23%
- Indicator 7A, 7B1 and 7C Slippage Statements
 - Indicator 7: Results indicator: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
 - A- Positive social-emotional skills (including social relationships);
 - B- Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
 - C- Use of appropriate behaviors to meet their needs.
 - A1
 - FFY 22 Data
 - 88.33%
 - FFY 23 Target
 - 90.17%
 - FFY 23 Data
 - 87.10%
 - Slippage
 - A2
 - FFY 22 Data
 - 60.75%
 - FFY 23 Target
 - 63.53%
 - FFY 23 Data
 - 59.28%
 - Slippage
 - B1
 - FFY 22 Data
 - 88.37%
 - FFY 23 Target
 - 86.94%

- FFY 23 Data
 - 86.55%
 - Slippage
- A2
 - FFY 22 Data
 - 61.23%
 - FFY 23 Target
 - 62.93%
 - FFY 23 Data
 - 60.99%
 - No Slippage
- C1
 - FFY 22 Data
 - 89.48%
 - FFY 23 Target
 - 90.60%
 - FFY 23 Data
 - 87.18%
 - Slippage
- C2
 - FFY 22 Data
 - 74.04%
 - FFY 23 Target
 - 76.30%
 - FFY 23 Data
 - 71.48%
 - Slippage
- Indicator 7A, 7B1 and 7C Slippage Statements
 - An examination of state-level data for this indicator suggests that disruptions in preschool special education services, such as staffing shortages and turnover, may have impacted children's ability to make expected progress. Residual impacts from the pandemic, such as delayed referrals or social-emotional effects, may have carried over, affecting developmental progress this year more than anticipated. Although data reporting remained consistent, variability in how COS ratings were determined or applied across districts may have occurred. Subtle shifts in team decision-making or documentation practices may also have contributed to the slippage.
- Indicator 10 Slippage Statement
 - Number of districts with disproportionate representation of racial/ethnic groups in specific disability categories
 - 5
 - Number of districts with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification
 - 3
 - Number of district that met the State's minimum n and/or cell size
 - 257
 - FFY 2022 Data

- 0.78%
 - FFY 2023 Target
 - 0%
 - FFY 2023 Data
 - 1.17%
 - Status
 - Not Met
 - Slippage
 - Yes
- Indicator 10 Slippage Statement
 - Over the past year, KSDE has reviewed the method of identifying noncompliant districts. Due to this review, the process for identifying noncompliant districts became more rigorous in order to ensure appropriate identification of students across the state
- OSEP Required Actions: Compliance Indicators
 - Because the State reported less than 100% compliance (greater than 0% actual target data for this indicator) for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. The State must demonstrate, in the FFY 2023 SPP/APR, that the districts identified with noncompliance in FFY 2022 have corrected the noncompliance, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (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 district, consistent with OSEP QA 23-01
 - In the FFY 2023 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 2022, although its FFY 2022 data reflect less than 100% compliance (greater than 0% actual target data for this indicator), provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022
- OSEP Required Actions: Indicator 10
 - Because the State reported less than 100% compliance for FFY 2022 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. The State must demonstrate, in the FFY 2023 SPP/APR, that the two districts identified in FFY 2022 with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification are in compliance with the requirements in 34 C.F.R. §§ 300.111, 300.201, and 300.301 through 300.311.
 - If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance (greater than 0% actual target data for this indicator), provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.
 - Further, the State must demonstrate, in the FFY 2023 SPP/APR, that the remaining district identified in FFY 2021 with disproportionate representation of

racial and ethnic groups in specific disability categories that was the result of inappropriate identification, are in compliance with the requirements in 34 C.F.R. §§ 300.111, 300.201, and 300.301 through 300.311. In demonstrating the correction of the noncompliance identified in FFY 2021, the State must report, in the FFY 2023 SPP/APR, that the State verified that each district with noncompliance identified in FFY 2022 and the one district with remaining noncompliance identified in FFY 2021: (1) is correctly implementing the specific regulatory requirement(s) (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 district, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

- OSEP Required Actions: Indicator 8
 - In the FFY 2023 SPP/APR, the State must report whether the FFY 2023 data are from a response group that is representative of the demographics of children receiving special education services, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of children receiving special education services
- OSEP Required Actions: Indicator 14
 - In the FFY 2023 SPP/APR, the State must report whether the FFY 2023 data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

SICC ESIDS

FY23 SLDS Grant & Early Childhood Integrated Data System

Bert Moore

- What is an SLDS?
 - Statewide Longitudinal Data System
 - A data system that combines data from multiple agencies to help answer questions about student learning and outcomes. SLDS can include data from early childhood education, K-12 schools, community colleges, four-year colleges and universities, workforce programs, and services
- An SLDS can:
 - Help educators identify student's academic strengths and weaknesses
 - Increase student achievement
 - Close achievement gaps
 - Identify and address potential recurring impediments to student learning
- What is an Early Childhood Integrated Data System
 - An Early Childhood Integrated Data System (ECIDS) collects, integrates, maintains, stores and reports information from early childhood programs

across multiple agencies within a state that serve children and families from birth to age eight

- Why ECIDS?
 - Data integration is a high priority for those seeking to make data-informed decisions
 - Facilitates the technical and organizational collaboration that leads to data-informed cross-program planning and decision-making
- Integrating data supports both child and family outcomes
 - Allows decisions to be made to improve services
- Public Health Issues span multiple sectors
 - Childhood illness not only falls on healthcare providers, but it also falls on educators, schools, families, and communities
- Expected Outcomes of the Grant
 - Connecting early childhood data from multiple systems, programs, and state agencies to affect positive outcomes and police for children to thrive
 - A robust data governance system that ensures the ECIDS provides data that is secure, valid, reliable, actionable and provides useful insights for informed decision-making
 - The ability to calculate a distinct count by assigning every child participating in early childhood programs a unique identifier that is consistent across early childhood platforms and remains constant throughout PK-12
- Expected Outcomes of the Grant
 - Architect a centralized ECIDS infrastructure that is flexible enough to stand alone, is scalable, and integrates with the P20W SLDS
 - Produce customizable data analytics dashboards to provide reliable, high-quality, actionable data to early childhood and education stakeholders
- Comment from the room: The work is being led by KSDE and they have been working with DCF and KDHE to develop user agreements so that they can share their data. So if a child is in Part C services, they're going to get an ID number, currently we call it a SSID. We will be able to track this over time, or for Parents as Teachers, we'll be able to look at that so if there's been a student in elementary school and is quite successful in their state assessments, we will be able to look back and see what services did the child receive up to that point. We will be able to track if there is a difference between their family participating in Parents as Teachers or some other home visiting program that our children have opportunities to do so? It is really exciting to be able to think about really drilling down to see which programs are effective and are really making a difference. Long term, I think the goal is 2 years, to have this up and running. It's in the design phase right now. I cannot answer a lot of questions today but Kyle Lord or Trevor Huffman can provide you with additional support since they both serve on that planning committee. Kyle is an assistant director of Instructional Technology at KSDE
- Comment from Bert Moore: If you do have any questions and you are a SEAC member, please let me or Lindsey know and we will get that moved along

SICC & SEAC C to B

Brian Dempsey

Stacy Clarke

- Stacy Clarke: KSDE and KDHE have been meeting monthly for almost a year to talk about transition, because we get a lot of questions across the state as children are moving from Part C and infant toddler programs to preschool programs. It is not as smooth and efficient as we would like for it to be. Sometimes we talk about specific issues, what's going well, and what is not going well. The goal is to come up with clear guidance and provide that guidance to special education administrators, we'll provide it in some of our trainings that we have. Our latest discussion is to make sure that if there's an inquiry as to how they should be doing something, or what are the details of it, they just need some clarification in a specific district and infant toddler program, we are trying to make sure we share the clarity with both the special education program with the Local Education Agency, and the infant toddler program so they're hearing the same thing
- Brian Dempsey: In addition to all of that, Tricia (Waggoner) and I are meeting with Families Together periodically as well, to have these ongoing conversations and get that parental input from Leslie (Girard) and what she is hearing, so that has been very productive
- Bert Moore: One of the issues that we are encountering is during the onsite visit from the Office of Special Education Programs (OSEP) they interviewed different parent groups, KSDE and KDHE, and they had some concerns that came up. They were told some things during that visit and if there was one thing that was shared, they thought of it as being pervasive. So if one parent or one provider said something was not happening, or that this happened, OSEP seemed to believe it was happening across the state. We at KSDE then had to assure them that we were providing appropriate guidance to the field and that we were working with KDHE, and that it wasn't oppositional. One of the things discussed is that all of the districts were supposed to have a local interagency coordinating council. And was that happening? What were they doing at that LICC, because it should be Part B and Part C. One of the things that was a concern to us is how can we be consistent across our system? For example, we had Part C individuals that said they were telling Part B providers what the student needed when they transitioned and Part B was not listening to them, they were doing something different. So who takes over the control, if you will, for a student program at age 3, does the Part C provider still have influence on that? They're invited to the meeting, they are supposed to be providing some information and supports, but does Part B then take that on? And what do we do when we disagree about services? Another issue we were hearing was that some of the systems were requiring a screening of students instead of going to a comp eval. And I have met with Part B directors on multiple occasions and said you have two things you can do. You have a prior written notice that says you will evaluate the child because they're already identified as having a disability by being in Part C, or you send one that says we won't and here's why. And then the parent can file paperwork to get the evaluation completed. I wanted to be sure our providers knew, screening is not allowed. Screening takes place in Part C. You do that when you identify. If it's a Child Find issue for a child not yet identified then yes Part B would have responsibility to do that from birth to age 21. The screening is for non-identified students, birth to age 3. So we wanted you to be aware that we're aware of some of the concerns, and then we are addressing it from a Part B perspective for where the accountability responsibility falls on Part B, but we also want Part C to know we're not just deaf eared about it, we are not ignoring when there

is a difference of opinion about what should be happening. So when we set this up, it was to have an open discussion about what Part C was seeing, if they're seeing anything that's being unresolved that could be brought to the table for Part C and Part B to have a discussion. If Part B needs to intervene and meet with an LEA or other system director then that's what we need to do so that we can make sure that we are following appropriate practices

- Comment from Tricia Waggoner: I am still relatively new to the Part C system, I've been with Part C since 2021. Since that time we've been working a lot at the State level to get better communication across Part C and B. And one of the things that we've been doing is when we see hotspots, as I call them, where there's some communication problems at the local level between the local Part C partners and the local Part B partners, we've been going in and having meetings, lengthy meetings between these partners including the local Part C program, the local Part B program, and the LICC, and meeting in person with these groups to work through these communications. At first you think these folks are never going to agree on anything. And then, by the time you work through everything, you do have agreements in place and everybody is back on the same page and talking again because when it comes down to it, both partners do want what is best for the children, you just have to get to that point and it's a long process sometimes. We do see an increase in disagreement between people that's happening at organizations and it's happening in organizations that I am participating in like nonprofits. When we are talking about an increase in complaints, it is another thing we are seeing but getting in the same room with two people and working through it, it works. And talking regularly at the state level as to where we want programs to go and how we want to emphasize the importance of communication. This has been really great for Kansas children as a whole
- Lindsey Graf: Is there anything that anyone wants to share? Part B or C? That kind of centers around the issues that you're seeing or things that we may be able to help address? Things of that nature
- Comment from the room: I work in both the Part B and Part C world, and I am at a lot of director's meetings and coordinators meetings. There's a couple of things that keep coming up and I'm sure that many of us all know those, and at this level we know about them. But at the provider level, I think there is some confusion. But the rules for qualification are very different between Part C and Part B. For example, in Part C there is no 504, if there's a disability then they're going to qualify. And so when you do the transition meeting, sometimes the Part C providers don't understand when Part B says, Well they're not going to qualify now for us, because it has the 2 prong test, a need along with a disability. So there's things like that that I think sometimes are confusing between the 2 worlds. The other thing is, and even at the Federal level, it's been very confusing for me is that we have natural environments in Part C and we talk about working in the home and very closely with parents. But when you get to Part B home-based services technically are a more restrictive environment than, for example, a preschool with other peers that may not have disabilities. And that's a big shift in a different way of thinking. And so sometimes those kinds of nuances really are confusing even to those in the business, but to a lot of providers that maybe don't know those things. So again, I think both KSDE and KDHE have been working to share the education with each other on the differences in our programs. But I think that's so often a communication piece that people just don't understand how they're different

- Comment from the room: I am coming from two perspectives, but I am a chair of an LICC, and I think I feel like I do appreciate the state level conversations that are now happening. I think it has been a real challenge, the LICC struggles to know our roles when these situations come up and how to help, and honestly, we would not have gotten anywhere had we not got involvement from both KSDE and KDHE in our specific situation. I very much appreciated the support but also felt extremely helpless as an LICC to be able to help our Part C partner and work to have a good relationship and good partnership with that Part B partner. I don't think we are perfect and I do think there's still ongoing challenges with the continuum of placement discussions. So, I think that is an ongoing issue, that some of why Part C feels the need to be involved when they see the continuum placement not being offered as part of a discussion
- Bert Moore: You mentioned the continuum of placement and I think that is critical when considerations are made for students with significant disabilities in particular, and we know who those students are. And we have to look at the preschool as our first opportunity really to serve those students. And then what support can we provide them? Because one of our indicators is Indicator 6, that is the least restrictive environment. So we do collect the data on least restrictive environment. And we want our students served with general education students. So when you have a system that says we don't offer that, then you need to contact KSDE. You need to let us know that because that is the wrong thing to tell any parent, or anyone, that we don't offer that. We have to have that continuum of placements as an option from ages 3 through 21, and just because the school districts never dealt with it before, that doesn't mean they can put their head in the sand and ignore it. I think of every child as my individual child, and what would I want for my child. I don't think in terms of systems and never have. And in my role, currently, I don't because I think about each child getting what they need and in the least restrictive environment. So, I think you'll find that our agency is very supportive of you. If you let us know you're hearing that, because we were told at one point there was an agency that said we don't serve three-year-olds. That was the wrong thing to say. So once we know, we'll deal with it. But please let us know if you're running into issues and problems with individual districts because I do know they are out there. We want to train them. We want to help them, to be sure they are meeting the requirements for our students and our parents, because we can't forget we have families involved here, too. So, once we all work together, we can do great things
- Comment from the room: I love what you said at the very end. When we all work together, we can do great things. My parents taught me that no news is good news, but I have learned that is not true with transition, so never assume it's going well just because you haven't heard. And so one of the things we've started doing with our Part C and Part B programs is meeting quarterly, just a quick check up and check in. It's hard to talk about things that aren't going well, So we do roses and thorns and that seems to kind of help people share things that are again going well and things that we can tighten up. It's really been nice from a coordinator standpoint and a director standpoint because we can go back and gather information and it's more of a conversation instead of when I get that email from the Part B partner and my heart drops and start sweating. Nothing good ever happens. But now I actually look forward to hearing from them, and it's not happened overnight and things are not perfect. But it is definitely about working together and understanding the systems are not the same. And I don't fully understand Part B and eligibility. And that's my responsibility to also talk to our Part C staff about

that because they don't understand Part B eligibility either. And so again, just kind of deferring to the experts. We know why children are and are not qualifying. We may not always agree with it but referrals come to Part C and they don't qualify and referral partners don't agree with it. So again, it happens to everybody just at different parts of the referral process

Medicaid Billing

Heather Gould

- I am Heather Gould and I am the Project Director for the School Based Services Grant. I was hired at the end of October so I am still very new to this position. I actually came from KSDE. So the school-based grant is a three year grant that started in July 2024 and will end June 30, 2027. The purpose of this grant is to make some necessary updates to the Medicaid State Plan and with administrative claiming guides. The proposed expansion will extend Medicaid coverage. It will redesign the State plan amendments and enable broader service coverage. And then what you're probably most interested in is the benefits to the school and students, and the main benefit is strengthening the existing system, equipping schools for proper billing and payment processes and sustainable service provisions. It also is increasing access to essential services, and that's the main goals of the grant, the school-based services grant. I'm currently working on a stakeholder list that I will be contacting at the end of the planning to get your feedback, and get some school feedback. Maybe next month I will have more time to be able to develop a PowerPoint and give more in depth information about the grant. I have to go through many channels to get my PowerPoint approved to be able to present on it and give the presentation. I'm going to be at the conference in Wichita at the end of this month. So if any of you have any specific questions and you're going to be there, please reach out to me. The whole point is for me to get my boots on the ground and meet all of you and to listen to your needs and if you have any questions please ask and I will try to answer
- Lindsey Graf: Heather, I understand the information that you did share today, I know you have to go through the proper channels to be able to have a PowerPoint, but is that information that you can share today available to be shared with us at all
- Bobbie Graff-Hendrixson: Good afternoon, I am Bobbie Graff-Hendrixson, I am the Deputy Medicaid Director. I am quite the advocate for school-based services. I too am a teacher and licensed master's level social worker. My teaching was done in Southern California. CMS has it's rules for releasing their grant information. The reason why we are not allowed to actually post the grant or the information is because it does contain personal identifiable information. And within that information there is some security information that identifies persons that CMS will not allow to have posted. I have asked if I could redact that information and the request was denied. That is just part of our federal partners processes. We are working on a pamphlet that gives some highlights on the grant, but as Heather stated, the main objective of the grant is to assist our school districts and assist them with the billing processes. That has been a challenge for some of our partners. We want to have that opportunity to open up our Medicaid State plan and we are very hopeful we can open up our Chip State plan to offer school-based services to a wider variety of children, and not just those children that are identified on an IEP. That is a major rewrite to the Medicaid state plan and it will go

through many levels of approval processes. As all of you folks know, we are going through a new administration at the Federal level. We have been told by the Centers for Medicare and Medicaid Services that any amending of our Medicaid State plan will be coming to a halt, not only for Kansas but all states and territories. The reason why is because the new administration has the opportunity to appoint their leadership in those positions that will be approving those final documents. The Medicaid State plan is considered a contract between the State and the Centers for Medicare and Medicaid Services. When we are amending the State plan we will be working with our partners, and those partners are the parents of those children with whom we are all called to serve. One of the first things Heather will be doing is attending the SCAC Conference in Wichita, to get ideas. Our Medicaid State plan right now is very restrictive. You cannot bill for any child that is not on Medicaid and does not have those services that are identified in the Medicaid State plan but also identified on an IEP. So, we do indeed want to do everything we can to open that up so that administrative claiming is available for our schools, because as you know, once you receive claiming funds, those are your funds as a school district to use as you see fit to serve the needs of those children

- Lindsey Graf: Thank you Bobbie. Just looking at the timeline a little bit, it started in July 2024 and I blinked and we are in 2025. And so I'm afraid we're going to be through that first year. We are getting to the point to trying to , you know establish processes and procedures. And now we are also going to hit a halt at the federal level. With the change in federal leadership as well as just the process, do you feel we will get to the point where we are going to have to maybe then apply for an additional grant funding to try and make the moves
- Bobbie Graff-Hendrixson: As you know, hiring in the State takes along time. We are behind but we are not the only state that is behind. But I am still very encouraged by all the work that Heather has accomplished and her project plan that she has in front of her. We spoke to our project leader at the Centers for Medicare and Medicaid this morning, and she is also very encouraged by the progress we have made. It is very bureaucratic. It takes time but I promise we are getting there. I appreciate your patience. I believe you have Heather's email, and Heather would be happy to forward your emails to me and I am happy to assist and help in any way that I can.

Legislative Discussion

- Bert Moore: Dr Harwood is not going to make it. He is at the State Board of Education meeting today. So, one of the things that I do know is we haven't received an Education agenda. We have new leadership in education in the House and the Senate. I do not know what they've come up with on their platforms yet. We did have an at-risk meeting yesterday where we were talking about the new at-risk legislation that requires agencies to address a quarter of students and follow them over a period of time, I believe four years, and then have to report out whether those students have mastered the curriculum to a level of 70% of them being a level 3 or level 4 on the state assessments. So there are two groups that have been formed at KSDE to address that and then that will be shared out to districts. There are 13 cohort districts right now that are participating in the at-risk project, so they're going to be supporting this work. We have Jake Steele that will be leading one of the committees and we also have Dale Brungart, who is going to work on the fiscal side of that. But that came out of legislation

last year. Renee Erickson will be leading the House Education Committee and we were told Dave Thomas will lead the Senate Education Committee because Molly resigned. Jake and Dale will work with the 13 cohorts on the pilot program this year to see how it works. The implementation year is next year. Each district gets to decide who their cohort is going to be, they get to decide the population and the at-risk factors they want to identify. If districts don't meet the cohort requirements by 2030, they will start to see a reduction in their at-risk funds.

Ex-Officio Member Reports

Families Together

Lesli Girard - SEAC Report July-September 2024

- 3,100 individualized consultations
 - Ethnicity Breakdown
 - African American - 9%
 - Asian - 2%
 - Caucasian - 68%
 - Hispanic - 13%
 - Native American - 0%
 - Two or more Races - 1%
 - Not Determined/Other - 7%
 - Age of child/youth
 - Birth through age 2 – 2%
 - 3 to 5 – 15%
 - 6 to 13 – 50%
 - 14 to 18 – 30%
 - 19 to 21 – 2%
 - 22 and over – 1%
 - Primary Disability
 - Autism – 521
 - Suspected Disability – 279
 - Other Health Impairment – 157
 - Emotional Disability – 144
 - Developmental Delay – 139
 - No IDEA Disability – 118
 - Specific Learning Disability - 112
 - Intellectual Disability – 100
 - Multiple Disabilities - 61
 - Speech or Learning Disability – 48
 - Traumatic Brain Injury – 11
 - Gifted – 10
 - Orthopedic Disability – 9
 - Hard of Hearing - 8
 - Visual Disability – 2
 - Deaf/Blindness – 2
 - By Contact Content (Top 20)
 - 731 – Family Support

- 624 – IEP
- 435 – Families Together Info
- 300 – CHASE
- 280 – Community Services
- 266 – Family Engagement
- 210 – Mental Health
- 208 – Parental Rights
- 207 – Behavior/BIP/FBA
- 189 – Comprehensive Evaluation
- 150 – Education Advocate
- 139 – CINC – Child in Need of Care
- 128 – Accommodation/Modifications
- 124 – Section 504
- 106 -Parental Information
- 98 – School Issues
- 93 – Parent Involvement
- 86 – Person Centered Planning
- 82 – Extra-Curricular Activities
- 74 – Placement Options
- By Contact Content – Others
 - 73 – Transition to Adulthood
 - 71 – Suspension/Expulsion
 - 57 – Hospitals/Clinics
 - 50 – Related Services
 - 50 – Medicaid
 - 49 – Goal Setting
 - 47 – Care Coordination
 - 45 – Self Advocacy
 - 43 – Formal Complaint
 - 38 – Family School Partnership
 - 38 – HCBS Waiver
 - 37 – IHP
 - 36 – Primary Care
 - 36 – Spanish Information
 - 36 – Public Health Care Financing
 - 36 – Providing Information
 - 36 – Oral Health
 - 34 - MDR
- CHASE Your Dreams Podcast
 - Natalie with the CHASE Program guides us through the benefits of good posture, strong voice, and positive affirmations in the “Superhero Pose” activity
- Education Advocate
 - Month: October 2024
 - Appointments 59; New Appointments 37
 - Cancellations 49; Final Cancellations 29
 - Total Processed: 88
 - Early Childhood Appointments: 9

- Month: November 2024
 - Appointments 54; New Appointments 35
 - Cancellations 40; Final Cancellations 21
 - Total Processed: 75
 - Early Childhood Appointments: 7
- Month: December 2024
 - Appointments 52; New Appointments 31
 - Cancellations 45; Final Cancellations 25
 - Total Processed: 77
 - Early Childhood Appointments: 7

Kansas Association of Special Education Administrators

Ashley Enz

- Approximately 200 members represent 286 Kansas school districts.
- KASEA is currently accepting nominations for scholarships and awards. KASEA members are eligible to nominate for awards and scholarship recipients must be sponsored by a KASEA member.
 - Scholarships: For participating professionals who are furthering their education in special education or to undergraduate students who are preparing for a career in special education.
 - Awards: Special Education Administrator of the Year; Special Education Professional of the Year.
- KASEA and Friends
 - Connecting with KASEA
 - November 21, 2024 from 12pm to 1pm
- Quarterly Zoom calls with colleagues to explore KASEA.
 - SpEd and Building Leader meetings– USA Kansas Partnership;
 - KASEA Winter Conference;
 - January 30-31, 2025, in Wichita KS,
 - Registration opens early December,
 - Membership meeting and social takes place on January 29.

Kansas State School for the Deaf

Luanne Barron

- The Kansas State School for the Deaf is located in Olathe, Kansas
- Currently serve over 150 students both deaf and hard of hearing, ages 3 to 21 years old
- We provide early intervention services to 184 infants and toddlers all over the State
- We provide bilingual ASL and English education to make sure that students develop fluency in both languages
- We also provide outreach services across 62 counties in Kansas, totalling 795 services benefiting students and families statewide
- KSSD is fully accredited by KSDE and CEASD, Conference of Educational Administrators for Schools and programs for the Deaf
- The goal is to provide full access to both languages and ensure that deaf and hard of hearing students achieve academic success comparable with their hearing peers. Success is not only about academic achievement but also about personal growth including emotional intelligence, resilience, leadership and social development

- We strongly encourage participation in extracurricular activities, supporting well-being and also preparing students for future careers to help them reach their full potential in all aspects of their life
- Our outreach program is called Sound Start. It is a comprehensive early intervention program for children, birth to age 3, who are deaf and hard of hearing. We work in close collaboration with Sound Beginnings, the program that is responsible for newborn hearing screenings. We also work with Kansas Early Childhood Development services to identify and provide support to families of infants and toddlers who are deaf and hard of hearing. Sound Start partners with early childhood development services all across the State to deliver quality services tailored to children with an emphasis on language acquisition. Our demand for services has grown significantly over the past two years
 - In 2023, 147 infants and toddlers were served with a total of 939 home visits
 - In 2024, it increased to 184 with a total of 1,282 home visits
- KSSD is actively collaborating with KDHE to advocate for increased legislative support and services and resources to expand services for children birth to age 3. Increased support and funding are vital to ensuring that each family has access to the resources they need for their child's development
- Our Language Assessment Program, LAP, for the deaf and hard of hearing students is a state mandated initiative that provides and conducts language assessments for children from birth to age 8 to also monitor progress in achieving key language milestones in ASL and/or English. Those assessments are an essential tool for tracking early language development and ensuring that young children have access to language skills that are necessary for their academic and social success. The program plays a key role in shaping policy, supporting services for young, deaf and hard of hearing students all across the State. The annual report of LAP in the fiscal year 2024, will be submitted to the Senate Education and the House K-12 Education Committee by the end of this month. If you are curious about the annual report it will be published at KCDHH.KS.GOV
- We do have brochures with information regarding our programs and services, and for our students who are coming to campus from all across the State, link provided:
 - <https://drive.google.com/file/d/1oRjzLrrVXu66-iF3W26dSoWp20EHZl4/view>

Kansas State School for the Blind

Jon Harding

- Just a couple of dates I want you to be aware of. Our Celebrate Access Braille and Beyond event will be January 30th , 2025, at our school. We do one in Wichita on February 6th, 2025.
- Our advocacy day at the Capital is February 20th, 2025
- Partnering with the National Federation of the Blind. The Kansas Chapter this year wants to teach our kids how the system works and how they can advocate
- March 25th, 2025 we are hosting Special Education Leaders Forum that is sponsored by Greenbush. The morning is at the school for the Blind and the School for the Deaf is hosting something in the afternoon
- Our Family Infant Toddler (FIT) program serves over 200 kids in partnership with infant toddler programs across the State
- We have a Mobile STEM unit and a Mobile Blind Sports unit and these are really for regular education students to learn about accessibility. They are completely free so if

anyone is interested in having a fun day for their teachers or kids let me know

Items for Next SEAC Agenda

- If you have an idea for what you would like a topic to be please email Lindsey Graf and it will be discussed by SEAC Leadership

Meeting adjourned: at 1:40 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 15, 2025

Time 9 a.m. – 3:30 p.m.

Location:

Landon State Office Building
900 SW Jackson ST Room 509
Topeka Kansas 66612

Zoom

Call to Order: at 9:07 a.m,

Roll Call

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

X	Autumn Biltz	X	Dr. Lena Kisner		Charity Porter
	Sydney Dringman	X	Jennifer Kucinski		Chris Reffett
	Jennifer Florez		Jennifer Kurth		Sabrina Rishel
	Brandon Gay		Dr. Jessica Lopez	X	Rebecca Shultz
Z	Whitney George	X	Dr. Marvin Miller		Dr. Sean Smith
X	Lindsey Graf	X	Bradley Miller	Z	Roxanne Zillinger
	Rebekah Helget	Z	Dr. Brooke Moore		
Z	Jennifer King		Dr. Troy Pitsch		

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

	Luanne Barron		Leslie Girard		Idalia Shuman
Z	Mike Burgess		Melanie Haas		
	Ashley Enz	X	Jon Harding		

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

	Steve Backman	X	Brian Dempsey		Cary Rogers
	Trish Backman		Dr. Crista Grimwood	X	Dean Zajic
X	Joyce Broils	X	Bert Moore	X	Melissa Valenza
	Stacy Clark	X	Alysha Nichols		

Guests: Jen and Allison, ASL Interpreters. Bonnie Houk, Kristin Heuer

Quorum (11) met: yes, 11

Call to Order

Lindsey Graf

Roll Call

Lindsey Graf

Approvals

Lindsey Graf

Agenda Approval: January 15, 2025

Motion to approve: Dr Marvin Miller.

Second: Autumn Biltz

Discussion: The Annual Report will be reviewed today about 1pm and brought back in April to be approved as amended

Action: Approved with addition

Add Roxanne Zillinger to speak about the Stronger Connections Grant.

Action: Approved with correction

Public Comments

Lindsey Graf

None

Stronger Connections Grant

Roxanne Zillinger

Bonnie Houk

Kristin Heuer

- Roxanne Zillinger: I am going to give a brief overview of what the stronger connections grant is. I am the state coordinator that oversees the administration of the grant. This grant was issued by the Bipartisan Safer Communities Act and was allocated out to all States, who then turned around and did some competitive subgrants to high-need local education agencies. In the State of Kansas, we made 13 wards to districts across the State to districts that submitted applications and were approved within those grants. They had to implement comprehensive, evidence-based strategies that meet each student's social, emotional, physical, and mental well-being needs and create positive, inclusive and supportive school environments and increase access to place-based interventions and services. They also had to engage students, families, educators, staff and community organizations in the selection and implementation of strategies and interventions to create safe, inclusive supportive learning environment. They had to design and implement policies and practices that advance equality and are responsive to underserved students, protect student rights and demonstrate respect for student dignity and potential. In Kansas, we defined our high-need local education agencies as LEAs with a high rate of poverty and a high rate of exclusionary discipline. So those districts that were able to demonstrate that, were then given priority for the grant. We did receive over 50 applications and we were able to narrow it down to 13 awardees. In addition to the original grant, there was another Stronger Connections Technical Assistance Grant that the federal government awarded just to States to assist them in administering the Stronger Connections Grant. We were just notified that we were awarded this the last week of December. We will be contracting with Greenbush and they will be assisting with the technical assistance, evaluating the school districts and such with their implementation of the grant.

- Bert Moore: Roxanne, this is a three year grant?
- Roxanne Zillinger: Yes that is correct, it ends September 30, 2026.
- Bonnie Houk: Good morning I am Bonnie Houk, Project Manager assigned by the Southeast Kansas Education Service Center, Greenbush, to facilitate the Stronger Connections Technical Assistance and Capacity Building Grant program evaluation component. I am joined by two other members of the team Dr. Lisa Pelkey, Statistical Analyst, and Kristen Heuer, Project Evaluation Coordinator. We are pleased to partner with KSDE to provide evaluation services for the 13 Stronger Connections Grantees. As many of you know, Greenbush has been providing services to school districts and communities across the State for almost five decades. Under Greenbush's Center for Community Supports the Grant and Evaluation team provides data collection analysis and complex evaluation services, utilizing qualitative and quantitative strategies. Our task for this project is to effectively collect the US Department of Education's required measures for annual and final reporting. Our team will work with the grantees to determine the overall impact of their proposed strategies through a streamlined data collection portal. During the application process, the grantees propose to hire personnel, provide professional development services or purchase supplies to address the social-emotional needs of students and their families. Data collection activities will focus on changes in the grantee's overall school climate, reviewing disciplinary records such as dropout rates and school attendance, to determine the impact from an established baseline and to measure the effectiveness of implemented evidence-based strategies such as MTSS, PBIS, or restorative justice interventions. Grantees attending professional development will report on how professional learning has been implemented within their district and the impact on student behavior and school climate overall. Over the next three years, the Greenbush team will prepare the required performance reports with a final report being completed in late 2027.
- Dr Marvin Miller: Are you allowed to tell us what 13 districts that are going to be working on this?
- Roxanne Zillinger: Absolutely. USD 217 Rolla, USD 233 Olathe, USD 261 Hayesville, USD 266 Maize, USD 305 Salina, USD 333 Concordia, USD 401 Chase-Raymond, USD 434 Santa Fe Trail, USD 443 Dodge City, USD 497 Lawrence, USD 500 Kansas City, USD 501 Topeka, and USD 506 Labette County
- Dr Marvin Miller: Thank you. From my understanding each district will pick some strategies and try their own thing. Each district can tailor make it to their selves, is that correct?
- Roxanne Zillinger: That is correct. Each district submitted an application that was reviewed and scored via a rubric based on meeting the three criteria that they had to address and then they were able to pick and choose what specifically their program would look like.
- Bert Moore: So I am wondering are you going to disaggregate the data so that students with disabilities are a subgroup that will have data collected on how they perform within this grant
- Roxanne Zillinger: That is a great question.
- Bonnie Houk: I don't really see any reason why we couldn't disaggregate the data to the extent possible.
- Bert Moore: I would think that you have baseline data and from that baseline data, it's across all races and ethnicities and all subgroups. So it seems just logical and rational

that that would occur.

- Dean Zajic: Roxanne and the team can get back with a definitive answer, but I believe that that's part of one of the groups that's included in the disaggregation.
- Bert Moore: That's why I had the presentation come to SEAC, so that we get an opportunity to see how those students perform from baseline, and whether it makes a difference based upon the strategies or interventions, or the programs that are implemented at the district level, so that perhaps this is something that could serve as an example for other districts. Once the data comes in, we can see that whatever was implemented made a difference.
- Roxanne Zillinger: I do believe that children with disabilities was one of the subgroups for the data gathering. But I will have to go in and look at the specific details.
- Lindsey Graf: So the second award that you guys just received notification on, how will that look differently? I'm guessing it's going to serve more than those 13 or will that just go to those 13?
- Roxanne Zillinger: It won't go to anyone. It is for the state to help the districts and to help with all the data gathering and technical stuff.
- Dean Zajic: For a little context on that, while Roxanne and the Greenbush team don't exactly know or not if children with disabilities is one of the subgroups that's included, I am pretty sure they are. But the reason we don't know at the top of our heads is this is one of the most comprehensive post grant data collections that has been asked for any grant or program that I certainly have seen. I work with a lot of programs. That is precisely why the US Department of Education provided additional grants to the States just to help fund the data collection and analysis. So that second grant that doesn't go directly to the districts is precisely to facilitate that extensive survey data and analysis that's going to have to be conducted.
- Lindsey Graf: Then it's worth it because there's no point in having the data if we can't do anything with it.
- Dr. Marvin Miller: Will the districts choose which students are looking at this? I mean, will this include early childhood through 12th grade or is it limited to a certain age group?
- Roxanne Zillinger: It's to be used for all students in attendance at the district. It's supposed to address all students, they're not supposed to focus on specific groups but it's supposed to benefit the overarching entirety of their population.

Transition Grant

Dean Zajic

- I am Dean Zajic and I am one of the Assistant Directors here on the Special Education and Title Services team. I am joined with Stacie Martin, she has been with the department longer than I have, so many of you are familiar with her already. She has been integral to supporting transition services to special education in the State for a long time, and across agencies, but this is a new role. Stacie is now the State coordinator of secondary transition services with the Kansas State Department of Education. One of the many things that was made available by this grant we are going to give an update on.
- I am Stacie Martin, I see some familiar faces and some of you I have not had the pleasure to meet personally. I am a seasoned veteran here, let's just say it that way. My

role has evolved over time. And so I think I've kind of landed in my dream job in working with young adults and youth and working with transition. I am super excited to be part of this grant. I am also involved in other activities for KSDE with a coordinating council and also leading webinars and that type of thing. So, all things transition, I get to do. I was also heavily involved in the general supervision role, and I'm glad to pass that on to someone else. This is kind of a fun opportunity for me. I am excited to see what we can do with some dedicated time.

- Dean Zajic: Stacie do you want to give an update on where we are with the project and then we will open it up to questions. People have already heard about this a little bit in prior SEAC meetings, so this is more of a discussion today.
- Stacie Martin: Short background, Kansas was awarded the Disability Innovation Fund Demonstration Grant through Rehabilitation Service Administration, RSA. We were one of the fortunate teams that was awarded the grant. So the required partners for this grant is the State Education Agency, which is KSDE, a vocational rehabilitation services, the Centers for Independent Living centers, and a local education agency which Brian Wilson who is a special education director from Maize is part of this grant and is providing input from the Local Education Agency perspective. We do have an executive meeting every month. We have two subcommittees, local and evaluation committee, marketing, communication and we do have a steering committee that meets on a quarterly basis. That's just the general landscape of what we are doing. We are in year two, the first year was a lot of planning and a lot of challenges and bumps in the road trying to figure out fiscal and who is going to do what and when, and that type of thing. Because we were starting brand new. There were some states that have this grant that this is an addition to what they already had in existence. But we were starting from ground zero. So we've come a long way in one year.
- Dean Zajic: One of the biggest learning curves, and not just in Kansas, as we heard this nationally, was this has been a real opportunity to coordinate with our partners but also with the Centers for Independent Living. That's been something that's a little bit of a gap. In our state certainly, but not just in our state, between the Departments of Education and LEA school districts and the Centers for Independent Living. This has really helped us take some of this coordination and collaboration to the next level. That involves a lot of learning on all parts. But that's been one of the best parts of this
- Stacie Martin: Some of the anticipated outcomes after this 5 year grant is that establishment of the continuing work that Kansas University Center on Disabilities have worked on for the last three years in the development of local transition councils. Continuation and expansion on that, and also trying to really provide increased local capacity to provide services that address the needs within that community. And also part of this grant is the creation of a website. And so, and then also a symposium at some point, and so those are some of the general outcomes. The website is to be a standalone website. The hope and dream is that it will be a centralized location for all transition for the State of Kansas, where we're fortunate that we're working with the Disability Rights Center, who will be bringing their expertise in developing the website. I am really excited about doing that so stay tuned for that announcement when the URL comes out for that. The first slide of the PowerPoint was the logo. We thought it was really important that when we talk about our grant that we have a marketing and logo that represents what our work is. So any time you see this logo you'll know that it is part of the Kansas Youth Transition Network grant. Currently there's six out of 8 Centers for

Independent Living centers that are participating. Initially we were going to start with one or two pilot sites based upon what we were learning in the first year we decided to jump in with all six Centers for Independent Living. Currently they have all hired staff. Different centers are at different levels as far as where they are at. The one in Kansas City, Kansas, is probably the one that has the most increase so they're probably ahead of the game. The potential pilot sites in Kansas City, Kansas, Salina, Goodland, Dodge City, Phillipsburg, Manhattan, Altamont, and Cherryville. The future sites are Beloit and Concordia for this next year. This is our starting point and we are hoping this will be expanded throughout Kansas and that more districts will be involved

- What we are finding out is most of the centers for independent living already have a contact within the school district. And that's been kind of good way to get into the door. I've been able to help facilitate a meet and greet Zoom for those that really haven't been involved with that district or a particular district. So what we do is, I set up a Zoom meeting between the centers for independent living and the special education director and we just talk about the benefits and what the grant is about and try to establish that relationship that hasn't been established before. One of the things that part of the grant had talked about was hiring two people, one will be full time with this grant, and we're currently working with Pittsburg State University, the other person would be employed by PSU as a coordinator, a logistics person or fiscal, overseeing work with me. So there's a variety of tasks that this new position will be providing on that
- Dean Zajic: It's important to note too that while these local networks are starting in specific pilot sites, the entire purpose of this is to build the infrastructure to scale these things up over time. Here in a few months towards the end of the school year we'll have a lot more to share and be happy to come back with more detail and maybe next time involve some of the partners as well
- Lindsey Graf: Dean do you think by then it's feasible or we need to wait longer? If you're going to have more information then maybe it will be worth putting it back on the agenda in April
- Dean Zajic: I would defer to you guys as far as when you want to have us back. I think between now and then, between January and April, I think the main things that we would expect additional progress on is just the movement with those local sites. It would still be pretty early. So it would be a pretty short update, is my expectation. So, if you would want something more substantive, probably a bit longer. But we're available whenever you'd like to hear from us
- Dr. Marvin Miller: At some point we're going to have a centralized state website which is good because we have local transition council websites. So all that stuff will get blended eventually. Because I think that's what we're trying to look for in the field. So, I am assuming we're going to blend this all together in the future. Is that correct? Kind of finally move past where we've hit the wall every couple years and have to start over
- Stacie Martin: Yes, that's the dream. So initially, part of this website needs to address our grant and the pilot sites that are involved. But we've also talked about connecting with local councils that exist. We also talked about videos that we could post resources for families, students, and practitioners. So yes, that's the dream that we're aiming for. One of the things we're really talking about is sustainability also, because sometimes when you get grants and you have money, and after that money is gone, things tend to disappear. We're also having conversations about how we could possibly sustain that, and who would be involved with that and that type of thing. So, there's a lot of

conversations going on right now. We're all pretty excited about what the potential can be for this website for Kansas. So thank you for pushing forward

- Autumn Biltz: So, with transitions now and working with IEP, there's a whole section very much focused on transitions. And what can you do for students afterwards, who qualify for IEPs under IDEA? How are you going to also be reaching out to students who are on 504s? Because if it wasn't for somebody unrelated to my district, I would not have realized my daughter who was on a 504 qualified for VR services. When I brought it to the 504 coordinator at her high school, she didn't even realize 504 students qualify for VR services. So, is there also going to be support for those families to find out that there are some services that are also available for the students that are on 504s in addition to the IEPs?
- Dean Zajic: This is exactly why we're doing this because we all have our different bubbles. For instance, under IDEA Part B, because that is so focused specifically on special education with IEPs and such, the 504 is distinct and different and it also tends to not typically be explicitly included in our conversations when we're talking about how all these different pieces fit together. But to your point, we're talking to our VR friends and that is part of their world. It's trying to identify where might there be gaps in and opportunities for us to ensure that nothing is slipping through the cracks. The Special Education and Title Services team that many of us work on, might not be the ones that have the authority and responsibility to administer 504, but we need to be aware of it and how it fits into the system, so that as we are providing guidance and resources to districts in a way that's part of a larger coherent system to support families and students. And that's the kind of thing that we want to be made aware of. We want to bring these things up in our steering committee meetings, executive committee meetings to then identify do we have this covered or what can we do better to make sure this is covered
- Autumn Biltz: I feel like a lot of 504 students who finish high school are not getting the support that they are eligible for because there's not the knowledge that they are eligible for such support
- Lindsey Graf: This is not necessarily the forum but since we're taking notes maybe for other people that can help, I think that 504s, unless it's a student that was on an IEP that transitioned to a 504, I think those end up being a little more covered because they have the IDEA pieces underneath it, but I think in general, 504 across the state we are seeing an increase in them and needs beefed up a lot in trainings for the general education folks that are in charge of them. Just throwing that on the table for any powers that be that might be able to help facilitate. There used to be some trainings on it, I don't even think that that's occurring as much or at all. I've offered trainings and don't get much of a receptive response
- Bert Moore: I think it's time for our agency to reach out to the Office of Civil Rights and have a conversation about unmet needs in our State for Section 504 and maybe come up with some sort of agreement with them on how we can get information distributed in a more timely manner, because Autumn is absolutely right, 504 is handled by the Office of Civil Rights and years ago they told our agency we were not to provide any technical assistance or support for Section 504 because that was their job. But, they never show up to provide any technical assistance. The federal government had information they sent out recently about IDEA and 504 so that's a good point. Perhaps it's time for them to come and do a statewide training or provide us with guidance on

what we can and cannot provide to the field on Section 504

- Dr. Lena Kisner: So I'll just share a case. The Council of Administrations Special Education, CASE, is the national organization affiliated with CEC, they have contracted with an attorney to do training on 504 and there's one coming up, it's virtual. And then they are also putting out, this attorney, a 504 process manual. I shared that with my superintendents. I don't know if they'll send anyone. But there is some training happening through CASE. You don't have to be a member to attend the training. Obviously, you'll pay more money. But Julie Weatherly is the attorney and she's phenomenal and very knowledgeable
- Dr. Lena Kisner: Back to the grant discussion, is there additional funding after the initial grant period or when it's done it's done?
- Dean Zajic: Good question. When it's done it's done. In five years from now this grant was entirely front loaded, meaning that even if there was a change in administration law, we've already received the five year funding. But this project has always been about doing work that is going to be sustainable. There's an intentionality about it being done in a way that is sustainable without needing additional funding
- Bert Moore: But, there may be additional opportunities. We can watch for those. And because we have this grant it might give us a little lift up for the next one along the line, because we want Stacie to stay very busy with the transition activities. We want to build capacity around the State to improve transition supports and services, because that's a long term mission. Having a child that gets straight A's but can't find a job or has difficulty transitioning to real life is not the outcome we want. So we want to make sure we are meeting the needs of our students, and more importantly, getting them connected to services. Once they matriculate from high school, and they go on to whatever they're going to do, that's really what it's all about

Fiscal Forum Information

Dean Zajic

- We have, as an agency for the last three or four years, provided a federal programs fiscal forum in the beginning of each year. This year the dates are March 27th and 28th. The actual registration hasn't gone live yet. It will be in Wichita at the Marriott on Corporate Hills drive. We flag it for SEAC because what we're talking about here is this an opportunity for our local districts, like our special education directors, and their staff members as well as our ESEA programs, Title 1 and others, this is an opportunity to come and learn about the rules for the road. Those laws that govern all federal grants and particularly education grants. What we commonly refer to as uniform grant guidance or the Education Department General Administrative Regulations, or EDGAR. Those are the laws that apply to everything. They frame out where states and local districts and other organizations have requirements and also where they have decision points. It is something that KSDE has helped support for SEAC members so watch for more. On the 27th we will provide breakfast and lunch and be done about 5pm and then the following day we will start with breakfast again and wrap up by noon. If you can only make one day, Thursday the 27th is probably the one to shoot for, for this group. Friday has a lot of time devoted to district staff to work on updating their policies and procedures. So, we treat that as a bit more of a workshop opportunity.

Virtual Graduation

Brian Dempsey

Bert Moore

- Inclusion in the subgroup is based on student membership in the subgroup at any time during the four-year adjusted cohort
 - Graduates
 - Free Meals - Male: 6,815
 - Free Meals - Female: 7,032
 - Reduced Meals – Males: 2,287
 - Reduced Meals – Females: 2,169
 - Students with Disabilities – Male: 3,281
 - Students with Disabilities – Female: 1,968
 - ELL: 2,855
 - Migrant: 281
 - Homeless: 1,127
 - Virtual: 2,683
 - Military: 963
 - Foster Care: 190
 - 2024 Non-Graduates
 - Free Meals - Male: 740
 - Free Meals - Female: 500
 - Reduced Meals – Males: 139
 - Reduced Meals – Females: 101
 - Students with Disabilities – Male: 304
 - Students with Disabilities – Female: 149
 - ELL: 271
 - Migrant: 23
 - Homeless: 197
 - Virtual: 693
 - Military: 29
 - Foster Care: 52
 - 2023 Non-Graduates
 - Free Meals - Male: 476
 - Free Meals - Female: 327
 - Reduced Meals – Males: 110
 - Reduced Meals – Females: 43
 - Students with Disabilities – Male: 199
 - Students with Disabilities – Female: 80
 - ELL: 138
 - Migrant: 11
 - Homeless: 118
 - Virtual: 318
 - Military: 20
 - Foster Care: 20
 - 2022 Non-Graduates
 - Free Meals - Male: 322

- Free Meals - Female: 214
- Reduced Meals – Males: 45
- Reduced Meals – Females: 40
- Students with Disabilities – Male: 128
- Students with Disabilities – Female: 54
- ELL: 93
- Migrant: 14
- Homeless: 77
- Virtual: 169
- Military: 14
- Foster Care: 6
- 2021 Non-Graduates
 - Free Meals - Male: 123
 - Free Meals - Female: 87
 - Reduced Meals – Males: 20
 - Reduced Meals – Females: 11
 - Students with Disabilities – Male: 55
 - Students with Disabilities – Female: 26
 - ELL: 46
 - Migrant: 5
 - Homeless: 24
 - Virtual: 66
 - Military: 13
 - Foster Care: 2
- Total
 - Free Meals - Male: 8,476
 - Free Meals - Female: 8,160
 - Reduced Meals – Males: 2,601
 - Reduced Meals – Females: 2,364
 - Students with Disabilities – Male: 3,967
 - Students with Disabilities – Female: 2,277
 - ELL: 3,403
 - Migrant: 334
 - Homeless: 1,643
 - Virtual: 3,929
 - Military: 1,039
 - Foster Care: 270
- Graduation Rate
 - Free Meals - Male: 80.4%
 - Free Meals - Female: 86.2%
 - Reduced Meals – Males: 87.9%
 - Reduced Meals – Females: 91.8%
 - Students with Disabilities – Male: 82.7%
 - Students with Disabilities – Female: 86.4%
 - ELL: 83.9%
 - Migrant: 84.1%
 - Homeless: 74.7%

- Virtual: 68.3%
- Military: 92.7%
- Foster Care: 70.4%
- Bert Moore: So, the lowest of all the graduation rates is virtual
- Dr. Lena Kisner: But within that virtual you could have an ELL child, or a migrant, disabled, or military or foster care is that correct?
- Bert Moore: Yes, it is all virtual, together. They are all in there, but I don't know that we collect that data. They would not have meal services. And students with disabilities, they could be in the virtual count but they're not considered a student with a disability because people used to tell them you can't enroll if you're a student with a disability so parents would take consent away and then the child would be enrolled. So they're still a student with a disability as far as I am concerned, but the paperwork says they're not. But that is the highest percent if you will for non-graduates, it is the virtual
- Dr. Marvin Miller: Is there a way in the future for us to track if they're virtual and on an IEP?
- Bert Moore: We can get that information from Kyle Lord. We can ask for it. But we have to put in a data request to them, and we can do that
- Dr. Marvin Miller: Okay because I am wondering what the regular ed may be compared to special ed compared to the others
- Bert Moore: Yes we can look into that. So, overall I think the data is telling us Kansas does a pretty good job with graduation, but we could do a better job if you look at persons with foster care, virtual and homeless. Those are the ones I would consider significantly lower than the others
- Lindsey Graf: I do think on that data request, when we look at that in the future we do have to take into consideration it's not necessarily going to show us those families that revoked consent. So, it's going to be a little skewed. But it will be more than we have now and I think it's still a good data request to ask for.
- Bert Moore: I would be interested to know how many of these 693 students do graduate within 1, 2, or 3 years. They just didn't graduate with their cohort, because the way we measure they have to graduate within the range of their cohort or they're considered to be non-graduates, even though they can stay in school until they're 21. Students with disabilities have 18 to 21 services and can graduate later. So we don't know if they're being coded appropriately. There's so many things that can happen in error. But, I just thought you need to see the whole graduation data so you could see comparatively how much lower was virtual than everyone else. And it looks like the average
- Dr. Lena Kisner: Bert, I know there is a charter and Virtual Education Advisory Council, but there's limited information on the KSDE website about that. I wonder if at some point SEAC should attempt to connect with them. I sent an application to that council and never got a response. According to the website, they had a meeting December 11th
- Bert Moore: I will ask Beth Fultz, she is the Director of Career Standards and Assessment Services. We have a charter position on SEAC open. We could change that position from charter to virtual, since Kansas does not have stand alone charter schools. When the federal government put this together for membership there was not much of a virtual arena and it would be nice to have somebody that works in virtual that might be able to serve.
- Brian Dempsey: I just want to mention, it's been happening a few years now, but there's an Annual Digital Learning Conference in Andover on February 13 and 14 this year, and it addresses virtual schools. So, if you want an opportunity to learn more that's a great

idea. I plan on attending

- Dr. Lena Kisner: I think if we could get more connection with that group, if we can't get them as a member of SEAC maybe someone from their council could be an ex-officio member. Just some kind of connection because it feels like we should be working together and we're not

Dyslexia Data

Bert Moore

- At this point in time it's very interesting that when I asked Mason Vosburgh, our data specialist, "Do we collect the dyslexia data" and he said no. The reason that we don't is because it was a state mandate, and so we don't have it in our SpedPro system to collect that as a separate category because it falls under learning disability. So, if we wanted that data, we would have to send a survey out to all the LEAs and Co-Ops and interlocals and say can you please get us a number of how many students you've identified in the last year that have met learning disability with dyslexia. That is a survey we could do. But we need to figure out that if we collect that data, the legislators may ask for it anyway, and then we'll go collect it, but they could ask for that data and that could become a new debatable issue to where they want us to look at dyslexia, like we currently do gifted. My dilemma is this. The reason I went to the learning disability is because when you look at the definition of dyslexia, it says it's a neurobiological learning disability. When you look at the IDEA, it says learning disability including dyslexia, so there was no need to duplicate it, but rather to recognize it and to evaluate and identify it. School psychologists, for years, have said, that's a medical diagnosis, a clinical diagnosis. We don't diagnose dyslexia. We're not asking you to diagnose it. We are asking you to identify it through the data that supports that the child meets that. And it does not require sending that child to a specialist somewhere to get an evaluation. It requires us to look at their phonemic awareness, their phonics. How well are they addressing words, decoding and deciding that it's significant enough that they need a learning disability with the characteristic of dyslexia. Because what do you do differently for a learning disability compared to a child with learning disability with dyslexia. The interventions may be different depending on the need of the student, it is supposed to be individualized. So, it's not like we're going to create a whole new platform of services supports for a student that has dyslexia under learning disability. We individualize based upon the weaknesses and the needs. So, I'm a little remiss, because once we start doing that, then we can't use any federal dollars to support the interventions for a child who meets the state definition of dyslexia, just like gifted. We can't get any federal dollars to support that. I don't want every teacher to have to fill out every day, a time and effort log that says I spent this amount of my time working on dyslexia and this amount of time doing everything else and then have to take that as a deduction out of their categorical aid or payment, when they don't get enough right now to support their work. So that's the director of Special Education telling you why I moved it through the process I did, and why I currently don't have that in the SpedPro system to collect it. But we can if it's needed. I think we are meeting the basic need that was addressed by Molly and putting it in the bill at the end of the session. That we are finally saying schools you can, and you will, identify, not diagnose dyslexia
- Mike Burgess: I am a parent of a child with dyslexia and we are not being served today.

We went and got our own diagnosis and have been working through it. We have not filed a complaint or done anything, but we're a year and a half into this since we shared the diagnosis. And I mean shared the actual diagnosis and we have not received anything yet

- Bert Moore: Did you ask for a comprehensive evaluation, Mike?
- Mike Burgess: We have now
- Lindsey Graf: We've seen some improvement but there's still work to do.
- Mike Burgess: I think it's significantly better for younger kids. They've changed things in elementary school, curriculum wise, and they're setting up those tools. I think the challenges for late identified students who are older, they missed that. We did things outside of school to mitigate the challenges and now he doesn't fit the service array because the services are geared towards younger kids and the schedules for high school students are vastly different. We are a few months into high school without a service plan. I don't know how you handle those kids that are outside the norm of what the districts are doing
- Lindsey Graf: I think that's a great point because with the screeners, though there are some of the higher levels, we focus so much on that early intervention which is so needed and wonderful, but what happens for the kids that weren't in that group? Or if students move in? I think that's where we are missing students

Emergency Safety Intervention

Bert Moore

- Emergency Safety Interventions from 2021 to 2024
 - 2020-2021 had just over 10,000 incidents
 - 2021-2022 had approximately 15,000 incidents
 - 2022-2023 had approximately 7,000 incidents
 - 2023-2024 had approximately 20,500 incidents
- Some of this data seems to be misleading. How did climbing incident rates suddenly drop down to about 7,000 incidents in 22-23? And then to spike back up in 23-24. This was the first year for the new seclusion and restraint data. This is general education and special education. We do not know if districts just did not report. We did need some clarity from General Council on if a child is being escorted by the arm to a different place, is that an escort or is that a restraint? The interpretation of the data changed. If I call home and ask, "Johnny needs to come home, would you come get him?" Is that considered an out of school suspension? Under the new law, yes, it is
- Rebecca Shultz: Thinking back to things that I dealt with for my students that we never reported on because things have changed since 2023, substantial changes. So I do believe we would see a huge influx, because I think reporting has gone up because we're now cognizant and thinking about it
- Bert Moore: I'm glad you said that because that's one of the things that Trish and I talked about for what happened in 2021. In 2021, we had COVID. We had kids getting hybrid, virtual, and all kinds of different types of services. We had a couple of districts that didn't start back up until April 2022. I think Topeka Public Schools went back to the classroom in April, then we had legislation that said you can't remote the kids and no more than 40 hours could be provided in a remote setting. And so in 2022-23, we had more kids, but less reporting. The law changed. In 2023-24 all of a sudden we were

doing a lot more reporting

- Dr. Marvin Miller: I think you'll find those spikes throughout the data. We all knew what it was ten years ago, but I don't know of any superintendents that are still in place now from ten years ago. Or principals. It falls off the radar and we need to remind everybody every five years or so. In the last two years there's been even more discussion in the general education settings for the first time. I think people are finally reporting it to the levels we actually need to be. I thought it was being way underreported for a couple of years based on what I know kids are like and what teachers do. So, I think this is probably closest to the real data numbers. It's trying to tell us something that we were looking for when we first started this a decade ago
- Bert Moore: That's a great point to make. Let's look at the next set of data
- Number of Students with Restraints and Seclusions
 - Restraints
 - 2020-2021: 4,394
 - 2021-2022: 6,640
 - 2022-2023: 3,761
 - 2023-2024: 8,778
 - Seclusions
 - 2020-2021: 6,013
 - 2021-2022: 8,345
 - 2022-2023: 3,489
 - 2023-2024: 11,931
- Lindsey Graf: Quite honestly, had that been a typical year in growth, it wouldn't look so dramatic. I'm even more concerned about that one year that we are missing because they're still the same kids
- Dr. Marvin Miller: I understand. But I remember walking out of that July meeting way back then and everybody was confused. I think people just stopped reporting, and I don't think Trish was in the current job position she has now. Once she did get this job, we started calling her and saying 'Okay can you clarify this' because we put out that little five question thing, and everybody had answers all over the place. No one agreed, so I think we just don't know what this is and I think a larger part of it is that now that Trish is in her position, she's done a lot of videos and training. There's been a lot of technical assistance. But I think people didn't know what to do so they just didn't do anything
- ESI Incident Breakdown by Population
 - Section 504
 - 2021: 53
 - 2022: 100
 - 2023: 55
 - 2024: 372
 - IEP
 - 2021: 9,390
 - 2022: 13,613
 - 2023: 6,504
 - 2024: 18,750
 - No IEP/504
 - 2021: 966
 - 2022: 1,303

- 2023: 699
 - 2024: 1,772
- Average Age Representation
 - Restraint
 - 2020-2021: Age 10
 - 2021-2022: Age 9
 - 2022-2023: Age 9
 - 2023-2024: Age 9
 - Seclusion
 - 2020-2021: Age 8
 - 2021-2022: Age 8
 - 2022-2023: Age 8
 - 2023-2024: Age 8
- Bert Moore: As you can see, we are within that second-third grade range for average age represented.
- Lindsey Graf: I would say on the age thing though we're definitely in that window of these kids that are really still learning to regulate and can't handle emotions still. We're seeing a major increase in social-emotional behavior or issues. And you know, if you really do the research or look at the Blue Ribbon Task Force on screen time, this all correlates
- Bert Moore: When you look at this 21-23, remember that this was the period of COVID and we had 14,000 kids unaccounted for that we never found after we came back. We don't know where they went or what happened to them. We also had a huge decrease in preschool engagement and enrollment back in that time. And Kindergarten did not provide a lot of opportunities when they were remote. So we had gaps. And so you're seeing that, then by the second grade, it really is showing up and knowing that this is an average you're going to be looking at this age range in here as problematic for how we get to an average of 8, because that assumes, or presumes, that you're going to have a lot of kids down here too.
- ESI by Percent of Ethnic Population based on 2020-2021 school year
 - American Indian or Alaska Native: approximately 2.00%
 - Asian: approximately 1.00%
 - Black or African American: approximately 4.00%
 - Hispanic/Latino: approximately 1.00%
 - Multi-Ethnic: approximately 4.40%
 - Native Hawaiian or other Pacific Islander: approximately 0.01%
 - White: approximately 2.00%
- Bert Moore: Multi-Ethnic is very hard to classify within our current system. I have parents that would list their child as multi-ethnic, but the data says differently. Getting consistency across the data is always interesting because numbers would never align because of how it's being put in one system compared to another system. This is only one year, we can ask Trish to come back and give us more information on additional years.
- ESI by Gender
 - Restraint
 - Male
 - 2020-2021: 3,632

- 2021-2022: 5,313
 - 2022-2023: 3,023
 - 2023-2024: 7,022
 - Female
 - 2020-2021: 762
 - 2021-2022: 1,326
 - 2022-2023: 738
 - 2023-2024: 1,762
 - Seclusion
 - Male
 - 2020-2021: 5,066
 - 2021-2022: 7,049
 - 2022-2023: 3,005
 - 2023-2024: 9,628
 - Female
 - 2020-2021: 947
 - 2021-2022: 1,295
 - 2022-2023: 484
 - 2023-2024: 2,292
- ESI by Free/Reduced Lunch Status
 - Restraint – Free/Reduced
 - 2020-2021: 2,951
 - 2021-2022: 3,529
 - 2022-2023: 2,980
 - 2023-2024: 6,387
 - Restraint – Full pay
 - 2020-2021: 1,360
 - 2021-2022: 3,031
 - 2022-2023: 730
 - 2023-2024: 2,233
 - Seclusion – Free/Reduced
 - 2020-2021: 4,334
 - 2021-2022: 3,610
 - 2022-2023: 2,615
 - 2023-2024: 8,576
 - Seclusion – Full pay
 - 2020-2021: 1,608
 - 2021-2022: 4,560
 - 2022-2023: 848
 - 2023-2024: 3,148
- Bert Moore: It is kind of telling. Of course there is the huge drop in 2022-23, but that's across all the data. Again, we will get Trish to give us some support for this data
- Jon Harding: Just a quick question for those of you that have been in school. What is seclusion? Typically, what might that look like? What would be an example be if I went to an elementary school and someone was reporting a seclusion, what would that be?
- Lindsey Graf: Isolated in a room by themselves where they feel they cannot leave
- Jon Harding: So do most schools have a dedicated room for that

- Bert Moore: No, most of those have been done away with as part of the bill
- Lindsey Graf: Could be the office or a counselor's office
- Bert Moore: Or if you remove all the other students from that room. That's a seclusion
- Lindsey Graf: It used to be if I had the door closed but my foot is in the way does that really count as seclusion? Are they secluded or not. Now that would count as seclusion
- Dr. Marvin Miller: It's removed from instruction. And we may remove them from the math instruction, but if we are working with the counselor on social-emotional instruction
- Jon Harding: But what if I just went to the hallway
- Dr. Lena Kisner: That would be a seclusion now because they're not engaged
- Lindsey Graf: I bet the gen ed numbers would be higher
- Rebecca Shultz: With all the co-teachers that I taught with, they would always send kids to the hallway unsupervised, to be problem in the hallway instead of in the classroom. Then you have everyone walking by or the student wanders off
- Mike Burgess: These are emergency safety interventions though. So the hallway would be a timeout, or a different sort of intervention correct?
- Ashley Enz: Correct, isn't there an explicit statement about hallways in our guidelines or regulations? I was pretty sure that was called out as a non-exclusion. Can someone clarify that for us?
- Bert Moore: We will have to look at the regulation and then make that available to you, because we were told by General Counsel that the only thing we could share with districts was the regulation. We used to have forms to help support but our General Counsel pulled those, saying we were interpreting it wrong.
- Lindsey Graf: I think to that point in the hallway, could the kid leave, I guess. But more to Mike's point is what was the purpose of them being in the hallway? Is it truly an emergency safety intervention, or just a quick break to regulate and then return?
- Dr. Marvin Miller: Depends on who puts them there
- Jon Harding: If you leave it up to the districts to decide, you're going to get a variability in your data
- Bert Moore: And we know that. That's why we were trying to give them guidance, but then we were sworn off of that. Basically, we were told what we had on the website was wrong and what we were telling districts was wrong
- Kerry Haag: Not that it was wrong in terms of practice, just that it was wrong in terms from his perspective, his legal perspective, was that we were overstepping and interpreting the law
- Bert Moore: We will get that regulation sent to SEAC members so that you can see exactly what the regulation says as it was reworked and reworded.
- Dr. Marvin Miller: I have a follow up question. There are a lot of districts that report 0 for everything. I know we have teams that still go out and audit every so often. But that has always been one of my concerns in all these years. I expect the schools to have higher numbers, but I'm absolutely sure that a district, at least any sizable district, should have one. Is that something we're still looking? In the past that's been in the reports we've given to the State House. And I am assuming there's another report that goes
- Dean Zajic: That is one of the reports that gets ran annually, internally. So that way we can identify any entity that may have reported zero and flag them for follow up. And Trish can talk more about that when she comes in April

- Bert Moore: We wanted to run this data by you today so you could formulate your questions. We will get them listed and when she comes back, we'll know how to direct the conversation and allow her to expand.
- Mike Burgess: ESI is an emergency and we wish there were none, but they are not inherently a bad thing if they're done appropriately and done when needed and the proper communication happens, because that's kind of the big overall thing. If we can get really accurate reporting and good training, making sure that staff turnover stays at the forefront. What we saw at the Disability Rights Center was that in some cases, not that it was the norm, but that in far too many cases, because anything north of zero is too many, was that parent's were not aware of what's going on. These sorts of interventions might have been happening repeatedly, without any sort of communication, or even necessarily an analysis on why it's happening. What can we do to prevent it from happening in the future?
- Physical Restraint
 - Total number of incidents of restraint reported: 7,996
 - Average duration of restraint: 1.0 minutes
 - Average age of student receiving restraint: 8 years old
 - Number of schools included: 1,469
 - Median number of physical restraint incidents: 1.00
 - Standard deviation of number of physical restraint incidents: 0.400
 - Median duration of physical restraint incidents: 1.00
 - Standard deviation of duration of physical restraint incidents: 3.731
 - Seclusion
 - Total number of incidents of seclusion reported: 11,774
 - Average duration of seclusion: 6.0 minutes
 - Average age of student receiving seclusion: 8 years old
 - Number of schools included: 1,469
 - Median number of physical restraint incidents: 1.00
 - Standard deviation of number of physical restraint incidents: 0.361
 - Median duration of physical restraint incidents: 5.00
 - Standard deviation of duration of physical restraint incidents: 16.278

Indicator 8

Brian Dempsey

Bert Moore

- Brian Dempsey: Indicator 8 is the parent survey. This is our current question, and it is a survey to all parents of students with disabilities that comes out. After the question is asked there is a narrative box where the parent can add more information. This is a requirement from OSEP. We have talked with other states and had conversations internally. Are we getting enough information to help some of those conversations stay centered around the requirement for OSEP. If we got more information, would that help districts? What is our goal.
- Indicator 8 Current Survey Question
 - "Did the school district facilitate involvement as a means for improving services and results for your child?"
- Possible Additional Questions

- Communication- How well did the district communicate with the parents? Was feedback on communication styles/methods taken into consideration?
- Collaboration- How well did the district facilitate a collaborative environment? What was the application of parental feedback/information like during IEP meeting?
- Feedback- How well did the district take feedback? Did parents notice changes based on the feedback they provided?
- Brian Dempsey: Another area we talked about was that KPRIC has a family engagement survey. So one of the TASN projects, KPIRC, with Jane Groff, has this for all students. These are questions the parents fill out at the district level, then on the back there is a question about whether your student has an ISFP or an IEP
- Kerry Haag: This survey is used for families that are participating in Multi-tiered Systems of Support, MTSS, and alignment training and the school mental health. So many projects use this survey
- Dr. Lena Kisner: So, Brian, I have question. A special education director asked me about Indicator 8 because they were doing poorly on that indicator and had inquired with KSDE to get some feedback related specifically to their district and they were told that data is not available and they could not disaggregate that data and give any information specific to their district. Is that true or not true? Or did it start at a certain school year that that became unavailable? If you can't get that data, then how do you calculate Indicator 8 at the district level?
- Brian Dempsey: I know this has come up before and I do not know the answer off the top of my head.
- Bert Moore: When the information comes straight to KSDE, it is hard for districts to interpret the data. And if we look at the question, "Did the school district facilitate involvement as a means for improving services and results for your child?" Someone define that for me. What kind of involvement?
- Leslie Girard: And I know you know this, but there used to be more but the rate of return was so bad, that that was the impetus of it getting to one question to see if we could get a better return rate. I don't think even one question was the way to go
- Kerry Haag: And it did help the response rate
- Brian Dempsey: I do think we tweaked the wording a little bit this year. But to answer back about districts getting data. It is anonymous, so while we have the information, if we sent individual responses back to the district, and they were small enough, they might be able to identify the parent that it came from. And that is not the intent of this
- Lindsey Graf: So then how does a district know if they're not doing well
- Dr. Marvin Miller: I think the question is how is the state doing on Indicator 8
- Kerry Haag: yes, Indicator 8 is how is the state doing on parent involvement
- Dr. Marvin Miller: So it's a different purpose than the family engagement survey
- Kerry Haag: It's one question now because if you want actionable data, it needs to be enacted on
- Dr. Marvin Miller: So I think the question goes, what's the purpose that we need this data?
- Kerry Haag: To meet the OSEP requirement
- Dr. Marvin Miller: And I think that's where our discussion was, if that's all we need to get, let's put it in one question. Because we can't do much with it, there isn't much information. If we aren't making any decisions off of it, and it's just to get a percentage to see if someone returns a piece of paper, do we need to change it?

- Dr. Lena Kisner: I just pulled up a public report and with IDEA and public special education report on Data Central and it reports on Indicator 8. So, the public's going to see if a district is performing poorly. But then, we're telling that district I'm sorry I can't give you any additional information about what's causing that, it's pretty frustrating. It's like we are shooting in the dark to try and fix something when we don't know what the problem is
- Kerry Haag: Because you don't get an individual report for your district
- Dr. Lena Kisner: Right. We get a value against the state target
- Lindsey Graf: So, for OSEP's requirement, does it even need to be reported on our stuff at the district level? And second question, based on where Leslie was going, are we misrepresenting or missing the boat on the purpose of that question? So that parents thinking 'hey they're really asking' this but the purpose isn't to use that data for anything. So I mean, we got to be able to sell it for them to do it right, and we don't get a huge response rate anyway. But we have a purpose, we are here discussing the purpose. How do we sell that? And then are we kind of leading the parents to believe they're having an input when they're not really having input. Because no one looks at this data
- Dr. Lena Kisner: As an interlocal director, I'm not concerned with how my families feel related to their specific districts. I can't impact how they feel about their math teacher or their principal but I can impact their IEP and the special education providers, and that's information I can't get
- Bert Moore: We will work on it

Items for Next SEAC Agenda

- If you have an idea for what you would like a topic to be please email Lindsey Graf and it will be discussed by SEAC Leadership

Meeting adjourned: at 1:21 pm

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SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date April 22, 2025

Time 9:00 am to 2:30 pm

Location:

Landon State Office Building

900 SW Jackson St

Room 509

Topeka KS 66612

Zoom

Call to Order: at 9:02am

Roll Call

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

x	Autumn Biltz	x	Jennifer Kucinski		Chris Reffett
x	Sydney Dringman		Jennifer Kurth		Sabrina Rishel
x	Jennifer Florez		Dr. Jessica Lopez	x	Rebecca Shultz
Z	Brandon Gay	X	Dr. Marvin Miller	Z	Dr. Sean Smith
Z	Whitney George	X	Bradley Miller	x	Roxanne Zillinger
x	Lindsey Graf	X	Dr. Brooke Moore		
	Rebekah Helget		Dr. Troy Pitsch		
Z	Jennifer King		Charity Porter		
x	Dr. Lena Kisner				

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

	Luanne Barron		Leslie Girard		Idalia Shuman
Z	Mike Burgess	Z	Melanie Haas		
	Ashley Enz	x	Jon Harding		

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

	Steve Backman	x	Brian Dempsey		Cary Rogers
x	Trish Backman	x	Dr. Crista Grimwood	x	Dean Zajic
x	Joyce Broils	x	Bert Moore	Z	Kerry Haag
	Stacy Clark	x	Alysha Nichols	Z	Helen Swanson

Kansas leads the world in the success of each student.

Guests: ASL Interpreters

Quorum (12) met: yes: 15

Call to Order

Lindsey Graf

Roll Call

Lindsey Graf

Approvals

Lindsey Graf

Agenda Approval: April 22, 2025

Motion to approve: Dr. Brook Moore

Second: Autumn Biltz

Discussion:

- Bert Moore: At 9:10 I am asking that SEAC vote to approve a Virtual School seat on SEAC which will be like our Gifted position. It will be a state position. I contacted the Office of Special Education Programs, and we have to keep a Charter School position as long as we have charter schools and we have about four of them in the state. So, we can add a position, and I have spoken to Dr. Robyn Kelso about serving in that position because she represents virtual schools for our agency and we feel like she will be a great benefit to provide information, and we have a lot of questions about virtual schools. So, the item would be to vote to approve a Virtual School seat on the Council and then a separate motion to approve Dr. Robyn Kelso into that position.

Action: Approved with change

Minutes Approval: January 14 2025

Motion to approve: Dr. Lena Kisner

Second: Dr. Marvin Miller

Discussion: none

Action: Approved

Minutes Approval: January 15 2025

Motion to approve: Dr. Lena Kisner

Second: Dr. Marvin Miller

Discussion: None

Action: Approved

Discussion to Add Position to SEAC

Bert Moore

Discussion:

- Dr. Lena Kisner: I would just say that I think that's an important position for the SEAC Council given the growth we have seen since COVID in students with disabilities enrolling in virtual schools and then just generally the overall enrollment of virtual schools in Kansas
- Dr. Marvin Miller: I went to the Virtual School meeting that Dr. Robyn Kelso helped put on a few months ago, the Digital Learning Conference. Seeing the number of programs that are out there, it is something that we should be invested in so I highly recommend that we go ahead and add this additional state position to our SEAC Council

Motion to approve: Dr. Marvin Miller

Second: Autumn Biltz

Action: Approved

Discussion to Add Dr. Robyn Kelso as the Virtual School Representative for SEAC

Discussion:

- Dr. Lena Kisner: I think it makes sense with this being a new position on our council to have the first person to fill that to be a state level position, so I am in support of Dr. Robyn Kelso's nomination

Motion to approve: Dr. Lena Kisner

Second: Autumn Biltz

Action: Approved

ESI Follow up

Trish Backman

- 91-42-1. Definitions
 - (b) "Area of purposeful isolation" means any separate space, regardless of any other use of that space, other than an open hallway or similarly open environment"
- 91-42-1. Definitions
 - (p) "Purposefully isolate," when used regarding a student, means that school personnel are not meaningfully engaging with the student to provide instruction and any one of the following occurs:
 - (1) Removal of the student from the learning environment by school personnel;

- (2) Separation of the student from all or most peers and adults in the learning environment by school personnel; or
- (3) Placement of the student within an area of purposeful isolation by school personnel
- 91-42-1. Definitions
 - (r) "Seclusion" means placement of a student for any reason other than for in-school suspension or detention or any other appropriate disciplinary measure in a location where both of the following conditions are met:
 - (1) School personnel purposefully isolate the student
 - (2) The student is prevented from leaving, or the student has reason to believe, that the student will be prevented from leaving, the area of purposeful isolation
- Year-to-Year Totals
 - Total ESI Incidents
 - 2020-2021 – over 10,000
 - 2021-2022 – over 14,000
 - 2022-2023 – under 8,000
 - 2023-2024 – over 20,000
- Restraints vs Seclusion Year-to-Year
 - Restraint
 - 2020-2021 – 4,394
 - 2021- 2022 – 6,640
 - 2022-2023 – 3,761
 - 2023-2024 – 8,778
 - Seclusion
 - 2020-2021 – 6,013
 - 2021- 2022 – 8,345
 - 2022-2023 – 3,489
 - 2023-2024 – 11,931
 - 2020-2021 data was during COVID lockdown
 - 2021-2022 data some schools had not returned
 - 2022-2023 buildings were given guidance that any time a student is sent home due to behavior, it counts as 1 day Out of School Suspension
 - 2023-2024 baseline year with new definition
- ESI Incident Breakdown by Population
 - 504
 - 2020-2021 – 53
 - 2021- 2022 – 100
 - 2022-2023 – 55
 - 2023-2024 - 372
 - IEP
 - 2020-2021 – 9,390

- 2021- 2022 – 13,613
 - 2022-2023 – 6,504
 - 2023-2024 – 18,750
 - No IEP/504
 - 2020-2021 – 966
 - 2021- 2022 – 1,303
 - 2022-2023 – 699
 - 2023-2024 – 1,772
 - Still need better reporting on non-identified students
- Average Age Representation
 - Restraint
 - 2020-2021 – 10
 - 2021- 2022 – 9
 - 2022-2023 – 9
 - 2023-2024 - 9
 - Seclusion
 - 2020-2021 – 8
 - 2021- 2022 – 8
 - 2022-2023 – 8
 - 2023-2024 – 8
- ESI by Percent of Ethnic Population 2020-2021 School Year
 - American Indian or Alaska Native – more than 2.00%
 - Asian – about 1.00%
 - Black or African American – just under 4.00%
 - Hispanic/Latino – 1.00%
 - Multi-Ethnic – more than 4.00%
 - Native Hawaiian or Other Pacific Islander – just over 0.00%
 - White – just over 2.00%
- ESI by Gender
 - Restraint
 - Male
 - 2020-2021 – 3,632
 - 2021- 2022 – 5,313
 - 2022-2023 – 3,023
 - 2023-2024 – 7,022
 - Female
 - 2020-2021 – 762
 - 2021- 2022 – 1,326
 - 2022-2023 – 738
 - 2023-2024 – 1,752
 - Seclusion
 - Male
 - 2020-2021 – 5,066

- 2021- 2022 – 7,049
 - 2022-2023 – 3,005
 - 2023-2024 – 9,626
 - Female
 - 2020-2021 – 947
 - 2021- 2022 – 1,295
 - 2022-2023 – 484
 - 2023-2024 – 2,292
- Fall 2024
 - Restraint totals: 2,808
 - Average duration of restraint: 1.0 minutes
 - Average age of student receiving restraint: 8.0
- Fall 2024
 - Seclusion totals: 4910
 - Average duration of seclusion: 4.0 minutes
 - Average age of student receiving seclusion: 8.0
- Totals
 - Number of physical restraint incidents with students with an IEP – 2,673
 - Number of physical restraint incidents with students with a Section 504 Plan – 31
 - Number of physical restraint incidents with students without a Section 504 Plan or an IEP - 391
 - Number of seclusion incidents with students with a IEP – 4,324
 - Number of seclusion incidents with students with a Section 504 Plan – 52
 - Number of seclusion incidents with students without a Section 504 Plan or IEP - 575
 - Number of emergency safety intervention incidents with students with an IEP – 6,997
 - Number of emergency safety intervention incidents with students with a Section 504 Plan – 83
 - Number of emergency safety intervention incidents with students without a Section 504 Plan or IEP – 966
 - Number of students with a BIP physically restrained – 497
 - Number of students with a BIP placed in Seclusion – 514
 - Number of students with a BIP with which an emergency safety intervention was used – 741
 - Question from Rebecca Shultz: What about students who report and go to a safe room? Is that reported or not?
 - Response from Trish Backman: No. If I am telling you I need to remove or I need to go to a calming corner, then no. One question to always ask is, 'is this student at risk of harming themselves or another person'
- Fall 2024

- The number of students physically restrained – 863
 - The number of students placed in seclusion – 793
- Comment from Sydney Dringman: I have an observation. I represent the foster care population from DCF and so an observation I want to make is that the demographic information you guys are seeing in those disparities are very similar to the demographic information we see in our placements for our most unstable young people. If you have a child that is having behavioral difficulties, and is having restraints and seclusions, even if there is a plan, is there anything that's prompted?
 - Response by Trish Backman: In the statute, there's very specific guidance that if something happens that day we will be calling and letting the parents know and they get a report within 24 hours
- Question from Mike Burgess: Will this report be published soon?
 - Response by Trish Backman: We usually report at the end of the year

Legislative Discussion

Dr Frank Harwood

- Legislative Update
 - The 2025 Legislative session ended on April 11th after 89 days
 - Although the number of days is fairly typical, the session ended earlier than usual
 - Hopefully, the Consensus Estimates will come close to current projections
- Bills Effective when Published in the Register
 - SB 2
 - Validating the election results for the bond issuance question submitted by the board of education of USD 200 Greeley County, at a special election held on May 21, 2024
 - Bond elections must be published on election office website if the election office has a website
 - SB 44
 - Concerning antisemitism; declaring antisemitism to be against public policy defining antisemitism and antisemitic for purposes of state law
 - SB 114
 - Authorizing nonpublic and virtual school students to participate in ancillary public school activities and making it unlawful for the KSHSAA and school districts to discriminate against such students based on enrollment status
 - Adds Kansas Academy of Mathematics and Science students
 - Current student eligibility does not change during the

- semester
 - Districts may adopt policies about other activities
 - Legislative Post Audit Committee approved an audit of KSHSAA and USD policies
- SB 125 (HB 2007)
 - Making and concerning supplemental appropriations for fiscal year 2025 and appropriations for fiscal year 2026-2027 for KSDE and various state agencies (some line item vetoes)
- HB 2031
 - Providing that driving school instructors may possess a motorcycle driver's license from any state
- Bills Effective July 1, 2025
 - SB 35 (HB 2396)
 - Discontinuing the state property tax levies for the Kansas educational building fund and the state institutions building fund and providing for financing therefore from the state general fund
 - SB 45
 - Excluding students who transfer to homeschools or nonaccredited private schools or enroll in a school credit deficient from the alternative calculation of graduation rates
 - KSDE will be required to calculate two different Graduation Rates
 - 1) Federally defined four-year-cohort: reported on the building report card
 - 2) Four-year-cohort excluding students who transfer to a non-accredited private school and students who enroll in high school credit deficient (less than 75% of expected credits)
 - The State Board will have to determine how to implement this requirement with KESA 2.0
 - HB 2022
 - Requiring that any special election be held on the first Tuesday after the first Monday in April or on the same day as a general or primary election
 - Bond elections will only be allowed in March, August, and November unless a building was destroyed or substantially damaged
 - Does not affect capital outlay tax levies
 - HB 2069
 - Allow school psychologists to obtain equivalent licenses to provide school psychological services in any member state
 - HB 2102
 - Permitting the advance enrollment of military students whose

parents or person acting as parent will be stationed in this state prior to physical residency

- If such student has an individualized education program (IEP) or a 504 plan, the school district shall take appropriate measures to ensure such student will receive the required education and related services upon attending school in the district

○ HB 2134

- Limits fees that can be charged by a public agency in response to Kansas Open Records Act (KORA) requests and allow a requester to appeal a fee's reasonableness to the Secretary of Administration if the public agency is in the Executive Branch. Also exempts disclosure of certain closed investigations, amends the date for counties or district attorneys to report KORA and Kansas Open Meetings Act (KOMA) complaints

- Fees for Public Records cannot exceed the actual cost of furnishing the records
- Fees can include staff time (not including benefits) including reviews and redacting the records
- Requires the lowest cost staff member to produce the record
- Must contact the requester if the request will take more than five hours or cost more than \$200
- Must provide an itemized statement of costs incurred if requested
- If a public body chooses to livestream a meeting, it must include all aspects of the meeting
- KOMA applies to a quorum of a subcommittee created by a public body

- Bills vetoed by the Governor

- HB 2033

- Amending current law and adds to the list of approved state-based nonprofit organizations to provide at-risk education programs: any other nonprofit organization that is accredited by the international multisensory structured language education council

- House: Yea 89, Nay 32
 - Senate: Yea 31, Nay 9
 - Veto Overridden

- Senate Sub for HB 2228

- Requiring that a political subdivision hold an open meeting to discuss a contingency fee contract for legal services before approving such contract and requiring the attorney general to approve such contacts

- Senate: Yea 28, Nay 12
 - House: Yea 73, Nay 52
- Senate Sub for HB 2282 (SB 275)
 - Requiring school districts to include a fetal development presentation as part of the curriculum for any course that addresses human growth, human development or human sexuality.
 - Senate: Yea 31, Nay 9
 - House: Yea 84, Nay 40
 - Veto Overridden
- Bills awaiting action by the Governor
 - HB 2045
 - Establishing the Kansas Office of Early Childhood, updating laws regulating childcare centers and childcare homes, providing staffing requirements, and requirements for professional development training
 - HB 2125 (SB 288)
 - Reauthorize the statewide school finance mill levy, modify certain dates related to municipal budgeting, modify the form required for revenue neutral rate notices and continue the state reimbursement of printing and postage costs associated with such notices, and prohibit filing fees at the State Board of Tax Appeals when prior appeals remain pending
 - Budget deadline for all taxing entities will be October 1st to the county (September 20th to KSDE) – eliminates the August 25th deadline
 - County clerk will use previous year's budget if current year's budget is not submitted
 - Changes to revenue neutral rate form and the state will pay for the mailing one more year
- SB 125 includes HB 2007
 - FY 2025; 2024-2025 School Year
 - Budget Topic: Delete Safe and Secure Schools Grant
 - Final Action: Retain Current Funding
 - Budget Topic: Delete Professional development
 - Final Action: Retain Current Funding
 - Budget Topic: Delete CTE Transportation
 - Final Action: Retain Current Funding
 - Budget Topic: Delete Mentor Teacher
 - Final Action: Retain Current Funding
 - Budget Topic: Delete Computer Science Grants
 - Final Action: Retain Current Funding
 - Budget Topic: Delete Teachers of Excellence

- Final Action: Retain Current Funding
 - Budget Topic: Delete SparkWheel
 - Final Action: Delete \$50,000
- FY 2026; 2025-2026 School Year
 - Budget Topic: Safe and Secure Schools Grant
 - FY 2025: \$5.0 Million
 - FY 2026: ~~\$1.0 Mil for public school AEDs, \$250k AED/CPR training, \$125K for private school AEDs, \$125K AED/CPR training~~ Funding from CPI-U increase
 - Budget Topic: Professional development
 - FY 2025: \$1.8 million
 - FY 2026: \$0
 - Budget Topic: CTE Transportation
 - FY 2025: \$1.5 million
 - FY 2026: \$1.5 million
 - Budget Topic: Mentor Teacher
 - FY 2025: \$1.3 million
 - FY 2026: \$0
 - Budget Topic: Computer Science Grants
 - FY 2025: \$1.0 million
 - FY 2026: \$0
 - Budget Topic: Teachers of Excellence
 - FY 2025: \$360,693
 - FY 2026: \$0
 - Budget Topic: SparkWheel
 - FY 2025: \$50,000
 - FY 2026: Move to DCF
- SB 125 includes HB 2007 (Cont.)
 - FY 2026; 2025-2026 School Year
 - Budget Topic: Consensus Estimates (Base)
 - Final Action: \$208 million
 - Note: Additional Funding
 - Budget Topic: Special Education Increase
 - Final Action: \$10 million
 - Note: Additional SGF
 - Budget Topic: 2024 SB 387 Staff for KSDE
 - Final Action \$184,500
 - Note: Additional SGF
 - Budget Topic: E-Rate State Match
 - Final Action: \$500,000
 - Note: From existing funds
 - Budget Topic: Payment to USD 112 – Adult Virtual Audit
 - Final Action: \$354,500

- Note: From existing funds
 - Budget Topic: Youth Career Program
 - Final Action: \$320,000
 - Note: From existing funds
 - Budget Topic: ~~SparkWheel~~
 - Budget Topic: ~~American History Online Supplement~~
- SB 125 includes HB 2007
 - Add \$10 million SGF in FY 2025 to the AG's office for two-year firearm detection software program for public schools. After two years, districts may continue the program with district funds
 - Add language encouraging expenditures from existing funds be used to expand current efforts to train both elementary and middle school teachers in the area of Science of Reading including assisting students to reach grade-level literacy for FY 2026
 - Add language allowing foreign exchange students who reside in the district to be permitted to enroll and not be subject to open-seat lottery for FY 2026
 - Add language requiring a percentage be included with District Level Excess Costs calculations
 - 1.5% lapse of KSDE operating funds
- Budgeting Information 2025-2026
 - BASE
 - November Estimate - \$5,611
 - Inflation has been higher than estimated
 - Special Education
 - Local Contribution Special Education State Aid + \$10 million
 - Calculated using prior year expenses only
 - Categorical aid - \$2.5 million
- Budgeting Information 2024-2025
 - Special Teacher Reimbursement (Cat Aid)
 - 2023-2024
 - Published - \$30,800
 - Actual - \$31,670
 - 2024-2025
 - Published - \$30,800
 - Actual - \$31,000
- Miscellaneous
 - Education Funding Taskforce
 - There have been three meetings so far focused on current formula and what other states are doing
 - Plan to meet at least monthly through the end of the calendar year
 - The goal is to have an initial draft by January 2026
 - Final report is due to legislature in January 2027

- Current formula expires on July 1, 2027
- Legislative Post Audit committee approved an audit for access controls in school district accounting systems
- Reminder, KSDE cannot finish statewide calculations until all districts have submitted information

KSDE Director Updates

Bert Moore

- Many of you remember last September, when you met with the Office of Special Education Programs and they had a Q and A with you. They said it would be 120 days, and we would have a report. We do not have the report. DOGE fired all the general counsel that worked for the Office of Special Education Programs. The general counsel had to review our report before it could be released. When we spoke to our representatives, they said they don't know when we will get a report, but they want us to continue to work as if we have some knowledge. We do have a couple of things that Brian and the team are working on to try and bring things up to date. We are doing some follow up and meeting with our facilitators
- We did receive our State Performance Plan and Annual Performance Report back for verification. The only question we had back from verification was to ensure we could verify those things addressed in Indicator 18. Brian and our TA providers have been working with Kerry and a couple of other folks on getting verification completed because we have to submit it by the 24th, which is Thursday. Our TA providers have given us input and we have some ideas on what we are going to share
- Also, the June SEAC meeting will be on June 24, 2025, from 9am to 12pm. Lunch will be provided, and you can attend the SETS Leadership Conference on June 25th and 26th if you wish. Joyce will send out information on how to register for the conference and you will be reimbursed for any costs such as hotel and mileage
- TASN 4.0, The Technical Assistance System Network, those projects are renewed every five years and our State Board did approve those and we will have those grants for another five years. We are finalizing which vendors will get each project. You will be hearing more about that at a later time

Transition

Dean Zajic and Stacie Martin

- Dean Zajic: We are not doing all things transition today, but a little update on the

Kansas Youth Transition Network project. That's a five-year grant that Kansas received to help with the coordination of secondary transition services across multiple entities throughout the support structure for students that are transitioning from secondary education. Stacie has been our coordinator for this work since early to mid-2024. This is a really unique project because it coordinates the work across our Centers for Independent Living, our pilot sites, and specific school districts that can then be replicable, sustainable, and scalable. We want this so that it doesn't require a big investment by different districts or others to be able to replicate it. It's about developing those best practices processes so that others can start to adapt it and improve that coordination across all of our different providers

- Stacie Martin: One of the things I have to remind myself of is that this is a model demonstration project. Nothing like this has ever happened before, so there is no asking 'what did you do before' it is all creation as we go along. There are a lot of moving pieces and parts that we continue to work on. I just wanted to highlight a couple things. We are in the process of hiring a full-time coordinator through this grant that would basically be boots on the ground supporting the Centers for Independent Living across Kansas and also rehabilitation services and transition councils and community teams. So, they are not just supporting them but also supporting the grant in general and doing coordination, setting up meetings, listening tours. So, it is a lot of opportunities for this new person, which we are currently in the midst of reviewing applications. We are hoping to hire someone by the first part of May. The other thing we are very fortunate in continuing to develop our transition website that we talked about last time. DRC is a partner in developing this website. We have had a lot of rich discussions on it. We want to take our time and do it right. It will be statewide, and it will be something everyone in Kansas can use
- Dean Zajic: Just a little more on the website piece, we are really lucky to have Mike Burgess who is one of the individuals who is really taking the lead on that piece. The website is going to be one of the earliest deliverables that is going to be visible to everyone in this room and throughout the state where LEA's will start being able to access it and utilize it fairly soon. It will continue to build but it serves a few different purposes. First, it will be an entry point where information is being shared about these best practices and material resources that are being developed in these different pilot sites across the State as we are launching these and as the councils are being set up. But, it will also be a repository for both parents and families as well as providers to connect and get resources. So, Mike and the team at DRC have been really helpful in being a thought partner with the steering committee at large for the KTYN and kind of thinking it through how we might structure that. We want this to be a very meaningful, useful resource that people will be able to utilize and we want it to be sustainable after the fiscal resource is gone in five years
- Question from Bert Moore: What is a CIL

- Response from Dean Zajic: Good question. Centers for Independent Living
- Question from Bert Moore: What is their role in this project?
- Response from Stacie Martin: Their role is to provide their core services into school districts, into the pilot sites, to work with students with disabilities on anything that would help them with transitioning post-high school. So, it's extra support that's for free, that a teacher or transition coordinator may not have time to do. But there's that extra support to have for that youth to support them through that process
- Dean Zajic: Just out of curiosity, how many of you today are familiar with the Centers for Independent Living and who they are and what they do? Okay, so just a few hands and a few of those are wobbly. That is exactly why this project exists. Centers for Independent Living are not a new thing. They are federally funded and have been around for a long time and support individuals with disabilities, and support transition, but they are sufficiently removed. They've never really been plugged into the local education agencies in a way they really probably should be. They do work within the local education agencies already, but not in a way that it needs to be, with us. They interact more with like rehab and some of those things. This opportunity is coordinating all of this work, and some of it is just making connections between the Kansas Department of Education and Vocational Rehabilitation and the multiple Centers of Independent Living throughout the state
- Stacie Martin: Another big piece of this brand is My Transition My Career, is through the Kansas University Center for Disabilities. About four years ago they had a pilot project where they supported local communities to develop transition councils, community teams, so that locally they could do resource mapping to find out what is available in their community. It's coordination and collaboration and having different partners at the table to talk about how we can support our youth in that community because a youth that lives in Western Kansas has different needs than a youth that lives in a metropolitan area like Kansas City. It is really important to have those local resources in there. That has been developed and is part of the pilot sites. Manhattan has just started a community team. Dodge City has a group which is a pilot site. They are having their first transition council meeting. Wyandotte county's Center for Independent Living has been doing a lot of outreach in that community. They have been part of a service provider panel as the professional development days in the school district. One panel was for middle and high school and they just had one for early childhood and elementary. This sounds like it will be an ongoing relationship for USD 500
- Question from Dr. Lena Kisner: Within this grant is there opportunity to also work with districts and their CTE programs because we have a considerable underrepresentation of kids with disabilities and CTE programs. Just getting to the table of how we can make those programs more accessible is important. We ought to have students with disabilities coming out with some of these

certifications which will then help them with the workforce and their transition post-secondary. So, I just wonder is there any kind of connection with CTE?

- Response from Stacie Martin: Not at this point, but Perkins 5 is a grant through CTE that really specifies that they must spend a certain amount of money on special populations which includes students with disabilities and the National Technical Assistance Center on Transition Collaborative, that is one of their focuses is CTE. It is always on the forefront, but we just haven't figured out how to coordinate that altogether yet. But very valid point.
- Question from Dr. Marvin Miller: I was going to ask about transition coordinators. Some districts have them, some co-ops do, but many don't so that's one key to doing all this work. I know this grant runs out in five years but is there any way that we can keep some of this glued together and strategies on how to develop those transition coordinators?
- Response from Stacie Martin: So, I have made that first step, it's trying to find information from special education directors on who in their district or buildings are representing as the transition contact. I have not got beyond that point, there is still some information that's blank. So, I have to follow up with directors and get a name. It all depends on where you are at in the state and what district. The second step is doing a community of practice and have all of those transition people come together and talk about what they want to talk about, what issues they are facing, what would be beneficial to them. That is still in the planning stages.
- Mike Burgess: One thing that is unique about the Centers for Independent living, when you are looking at their staff they are individuals with disabilities successfully coming in and mentoring. And to add to the discussion about the website, we hope to also have a resource for those transition coordinators to go and get connected to councils and get connected to peers and other great resources.

Youth Outcomes Driven Accountability - YODA

Brian Dempsey

- YODA: The Why
 - Youth Outcomes Driven Accountability (YODA) is a Kansas Integrated Accountability System (KIAS) process that evaluates district risk based on factors that emphasize program results to inform differentiated technical assistance decisions
 - KSDE uses YODA to:
 - Fulfill its responsibility to evaluate subrecipient risk as required by federal law
 - Provide differentiated, coordinated technical assistance across federal programs

- Address LEA-specific needs across performance, compliance, or fiscal components
- Improve program outcomes and results for all children and youth
- What YODA Is and Is Not
 - The YODA process is designed to mitigate local risk of not meeting federal program outcomes and to assist KSDE in using resources wisely
 - It is important to understand that YODA specifically assesses risk or potential for not meeting program objectives of the district
 - It is not a rating of the level of compliance or performance of the district
- Components of the YODA Rubric
 - KSDE has developed a list of systemic risks to program objectives and assigned a numerical value to each risk level. Depending on the category, low risk is generally a “0” or “1” point; medium risk is “2” or “3” points, and high risk is “5” points
 - The risk level is then multiplied by each category’s assigned weighting, which KSDE has determined in relation to the category’s importance in systemic performance
 - Category weightings range from 1 to 3, with a “1” being the least impactful and a “3” being the most impactful
- Categories
 - Graduation Rate (Risk Weight 3)
 - Graduation data is based on a 3-year moving/rolling average, considering the most current graduation class and the 2 classes prior, with > 87% being *low risk*, > 67% being *medium risk*, and ≤ 67% being *high risk*
 - Student Chronic Absenteeism (Risk Weight 3)
 - Percentage of students that attended less than or equal to 90% of the school year, disaggregated by district total and subgroups, with < 20% being *low risk*, < 30% *medium risk*, and ≥ 30% *high risk*
 - Participation in State Assessments (Risk Weight 1)
 - Percentage of students participating in math and reading assessments, with ≥ 95% being *low risk*; ≥ 89% *medium risk*, and < 89% being *high risk*
 - State Assessment Results (Risk Weight 1)
 - Data analyzed and risk assessed at the district level, with assessment level 1 being evaluated. Ten percent or less is *low risk*, < 50% is *medium risk*, and > 50% is *high risk*
 - IDEA Levels of Determination (Risk Weight 2)
 - Scoring reflects the district’s IDEA level of determination. *Low risk* = “meets requirements,” *medium risk* = “needs assistance years 1 or 2”, and *high risk* = “needs intervention/substantial intervention”
 - Early Childhood Least Restrictive Environments (Risk Weight 3)
 - Data is compared to state targets on the SPP/APR, and measured

for progress. *Low risk* indicates progress on APR Indicators 6A and 6B, *medium risk* is progress on either 6A or 6B, and *high risk* is progress on neither indicator

- Early Childhood Outcomes (Risk Weight 2)
 - Data is compared to state targets on SPP/APR Indicator 7. *Low risk* meets all three targets, *medium risk* meets two targets, and *high risk* meets less than two targets
- New Personnel (Risk Weight 2)
 - *Low risk* is no change or just a change in superintendents, *medium risk* is a change in SPED directors, and *high risk* is a change in the superintendent and SPED director
- New Programs (Risk Weight 1)
 - *Low risk* is no new programs being implemented, *medium risk* is one new program, and *high risk* is more than one new program implemented during the school year being evaluated
- New or Changing Systems (Risk Weight 3)
 - Systems changes, such as dissolving or establishing co-op's or interlocals; consolidating school districts, or dissolution of programs are considered. *Low risk* is no change to the system, *medium risk* is one change, and *high risk* is more than one change to a system
- Single Audits (Risk Weight 2)
 - *Low risk* = audit with no findings, *medium risk* = districts did not spend enough to require an audit, and *high risk* = district audit had one or more findings
- Timely Reporting of Data (Risk Weight 2)
 - Tabulation of data collections in KIAS and LCP applications that were not timely. *Low risk* = two or less late, *medium risk* = 3-7 late, and *high risk* = more than 7 late collections
- Monitoring Findings (Risk Weight 2)
 - Total district findings divided by the total number possible. *Low risk* = < 6% findings, *medium risk* = < 16% findings, and *high risk* = ≥ 16% findings
- Timely Correction of Findings (Risk Weight 3)
 - *Low risk* = all findings corrected within a given timeframe, (medium risk not applicable for this category), *high risk* = any findings not corrected within the given timeframe
- Special Education Complaints and Due Process Hearings (Risk Weight 1)
 - Substantiated formal complaints or due process hearings where the district did not prevail are tabulated. *Low risk* = no complaints or district prevailed in due process, *medium risk* = one complaint/due process hearing where district did not prevail, and *high risk* = one or more substantiated complaints, two or more

individual child substantiated complaints, or district did not prevail in two or more due process hearings

- Non-Public Schools (Risk Weight 1)
 - *Low risk* = no private schools receiving ESEA, *medium risk* = district providing ESEA services to private schools, *high risk* = districts providing ESEA services where a formal complaint exists
- Pyramid of Impact
 - Change, KIAS, Results, LCP, and Audits feed into YODA
 - YODA helps identify districts
 - Identified districts and other considerations help drive district improvement
- District Engagement
 - Identification
 - In the past practice, notification about level of risk has only been made to those districts who were the top X% of risk
 - The notification was sent to the district Superintendent
 - Included in the notification was an invitation to meet with KSDE SETS to learn more about the identification, including an overview of YODA, and expectations for engagement
 - Engagement
 - Districts are encouraged to form teams to address/mitigate the risk identified through YODA
 - 4-6 Team Members
 - Interact with the system from various perspectives
 - Ability to commit resources
 - Does not have to be every member
 - Understand the data
 - Varying lengths of service and or familiarity with the district
 - Engagement lasts through the school year of identification or until the identified risk has been determined to be reasonably (or in the process of) mitigated

Virtual Schools/IEP's – FAPE in Virtual Settings

Meeting the Needs of Exceptional Students in Online Learning Environments

Dr. Crista Grimwood and Brian Dempsey

- Learning Objectives
 - At the end of the presentation, the learner will be able to
 - Define and apply virtual learning terminology
 - Define a Free Appropriate Public Education within the context of a virtual setting
 - Identify potential “legally problematic” issues within the virtual setting placement as it relates to special education

- Mitigation strategies and solution ideas when contemplating a virtual education placement for students with disabilities
- Key Terms
 - Virtual school – a public school that offers only virtual classes
 - Virtual classes – a class wherein the student and teacher are separated by time zones and/or locations
 - Virtual classrooms – the online space wherein a student and teacher virtually interact
 - Online learning – broad term for education wherein instruction, content, knowledge, and skill acquisition are conducted primarily over the internet
 - Digital learning – an instructional practice that leverages technology to enhance the student's learning. Uses learning types as tools of practice
 - Blended learning – a formal educational program that leverages both technology and in-person instruction. It must have both (1) supervised learning time and (2) student-lead learning time
 - Remote learning – receiving FAPE outside of the physical school building. This may include online learning, blended learning, or non-technologically based learning
 - Virtual learning environment – the online learning interface providing virtual instruction, exams, assignments and classes
 - FAPE – means special education and relates services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the SEA, including the requirements of this part; include an appropriate preschool, elementary school, or secondary school education in the State involved; and are provided in conformity with an individualized education program (IEP) that meets the requirements of §§ 300.320 through 300.324
- FAPE in Virtual Schools
 - Application of the ADA, IDEA, and Sec. 504
 - “The IDEA, including its provisions concerning child find, monitoring, and compliance, applies with equal force to virtual schools”
 - See Dear Colleague Letter, 68 IDELR 108 (OSERS/OSEP, August 5, 2016)
 - 504 and Title II: schools may not directly, or through contractual (or other) arrangements, discriminate against students on the basis of their disability. 34 CFR § 104.4
 - Enrollment and attendance policies must be nondiscriminatory
 - Restricting how special education services are provided will almost always be discriminatory unless the restriction is necessary for the school to achieve its goal or mission
 - An appropriate restriction example: We will not

- provide a paraprofessional because the evaluation data does not indicate your child needs access to a paraprofessional to benefit from their curriculum
 - An inappropriate restriction example: We will not provide a paraprofessional because our school cannot provide paraeducators to virtual students
 - There may be differences in service model or delivery, but the FAPE obligation remains the same
- Special Considerations
 - Child Find
 - Is the virtual setting capable of identifying eligible children?
 - Appropriateness
 - Is a virtual setting appropriate for this child?
 - Accessibility
 - Is a virtual setting accessible to this child?
 - Least Restrictive Environment
 - Would a virtual setting integrate the child with their neurotypical peers to the maximum amount appropriate?
 - Adapting the IEP
 - Can this IEP be appropriately adapted to a virtual setting without materially impacting educational benefit?
- Child Find
 - Above and beyond ordinary child find obligations, virtual settings present unique challenges as it relates to identifying IDEA eligible children
 - Owing to this, in a 2016 joint Dear Colleague Letter, OSEP and OSERS recommended that districts containing virtual schools should empower their staff members to identify potentially IDEA eligible children through additional methods such as:
 - Additional screenings
 - Distributing questionnaires to staff
 - Distributing surveys to parents
 - Reliance upon parental referral should never be the primary vehicle for satisfying the IDEA's child find obligation
- Appropriateness
 - The IEP team must make an individualized determination of the virtual school setting's appropriateness for the child
 - Even if the family is unilaterally demanding virtual education, the team must meet and make its own determination
 - In Downington Area School District v K.D., 69 IDELR 162 (Pa. Commw. Ct. 2017, unpublished), an ADHD fifth grader's IEP team violated the IDEA by proposing to place the child in an accelerated online math class. The online setting was inappropriate given the child's known

propensity to play games and seek out peers when presented with online instruction

- In *J.D. v Pennsylvania Virtual Charter School*, 77 IDELR 287 (E.D. Pa. 2020), a virtual school proposed to place an Autistic student in a private special education school. The parent filed for due process, arguing the proposed placement was inappropriate and her child required their virtual placement. The Pennsylvania Department of Education determined that, because this child needed to learn in a classroom setting around same-aged peers to receive FAPE, the virtual school's proposal to place the child in a private school was appropriate
- In *S.P. v Fairview School District*, 64 IDELR 99 (W.D. Pa. 2014), a Pennsylvania school district recommended a virtual placement to a student with refractory migraine headaches. The District Court held that the proposal was appropriate given the child's frequent absences and documented need to remain in a dark, quiet room for 12-to-16-hour intervals
- Accessibility
 - Virtual Schools must provide children with disabilities with an equal opportunity to participate in and benefit from their virtual education. See *Dear Colleague Letter*, 43 NDLR 75 (OCR 2011)
 - New Requirements
 - The Office for Civil Rights has recently released new accessibility rules amending Title II. The LEA is responsible for ensuring the following are readily accessible to students with disabilities:
 - Web Content and Mobile Apps:
 - All web content and mobile apps provided directly by you – whether or not you developed it or maintain it
 - All web content and mobile apps provided by a third party through contract, license, or another agreement – whether or not you're hosting it on your own server
- Least Restrictive Environment
 - Continuum of placements: Transferring a student from a traditional physical public-school building to an online learning environment is usually a change in placement
 - LRE Video <https://youtu.be/nUtR75sMBOc>
 - This is because online settings generally offer a substantially different education with substantially different opportunities for peer interaction

- Ensure students with disabilities attending virtual schools are given the same or substantially similar opportunities to interact with their general education peers within virtual settings
- Adapting the IEP
 - Upon completed enrollment of an IDEA ID'd child, immediately convene an IEP team meeting. Use this meeting to engage the family, ensure the child has access to the internet and appropriate hardware, and adapt the IEP for an online curriculum
 - Collaborate with the IEP team and the child's district of residence to provide services if necessary. Consider the use of telehealth and other online tools for remote service delivery
 - Ensure, when appropriate, the child's IEP articulates a path to eventual in-person reintegration with their general curriculum peers (or a reason why this would not be appropriate to include)
- Virtual FAPE: Challenges and Opportunities
 - Challenges
 - Access to Technology: Ensuring every student is provided equitable access to technology and internet connectivity
 - Specializing the Instruction: Adapting IEPs to an online format without degradation of service
 - Maintaining Engagement: Creating engaging, interactive environments for students with a range of disabilities who may struggle with attention and/or focus
 - Social/Emotional Isolation: Maintaining social/emotional health and individualized support without making physical contact
 - Opportunities
 - Flexibility: Flexible learning environments can be tailored to the individual student
 - Equity: Enables children to continue attending school after events that would ordinarily remove them from the curriculum, e.g. expulsion, law enforcement officer removal, and acute health crises
- Virtual Challenges and Virtual Solutions
 - ADHD
 - Possible Challenges
 - Maintaining focus
 - Managing time
 - Minimizing distractions
 - Potential Solutions
 - Use of timers, reminders, visual aides, checklists, and/or check-ins
 - Incorporation of movement breaks, gamified learning

- activities
 - Clear, structured daily schedules and tasks
 - Flexible deadlines
- Autism (ASD)
 - Possible Challenges
 - Adapting to online interactions
 - Managing sensory sensitivities
 - Increasing social isolation
 - Possible Solutions
 - Predictable routines and visual supports
 - Clear, structured communication with minimal distraction
 - Virtual social groups, social skills training, and peer interaction opportunities
- Visual Impairments
 - Possible Challenges
 - Accessing digital content
 - Navigating online platforms
 - Potential Solutions
 - Use of screen-readers, braille displays, and text-to-speech technology
 - High-contrast visuals, large fonts, and audio descriptions
 - Customizable learning tools that adjust for the reader's vision
- Specific Learning Disabilities
 - Possible Challenges
 - Difficult processing, organizing, or retaining information
 - Potential Solutions
 - Assistive technology such as speech-to-text software
 - Chunked lessons, modified pacing, and/or frequent assessments
 - Flexible assessment formatting
- Bottom Line
 - What does the IEP team recommend so that this student can
 - Access the general education curriculum at their grade level
 - Participate with same aged peers in the least restrictive environment to the maximum extent possible
 - Be provided FAPE as required by IDEA (What would the district's offer of FAPE be if the child were not in the virtual setting?)
- Comment from Dr. Lena Kisner: I think one of the big issues is that this is

a unilateral decision of the parents? Let's say it's a virtual school in their home district but there's absolutely no way. I mean, this is a nonverbal child who was in a life skills program and the parent got mad at the teacher and says I am enrolling in a virtual school, what is the district's option because there's no way to do any of those things for a child who can't even attend due to their field of vision or respond to switches or things like that? These are the things that districts are starting to see and there is just absolutely no way that could be in a virtual setting

- Response by Dr. Crista Grimwood: And I would say that is a problem. If it is offered to general education students and it's offered to students with disabilities we can't discriminate on the severity of the disability, because that means the district would have to put more in place to make it accessible
- Comment from Lindsey Graf: Okay, so we can't deny it but can we not at least prior written notice it stating that the school disagrees that this is an appropriate placement, but the parent acted unilaterally?
- Comment from Dr. Robyn Kelso: Can you use that IEP team? If the parents act unilaterally, and nobody thinks this is a good idea, can we gather the IEP team and we are going to put the IEP in place and then progress monitor probably more than you would like to and when that student starts to struggle you reconvene. Your IEP team might have to meet 5 or 6 times and yes that is a lot of time and resources, but it may be your only way to document your way out of this placement
- Comment from Brian Dempsey: I think Robyn is right. Before that, if it's a relationship issue is there anything you can do to address that? And I know you probably have. By the time you get to this I don't think the district can file due process over this. It's not a team decision or recommendation. I do think what you can do is ask that parent if they just don't trust you, if they're mad at that teacher, and they don't trust the district, then it might be an opportunity to talk to that parent about mediation and get somebody in that does not have a vested interest in the outcome. I think it is a good tool even if you don't have a positive outcome with it. It can help with those relationships and then getting to what Robyn talked about. Remember, if it is a unilateral placement by the parent, keep the brick and mortar IEP in place, do a PWN on what you can offer. I get what you are saying that for a student like this there is not much you can offer, but document the best you can, and through progress monitoring like Robyn said, then you're pulling the team back together. Continue to work with the parent and hopefully they see the outcome is not a benefit to their child

Lindsey Graf

- Lindsey Graf: This is the last meeting with me as the chair. Our next meeting is in June, not in July, so we want to have our new leadership in place for our June meeting. The next meeting is Tuesday, June 24 in the morning for half a day and lunch will be provided. In the last meeting we formed a committee and I just didn't know if we had an update on said committee for the parent engagement survey?
- Response from Brian Dempsey: There is no update, but we will have an update in June
- Lindsey Graf: So that brings us to leadership changes. I will be moving to past chair and Lena would move to chair, so we would need to have a chair elect.
- Bert Moore: You want nominations now?
- Lindsey Graf: Yes please, I would take nominations
- Dr. Marvin Miller: I'll be nominating Dr. Brooke Moore from Fort Hays State University
- Lindsey Graf: Are there any other nominations?... Hearing none..

Motion to nominate Dr. Brooke Moore: Dr. Marvin Miller

Second: Dr. Lena Kisner

Discussion: none

Action: Approved

Ex-Officio Member Reports

Families Together

- Lesli Girard
 - Information from Program Statistics Report January-March 2025
 - 2,765 Individualized consultations and training
 - Ethnicity Breakdown
 - African American - 5%
 - Caucasian - 68%
 - Asian - 1%
 - Hispanic - 15%
 - Native American - 0%
 - Two or more races - 1%
 - Not determined/other - 10%
 - Age of child/youth
 - Birth through age 2 – 3%
 - 3 to 5 – 9%
 - 6 to 13 – 52%
 - 14 to 18 – 35%

- 19 to 21 – 1%
- 22+ - 0%
- Primary Disability
 - Autism – 410
 - Suspected Disability – 397
 - No IDEA Disability – 178
 - Emotional Disability – 148
 - Developmental Delay – 114
 - Other Health Impairment – 114
 - Multiple Disabilities – 96
 - Specific Learning Disability – 77
 - Intellectual Disability – 63
 - Speech or Language Disability – 39
 - Traumatic Brain Injury – 21
 - Orthopedic Disability – 8
 - Gifted – 2
 - Hard of Hearing – 1
 - Visual Disability – 1
- By Contact Content
 - Family Support – 868
 - IEP – 576
 - CHASE – 548
 - Family Engagement – 359
 - Behavior/BIP/FBA – 359
 - Parents Rights – 193
 - CINC (Child in Need of Care) – 175
 - Education Advocate – 167
 - Comprehensive Evaluation – 163
 - Accommodation/Modification – 123
 - Mental Health – 122
 - Section 504 – 119
 - Professional Outreach – 108
 - Placement Options – 91
 - Person Centered Planning – 79
 - Extra-Curricular Activities – 74
 - Suspension/Expulsion – 71
 - Medicaid – 67
 - Care Coordination – 61
- Education Advocate
 - January
 - 54 appointments (29 new)
 - 59 Cancellations (36 final)
 - Total processed – 90
 - Early Childhood appointments – 3
 - February
 - 54 appointments (37 new)
 - 38 Cancellations (22 final)

SEAC Minutes April 22, 2025

- Total processed – 76
- Early childhood appointments – 6
- March
 - 65 appointments (47 new)
 - 48 Cancellations (32 final)
 - Total processed – 97
 - Early childhood appointments - 15

Kansas Association of Special Education Administrators

- Ashley Enz
 - KASEA Mission: Special Education Leaders united in advocacy and committed to success of all children
 - KASEA Vision: To be the voice of special education, to actively provide mentoring and support for leaders, and to advance the profession through policy and practice
 - The KASEA General Education Administrator Award acknowledges a general education colleague at the building, district, or organizational level who exemplifies leadership, continuous improvement, and advocacy in the provision of special education programs in the context of general education settings
 - Nominations must come from a KASEA member. The deadline to submit nominations is April 28, 2025. The winner will be announced and celebrated during the USA Conference in Wichita this summer (May 28-30)
 - KASESA and Friends Calendar
 - April 9, 2025 – Promoting Independence and Reducing the Reliance on 1:1 Paraprofessionals (Free for CASE members)
 - April 16, 2025 – Connecting with KASEA
 - May 28-30, 2025 – USA-KS Uniting Leaders Conference (Wichita, KS)
 - June 25-26, 2025 – SETS Leadership Conference (Wichita, KS)
 - November 5-7, 2025 – CASE Conference 2025 (Oklahoma City, OK)

Disability Rights Center

- Mike Burgess
 - Recent time has been dominated by legislative things
 - We did end up with some additional waiver slots on the IDD waiver but it wasn't the 500 we had hoped for but we did get 200 slots added. The other upside is they reduced the cap. So last year the cap of 4,800 on the waiting list with 500 slots, and together this reduced the waiting list by 1,000 people. The cap is now at 4,000
 - In the process of doing another offer of 199, so basically there will be about 1,200 people off the waiting list
 - CMS had findings in Kansas after their 2023 visit for compliance. So, Kansas has developed a corrective action plan and they are currently trying to follow through with that plan. We are moving to a new assessment tool which will be a strengths based assessment compared

to a deficit based assessment

Kansas State School for the Blind

- Jon Harding
 - Mobile Stem program
 - 25 locations across Kansas
 - 900+ students served this year
 - 13 accessible STEM locations
 - 10,000+ miles traveled
 - Differentiated Stations
 - Codable Mouse
 - Blind Engineering
 - Snap Circuits
 - Spheros
 - Drones and Swift Playground
 - Ozbots
 - Accessibility Station
 - Rube Goldberg Machine
 - 3D Pens
 - 3D Printers
 - Makerspace Equipment
 - Cubelets
 - "Is it Conductive?" with Makey Makey
 - KSSB Mobile STEM Unit 101
 - 2021 Sites
 - Centralia, Olathe, Pretty Prairie, George Nettles, Clay County Wakefield, Royal Valley
 - 2022 Sites
 - KS State Fair, Spring Hill, Wichita, Rosalia
 - 2023 Sites
 - Hutchinson, Clifton Clyde, Maize, Newton, Marysville, Piper, Wamego, Cunningham
 - 2024 Sites
 - Wichita, Dodge City, Lawrence, Wamego, Hutchinson, Kansas City, Shawnee Mission, De Soto, Edgerton, Paola
 - Lessons Learned
 - Safety first
 - Don't be afraid of failure
 - Find the 'wheels' that are already invented
 - Use a learning management platform to convene information and duplicate
 - Makerspace can be for ANY level student
 - There is STEM learning in all things
 - Old school and new school adaptations are welcome
 - Don't underestimate the basics

Kansas National Education Association

- Idalia Shuman is retiring

- o No other update at this time

Items for June SEAC Agenda

Next Meeting Date

June 24, 2025 from 9am to 12pm

Wichita Hyatt Regency

400 W Waterman ST

Wichita KS

Motion to adjourn: Dr. Lena Kisner

Second: Autumn Biltz

Meeting adjourned: at 1:33pm

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.

https://ksde.zoom.us/rec/share/ZILOt0f1R1n4R5i8OcEruCEcnC_I-_CRikDt0sgYw_Pgyivv2FTL0ATHPuY3UOOof.s4jDCDdtpMxfKRZR

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