

SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date June 24, 2025

Time 9:00am to 12:00 pm

Location:

Hyatt Regency Wichita
400 W Waterman ST
Wichita KS 67202

Zoom

Call to Order: at 9:00am

Roll Call

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

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

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

	Luanne Barron	Z	Leslie Girard	X	Anna Bradley
Z	Mike Burgess	X	Melanie Haas		
X	Ashley Enz	Z	Jon Harding		

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

Kansas leads the world in the success of each student.

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

Guests: ASL Interpreters, Wayne Ball with the American Institute for Research
 Quorum (12) met: yes 12

Call to Order
 Dr. Lena Kisner

Roll Call
 Joyce Broils

Approvals
 Dr. Lena Kisner

Agenda Approval: June 24, 2025
 Motion to approve: Dr. Brooke Moore
 Second: Dr. Marvin Miller
 Discussion: None

Action: Approved

Minutes Approval: April 22, 2025
 Motion to approve: Dr. Marvin Miller
 Second: Dr. Jessica Lopez

Discussion: none

Action: Approved

Open SEAC Positions

Bert Moore

- We currently have two open membership seats and possibly three after today
- Virtual schools was a position created that Dr. Robyn Kelso currently fills, it is a state position with active membership. We do still have the Charter school position because we have three or four charter schools within the state so that position remains open
- Current open positions:
 - Charter Schools
 - Local Education Official who carries out activities under McKinney-Vento

Homeless Education Act

- Joyce will need to rebuild the application in Survey Monkey and share the link

Annual 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 and 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
 - Virtual schools
- 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
 - An Issue/Priority is presented
 - Members give perspective and share experiences
 - Get stakeholder input
 - Members discuss
 - Resources and information gathered/presented
 - Give objective advice
 - Change may/may not occur that will improve 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 Meetings 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 the State Performance Plan/Annual Performance Reports
 - State Level of Determination or Technical Assistance as determined by the Office of Special Education Programs
 - Part C connection

- Support State Education Agency's improvement efforts
 - Use the established by-laws for the council operation and update as needed
- The Big Picture
 - The US Department of Education gives directions to The Office of Special Education and Rehabilitation Services (OSERS) who gives directions to the Office of Special Education Programs (OSEP)
 - OSEP gives directions to Technical Assistance Projects, State Education Agency (SEA), and Lead Education Agency (LA). Technical Assistance Projects help SEAs and LAs
 - SEAs and LAs then provide information to the Special Education Advisory Panel (SEAC) who then advise the SEA
 - SEAs and LAs also provide information to the Interagency Coordinating Council (ICC) who then advise the LA
 - Keep the main thing the main thing – Infants, Toddlers, Children, and Youth with Disabilities
- General Supervision
 - State Education Agency (SEA) Oversight components
 - Kansas Integrated Accountability System (KIAS)
 - 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. Least Restrictive Environment
 - 6. Preschool Least Restrictive Environment
 - 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
 - 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 (SEAC) 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 SICCS
 - <https://osepideasthatwork.org/resources-grantees/sap-sicc>
- National SEAC/ICC Website
 - <https://osepideasthatwork.org/resources-grantees/sap-sicc>
 - Access to State SEAP and ICC websites
 - Information/Resources
 - Announcements
 - National Quarterly Webinars
 - osepideasthatwork.org
- Dr. Lena Kisner: Bert is there anything you would like to add to this orientation piece?
 - Bert Moore: I just wanted to add that in our state we have added several ex-officio members. You will notice the ones listed have been there for the longest time, but we also have added the Kansas State Board of Education, Kansas State School for the Blind, Kansas State School for the Deaf, the Kansas National Education Association and the Kansas Association of Special Education Administrators. We really appreciate the ex-officio members attending because they get to hear the content of what we're discussing, and they also get to take that back to their constituents and share information about what is happening in our state with special education

KSDE Director Updates

Bert Moore

- Our annual report needs to be approved for 2023-2024. We forgot to get it approved at the last meeting so I am asking if we could add that at this point. It is something that we put together as a KSDE group, I go through all of the minutes, I pull out everything that has occurred and create a spreadsheet and then I put together the annual report based on the OSEP required activities that a special education advisory council is supposed to work on. I put those in from 1 to 6, and I believe you received a copy at the last meeting. If you don't, we can make sure it gets sent to you. Joyce can send that out to the members, and you can review that, and we can approve that at the end
- I want to give you a little information, we did meet requirements though we did have a few points deducted
- I want to thank you all for choosing to be a member of SEAC and even ex-officio members, because we need your voice. Your voice matters. When we have these deep dive conversations, we bring topics to you and we are truly looking for your input. When OSEP came you will remember that they had an interview with you all. There was one state early on that did not have a SEAC and that was in their corrective action as part of their differentiated monitoring system. When I came on in 1995, I believe it was, Alexa

invited me to a meeting and I thought I was going to hear information, and she introduced me and said, 'And now Bert's going to tell us how we can reduce the paperwork for Special Education.' So, I went into my song and dance about not requiring excessive paperwork, trying to limit the size of our forms. Our IEP form was only seven pages instead of what we have in some systems today of 50 or more pages. It was easy to fill out by staff but more importantly it was easy to understand by parents. Parents liked our IEP because of its simplicity, and they could understand it. So, I think that made a huge difference for us. But when I came on SEAC we would sit as a group for two solid meetings to come up with an annual report. At that time, I told Alexa that this is something our Senior Administrative Assistant, Deb Burns at the time, could put together and then all we have to do is look at it, possibly tweak it and then approve it. When I came to KSDE, Pat Bone was my Senior Administrative Assistant. Shortly thereafter she moved to the deputy commissioner's assistant. Then I decided I wasn't going to have the new AA do that. I started developing it myself. So, when you see it, you will find all of the major topics we have discussed and any decisions that SEAC recommended in the annual report. That is something that we give to the State Board of Education. We really don't need to have state board approval for an annual report because our meetings occurred and these things happened, but we present it to them because one of our biggest jobs as a SEAC is to work with our state board. The first time I was a member, where I was chair before I was past chair, Steve Abrams asked if SEAC could give information on autism. This was the first time SEAC was asked to do anything by the state board. We had advocates coming to the state board and Steve said we don't know what's real and what's not. So, we planned a full January session where we had Lee Stickle and a professor at KU who was known for his work on autism, and they presented. At the end of the day, we decided that one size does not fit all, there was an ABA group that was trying to push an agenda that ABA was the only thing that could be done with autism and the state board really appreciated what we brought to the table. We have continued to come and present to the state board quarterly, and during those meetings we provide them with updates and things we are reviewing and also get to hear from them about things that we want them to tell us they want us to look into. We have a breakfast we sponsor with the state board which has grown into a great communication link where we get to sit down and have conversations outside of board meetings and get to know the real people behind the votes and they get to hear from you

- We were told we may receive our DMS, Differentiated Monitoring and Supports, report this month. Once we get that report, our September meeting could be taken up with quite a few agenda items on any corrective action that's been recommended. We would like your input and want you to give us ideas on how to move forward with the field. Because if we have corrective action, unfortunately, that means we're going to have correction action for the field and having to update policies, practices, or procedures. That will take a heavy lift, and we'll be leaning on all of you to help us with that at that point in time
- Currently we have received no allocations from Washington. We did have preliminary allocations for IDEA and for Title I, so we received those amounts. There are no funds for migrant or neglected and delinquent. We are telling everyone to plan on what you had last year because that was the information we were provided

Action: to approve the 2024-2025 SEAC annual Report

Motion to approve: Dr. Marvin Miller

Second: Jennifer King

Discussion: none

Action: Approved

Education Funding Task Force Report

Bert Moore

- Bert Moore: I sit on the Education Funding Task Force, it is a legislative group that is trying to come up with a new funding formula for education in the State of Kansas, effective in 2027. It consists of legislators and superintendents; I am there as a non-voting member. Dr. Frank Harwood also attends as a non-voting member. I think we are there more to answer questions of the group if they have any. They have discussed issues that came to light in 2017 and 2020, in the legislative post audit. Topics we have discussed include English language learners, we spent a lot of time on that in our last meeting, as well as special education and the various funding models for what we could look at in the state to change. Our major distribution is through personnel. The Kansas Association of Special Education Administrators has twice had debates and talked about whether we should change the funding model. Both times they came back to that personnel was the way to keep the funding model, because it was equitable and fair to all. We are looking at special education funding, catastrophic aid, and transportation aid, those are what is added to the mix for our major funding model. They looked at the states around us, Oklahoma, Missouri, Iowa, and Colorado. They looked at Arizona and Wyoming. Wyoming pays for every cost for special education; there is no local cost. Some of the states are census based so it's based on population so you will get more funding in suburban or urban areas, and if you are in a rural setting, you are likely to get less funding. If you are student-funded then that means they have weights attached to students, so if a student is in a self-contained classroom for 60% or more of the day, they get a certain amount of funding. If they are 60-80% then they get this amount of funding, and if they're 80% or less they get this amount of funding. So, in other words, each child generates funding based upon the severity of their disability. Those are the primary ways that we have looked at. There is debate all over the place. There is one legislator who said she will not allow the current mechanism to continue. The meetings are broadcast on YouTube. You can go to the legislative page for Kansas and search for the Education Funding Task Force and see the materials that have been shared. The next meeting is July 1st and 2nd and I will be there. We will look at ELL again. Then August 13th and 14th will focus on special education again. Renee Erickson is the chair, and she tries to be objective. You do have legislators that want to know how it will impact their districts, which is a good thing because that means they are really thinking about how this is going to impact the field. They will bring this up for a vote at some point, with the goal of it being in January 2026, so that way when we get to 2027, we have this bill ready to go. I will keep you posted, if anything changes or any action is taken, I will let you know about it. You may also get an email from me from time to time, keeping you up to speed because you need to know and then we can discuss it at the next meeting

SPP/APR Federal Determination for 2023

Brian Dempsey

- Brian Dempsey: We did meet requirements for another year, and we are very proud of that. Part C also met requirements. We have a good team, and we wouldn't meet requirements this many years in a row without the team. How we divide the work is also really something that speaks to that. The 18 indicators are divided amongst the team and there is a lead and a backup for each indicator, and for the most part that indicator goes with whoever does that work. Some states have one or two people that write the APR, and so that information gets funneled from people that are working with districts up to the people in central office. We do not work that way. We give people their leads and their indicators and they work directly with districts. They're always thinking about this from, not just a compliance standpoint and a monitoring standpoint, but how are we improving student outcomes. I think integrating it fully into their role has helped us. I think the next step for us, and we've talked about it briefly internally, and we want to get feedback from you, but I think we need to do a better job of then integrating the indicators as well. For example, it's one thing for Cary Rogers to really know assessments back and forth, work with the field, and then bring that back to the APR group, but it's another thing then for how does that relate to all the other indicators? So, we'll work on that. We lost five points. The SPP/APR meets requirements, and they assign points. They look at accuracy, dispute resolution, indicators themselves and the results. They look at NAPE scores. So, four points were lost on our NAPE scores, and that's the performance. So, they tertile the nation and essentially, we're in the second tiles and so two points for each area we received one point. The other point was our dropout rate. Under the new calculation every state uses the same rate. Now we are at 15%, which put us in the second tile, which was about 12%-20%, so 0%-11% would have scored us the two points, but we received one. Otherwise, we received 100% of our points. I think that goes to everybody doing their job and timely and accurate data. When we assign our leads work with the districts, the other thing that they look at, this isn't checkbox scoring, they look at compliance indicators and what our performance is. So, for Lena's districts, for Indicator 11 for example, timely evaluations. If she is not at 95% or higher, that would cost us a point if everybody was that way. So, when we get that point, it's not just because we wrote something really nice and legal and checked the box. It's because Lena and all of her peers did their job at a rate of 95% or higher. So that tells you that on all those compliance indicators that are set at 100%, we are performing at a 95% or higher rate. So, I think to drill it down for directors, I know it feels sometimes we come out and we are just checking boxes, but we are working together and all of that then is going to improving student outcomes. This just came out over the weekend, that is why I didn't have a slide show for you today. I might bring one back in September, of baselines and targets, so we can get your feedback. As Wayne and Bert talked about, you advise us and provide feedback to us and how that applies to the APR is in Indicator 8. We have a subgroup meeting next week that we will form that will help inform us how we can better utilize Indicator 8 and information from parents
- Question from Trish Backman: When I was working at the juvenile correctional facility, kids that had previously dropped out would then finish their GED while with us. But does that count toward the graduation rate

- Response from Brian Dempsey: The goal is a high school diploma. They specifically do not allow you to count GEDs, alternative diplomas or certificates of attendance. Our students are general education students first and should receive a high school diploma, and that is the measurement. Our graduation rate is 83%
- Question from Dr. Marvin Miller: Is there a way for us to capture that other 17% that dropped out and that did not get their regular high school diploma but that came back to one of our other programs to get their GED or something. As a parent in the field, I don't know if there is a way to capture that information easily, but there might be
- Response from Bert Moore: We do capture it through post school outcomes because they are measured
- Comment from Trish Backman: I just think that when we don't capture that very well that the alternative schools that are doing all this incredible work, they don't show up on the radar and it doesn't capture our kids with IEPs who are still coming back and finishing, even though some period of time in their life was difficult they come back and finish
- Response from Bert Moore: When we do our counts for federal requirements they're not included in that but for post school outcomes, dropouts are included. We are checking to see if they found a position, if they did an alternative, are they working, are they enrolled in school, those sorts of things. So, we do capture that information. It's just that one indicator says it should be a standard diploma.
- Question from Dr. Marvin Miller: I wonder if there is a way we can take those two things and put them on one slide and so we can see what we did federally and we know what we did in Kansas, so that we know what that gap is and if we can continue to work on that gap
- Response from Bert Moore: One of the issues with post school outcomes, Andy Ewing is the person who does our Indicator 14, and we have so many students we can't find. We have so many students that we use a third party to do the contacting and then ask the 15 questions that when they see this 800 number calling, they don't answer the phone. So, one of the things we have been pushing is to have our systems make their own calls. If you went to West Elk, you are more likely to answer their number than an 800 number that looks like spam. We will never have 100%, but we could do a partial because we know what our Indicator 14 data is showing us in postsecondary success, but there is a huge gap. We'll have systems that have 15 graduates and their data reports one or zero. Data Driven Enterprise makes the calls and we pay them a lot of money to make calls and try to contact students. But if you used your parents phone number, what if they've moved, what if you've changed your cell phone number or you have no phone at all, it just becomes problematic in the system. But it's the best thing we have and the best way we could do it
- Brian Dempsey: I did think of a couple more things. Usually, I talk to you about what were OSEPs comments and so I will tell you that the SPP/APR comment period opens in early April and it's open for two weeks for us to respond. For Indicators 1 to 17 there were not any OSEP comments. Indicator 18 was more of a cleanup as it's about related findings. Indicator 18 is your entire general supervision picture. So here are all your indicator non-compliance findings that you've reported 1 through 14, and those are based on codes of federal regulation for each indicator. So, Indicator 18 is what other findings did you make through credible allegations, dispute resolution, file review that relate to these indicators. So, it gives OSEP a picture of your general supervision, how it

is working, is it working, or what do we need to do. It's also how did you correct them in conformance with 2301, which is their guidance on how you make findings and correct them. We had all that answered. They had two comments, one, we didn't copy and paste our findings from our indicators into the column, and they didn't pull them down automatically. The other was we needed to clean up our related findings language a little bit to align with 2301. So we did that and in the final release when we meet requirements, usually there's required actions that I go over with you. The required actions are all on the compliance indicators and it's the same boilerplate language. If you are less than 100%, you have to show how you came and got the district into compliance and make sure that each individual student that was not compliant received what they were entitled to. And then 14, we need to address representativeness, but I think we get that one every year

Discuss Future Agenda Items for SEAC to Cover

Bert Moore

- Dr. Lena Kisner: We wanted everyone to have a summary of the hot topics that SEAC has been covering over the last three years as part of our orientation process and getting the new school year going. We also wanted to give an opportunity to ask for any other agenda items that you all might be interested in that are not represented in the handout given to you
- Bert Moore: If you don't have the list we will review it. We had some common items that we talked about in 2022-2023, 2023-2024, and in 2024-2025, and those common items were an orientation by Wayne Ball, and thank you Wayne for continuing to do that, we really appreciate it. The state performance plan and annual performance report (SPP/APR) since one is due every year, that will continue to be a common item that we bring to you. And as OSEP changes any of their requirements, we'll bring those to you for your input so that whatever we come up with is acceptable. The other thing that really blossomed was teacher licensure. The shortage of teachers in the state is dynamic. At the last Education Funding Task Force, I did finally get a chance to talk because they wanted everybody to share, and they'd already shared about special education and everything else. So, the thing I shared about was professional development that we needed to have money available for professional development in the field because we had over 1,600 open positions for teachers. I said that's the one thing they let us know about. A lot of people have doubled up on classes and when you double up, you're trying to do reading instruction with children, and when you have 30 or more students in the class, if one child gets 10 minutes of individualized support in the day, that's a log of time for that student because we just don't have the time. I also talked about some of the professional development interests that we've been working on with federal funds, and that is another thing on the list. All three years we talked about the stimulus funds that we'd received from the federal government and how those were being applied. We did find out at the last teacher licensure meeting that we have 11 variants on how to gain teacher licensure. I'm going to say from a

highly qualified perspective for special education, it concerns me because we have a lot of people that don't have the skill sets to teach general education that we are assigning to do special education and that means our kids are not getting the quality of instruction they might need. Some of these people are amazing, some of those were already working with students and doing a great job with them. We have also talked about differentiated monitoring. Legislation has been a huge issue. Dr. Frank Harwood and before him Dr. Craig Neuenswander would come and present some of the legislative outcomes that were taking place during the legislative session. Our state has legislative sessions between January and April every year. We have looked at data trends and the big issue that developed in 2023-2024, was virtual programs and trying to serve students with disabilities in virtual environments. It is very difficult for kids to get explicit instruction and to get the remediation that they need when they're online. Dyslexia was a topic that came up and we reviewed and provided some support for when it became a state category disability. We also heard about some credible allegations like USD 259 when the Department of Justice said that they had to revamp their discipline policies and their ESI policies. By the way, they've done amazing work. Indicator 8 became a topic last year. We also added some ex-officio members such as the Kansas State School for the Deaf and the Kansas State School for the Blind, as well as the Kansas National Education Association. We have had Breakfast with the Board that we have been able to do each year. We shared about Indicator 18. One of the highlights from the last three years was being able to do site visits at the Kansas state schools for the Deaf and Blind. That was one of the best opportunities. We also had a few things come up with significant discrepancy for Indicator 4B, and we have looked at that for two years. We looked at graduation rates of virtual students. Last year we received a virtual presentation by Dr. Crista Grimwood. We looked at YODA, Youth Outcomes Data Accountability, last year and it will be a topic we bring back to you this year because you need to be aware of what we measure and how we plan to use it because we're in the process currently of redefining what we consider to be the risk indicators for youth outcomes. We are moving from 11 or 12 indicators to about 7 indicators

- Dr. Lena Kisner: Thank you Bert. I know that one of the things we will continue to talk about this year is special education and virtual programming and just continuing to dive into that and how we can better support students as well as districts that have students with special needs in virtual programs. Are there specific topics that members of this council are interested in taking up this year
- Bert Moore: I have two, the first will be the Education Funding Task Force. It's going to be critical for what this committee is going to recommend to the greater legislature on how to fund special education in the future. So, we'll want you to have a voice in that and be present at the table. The second is we're going to have to look at the federal Department of Education and how our work is either going to stay with the Department of Education or more to a different

agency and what will that mean for our work and the requirements that we'll have if any of that changes

- Dr. Sean Smith: Just with respect to what you shared Bert, those updates on funding are going to continue to change. Where it sits there will be block grants and things of those nature would be helpful to understand
- Bert Moore: When Sean said block grant, the block grant means that the state legislature or the governor, would receive a pot of funds that then the state would decide how to distribute
- Dean Zajic: Just a footnote on the block grant conversation. I think its important, as Bert pointed out, there is a lot of confusion because there are so many things moving right now. Block grants are in the skinny budget that was proposed by the Trump administration, which has no effect, no actual power in and of itself. It's a recommendation to Congress that Congress would have to act on. The current reconciliation bill, which is also referred to as the Big Beautiful Bill, that is working through congress. There is not explicit language in there that would require block grants. It is something the Trump administration has explicitly said they would like to see, but in order to implement that it would take a specific action by Congress and so far that wasn't part of what the House passed. Yes, we will keep you advised of that in the future
- Bert Moore: Thank you, Dean. Two other things that came to mind are Medicaid. I am not sure if you are aware, but Medicaid funding has become an issue in our state. Back in 2015-2016, a ratio was used to figure out excess cost for Medicaid and then districts receive funding based upon that ratio. The fallacy in the ratio was it was supposed to be based on paid claims and it was based upon those claims that had been submitted. So, a lot of those claims that were submitted were never paid. So, what happened was districts were overpaid for nine years according to the Kansas Department of Health and Environment. So, they have to come up with about \$14 million to payback this year, which is really going to hurt the finances of school districts. We, as a council, will more than likely be hearing reports on Medicaid. There is also a Medicaid expansion grant that KDHE has been given, and we're going to be involved in that. But, right now, our general council, is reviewing that proposal and the language in it is not acceptable and it is asking for information that is personal identifiable information, PII, and our agency typically does not give out PII, so it is going to require some modification if that's something we're going to do. There is a training going on on the 25th, against the objections of Dr. Harwood and myself, for those people that complete the billing that is being provided by a third party for those that fill out billing forms. We heard about it a week ago and then they wanted us to send it out to everybody. So, they sent it out themselves and we have said all along with our executive director at KDHE, that we want to work with them and we need to have a committee formed where we have local providers and KSDE at the table and we still don't have that formed. The other thing I think you are going to need to be involved in is the Part C to B transition. I

think we need to have some reporting on what is happening there. We have Stacy (Clarke) here who represents the Interagency Coordinating Council and we have Jennifer (King) who is our SEAC representative on that council as an ex-officio member. Brian and I have had a lot of conversations about systems that, it is felt, are not providing the best support for parents and for providers of infants and toddlers. Even though their data shows they are not having that many issues, it is an issue of communication between C and B

- Question from Melanie Haas: Who is doing the presentation on Medicaid? Are they qualified to be doing the presentation
- Response from Bert Moore: I don't know this group that is doing the presentation, I have never heard of them
- Dr. Marvin Miller: I'm going to change the topic a little bit. We have been talking about Indicator 8 this past year and the survey, are we still working on that? We can get an update on that later maybe. That goes back to parent involvement and engagement. We do need to start looking at emphasizing local education advisory councils with districts and co-ops? I don't know if we have many of those out there, but parent training locally is where we would get our engagement numbers up. Also, I think as we move into some of these special education funding issues, we need to get that out to our local parents and advocates out there as well. What can SEAC do to support local things of this type because I know the districts can't do it all alone, but we have some experience
- Bert Moore: What has been done in the past is that a letter has been drafted by the SEAC chair, and once the SEAC members agree to it, it is sent out to all the special education agents, all superintendents and then that would give them the information that says we think it would be valuable especially during these times of change that they have a grassroots effort to bring about a family engagement opportunity to discuss special education funding. Another item that has become a passion of mine is artificial intelligence. Many people have said they use it to write IEPs. At first, my response was no, no, time out. Then I started reading about it and the way that artificial intelligence can be used to support students with disabilities by providing tutorial assistance by giving them guiding questions and taking them back into the chapter where they can review content and giving them more cues and taking them back to prior learning, If necessary, but it never gives the student the answer. That can be very helpful.

Medicaid

Bert Moore and Brian Dempsey

- Bert Moore: I don't have the exact figure in front of me, but there is a huge amount of money that our state pulls in when we do Medicaid billing, and we get paid about \$70 million dollars. I forget the exact amount, but it is a huge amount of money. There is talk at the federal level to do away with Medicaid at the school level. That would be very damaging to our current systems who depend on those Medicaid dollars. Right now,

KSDE is looking at finding \$2 million in our \$20 million dollar budget because the legislature enacted a bill that said, 'we are going to keep this in the bill but pay for it with existing funds.' Well, that comes out of our budget at KSDE. So, we are already facing a reduction, and we're looking at downsizing our office to try and figure out how we can save some rent money because they've raised the rent in our building. So, everything's going up except for our ability to make our payments. It's going to be a problem we are going to have to deal with, so I want you all to be aware. When I first started Dale Dennis said everybody needed to be doing fee for service, and we didn't want to do the paperwork, but we were told we better. We ended up getting \$21,000, back this year and now it's up to almost \$100,000 in those three districts. That is a significant amount to help pay staff and bills. So, whatever we have to do to advocate to keep Medicaid, I think we as an advisory council can help support that need

Ex-Officio Member Reports

Families Together – Lesli Girard

- Information from Program Statistics Report
 - 1,883 individualized consultations and training
 - Primary Disability
 - Autism – 391
 - Suspected Disability – 289
 - Other Health Impairment – 120
 - Emotional Disability – 107
 - Intellectual Disability – 94
 - No IDEA Disability – 94
 - Developmental Delay – 93
 - Specific Learning Disability – 75
 - Multiple Disabilities – 58
 - Speech or Language Disability – 41
 - Traumatic Brain Injury – 11
 - Orthopedic Disability – 9
 - Gifted – 4
 - Hard of Hearing – 4
 - Visual Disability – 3
 - Ethnicity Breakdown
 - African American – 9%
 - Asian – 2%
 - Caucasian – 65%
 - Hispanic – 16%
 - Native American – 1%
 - Two or More Races – 1%
 - Not Determined/Other- 6%
 - Age of youth/child
 - Birth through age 2 – 3%
 - 3 to 5 – 12%
 - 6 to 13 – 54%

- 14 to 18 – 29%
- 19 to 21- 2%
- 22 and over – 0%
- By Contact Content (Top 20)
 - Family Support – 466
 - IEP – 410
 - CHASE – 275
 - Education Advocate – 173
 - CINC – 172
 - Behavior – 165
 - Parents Rights – 148
 - Family Together Info – 125
 - Accommodations – 113
 - Comprehensive Evaluations – 109
 - Family Support – 103
 - Mental Health – 98
 - Family Engagement – 96
 - Placement Options – 90
 - Section 504 – 75
 - HCBS Waiver – 73
 - Person Centered Planning – 71
 - Self-Advocacy – 69
 - Employment – 65
 - Community Services – 64
- Chase Your Dreams Podcast
 - Conversation with Kansas City parent Lamar Nixon as we dive into parenthood, navigating system involvement, and how families can help shape stronger communities
- Education Advocate
 - April
 - Appointments
 - 104; 41 new
 - Cancellations
 - 152; 65 final
 - Total Processed
 - 128
 - Early Childhood
 - 13
 - May
 - Appointments
 - 36; 13 new
 - Cancellations
 - 107; 47 final
 - Total Processed
 - 73
 - Early Childhood
 - 4

- June
 - Appointments
 - 22; 8 new
 - Cancellations
 - 39; 15 final
 - Total Processed
 - 29
 - Early Childhood
 - 4

Kansas Association of Special Education Administrators – KASEA

- Ashley Enz: Lena has done an amazing job as president the last few years. We do have a new president, Angie Karraker. The new calendar that we usually share will be ready in July and we can share that at the September meeting. Most recently, KASEA sent out some letters of support to KDHE and KSDE to support the formation of a group to start discussing Medicaid in depth. The second letter was in support of a grant proposal that was focused on collaborative approaches to special education leadership.

Disability Rights Center – DRC

- Mike Burgess: The legislature essentially wrapped up at our last meeting. It's going to be interesting to watch what happens with the waivers. Since our last meeting, I have spent a lot of time working with KDADS stakeholder groups to discuss the significant changes to the IDD waiver, specifically with the goal of coming into compliance. They're working on a corrective action plan with CMS in regards to the final settings rule. There were eight 1-hour meetings a week for two months and it took a lot of time. You could potentially sign up for one or two or three of the groups but I signed up for all eight, just because there wasn't much of a family perspective in many of them. There were a lot of providers in the groups. We will all watch over the next few months as KDADS tries to distill that and use those stakeholder recommendations to make some adjustments to their proposed policies to get into compliance with that plan. We are working on trying to file the community sports waiver and get that one on the books, which will be a non-residential waiver targeted toward individuals with intellectual developmental disabilities and it really has an employment focus. Still trying to get that to come online at the end of the next fiscal year. It will be another tool to help address the waiting list.

Kansas State Board of Education – KSBOE

- Melanie Haas: In June the state board went over the budget, and so in July, what that means is when we think about what the state budget for education looks like, the board reviews it in June and we will vote on it in July. I am serving in my fifth year on the state board, my entire time that I've been here, we've had Governor Kelly, who has been very friendly to education. The governor sends her budget in June and we go through it line by line and if you watch the board meeting in June, we go through year-over-year. We go over and look at the list of expenditures, what she has potentially allocated and then the board will have a discussion on if we like that number or do we want it to be higher or lower.

Maybe we don't want to make a recommendation on this item. Which means that some folks might not agree with the item. Typically, we don't see very many of those, but because the legislature drafted the budget this year, the process is looking a bit different. So, before in June, we went through the education department's budget. Then in July, we will go through and will take an aspirational approach where we will go through line by line and, say for instance, one that I have supported would be transportation busses for CTE programs. If the whole board can agree that that's an item that's priority, we call that an aspirational vote. Basically we are saying, 'yeah, you should put in money for that. We are asking the governor to keep that included.' Now we are looking to just have one or two things that we can say to the legislature that these are the most important things to fund in education. I think our number one item is probably going to be special education. For the past several years, the state board voted on these items during the summer and we keep coming back to we need to fully fund special education. So, I encourage everyone to build relationships with your state board members and make sure that they're hearing your perspective because that will be the July vote. Jim Porter is our representative on the Special Education Funding Task Force. He did serve as a superintendent in Missouri and in Kansas, so he has a lot of experience in that space and we are thankful for his service on the task force and is one of the few who has actually worked in an education job there. There are ten board members, and only two board members have had a professional job in public schools. Last month we established a task force on school improvement for the Kansas State School for the Deaf. The first meeting is coming up and will take place on Thursdays throughout the summer, please check the calendar as they are not every Thursday. Agendas for those meetings have not yet been established. These meetings will not be broadcast, but it is still an open meeting and anyone that wants to attend can come into the room at the State School for the Deaf.

Kansas State School for the Blind – KSSB

- Jon Harding: Thank you again for visiting in September. We invite you to come back soon. Our ESY, extended school year, on the road is going on. We serve over 200 students across the state. We've gotten so large we had to divide our on campus program into two sessions, all of them in June. We also went to Concordia this year, Wichita, Topeka and Barton County, we had a session at Camp Aldridge. We are doing cerebral vision impairment presentation in Wichita next spring. That is the number one cause of blindness in students with visual impairments across the country, including in the State of Kansas. Finally we are focusing on transition and moving students back to their home communities, their home schools with a skill set. We think there is room for expanding pathways for students. We have Project Search, college opportunities, and we want to expand on that for kids in skill building so we are working with our community, our nonprofit, to seek out some of that funding for those programs.

Kansas National Education Association – KNEA

- Anna Bradley: I don't have a report so much as to introduce myself. I was a teacher here in Kansas for 18 years. I taught high school English in small

districts, so I worked a lot with people, the employees of the Three Lakes Special Education Cooperative. I've spent the last eight years as a UNISER Director for the Kansas NEA up in the northeast corner of the state. I am looking forward to hearing more about the issues and working with this group.

- Bert Moore: I didn't mention it earlier today because I thought Dr. Kelso would announce it, but Dr. Robyn Kelso has taken another position. She will be the UNISERV representative working with Wyandotte county and will leave for KNEA next week.

Next Meeting Date

- September 24, 2025
 - Landon State Office Building at 900 SW Jackson St, Topeka KS 66612
 - Room 509
 - 9am – 3pm (subject to change)

Motion to adjourn; Dr. Jessica Lopez

Second: Dr. Brooke Moore

Meeting adjourned: at 11: 27 am

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