

SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date September 24, 2025

Time 9:00am to 2:30 pm

Location:

Landon State Office Building

900 SW Jackson St

Suite 509

Topeka KS 66612

Zoom and In Person

Call to Order: at 9:04am

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	z	Dr. Jessica Lopez	x	Rebecca Shultz
	Brandon Gay	x	Dr. Marvin Miller	z	Dr. Sean Smith
		x	Bradley Miller	z	Roxanne Zillinger
x	Lindsey Graf	x	Dr. Brooke Moore	x	Jennifer King
	Rebekah Helget		Charity Porter	x	Dr. Lena Kisner

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

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

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

	Steve Backman		Brian Dempsey		Cary Rogers
x	Trish Backman		Dr. Crista Grimwood		Dean Zajic
x	Joyce Broils	x	Bert Moore		Kerry Haag
	Stacy Clark	x	Alysha Nichols	x	Lisa Karney
x	Dr. Frank Harwood	x	Gabi Hull	X	Dr. Brooke Wells

Guests: ASL Interpreters, Jessica Nelson, Kyle Carlin, Shelby Amancio, Kim Grasso, Kevin Davis, Michele Hayes, Jeremy Fajen

Kansas leads the world in the success of each student.

Quorum (12) met: yes; 13

Call to Order
Dr. Lena Kisner

Roll Call
Alysha Nichols

Approvals
Dr. Lena Kisner

Agenda Approval: September 24, 2025

Motion to approve: Dr. Brooke Moore

Second: Dr. Marvin Miller

Discussion: Shane Carter will not be attending so instead of Licensure at 12:45pm, we will change that to Indicator 3 with Bert Moore. Also, at 10:15, Dr. Brooke Wells will present for Julie Ewing.

Action: Approved, with changes

Minutes Approval: June 24, 2025

Motion to approve: Lindsey Graf

Second: Autumn Biltz

Discussion: none

Action: Approved

Open SEAC Positions
Bert Moore

- Local education official(s), from a public elementary or secondary school, school district, cooperative, interlocal, state school, or state institution, including at least one official who carries out activities under the federal McKinney-Vento homeless education act, 42 U.S.C. § 11431 et seq. K.S.A. § 72-3408(b)(1)(E) requires "local education officials, including officials who carry out activities under the federal McKinney-Vento homeless education act, 42 U.S.C. § 11431 et seq." and these bylaws added "from a public elementary or secondary school, school district, cooperative, interlocal, state school, or state institution"
- General Education Teacher(s) who is employed or under contract with a school district. K.S.A. § 72-3408(b)(1)(C) requires "teachers" and SEAC bylaws added the requirement for general education teacher and "employed or under contract with a school district"
- Representative of public charter schools. K.S.A. § 72-3408(b)(1)(H)
- Representative of public virtual schools
- The application in Survey Monkey has been built. The link is <https://www.surveymonkey.com/r/66G5Y8X>
- For more information go to *Special Education Advisory Council (SEAC)* and find the SEAC By-

laws, meeting dates, membership, etc.

Education Funding Task Force

Dr. Frank Harwood

Gabi Hull

- Education Funding Task Force
 - 11 voting members
 - Includes 6 legislators; a State Board Member; a Parent; a Teacher; and two Superintendents (1 Rural, 1 Urban)
 - 4 Ex Officio Members
 - 2 KSDE Staff members – Deputy Commissioner and Director of Special Education and Title Services; Director of the Budget; Director of the Children’s Cabinet
 - The proposed formula must consider:
 - The Rose Capacities
 - Adequacy, consistency, and reliability
 - Equity
 - Accountability
- What’s happened so far?
 - There have been seven meetings: February, March, May, June, July, August, and September
 - Information from the meetings can be found on the Legislative website
 - Studied current formula and formulas in other states
 - Education Commission of the States – Toolbox
 - It has been stated that there is not a plan to save money
 - Models presented so far:
 - High Enrollment, Low Enrollment, At-Risk, Bilingual, and Special Education
 - There will be a lot of ideas discussed
 - Don’t panic! Nothing has been decided yet
 - Taskforce recommendations are due to the legislature in January of 2027
- Special Education
 - August Meeting
 - Reviewed models based on six states
 - Louisiana – single weight
 - Mississippi and Oklahoma – based on student exceptionality
 - New York – two weightings, one for SPED and one for ‘transitional’
 - Maine – Special education student density
 - District of Columbia – based on service time
 - Requested input from Special Education professionals
 - Suggest a student based special education funding formula
 - Suggest improvements to the existing formula

- Special Education Work Group Report
 - Full reimbursement model – Wyoming (\$483,986,062)
 - Student Based Model – Maine (\$383,529,000)
 - 2.0 FTE for the first 17% then 1.75 FTE, 0.5 FTE addition if fewer than 20 IEPs
 - Student Based Model – 92% funding (\$155,216,462)
 - 1.55 FTE for the first 17% then 1.25 FTE, 0.5 FTE addition if fewer than 20 IEPs
 - Improvements to Current Formula
 - Appropriate 92% of Excess Costs
 - Eliminate distribution for Medicaid Replacement
 - Start payments earlier in the fiscal year based on prior year funding
 - Hold Special Teacher reimbursement constant and make transportation reimbursement variable based on available funding

State Assessment Cut Scores – SWD's outcomes

Dr. Brooke Wells

- General Assessments: ELA, Math, and Science
 - March 24-April 25 (in-person testing)
 - April 28-May 9 (remote testing for virtual students)
- Dynamic Learning Maps: ELA, Math and Science*
 - Fall Window: 9/9/2024 to 12/20/2024
 - Spring Window*: 3/3/2025 to 4/25/2025
- General Summative Assessments
 - Mathematics
 - Grades: 3-8, and 10
 - Two sessions, 45-60 minutes each
 - ELA
 - Grades: 3-8, and 10
 - Two sessions, 45-60 minutes each
 - Science
 - Grades: 5, 8, and 11
 - Two sessions, 45-60 minutes each
- 2025 State Assessment Performance Level Descriptors
 - Level 1
 - A student at Level 1 shows a limited ability to demonstrate their knowledge and skills of grade standards
 - Level 2
 - A student at Level 2 shows a basic ability to demonstrate their knowledge and skills of grade standards
 - Level 3
 - A student at Level 3 shows a proficient ability to demonstrate their knowledge and skills of grade standards
 - Level 4

- A student at Level 4 shows an advanced ability to demonstrate their knowledge and skills of grade standards
- Math All students v Students with Disabilities
 - 2025 All Students
 - Level 1- 28.44%
 - Level 2 – 32.55%
 - Level 3 – 28.01%
 - Level 4 – 11.00%
 - 2025 SPED Students
 - Level 1 – 59.44%
 - Level 2 – 25.95%
 - Level 3 - 10.32%
 - Level 4 – 4.26%
- Math Students with Disabilities
 - 2024 SPED Students
 - Level 1- 60.98%
 - Level 2 – 25.66%
 - Level 3 – 8.69%
 - Level 4 – 4.05%
 - 2025 SPED Students
 - Level 1 – 59.44%
 - Level 2 – 25.95%
 - Level 3 - 10.32%
 - Level 4 – 4.26%
- ELA All students v Students with Disabilities
 - 2025 All Students
 - Level 1- 28.25%
 - Level 2 – 27.13%
 - Level 3 – 34.89%
 - Level 4 – 9.76%
 - 2025 SPED Students
 - Level 1 – 63.02%
 - Level 2 – 20.41%
 - Level 3 – 13.32%
 - Level 4 – 3.25%
- ELA Students with Disabilities
 - 2024 SPED Students
 - Level 1- 63.62%
 - Level 2 – 23.59%
 - Level 3 – 9.84%
 - Level 4 – 2.98%
 - 2025 SPED Students
 - Level 1 – 63.02%
 - Level 2 – 20.41%
 - Level 3 – 13.32%
 - Level 4 – 3.25%
- Science All students v Students with Disabilities

- 2025 All Students
 - Level 1- 29.13%
 - Level 2 – 29.10%
 - Level 3 – 26.13%
 - Level 4 – 15.64%
- 2025 SPED Students
 - Level 1 – 56.92%
 - Level 2 – 25.06%
 - Level 3 – 12.20%
 - Level 4 – 5.82%
- Science Students with Disabilities
 - 2024 SPED Students
 - Level 1- 64.49%
 - Level 2 – 20.86%
 - Level 3 – 9.31%
 - Level 4 – 5.31%
 - 2025 SPED Students
 - Level 1 – 56.92%
 - Level 2 – 25.06%
 - Level 3 – 12.20%
 - Level 4 – 5.82%

CTE and SWD's

Andy Ewing

- Our Vision for Kansas... Kansas leads the world in the success of each student
- Overview
 - Perkins V. and Students with Disabilities
 - How can CTE work for Students with Disabilities
 - Recruiting Special Populations into CTE: Kansas Toolkit
- Perkins V
 - Perkins V expands access to and support for career and technical education (CTE) for students with disabilities by requiring equal opportunity, mandating specific accountability measures, and providing dedicated funding. Under the law, students with disabilities are considered a 'special population' deserving targeted resources and attention to ensure their participation and success in CTE programs
- Special Populations in Perkins V
 - Perkins V identifies the following Special Populations
 - Individuals with disabilities
 - Individuals from economically disadvantaged families, including low-income youth and adults
 - Individuals preparing for non-traditional fields
 - Single parents, including single pregnant women
 - Out-of-workforce individuals
 - English learners
 - Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)

- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who is a member of the armed forces and is on active duty
- Indicator 14 Data
 - Indicator 14 A – Enrolled in higher education (1)
 - Number of respondent youth: 220
 - Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school: 923
 - FFY 2022 Data: 22.71%
 - FFY 2023 Target: 23.21%
 - FFY 2023 Data: 23.84%
 - Status: Y
 - Indicator 14 B – Enrolled in higher education or competitively employed within one year of leaving high school (1+2)
 - Number of respondent youth: 532
 - Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school: 923
 - FFY 2022 Data: 56.20%
 - FFY 2023 Target: 56.70%
 - FFY 2023 Data: 57.64%
 - Status: Y
 - Indicator 14 C – Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3)
 - Number of respondent youth: 619
 - Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school: 923
 - FFY 2022 Data: 67.75%
 - FFY 2023 Target: 68.25%
 - FFY 2023 Data: 67.06%
 - Status: N
- CTE Data
 - CTE Data is reported to KSDE annually and can be found here
 - Data Central
 - KSDE Web Applications
 - Kansas APR Reports
- Barriers to CTE Access
 - Special education staff aren't aware of all the CTE Pathways available
 - Scheduling
 - Para availability
 - Safety tests
 - Can't modify content
 - Student unable to pass certification test
 - Accessibility
 - Lack of collaboration/PD/Planning time
 - No data review
- Case Study #1

- Suzie is a high school sophomore with an intellectual disability. She has special education services, speech services and OT services in her IEP. Suzie wants to participate in FACS class
- Suzie has a goal to count to 20, a goal to group like items, a goal to recognize specific sight words, a goal to increase fine motor skills, a goal to improve articulation skills
- The FACS teacher doesn't think that this is a safe environment for Suzie or that she can master the content in the FACS curriculum. She cites safety concerns and lack of a para as her reason for not allowing Suzie to participate
- Case Study #2
 - Johnny is high school freshman. He has a rare disorder that impacts gross motor skills. Johnny wants to participate in woods class to build an entertainment center for his family. Shop teacher indicates that Johnny is unable to pass the required safety test. Shop teacher will not allow Johnny to participate until he passes the safety test
- Case Study #3
 - Mrs. Smith is an experienced FACS teacher who teaches 6 classes each day in a large suburban high school. In one class she has 28 students, 8 of whom have disabilities. 1 of the 8 students is in a wheelchair. There is no para educator available to provide support and her classroom lacks a handicapped accessible sink and none of the ovens/stovetops have front mounted controls. Mrs. Smith is concerned for the safety of her students and for her own professional liability should an accident occur
- Kansas Toolkit
 - In process toolkit cannot be shared outside of meeting

Indicator 3

Bert Moore

- Assessment SPP/APR Indicator
 - Indicator 3: Assessment – Participation and performance of children with an individualized education program (IEP) on state-wide assessments
- What is Indicator 3?
 - Indicator 3 is now divided into four categories: Indicator 3A, Indicator 3B, Indicator 3C, and Indicator 3D
 - Indicator 3A measures the assessment participation rate for children with IEPs
 - Indicator 3B measures the assessment proficiency rate for children with IEPs against grade-level academic standards
 - Indicator 3C measures the assessment proficiency rate for children with IEPs against alternate academic achievement standards
 - Indicator 3D measures the gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards
 - Data source for Indicator 3
 - Data for Indicator 3 is reported in the Consolidated State Performance Report (CSPR) reporting on ESEA (Elementary and Secondary Act)

- EDFacts file specifications C185 and 188 (participation). EDFacts file specifications C175 and 178 (proficiency and gap)
- New Enhanced General Assessment
 - Why did KSDE develop a new assessment?
 - The retired tests were 10 years old – the items were dated, tired and familiar
 - Tests were refocused based on current education needs
 - Technology has changed drastically over the last 10 years
 - Teachers and administrators asked for a shorter test
 - Overall Performance Level Descriptors (PLDs) were not clearly defined
 - What has not changed?
 - Content Standards
 - Except ELA shift from balanced to structured literacy
 - Expectations on Rigor
 - 4 Performance Levels
 - How is Kansas' new assessment different from its previous assessment?
 - 2025 assessments were shorter
 - 2025 assessments had all new items
 - Technology enhanced items replaced some multiple-choice items
 - English language arts test are passage-based
 - New Performance Level Descriptors (PLDs) have been adopted to provide greater clarity around what the assessment measures
 - Expectations for proficiency are more consistent from grade to grade
 - Why did KSDE need to establish new cut scores?
 - Assessment changes such as updated standards language, broader content coverage, or new item types can alter what students are expected to demonstrate
 - Using cut scores from a previous version of the assessment to report results on the new assessment can be misleading, potentially attributing performance differences to changes in student ability rather than differences in the test itself
 - To ensure accurate interpretation, new cut scores and a new reporting score were established for the updated assessment
- Why new baselines and targets?
 - Revising Baseline Data and Targets
 - OSEP expects that states will revise baseline data when states change methodology or data source for the indicator, and it affects comparability of the data
 - Three Requirements for Target Setting
 - Must be rigorous yet achievable
 - Must show improvement over baseline
 - Must be set with advice of stakeholders
 - Last Thoughts Target Setting
 - Targets must show improvement over baseline in the end
 - The state must clearly and completely explain the rationale and method used
- 3B Historical ELA Data

- 4th Grade
 - FFY 2020
 - Target – 21.45%
 - Actual – 21.45%
 - FFY 2021
 - Target – 21.45%
 - Actual – 18.38%
 - FFY 2022
 - Target – 21.81%
 - Actual – 17.43%
 - FFY 2023
 - Target – 22.16%
 - Actual – 18.58%
- 8th Grade
 - FFY 2020
 - Target – 6.45%
 - Actual – 6.45%
 - FFY 2021
 - Target – 6.45%
 - Actual – 4.55%
 - FFY 2022
 - Target – 6.57%
 - Actual – 4.85%
 - FFY 2023
 - Target – 6.70%
 - Actual – 5.26%
- 10th Grade
 - FFY 2020
 - Target – 6.02%
 - Actual – 6.02%
 - FFY 2021
 - Target – 6.02%
 - Actual – 4.65%
 - FFY 2022
 - Target – 6.22%
 - Actual – 5.80%
 - FFY 2023
 - Target – 6.43%
 - Actual – 6.28%
- 3B Historical Math Data
 - 4th Grade
 - FFY 2020
 - Target – 13.16%
 - Actual – 13.16%
 - FFY 2021
 - Target – 13.16%
 - Actual – 16.35%

- FFY 2022
 - Target – 13.31%
 - Actual – 16.26%
- FFY 2023
 - Target – 13.46%
 - Actual – 16.31%
- 8th Grade
 - FFY 2020
 - Target – 4.76%
 - Actual – 4.76%
 - FFY 2021
 - Target – 4.76%
 - Actual – 5.02%
 - FFY 2022
 - Target – 4.90%
 - Actual – 5.06%
 - FFY 2023
 - Target – 5.05%
 - Actual – 6.25%
- 10th Grade
 - FFY 2020
 - Target – 3.32%
 - Actual – 3.32%
 - FFY 2021
 - Target – 3.32%
 - Actual – 2.92%
 - FFY 2022
 - Target – 3.41%
 - Actual – 3.83%
 - FFY 2023
 - Target – 3.50%
 - Actual – 4.65%
- 3D Historical ELA Data
 - 4th Grade
 - FFY 2020
 - Target – 26.06%
 - Actual – 26.06%
 - FFY 2021
 - Target – 26.06%
 - Actual – 24.02%
 - FFY 2022
 - Target – 25.65%
 - Actual – 26.76%
 - FFY 2023
 - Target – 25.25%
 - Actual – 26.35%
 - 8th Grade

- FFY 2020
 - Target – 17.74%
 - Actual – 17.74%
- FFY 2021
 - Target – 17.74%
 - Actual – 15.80%
- FFY 2022
 - Target – 17.28%
 - Actual – 16.23%
- FFY 2023
 - Target – 16.82%
 - Actual – 17.41%
- 10th Grade
 - FFY 2020
 - Target – 21.22%
 - Actual – 21.22%
 - FFY 2021
 - Target – 21.22%
 - Actual – 20.51%
 - FFY 2022
 - Target – 20.91%
 - Actual – 21.51%
 - FFY 2023
 - Target – 20.61%
 - Actual – 21.86%
- 3D Historical Math Data
 - 4th Grade
 - FFY 2020
 - Target – 19.25%
 - Actual – 19.25%
 - FFY 2021
 - Target – 19.25%
 - Actual – 18.58%
 - FFY 2022
 - Target – 19.07%
 - Actual – 21.55%
 - FFY 2023
 - Target – 18.88%
 - Actual – 21.12%
 - 8th Grade
 - FFY 2020
 - Target – 15.51%
 - Actual – 15.51%
 - FFY 2021
 - Target – 15.51%
 - Actual – 15.36%
 - FFY 2022

- Target – 15.32%
 - Actual – 17.35%
 - FFY 2023
 - Target – 15.14%
 - Actual – 17.86%
- 10th Grade
 - FFY 2020
 - Target – 16.73%
 - Actual – 16.73%
 - FFY 2021
 - Target – 16.73%
 - Actual – 17.22%
 - FFY 2022
 - Target – 16.64%
 - Actual – 17.25%
 - FFY 2023
 - Target – 16.55%
 - Actual – 16.79%
- 2024-2025 Proficiency Data
 - **Assessment Data will be shared with the state board in October, after that it will be available in the building report card
 - Indicator 3B 2025 Results
 - ELA
 - 4th Grade: 21.92
 - 8th Grade: 11.57
 - 10th Grade: 9.96
 - Math
 - 4th Grade: 18.36
 - 8th Grade: 9.87
 - 10th Grade: 8.21
 - Indicator 3D ELA Data
 - All Student Proficiency
 - 4th Grade: 48.78
 - 8th Grade: 39.75
 - 10th Grade: 37.09
 - IEP Student Proficiency
 - 4th Grade: 21.92
 - 8th Grade: 11.57
 - 10th Grade: 9.96
 - GAP
 - 4th Grade: 26.86
 - 8th Grade: 28.18
 - 10th Grade: 27.13
 - Indicator 3D Math Data
 - All Student Proficiency
 - 4th Grade: 41.65
 - 8th Grade: 37.02

- 10th Grade: 32.78
 - IEP Student Proficiency
 - 4th Grade: 18.36
 - 8th Grade: 9.87
 - 10th Grade: 8.21
 - GAP
 - 4th Grade: 23.29
 - 8th Grade: 27.15
 - 10th Grade: 24.57
- Targets for Indicator 3 for FFY 24 and 25 SPP/APR Reporting Period
 - Proposed Targets for Indicator 3B
 - ELA
 - 4th Grade
 - FFY2024: 21.92%
 - FFY2025: 22.02%
 - 8th Grade
 - FFY2024: 11.57%
 - FFY2025: 11.67%
 - 10th Grade
 - FFY2024: 9.96%
 - FFY2025: 10.06%
 - Math
 - 4th Grade
 - FFY2024: 18.36%
 - FFY2025: 18.46%
 - 8th Grade
 - FFY2024: 9.87%
 - FFY2025: 9.97%
 - 10th Grade
 - FFY2024: 8.21%
 - FFY2025: 8.31%
 - Proposed Targets for Indicator 3D
 - ELA
 - 4th Grade
 - FFY2024: 26.89%
 - FFY2025: 26.76%
 - 8th Grade
 - FFY2024: 28.18%
 - FFY2025: 28.08%
 - 10th Grade
 - FFY2024: 27.13%
 - FFY2025: 27.03%
 - Math
 - 4th Grade
 - FFY2024: 23.29%
 - FFY2025: 23.19%
 - 8th Grade

- FFY2024: 27.15%
 - FFY2025: 27.05%
 - 10th Grade
 - FFY2024: 24.57%
 - FFY2025: 24.47%
- How did we determine the targets?
 - 3B
 - Reviewed data from FFY2020-2023 from the previous assessment
 - Set baseline to FFY2024 to reflect our new assessment data
 - Ensured the final FFY2025 target was higher than the baseline year FFY2024 per OSEP's guidance
 - 3D
 - Reviewed data from FFY2020-2023 from the previous assessment
 - Set baseline to FFY2024 to reflect our new assessment data
 - Ensured the final FFY2025 target was lower than the baseline year FFY2024 per OSEP's guidance

TASN Overview

Michele Hayes

Kevin Davis

- KSDE Technical Assistance System Network (TASN) Alignment Graphic 2025-2030
 - Provides Evidence-Based System Support through coordination and evaluation and provides support to districts, schools and families
- TASN Projects
 - School Mental Health Professional Development and Coaching
 - General Supervision Timely and Accurate Data (GSTAD)
 - Autism and Tertiary Behavior Supports (ATBS)
 - Kansas Parent Information Resource Center (KPIRC)
 - Educate Kansas – Teacher Recruitment
 - eMonitoring for Student Success (eMSS) – Teacher retention
 - Kansas Multi-Tier System of Supports (MTSS) and Alignment
 - Kansas Learning Network (KLN) for ESEA
 - Teachers of Students who are Blind or Visually Impaired (TSVI) and Certified Orientation and Mobility Specialists (COMS) Preparation and Mentorship
 - Kansas Instructional Resource Center (KIRC)
 - Kansas Teachers of the Deaf (TOD) Preparation and Mentoring
 - Kansas Youth Transition Network (KYTN): Strengthening Partnerships to Advance Transition and Employment Outcomes for Youth
 - Kansas Inclusive Learning and Teaching
 - IDEA Administration and Capacity
 - KSDE SETS and Early Childhood Programs
- Evidence-Based Implementation Priorities

- Priority areas identified by KSDE SETS, and enacted through TASN, fall within three overarching categories
 - Establish system-level coherency and efficiency through collaboration, utilization-focused evaluation, family engagement, recruitment, retention, accountability, and implementation science
 - Educate Kansas
 - Kansas Retention Project (e-Mentoring for Student Success)
 - Evidence-Based Coordination
 - Evidence-Based Evaluation
 - General Supervision, Timely and Accurate Data (GSTAD)
 - IDEA Administration and Capacity
 - Kansas Parent Information Resource Center (KPIRC)
 - Increase adult capacity to provide inclusive, personalized instructional practices with co-teaching, technology, and tiered instructional support systems
 - Instruction within inclusive learning environments (Infinitec Assistive Technology, Access for All, and Co-teaching)
 - Kansas Multi-Tier System of Supports (MTSS) and Alignment
 - Kansas Learning Network (KLN)
 - School Mental Health Professional Development and Coaching
 - Increase adult capacity to provide specially designed instruction for students who are blind or visually impaired, Deaf or hard of hearing, on the autism spectrum, and/or exhibiting challenging behaviors
 - Autism and Tertiary Behavior Supports (ATBS)
 - Kansas Instructional Resource Center for the Visually Impaired (KIRC)
 - Teachers of Students Who are Blind or Visually Impaired (TSVI) and Certified Orientation and Mobility Specialists (COMS) Preparation and Mentorship
 - Teachers of the Deaf (TOD) Endorsement and Professional Development
- TASN Coordination Co-Director Lead Kevin Davis
 - General Supervision, Timely and Accurate Data (GSTAD)
 - Autism and Tertiary Behavior Supports (ATBS)
 - Teachers of Students Who are Blind or Visually Impaired (TSVI) and Certified Orientation and Mobility Specialists (COMS) Preparation and Mentorship
 - Kansas Instructional Resource Center (KIRC)
 - Kansas Teachers of the Deaf (TOD) Preparation and Mentoring
 - IDEA Administration and Capacity
- TANS Coordination Co-Director Lead Michele Hayes

- School Mental Health Professional Development and Coaching
- Kansas Parent Information Resource Center (KPIRC)
- Educate Kansas – Teacher Recruitment
- eMentoring for Student Success (eMSS) – Teacher Retention
- Kansas Learning Network (KLN) for ESEA
- Kansas Youth Transition Network (KYTN): Strengthening Partnerships to Advocate Transition and Employment Outcomes for Youth
- Kansas Inclusive Learning and Teaching

Differentiated Monitoring Update

Bert Moore

- Monitoring Support and Improvement
 - SEA responsibility for General Supervision of all LEAs within the State
 - State monitoring and enforcement
 - Annual determinations
 - SEA Responsibility for Monitoring
 - Identification of noncompliance: data systems
 - Pre-finding correction
 - Preschool 619 requirements
 - Notification of noncompliance
- Data
 - Data system: Valid and reliable data
 - SPP/APR Indicators 4A and 4B Annual Reporting
 - Method for Data collection
- Fiscal Management
 - Subrecipient Monitoring
 - Grant Award Notifications
- Dispute Resolution
 - State Complaints
 - Parties to a state complaint
 - Procedures for filing state complaints
 - Tracking state compliant decisions and corrective actions
 - Addressing noncompliance found through state complaint resolution
 - Extensions to the 60-day timeline
 - Mediation
 - Confidentiality of mediation discussions
 - Due Process
 - Timely resolution of due process complaints and implementation of hearing officer decisions
 - Extension of expedited due process hearing timelines to engage in mediation
 - Impartial due process hearing officer knowledge
- Timeline
 - October 8
 - Policies and Procedures
 - All findings except one Fiscal Management finding require KSDE

to draft or revise policies and procedures

- Revised policies and procedures will include KSDE sending a memo to all LEAs and parent advocacy groups about necessary changes to FFY 2024 SPP/APR reporting
- A copy will also be sent to SEAC

○ July 10

▪ Evidence of Implementation

- All findings require KSDE to submit evidence of implementation to show KSDE is implementing its revised policies and procedures
- KSDE will also send a memo to all LEAs and parent advocacy groups about necessary changes to KSDE's dispute resolution system
- A copy will also be sent to SEAC.

Ex-Officio Member Reports

Kansas Association of Special Education Administrators – KASEA

○ Dr. Lena Kisner

- KASEA Conference is coming in February
- Rolling out a new member benefit this year with AI Chatbot trained on all major special education guidance documents and eligibility indicators
- Have a voice in some discussions related to school funding and partnerships with USA Kansas and KSSA business officials to talk about ideas
- Working with USA on Special Education and Building Leaders presentation for the second year

Kansas State Board of Education – KSBOE

○ Melanie Haas

- State Board has been working on assessments for much of the last few months such as cut score setting, who is creating the assessment and so forth
- Currently working through the process of locating a new commissioner following Dr. Watson's announcement to retire

Kansas State School for the Blind – KSSB

○ Jon Harding

- Annual Report on all the different projects, programs and activities
- The 5K run was last Saturday which had 253 registrants and one of our students sang the national anthem
- New gymnasium will be finished soon, the ribbon cutting is November 6, 2025
 - Accessible perimeter walking system that is built in, a climbing wall, a stage that can be lowered for accessibility, there will be markings on the floor for gold ball markings, new lighting that will be a safer, more acceptable space not just for the students but for the community as well because it is used for graduation and

large meetings

- The Vision Symposium is on November 7 at the Drury Plaza Hotel. It is the 8th annual vision symposium, it is mostly for vision teachers but also invited are administrators, anyone in special education, early childhood educators, and parents.
- March 27, 2026, will be the Kansas CVI (Cerebral Vision Impairment) Conference in Wichita CVI is the largest cause of blindness in the state and nation

Kansas State School for the Deaf – KSSD

- Jennifer Kucinski
 - KSSD has been working on the strategic plan that finished last Spring
 - It is on the website if you want to look at it
 - Gearing up for Conference of Educational and Administrative School for the Deaf. The presidents of other deaf schools go around and visit other sites and deaf schools. They go through evidence-based standards at the school and do different interviews. KSSD's is in November
 - Next month is Deaf Awareness Month
 - Just had a big Deaf Cultural Festival at the Nelson Atkins Museum of Art
 - On November 12th, we have an event called Know your Neighbor and it is in partnership with the city of Olathe. There will be a presentation, and Luanne will give a short presentation

Kansas National Education Association – KNEA

- Anna Bradley
 - There is a Summit on Saturday November 1st in Topeka
 - Variety of professional learning topics centered around racial and social justice learning
 - Rebecca Schultz is presenting on ableism. What it looks like, what it sounds like and how ableism impacts people who are disabled
 - Educator's Rising has two regional conferences on November 5th and one on November 18th
 - Did a presentation at Epic Educators in the summer

Next Meeting Date

- November 19, 2025

Motion to adjourn; Lindsey Graf
Second: Rebecca Schultz

Meeting adjourned: at 2:13pm

SEAC Minutes September 24, 2025

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.