

SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date November 30, 2023

Time 9:00 a.m. – 3:00 p.m.

Location: Bishop Education Center- Topeka,
KS/Zoom

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

Roll Call

Members (x present, blank absent):

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

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

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

KSDE Staff:

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

Guests: Shane Carter with KSDE Teacher Licensure

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

Agenda Approval: November 30, 2023

Motion to approve: Brooke Moore

Kansas leads the world in the success of each student.



Second: Lindsey Graf

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

Action: Approved as amended

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

Motion to approve: Lena Kisner

Second: Lindsey Graf

Action: Approved

Minutes Approval: September 28, 2023

Motion to approve: Lena Kisner

Second: Lindsey Graf

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

Action: Approved as amended

Indicator 4B

Brian Dempsey

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



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



updated calculation after it's finalized right?

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

Public Comments

Marvin Miller

- No public comments submitted

Future Meeting Dates

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

Kansas Youth Transition Network Grant

Dean Zajic

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



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

Differentiated Monitoring Preparation

Brian Dempsey

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



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



through interviews and conversations with the State using their posted protocols

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



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

TriState Law Conference Update

Brian Dempsey

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



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

Virtual Schools

Lena Kisner

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



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

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



going into effect

Special Education Legislative Committee

Bert Moore

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

Open SEAC Positions

Bert Moore and Marvin Miller

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

Statewide IEP

Brian Dempsey and Dean Zajic

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



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

Due Process

Brian Dempsey

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



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

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

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

Teacher Licensure Updates

Shane Carter

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



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



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



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



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

Alternate Assessment Update

Cary Rogers

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

Council Ex-Officio Member Updates

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



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



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



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



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



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



interchangeably

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

Other Updates:

Special Education Advisory Council Meeting Dates 2023-2024

January 9th

1pm to 3pm

Landon State Office Building/Zoom

January 10th

7:30 am – 3 pm

Landon State Office Building/Zoom

Closing Comments

No Quorum

Meeting adjourned: at 2:16 pm

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