

SPECIAL EDUCATION ADVISORY COUNCIL

MINUTES



Details

Date July 24, 2024

Time 9:00 a.m. – 3:30 p.m.

Location:

Landon State Office Building

900 SW Jackson St

Topeka KS 66612

Zoom

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

Roll Call

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

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

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

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

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

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

Guests: ASL Interpreters Jen and Amanda, Jadyn Smith

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

Kansas leads the world in the success of each student.

Agenda Approval: July 24, 2024

Motion to approve: Dr Brooke Moore

Second: Dr Marvin Miller

Discussion:

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

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

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

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

Action: Approved, as amended

Minutes Approval: April 11, 2024

Motion to approve: Dr Lena Kisner

Second: Autumn Biltz

Discussion:

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

Action: Approved, as amended

Call to Order

Lindsey Graf

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

Discuss OSEP Questions

SEAC Members

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

- consultation, and recommendations to the Kansas State Board of Education regarding matters concerning special education services
- SEAC advocates for an education system that achieves excellence, equity, and lifelong learning for all individuals in Kansas. SEAC is committed to representing individuals with diverse and changing educational needs
- SEAC Goal
 - The Kansas Special Education Advisory Council will advocate for an educational system that achieves excellence, equity, and lifelong learning for all individuals in Kansas
- SEAC Beliefs
 - Partnerships increase collaboration for better services
 - Visionary leadership is essential for appropriate services to meet the needs of all students
 - Innovation is essential to the process of lifelong learning
 - All child service systems must be provided in an integrated and collaborative manner
 - Education is an evolving process that requires innovation, continuous growth, and evaluation
 - The needs of individuals in a diverse community must be met
- SEAC membership can include no more than 21 individuals. At least 51% of members must have a disability or have a child age birth to 26 with a disability
 - Other Considerations
 - Membership representation from each of the ten State Board Regions
 - Individuals possess knowledge of education needs of children with exceptionalities
 - Ability of the individual to represent his/her constituency and to maintain communication between the constituency membership and SEAC
 - Personal experience demonstrating knowledge of a broad view of special education services
 - Membership representing a diverse population
 - Commitment to active participation on SEAC
 - Three-year terms beginning July 1 of their first year and ending June 30 of the third year
 - No member may serve more than two consecutive terms in one role. They may serve additional terms in a different role.
- Council responsibilities under the regulations implementing Part B of the Individuals with Disabilities Education Act (IDEA) and the state statute include: *The State advisory panel must:*
 - Advise the SEA (State Education Agency) and State Board of unmet

needs within the State in the education of children with exceptionalities

- Comment publicly on any rules or regulations proposed by the State, including those proposed by the State Board, regarding the education of children with exceptionalities
- Advise the SEA and State Board in developing evaluations and reporting on data to the Secretary under section 618 of the Act
- Advise the SEA and State Board in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the Act
- Advise the SEA and State Board in developing and implementing policies relating to the coordination of services for children with exceptionalities
- Fulfillment of state and federal regulations may require Council membership involvement in the following activities
 - Providing advice and recommendations regarding the preparation and administration of the state eligibility document
 - Providing recommendations/testimony regarding special education regulations revisions
 - Presenting to the Kansas State Board of Education, recommendations and/or testimony regarding special education regulations or issues impacting special education programs
 - Developing recommendations concerning issues related to special education services
 - Obtaining information from constituencies regarding issues before the Council and under consideration by the State Board
 - Developing materials and/or resource addressing special education issues in the State.
- SEAC *does not* develop policies. SEAC *advises* on current or recommended policies

Executive Session

Meeting with OSEP. Closed to Public.

Orientation

Wayne Ball

- Council Membership Demographics
 - Members are representatives of the State population demographics and composed of individuals involved in, or concerned with, the education of children and youth with disabilities
 - Note: Kansas includes Giftedness. SEAC membership reflects this.
- Kansas SEAC Membership
 - Related Services

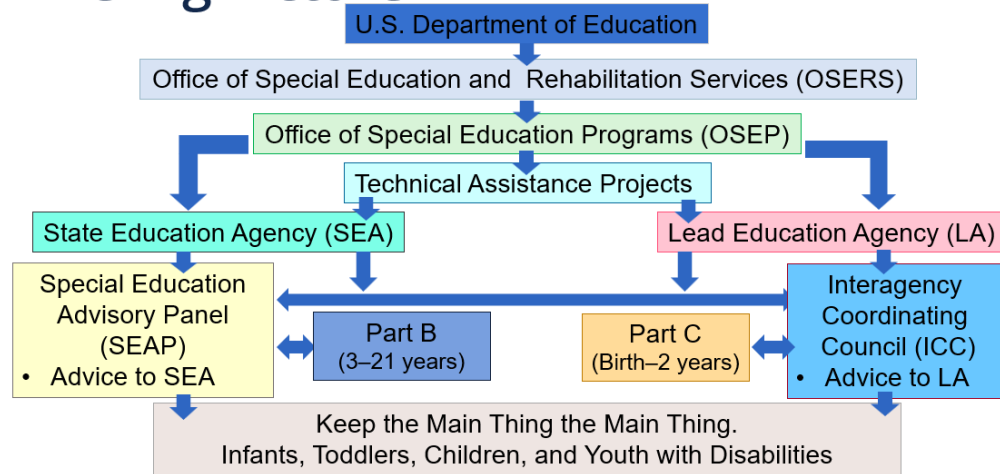
- Private Schools
- Local Education Officials
- Homeless
- Corrections – Juvenile
- Corrections – Adult
- Parents
- General Education
- Students
- Vocational, Community or Business
- State Official
- Foster Care
- Institutions of Higher Education
- Gifted
- Administrator of Exceptional Programs
- Charter Schools
- Other Agencies
- Kansas SEAC Ex-Officio Members
 - Parent Training and Information Center
 - Disability Rights Center
 - Kansas Senate Education Committee – Designee
 - Kansas House Education Committee – Designee
- Special Rule 51%
 - The majority of the members of the panel must be individuals with disabilities and/or parents/guardians of children with disabilities
 - 34 CFR 300.168 (b)
- Representation
 - One of the most significant contributions each council member makes is that of representing their stakeholder group. The federal regulations require that the specific stakeholders be represented by membership on the State Special Education Advisory Council. This requires that the council consider methods that can facilitate ongoing communication between council members and their stakeholder group.
- Guests
 - It is important to have a separate seating section for guests and non-council individuals
- Advisory Council – Primary Role
 - Serves as advisory to the State Office of Education, Special Education Unit and/or directly to the State Commissioner or State Board of Education
- Advisory – A council Role
 - To give advice
 - To inform
 - To counsel
 - To recommend

- To suggest
 - To guide
- Exercising Advisory Responsibilities
 - Issue/Priority
 - Member Perspective/Experience
 - Stakeholder Input
 - Member Discussion
 - Resource/Information
 - Objective Advice
 - Change
 - Improved Services for children and youth with disabilities
- Advocacy
 - There is a place for advocacy at council meetings. During discussions you might take sides, favor a position or support a position. However, in the final analysis, hopefully the council can come to consensus and provide meaningful advice that leads to change for children and youth with disabilities
- Special Interest Advocacy
 - There are special groups in the State that are advocacy in nature
 - Protection and Advocacy
 - Disability Organizations
 - Professional Organizations
- Advisory Council Procedures
 - Adhere to State Open Meeting laws. All advisory council meetings and agenda items must be announced far enough in advance of the meeting to afford interested parties a reasonable opportunity to attend. Meetings must be open to the public
 - If possible, provide meals or refreshments at council meetings
- Recommendations for Advisory Council
 - Close working relationship with the State Director
 - Membership orientation
 - Understand council functions
 - Advisory, not advocacy in nature
 - Discuss current issues and trends in the field of special education
 - Priorities determined by data from State Performance Plan/Annual Performance Reports as well as,
 - State Level of Determination or Technical Assistance as determined by the Office of Special Education Programs
 - Part C connection
 - Support SEA's Improvement efforts
 - Use the established by-laws for the council operation and update as

needed

- The Big Picture

The Big Picture



- General Supervision - SEA Oversight
 - Components of General Supervision
 - Kansas Integrated Accountability System (KIAS)
 - State Performance Plan (SPP) and State Goals with Measurable Targets
 - Fiscal Management
 - Integrated On-Site and Off-Site Monitoring Activities
 - Effective Policies and Procedures
 - Timely and Accurate Data on Processes and Results
 - Improvement, Correction, Incentives and Sanctions
 - Effective Dispute Resolution
 - Targeted Technical Assistance and Professional Learning
- SPP Indicators
 1. Graduation
 2. Dropout
 3. Assessments
 4. Suspensions/expulsion
 5. LRE (Least Restrictive Environment)
 6. Preschool LRE
 7. Preschool outcomes
 8. Parent involvement
 9. Disproportionate representation
 10. Disproportionate representation – disability category
 11. Evaluation Timelines
 12. Preschool Transition
 13. Secondary Transition

14. Post-School Outcomes
 15. Resolution Sessions
 16. Mediation
 17. State Systemic Improvement Plan (SSIP)
 18. General Supervision
- State Advisory Panels SAP & SICC
 - The IDEA State Advisory Panels (SAP) and State Interagency Coordinating Councils (SICC) address the needs of students with disabilities in K-12 special education programs, early intervention programs, and preschool
 - This website is intended to address the information and communication needs of:
 - SAP members and State Education Agency (SEA) Staff
 - SICC members and Lead Agency (LA) staff
 - Individuals interested in learning about the functions of the SAPs and the SICC
 - <https://osepideasthatwork.org/resources-grantees/sap-sicc>
 - National SEA/ICC Websites
 - <https://osepideasthatwork.org/resources-grantees/sap-sicc>
 - Access to State SAP and ICC websites
 - Information/Resources
 - Announcements
 - National Quarterly Webinars
 - Question from Lindsey Graf: When is the last time we had anyone from the state legislature?
 - Response from Dr Marvin Miller: at the beginning of each legislative session when they name whoever's going to be in charge of that house or senate committee, when I was chair, I would send them a letter inviting them to either join or provide a designee. In my ten years, we have never had someone from the legislature respond or attend. We may have had someone that came once or twice during ESI that was interested in that and we thought it would be a good way to maintain some good relationships, or some good will, with the state legislature.
 - Response from Bert Moore: We have the same issue with the School Mental Health Advisory Council. We used to have multiple members that came that first year, but not since then.
 - Response from Dr Marvin Miller: In the past, as chair, I have testified numerous times to the House Committee of Education. I have told them they are welcome to come to a meeting.

Differentiated Monitoring and Support (DMS 2.0)

Brian Dempsey

- In 2016, OSEP began providing differentiated monitoring and support (DMS) to States as part of its Results Driven Accountability (RDA) system under Parts B and C of the Individuals with Disabilities Education Act (IDEA). Under RDA, OSEP made a shift from monitoring based solely on compliance with IDEA requirements to monitoring and support focused on both compliance and improving results for infants, toddlers, children with disabilities referred to and/or served under the IDEA (collectively referred to as children with disabilities).
- DMS 2.0 Framework with Evidence and Intended Outcomes
 - This Framework outlines a State system that is:
 - 100% focused on improved outcomes and results for infants, toddlers, children and youth with disabilities and their families,
 - Comprised of defined components
 - Integrated across components, and
 - Nimble enough to address emerging issues
 - This Framework outlines how all programs will be monitored on their general supervision systems
 - General supervision encompasses the State's responsibility to ensure that it and its subgrantees and contractors meet the requirements of IDEA which includes
 - Improving educational results and functional outcomes for all infants, toddlers, children and youth with disabilities; and
 - Ensuring the public agencies meet the program requirements under Part B and C of IDEA and exercise their general supervision responsibilities over the programs and activities used to implement IDEA
 - For each of the 8 components of a general supervision system, OSEP provides:
 - A definition;
 - A series of "if/then" statements which outlines the elements OSEP thinks is necessary to achieve the intended results; and
 - A list of examples of the types of evidence that we have found helpful in understanding a state's system within the specific component. This list is neither exhaustive nor does it mean that a State is out of compliance if it does not have a specific item
- Phased Monitoring
 - Phase 1: Document Request and Protocol Interviews: The OSEP monitoring team will begin working with the State to prepare for the Phase 2 visit. Phase 1 will occur 5 months prior to the Phase 2

onsite/virtual visit. The OSEP monitoring team will review all publicly available information prior to working with the State.

- a. 5 months prior to the Phase 2 visit OSEP will send a document request for relevant information we have not found in our initial research. Please refer to the suggested documents listed below for an initial list of the information we are seeking.
 - b. 4 months prior to the Phase 2 visit OSEP will conduct targeted interviews with State staff on the component-specific protocols.
- Phase 2: On-site/Virtual Visit through issuing of the Monitoring Report: Based on information collected during the Phase 1 work, OSEP will develop an agenda for the on-site/virtual visit focusing on the issues that require further exploration, deeper looks or additional discussions.
- Phase 3: Close-out and Follow-up: In the year following the on-site visit, the OSEP State Lead will work with the State to ensure correction of any remaining outstanding findings, provide technical assistance, and support, and discuss progress in improving identified results areas.
- Kansas' OSEP visit is the first week in September 2024
- Question from Jennifer King: In April, you presented about Indicator 18. Some kind of decision was supposed to be made in June. Is there anything new on that?
 - Response by Brian Dempsey: Indicator 18 is the old Indicator 15. It is all of our compliance in one indicator. If a district is found non-compliant in anything they should come into compliance within a year. They have twelve months to do that. So Indicator 18, will be a compliance indicator where we report all of our non-compliance and then we tell them that all these districts came into compliance within one year. This is based on the compliance indicators which are 4B, 9, 10, 11, 12, and 13. The first year for this is FFY (Federal Fiscal Year) 2023. In February 2025, OSEP will pull out all those compliance indicators and dump them into Indicator 18. They issued a document for each indicator identifying the legal requirements, or related legal requirements, for each indicator and so we are putting those in our process documents and probably the easiest example for me so for formal complaints, if we get a formal complaint and we substantiate a district and we think that relates to an indicator, such as Child Find, they didn't do a timely evaluation that would relate to Indicator 11, we would report that in Indicator 18. We have a few years to roll this out. No changes to non-compliance indicators at this time. We did classify as "meets requirements" this year. Submitted January 29, and we did get some comments back. We responded to all of those, and they issued their determination in mid-June.

FFY 2022 SPP/APR

Bert Moore

Brian Dempsey

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

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

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

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

- Comment by Lindsey Graf: Grade level and proficiency don't quite line up. Grade level being at Level Two but then not being proficient... we celebrate growth but it becomes concerning. Often in education we forget that C's are average. We want the A's and B's but C's are average, and they're meeting grade level standards versus achieving higher than that.
- Comment by Bert Moore: What if we add this to the next meeting and perhaps have Julie Ewing come and do a deeper dive into assessments, and she can answer these questions you have
- Comment by Lindsey Graf: Perfect yes please
- 3C Proficiency for Children with IEPs (Alternate Academic Achievement Standards) Slippage
 - An analysis of the data suggests that this group of students who entered middle school in the height of the pandemic may not have had intensive supports and detailed instruction while instructed in virtual settings during the COVID-19 pandemic. Students taking the alternate assessment have the most comprehensive needs, so the suspension of or inconsistency in in-person instruction during those two years of middle school may have impacted these students. The impact may be more stark for those students with cognitive impairments and more comprehensive needs, which is why proficiency rates for 8th grade students show slippage in reading and math alt assessments.
- 3D – Gap in proficiency rates (students with IEP scoring proficient or above subtracted from all students scoring proficient or above)
 - This is one that we want the number smaller. We want to narrow the gap
 - Reading 4th Grade
 - FFY 2022 Target 25.65
 - FFY 2022 Data 26.76 Slippage
 - Reading 8th Grade
 - FFY 2022 Target 17.28
 - FFY 2022 Data 16.23

- Reading High School
 - FFY 2022 Target 20.914
 - FFY 2022 Data 21.51
- Math 4th Grade
 - FFY 2022 Target 19.07
 - FFY 2022 Data 21.55 Slippage
- Math 8th Grade
 - FFY 2022 Target 15.32
 - FFY 2022 Data 17.35 Slippage
- Math High School
 - FFY 2022 Target 16.64
 - FFY 2022 Data 17.25
- 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)
 - Grade 4 Reading and Math: To determine possible reasons for slippage, the state looked at various data points, among which the statewide chronic absenteeism data stood out. The state recognizes that students not attending school consistently across a school year will mean they are not regularly receiving instruction on the grade level standards upon which they will be assessed. Accordingly, there is an indication that the higher rates of chronic absenteeism may be linked and/or contribute to lower proficiency rates. The state observed a decrease in proficiency rates for students with disabilities on reading statewide assessments for 4th grade and an increase in proficiency rates for all students, thus increasing the gap between the two groups. An analysis of the data suggests chronic absenteeism may have influenced the gap in proficiency between students with disabilities and all students. The chronic absenteeism for 4th graders with disabilities was 27% for the 2022-2023 school year, where the chronic absenteeism for all 4th graders was 20%.
 - Grade 8 Math: To determine possible reasons for slippage, the state looked at various data points, among which the statewide chronic absenteeism data stood out. The state recognizes that students not attending school consistently across a school year will mean they are not regularly receiving instruction on the grade level standards upon which

they will be assessed. Accordingly, there is an indication that the higher rates of chronic absenteeism may be linked and/or contribute to lower proficiency rates. The state observed a minor increase in proficiency rates for students with disabilities on the math statewide assessments for 8th grade and a more substantial increase in proficiency rates for all students, thus contributing to the gap between the two groups. An analysis of the data suggests chronic absenteeism may have influenced the gap in proficiency between students with disabilities and all students. The chronic absenteeism for 8th graders with disabilities was 34% for the 2022-2023 school year, where the chronic absenteeism for all 8th graders was 27%.

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

- FFY 2022 Target 0%
- Indicator 5: Education Environments for 5-year-old kindergarteners through age 21
 - 5A: Inside the regular class 80% or more of the day
 - FFY 2022 Data 71.81%
 - FFY 2022 Target 71.00%
 - 5B: Inside the regular class less than 40% of the day
 - FFY 2022 Data 6.25%
 - FFY 2022 Target 7%
 - 5C: In separate schools, residential facilities, or homebound/hospital placements
 - FFY 2022 Data 2.21% Slippage
 - FFY 2022 Target 2.18%
 - 5C Slippage
 - An examination of state-level data for Indicator 5C identified 1,603 students served in separate schools, residential facilities, or homebound hospital placements. This is an increase of 121 students, or 0.11%, above the FFY 2021 data and 0.03% above the state's FFY 2022 target.
 - Slippage is attributable to an increase of 156 students being served in separate schools. One district, the largest LEA in the state, accounts for 98 of the net increase of 156 students in this category. The district reclassified several buildings from alternative schools to separate schools consistent with KSDE provided technical assistance, resulting in more accurate reporting which contributed to the increase.
 - The remainder of the net increase is spread across all other LEA's and is generally attributable to increasing emotional needs.
- Indicator 6: Preschool Environments
 - 6A: Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program
 - FFY 2022 Data 48.01%
 - FFY 2022 Target 39.3%
 - 6B: Separate special education class, separate school or residential facility
 - FFY 2022 Data 30.11%
 - FFY 2022 Target 36.84%
 - 6C: Receiving special education and related services in the

home

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

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

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

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

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

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

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

Virtual Schools/Programs and Special Education

Dr Robyn Kelso

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

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

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

you do for kids and families.

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

USD 259 OCR Findings

Bert Moore

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

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

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

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

2027-2028 school year

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

SEAC Licensure Request

Dr Marvin Miller

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

Motion to approve: Dr Troy Pitsch

Second: Jennifer King

Discussion:

Action: Approved

Indicator 8 -Get Parents more involved

Bert Moore

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

feel comfortable to give us feedback

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

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

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

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

September Site Visit to KSSD and KSSB Membership

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

Ex-Officio Member Reports

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

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

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

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

Items for September SEAC Agenda

Members

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

Motion to adjourn: Dr Marvin Miller

Second: Roxanne Zillinger

Meeting adjourned: at 3:28 pm

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