

SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date January 15, 2025

Time 9 a.m. – 3:30 p.m.

Location:

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

Zoom

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

Roll Call

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

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

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

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

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

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

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

Quorum (11) met: yes, 11

Call to Order

Lindsey Graf

Roll Call

Lindsey Graf

Approvals

Lindsey Graf

Agenda Approval: January 15, 2025

Motion to approve: Dr Marvin Miller.

Second: Autumn Biltz

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

Action: Approved with addition

Add Roxanne Zillinger to speak about the Stronger Connections Grant.

Action: Approved with correction

Public Comments

Lindsey Graf

None

Stronger Connections Grant

Roxanne Zillinger

Bonnie Houk

Kristin Heuer

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

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

that that would occur.

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

Transition Grant

Dean Zajic

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

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

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

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

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

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

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

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

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

Fiscal Forum Information

Dean Zajic

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

Virtual Graduation

Brian Dempsey

Bert Moore

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

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

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

idea. I plan on attending

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

Dyslexia Data

Bert Moore

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

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

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

Emergency Safety Intervention

Bert Moore

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

doing a lot more reporting

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

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

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

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

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

Indicator 8

Brian Dempsey

Bert Moore

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

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

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

Items for Next SEAC Agenda

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

Meeting adjourned: at 1:21 pm

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