

SPECIAL EDUCATION ADVISORY COUNCIL  
MINUTES



## Details

Date: July 23, 2020

Time: 9AM – 12:30PM

Location: Virtual

Call to Order: at 9:00 am

### Welcome:

Bert Moore, director of SETS welcomed everyone and introduced Heath Peine, Chair of SEAC for 2020-2021.

Welcome from Heath Peine, Chair.

### Roll Call and Introductions:

Members (x present, blank absent):

x	Heath Peine	x	Jennifer King		Rebekah Helget
	Mike Martin		Heidi Cornell	x	Tina Gibson
x	Chelle Kemper	x	Rachel Marsh	x	Troy Pitsch
	Sarah Shaffer	x	Laura Thompson		Amy Wagoner
x	Kari Wallace		Becci Werner		Deb Young
x	Jennifer Kucinski	x	Trisha Backman	x	Amy Zimmerman
x	Marvin Miller	x	Jennifer Kurth	x	Tobias Wood (guest)
x	Brandon Gay (guest)	x	Lesli Girard	x	Jim McNiece
x	Rocky Nichols/Mike Burgess				

### KSDE Staff:

x	Bert Moore	x	Laura Jurgensen	x	Kerry Haag
x	Pat Bone	x	Amy Martin		Dean Zajic
	Stacie Martin		Wendy Coates		

Guests: Wayne Ball, NCSI; Dawn Gresham, Carla Schartz; Sherri Schwanz (KNEA); Kyle Karlin;

Reflections: Rebekah Helget

### Looking Forward: Heath Peine

Our future is unknown for the first time in my career as an educator. Our goal is not compliance. Compliance leads us toward a goal. The goal is a realization of HOPE. Many

*Kansas leads the world in the success of each student.*



students and families will need some extra support to make that happen.

Video –

Leadership is our role as SEAC members in an advisory position. Collaboration, learning and growing are essential keys to success in this role. We must have a common goal. That goal is to help students succeed. We must have trust and be able to take risks. We will not always agree. As we look forward, we may not agree but can work together to achieve goals.

“To lead change is to exercise influence in ways that move a team, organization, or system from one state to another. To lead improvement is to exercise influence in ways that leave the team, organization, or system better than before.”

Robinson, V. M. (2019). *Reduce change to increase improvement*. Thousand Oaks, CA: Corwin, a SAGE Publishing Company.

I look forward to working with you, learning with you, and making improvement for children with disabilities lives.

### **Roberts Rules of Order Review – Wayne Ball**

Handout

A brief review of the general operating procedures using Robert’s Rules was provided.

### **Agenda Approval: July 23, 2020**

Motion to approve: Jennifer King

Second: Chelle Kemper

Action: Motion passed

### **Minutes Approval for April 21, 2020**

Motion to approve: Marvin Miller

Second: Jennifer King

Action: Motion passed

### **Orientation: Wayne Ball with the National Center for Systemic Improvement; Bert Moore, Director, Special Education and Title Services**

PowerPoint

- You are representing a stakeholder group. You should represent that group.
- This is an advisory committee. The purpose is to advise the SETS team, the state Board on special education issues.
- Recommendations for Advisory Council (put slides bullets in)
  - 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
- We work for students’ birth through age 21 on this council.
- State Performance Plan the state provides to the federal government on 17 indicators for special education students.



- National website for SEAC and ICCs. [www.stateadvisorypanel.org](http://www.stateadvisorypanel.org)
- Keep the Main Thing the Main Thing. Focus on the kids!

### Updates to Bylaws Document: Laura Jurgensen

- Laura is updating to precisely follow Kansas law. We can only allow 21 voting members.
- We must get the federally required members within the 21 provided for in Kansas law.
- You are receiving these today for consideration. You will be asked to vote on them at the next meeting.
- Grammatical changes are not noted. Updating to the current State Board mission and vision to match the current statements.
- Substantive changes are tracked.
  - Most are in the council membership section
  - Adding clarification to member roles
  - Representative of other state agencies involved in the financing or delivery of related services to exceptional children. The definition is clear that it must be an agency of the state.
- Two suggestions are made for adding clarity if you want to as a council.
  - State Education Official – you could define this in the bylaws to provide clarity. This is filled in other states by a staff member from the state department of education but not the special education team.

Discussion:

    - Keep it vague to not limit applications
    - Could we note a preference for individuals from specific agencies? Yes, that can be accomplished in the bylaws.
    - Support expressed from the chat.
    - Laura will work on the language to be considered at the next meeting.
  - Representative of state population. Historically, the State Board has interpreted this to be representatives from each state board region to ensure geographic location. Is there a desire to further clarify how this is determined?
    - What have other states done to clarify? Laura can bring research this before the next meeting. The school mental health advisory is developing their bylaws and is discussing how to advertise for positions from other diverse populations.
    - Need to address diverse populations in our bylaws.
    - We must always keep in mind that we must maintain the 51% majority.
    - Consider a nomination committee to seek out nominees who fit other populations.
  - Decisions on who makes the decisions on new nominees is not clear in the bylaws. We have used SEAC leadership with the support of KSDE staff to make determinations in the past.
    - Please bring back some language to address an intentional way to reach qualified nominees and define the process for how nominees are determined.
- With the discussion that has occurred today Laura will do some research to bring back for discussion at the next meeting with hope to approve them at the November meeting.



- Clarify membership terms of two consecutive terms as a role, not as an individual. State Statute needs to be noted here. Further definition is not included in law but has been a practice of SEAC to define it as a role. Wayne interprets the federal law on this to allow for states to make this decision. As a relative new member, I appreciate the members with longevity and the experience they bring to the table. Laura will also research this topic and bring back information.
- The number of nominations received this year was excellent but by the time would looked at all of the requirements it narrowed that list down a lot.
- Please send Laura any questions or thoughts you have on these revisions.

### Consider addition of Ex-Officio Member – Heath Peine

#### Discussion and Action Item

KNEA is requesting that an ex-officio position be added.

Bert was contacted and the request was expressed that this position be added.

Sherri Schwanz, representing KNEA and their position of representing teacher members across Kansas. They do have members across the state and share their voice. They are interested in promoting the education of Kansas students.

What would KNEA be bringing to the group that could not be added during public comment?

- Voice from educators from across the state and ability to survey for information to provide to the council quickly.

Do you have a mission and vision statement? Yes

- ***Our vision is a great public school for every student.***
- ***Mission - Our mission is to advocate for education professionals and to unite our members, Kansans, and the nation to fulfill the promise of public education to prepare every student to succeed in a diverse and interdependent world.***

Is your main role to advocate for teachers? Yes, to advocate for the needs in every classroom.

Discussion:

- I think there is room for collaboration.
- Concern expressed that council voices might be muted because of having too many voices at the table.
- SEAC is an advisory Council. We provide advice to the State Board and department of education. How do our current ex-officio members align to the SEAC work?
  - Families Together is the Parent Training Center and our roles is to help parents understand their rights and responsibilities in their child's education. We work with families who have special education students. We provide information from what we hear from families across the state and what gaps may exist and need to be addressed.
  - DRC - missions to advocate for the human and legal rights for persons with disabilities. For SEAC we bring the perspective of the legal rights of the students being served in special education. As an ex-officio member verses a public comment situation I can engage and provide much more robust information to SEAC. Than in 3 minutes during public comment.



Motion: Jennifer King – Add KNEA as an ex-officio-member of SEAC, non-voting member.  
Laura Thompson – 2<sup>nd</sup>

Discussion to clarify the vote:

Yes – approves the addition of the ex-officio member

No – disapproves the addition of the ex-officio member

Action: Motion failed.

We believe the passion expressed in the request was valid and is appreciated. We welcome you to make public comments and share your views and concerns at any future meeting.

### Public Comment:

No comments were submitted for today's meeting.

### KSDE Updates: Bert Moore and SETS team members

- **Secondary Transition (Stacie Martin)**

Powerpoint

- National Technical Assistance Center on Transition (NTACT) assisting KSDE with Transition services. Outside facilitator was instrumental in developing our state plan.
- Two goals have been set and they are:
- August 5th: Let's Talk About Transition Live and Virtual. Agenda was shared for this event and registration link. Event will be recorded for review at other times.
- Secondary Transition Resources Page and a New Listserv for Transition issues.
- Wendy Coates, Dean Zajic, Stacie Martin, and Bert Moore are available to answer your transition questions at any time.

- **Transition Planning and your IEP Discussion**

- Transition Taskforce has forwarded this document to us for consideration. Jim Porter, state board member wants to see this resource in the hands of students and parents across the state. A promise was made to the legislature that this document would be created and made available.
- Currently being reviewed by KSDE legal team for alignment to current law.
- Could the transition subcommittee be reformed to work on this document and see how it can be incorporated and addressed? To review the document and be sure it aligns with the transition implementation plan.
- One of Bert's highest priorities is secondary transition. He wants to see our students graduate with skills and knowledge to live a happy and fulfilling life.
- Subgroup – Rocky would like to be involved and would like to invite Mike Wasmer, the chair of the committee who actually wrote this document.
- An invite to the subcommittee will be sent soon. If you would like to be added to this subgroup please email Pat or Bert.
- Leia is involved in the transition work and would be a good collaborator on the family's perspective.



- **2020 APR Update**

- Kansas Meets Requirements for 2020 as determined by OSEP on federal reporting. 13 or 14 years in a row to reach this level of determination. Thank you for your guidance in helping KSDE reach this goal!
- We do have areas where we need to focus. Transition and Early Childhood Least Restrictive Environments.
- We will be asking for your input to help us address these areas.
- The reports that Bert and Marvin are referencing are available on the KSDE website at Data Central, [https://datacentral.ksde.org/sped\\_rpts.aspx](https://datacentral.ksde.org/sped_rpts.aspx).

- **Opening School Guidance – Bert Moore**

PowerPoint

- Governor's EO was not approved to delay the start of the 2020-2021 school year. It remains the local district's decision.
- Navigating Change 2020 Document
  - Posted on the KSDE website. Updates will be made and the latest version will be posted. <https://www.ksde.org/Teaching-Learning/Resources/Navigating-Change-Kansas-Guide-to-Learning-and-School-Safety-Operations>
  - Two portions – Competency Based Standards and Instruction and operational guidelines.
  - Three models of delivery – On-site, Hybrid, and/or Remote
  - Two Executive Orders (EO) – masks and other safety measures have been required by an Executive Order of the Governor. EO-59
  - FAQ document – common questions from the field are answered here for opening schools during the pandemic. Laura and the legal team are working to keep this document up to date and available to everyone. <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education>
  - Implementation Guidance is coming soon.

Heath thanked everyone for the hard work on getting through the difficulties this pandemic has created.

### Council Member Reports:

- **Families Together**

- Lesli Girard, Thank you for the Navigating Change and the FAQ documents for us to use in assisting families. Guidance is clear and much appreciated. Families together will be using this.
- Early Childhood – Step ahead at age 3 document. They will review the LRE data and see how they can support that work.
- Implementing Education Advocate virtual training.
- Statewide conference will also be virtual this year. Working on how to do this work. May be asking for some recordings for this conference.
- Participating in virtual IEP meetings to assist families.
- Please refer struggling families to us to provide our resources.



- **KASEA**
  - Heath, Not much new to report. Work has pulled people together and virtual meetings are resulting in more collaboration.
  - KSDE has been fantastic in providing support. They have also brought in some support to facilitate conversations and they have been occurring weekly. Plans are to continue these efforts.
  - Appreciate the State Board and it's support and Jim McNiece for his work.
  - As an association we are working everyday to improve education for our students.
  
- **DRC**
  - Rocky, we have hired another attorney for our victims of crime support. They now have 7 staff members to assist these victims, for all ages.
  - Any kids who are victims of crime, abusive households, etc., they have specific monies to assist them and support their disability rights. These rights can be a bridge to address their needs.
  - Representative payee project – reviews of possibilities of abuse in regards to finances.

Thank you for being here today and supporting this work.

Future agenda items

- Please contact Pat or Bert any items that occur to you.

**Motion to Adjourn:**

Motion: Jennifer Kurth

Second: Trish Backman

Action: approved and meeting adjourned at 12:32pm.

Thank you everyone and have a wonderful remainder of your week!

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

SPECIAL EDUCATION ADVISORY COUNCIL  
MINUTES



## Details

Date September 23, 2020

Time 9:00AM – 2:30 PM

Location: Virtual via Zoom

### Call to Order: at 9:00 am

Heath Peine welcomed the group. With our online setup please open your mic and speak up to join the discussions today. Your voice is important!

### Roll Call

Members (x present, blank absent):

x	Heath Peine	x	Jennifer King	x	Rebekah Helget
x	Mike Martin	x	Heidi Cornell	x	Tina Gibson
x	Chelle Kemper		Rachel Marsh		Troy Pitsch
	Sarah Shaffer		Laura Thompson	x	Amy Wagoner
	Kari Wallace		Becci Werner		Deb Young
x	Jennifer Kucinski	x	Trisha Backman	x	Amy Zimmerman
x	Marvin Miller	x	Jennifer Kurth	x	Tobias Wood
x	Brandon Gay	x	Lesli Girard	x	Jim McNiece
x	Rocky Nichols/Mike Burgess				

KSDE Staff:

x	Bert Moore	x	Laura Jurgensen		Kerry Haag
x	Pat Bone	x	Amy Martin		Dean Zajic
x	Stacie Martin	x	Wendy Coates		

### Agenda:

Motion to approve: Tobias Wood

Second: Chelle Kemper

Action: Motion passed

### Minutes

Motion to approve: Tobias Wood

Second: Jennifer King

Action: Motion passed

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## Public Comment:

### Technical Assistance System Network (TASN)

Crystal Davis

PowerPoint and website were shared.

- Part of the KSDE system of general supervision and technical assistance for the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA)
- KSDE SETS is responsible for setting the priorities for TASN
- TASN supports educators providing services to special education students as well as educators providing services to general education students.
- Website: [ksdetasn.org](http://ksdetasn.org) - Big Blue Button – Request Assistance. TASN will connect you with assistance to meet your needs.
  - Professional Development opportunities are available through the calendar
  - Resources – menu on the left-hand column.
  - Projects and partners
- Questions - Crystal Davis [cldavis@pittstate.edu](mailto:cldavis@pittstate.edu)

### Secondary Transition

Bert Moore, Wendy Coates, and Stacie Martin

Handouts

The Secondary Transition Work Group created a report and draft documents that KSDE is responding to with the three draft documents in parent friendly language we are reviewing today.

- Transition Draft Document for Parents
- Glossary of Terms
- Resources

The Special Education Advisory Council (SEAC) has an active subcommittee which is reviewing and helping create and refine these drafts.

Transition involves all students making the next step of life after high school is completed regardless of disability/exceptionality. For students with disabilities the IEP team helps coordinate transition for the students with special needs.

Discussion:

- Really appreciate the work that has occurred. One concern on the glossary acronym “CDDO” needs to be defined. Also, on the Parent document could it be more person centered in language? Guiding questions around: “Where do they want to live?”, “What do they want to do?”, type of questions.
- Charting the Life Course – has been presented to SEAC and covers some of the questions brought up in the previous comment.
- We must start very young to get on the Community Developmental Disability Organization (CDDO) wait list. 4<sup>th</sup>-5<sup>th</sup> grade.
- Interrelated topics. Targeted Case Management. Social Security Interest (SSI) timelines. Needs to mention and defined. Timeline of events would help parents.
- Page 4. Examples of possible goals – should we include a four-year college option in this list? The University of Kansas (KU) Transition to Postsecondary Education (KU TPE)



is a great four-year college option to include

- Please send any ideas for these documents to Pat Bone (Pat).
- Additional edits will be made by the subcommittee and be brought back to SEAC in November.
- Planning a webinar to share these resources and they will be posted on our website following the completion of this work.
- KSDE is working with a national technical assistance center (National Technical Assistance Center on Transition) and our state agency partners to build capacity in the state around secondary transition. Students must be prepared for life in the real world.

### Navigating Change – *Gating Criteria*

Craig Neuenswander

- Handout
- Craig reviewed the document that has been shared with Kansas schools.
- This is a guidance document. It sets guidelines of things to consider in your local decision-making process.
- KSDE had physicians and the Kansas Department of Health and Environment's (KDHE's) help in developing these suggestions.
- *KDHE website information.*
- Most districts have a team reviewing the data for their area and reporting to their local board of education.
- Concerns expressed by some members, looking at the document,
  - it doesn't say it is only a guidance document.
  - Confusion has been expressed over funding issues related to navigating change and this gating criteria.
  - Students with a disability and an IEP is not addressed in this guidance document, many districts did not have a team in place, and made decisions without consulting special education directors.
  - Could a statement with an asterisk be added to include considerations for students with a disability and an IEP be added to the document?
  - This is why SEAC exists and we are happy to be involved as these types of documents are being developed, so these factors don't get left out.
- In the different color risk strategies, when your local district is in different colors for risk factors, is there a plan for determining how a district should address this? Response: There is not as this is guidance and the decisions must be made locally by the district board of education.

### Unmet Needs of Students Age 18-21

Handout - Document from Marvin Miller

Heath explained the situation created in the spring due to school closures. How can we help inform and address the needs of these students who are aging out of public education? There is not much time to make up for missed services for students who are close to age 21. What can we do differently to address their needs?

- What does compensatory education look like in a pandemic? Would like to have discussion to look at ideas from this Council.
- Juvenile Corrections placements – concerned about the 18-21-year-old services for



these students.

- Is there data on alternative day schools or correctional settings and what they are doing? Directors have expressed that last spring was difficult, but that they were able to address students needs during these times. KSDE does not have any data on whether a student is participating in a Hybrid or Remote learning models, but we do have data on the services being provided to students with IEPs.
- Will there be data collected? There are no plans to collect additional data. Data collected on the number of students with IEPs will not be finalized until March.
- Data from gating criteria will vary by district as the pandemic comes and goes.
- State Homeless Coordinator is Maureen Ruhlman and the assistant director responsible for that work is Tate Toedman. They will be included in a future meeting to share data on students being served and counted.
- Districts file reports yearly with KSDE on homeless students in their district. Maureen is working with districts regularly and can come explain the process to the Council, including access to education and the programs for which they qualify. Three to five year data trend in homeless student counts would be appreciated as well as the percent of those students with a disability and an IEP.
- How many calls are Families Together (FT) and Disability Rights Center (DRC) receiving on this issue?
  - FT – Lesli Girard – FT has had calls. Leia Holley could provide data on this for the 18-21-year-old age group. Receiving requests for an education advocate for a student who is homeless is an issue for FT. FT is not receiving requests for education advocates, but is communicating with KSDE staff to share the availability of our services. FT will bring data back to the Council.
  - DRC – Mike Burgess – Increase in calls concerning IEPs and special education and related services. But DRC does not have a breakdown of calls received by topic.
- 18-21-year-old students receive services. There is not “18-21-year-old programs,” all services must be individualized to meet student needs. The IEP team determines what these students need even in these times of pandemic. Any parent working with a student in this age group may request an IEP team meeting to address the needs of their student and how they can be served.
- There is some misunderstanding amongst district state who state that goals cannot be changed for students aged 18-21. There is not support for this statement in special education law.
  - KSDE will provide information to the field about the need to continually address the needs of the students in this age group, including modifying student goals when needed.

### KSDE Updates

- Tri-State Law Conference [registration](#)
- Supports for attendance are in place for SEAC members to be reimbursed for Council for Exceptional Children, National Association of State Directors of Special Education, Council of Administrators of Special Education, Midwest Symposium for Leadership in Behavior Disorders, and similar events. Contact Bert and Pat for information on reimbursement for attending conferences not listed.



- *TASH Conference* – Advocacy organization for students with the most significant disabilities.
- Transition Listserv – contact *Pat*
- Transition Monthly Webinars – Dates have been set through the TASN website for registration. [www.ksdetasn.org](http://www.ksdetasn.org). They all occur on Tuesdays – 3:30-4:30 once a month. Topics include Families Together, summary of performance, managed care, Individualized Plan of Study (IPS), work-based study, Pre-employment Transition Services (Pre-ETS), and others. Flyer and topics will be sent to SEAC members.
- Vocational Rehabilitation (VR) and KSDE SETS are finalizing amendments to a longstanding MOU to continue to work together on secondary transition in the state.
- Gifted Educators Listserv – contact *Pat* to be added or have staff included.
- Technical Assistance Resources – Laura
  - [Ksdetasn.org](http://ksdetasn.org) – Navigating Change on the left – Technical Assistance Team Resources
    - Compensatory Services Decision Tree
    - Contingency Planning step by step guide.
- OSEP – monitoring of states. Kansas has not been monitored recently. Kansas will begin the monitoring cycle next year in 2021. It is now a three-year process. First year – OSEP review of data, policy, and practices; second year – onsite monitoring, including some districts; third year – technical assistance and corrective action, if needed.
- Keep the main thing the main thing. These are our students!
- Community of Practice (CoP) for Special Education Directors. Created an opportunity for directors to meet and group process the difficulties of navigating the changes due to COVID. This has helped build rapport and supports which are highly needed to help deal with the high stress level our educators are experiencing.
- Dynamic Learning Maps Updates – Cary Rogers – PowerPoint slides
  - 1% waiver approved for ELA, Math, and Science
  - Current percentage in ELA and Math 1.15% and Science was at 1.7%
  - The state is limited to the 1%, districts are not.
  - Participation guidelines clarified
  - KSDE is monitoring and evaluating each LEA to ensure students are taking the correct assessment.
  - Moving forward KSDE will implement a tiered system of support to districts in identifying the 1%. 10 districts have been identified for Targeted Technical Assistance and 10 districts for Intensive Technical Assistance. Notification will go out to all districts on October 8.
  - Discussion of how to determine the correct placement of students to the alternate assessment.

## Licensure Update

Mischel Miller, Director of Teacher Licensure and Accreditation, KSDE

Susan Helbert, Assistant Director of Teacher Licensure and Accreditation, KSDE

- Pathway to professional license –
  - Clarifications were provided on moving from one level of license to another. You must hold a position and mentor for it at the same time. If you change license levels and assignments you must mentor for the new position/license.



- Building and district levels must be done separately. Special Education Director also has separate mentoring requirements.
- To move to a professional license, you have time after you receive the initial license.
- Route is confusing with higher education requirements to enroll in their programs.
- Differences in larger and smaller districts in what the position is called within the district.
- Many directors have a district level license, are stuck with the initial building license, and are unable to get their professional license at the building level because they never held a building level principal position. Roles are different in special education because of requirements. Special education directors cannot go from a district level license to a building level license to then eventually obtain a special education director's license.
- All of these steps add to the expense of maintaining your license.
- Mischel requested that SEAC please put together a proposal for Mischel and the Teacher Licensure and Accreditation team that explains the equivalent pathway to help carry the message forward to the State Board of Education (State Board) for approval.
- Regulations for licensure for a director of special education is in the approval process. SEAC requested that Mischel and Susan please share the amended regulation draft with SEAC. This regulation has been an unusually long process. Susan will share the language with Pat to send to SEAC.
- All regulations go through the following process:
  - Draft created
  - Final draft is sent to State Board for permission to move forward
  - Department of Administration (D of A) reviews, edits, and eventually approves
  - Then Attorney General (AG) reviews, revises, and approves
  - D of A and AG do not speak "education language."
  - Public hearing occurs and the amended regulation must be posted for 60 days.
  - Review and approval by State Board and then the amendments to the regulation are final
  - When the amended regulation becomes final, we will need SEAC's input and help to implement
- The State Board could consider moving all licensure designations to the professional level at the same time.
- District level licensure is more equivalent to the job duties of a special education director than building level licensure.
- The Council of Administrators of Special Education, nationally, is also working on developing standards for a special education director license.
- Concern was expressed with changes that have occurred in the field since regulations were drafted.
- Limited Apprentice License High Incidence



- A summer cohort was available. The cohort ended in August. This pilot opportunity was evaluated by Dr. Amy Gaumer-Erikson from the University of Kansas who provided great feedback on the pilot. The pilot needs to become a true pathway to licensure.
- Institutions of Higher Education (IHE) will need to adjust the program options to make it successful.
- IHE is meeting with KSDE to develop these requirements
- Starting in August of the 2021-22 school year. This pathway should be available to all.
- The extension allowed for hiring people with limited apprentice licenses to be hired for this school year.
- Experienced paraprofessionals have a pathway to a license available to them.
- Supply and Retention (Barriers)
  - Any pilot needs to stay in place through COVID.
  - Kansas needs a pilot for low incidence licensure too.
  - Program requirements may not be practical and efficient. Each Program Standards Committee needs to include special education directors as standards are developed and reviewed.
  - Programs are reviewed every 7 years.
  - Districts must be proactive in putting supports in place for these pilot candidates.
  - IHE needs to prepare candidates for the roles they will have in the field.
  - Mentoring is a key and provide guidance in an internships type setting.
  - Jenny Kurth is really interested in hearing what the needs of the field are to improve our programs. What else needs to be included? Response: It is university and class specific and not necessarily universal in nature. How do we know what we are missing in our programs? IHE has trouble getting enrolled students.
  - If you are seeing things that candidates are not receiving, please inform Mischel and Susan.
  - Supply is a barrier for all of us.
  - Is the KU program a distance learning program? The KU low-incidence program is campus only, but online for the foreseeable future due to COVID-19. The online program KU partnered with wasn't interested in offering a low Incidence program because this area has few too students to be a major money maker. They figured the autism spectrum disorder program and high-incidence program had enough students who would enroll to make a profit.
  - Praxis test barrier – this test is required by statute. These requirements are reviewed and the State Board looks for other options regularly. The State Board has some flexibility in which test is required. It is on the radar to be considered. There is support for those struggling with passing a Praxis test.
  - This is a profession and should include an exam to determine competency of candidates.
  - The Teacher Licensure and Accreditation team is working with the Teacher Vacancy and Supply Committee to create more options for teacher candidates



to obtain a license.

SEAC would like greater participation in the decision-making process to overcome the barriers that exist. SEAC will consider a recommendation to Mischel and Susan to go to the State Board from SEAC.

Subcommittee to work on the recommendation. Volunteers?

- Email Heath if you would like to participate in this subcommittee

## SEAC Bylaws Update

Laura Jurgensen

Handout of draft was provided prior to the meeting

- Date will be change when the bylaws are adopted by this group.
- Laura reviewed the changes that she has included in this draft.
- Laura researched how other states structure addition/replacement of members.
- Draft language would establish two standing committees – Executive/Leadership and Membership. She has provided some draft language on the role of the leadership committee and added a membership committee leaving room for flexibility for the membership committee to make decisions on recruiting and retention of members, within the statutory requirements.
- Draft language is included allowing for individual members to serve new terms in a different member role.
- Draft language is included requiring the membership committee to annually review eligibility criteria to determine the majority requirement.
- Draft language would give the power to the membership committee to determine whether a member should resign or retain their position after changing jobs.
- Maintaining member consistency is a positive for the Council's function.
- All standing and ad hoc committees will receive KSDE SETS staff support.
- Presentations to the State Board and/or Legislature need to be included in the language on the responsibilities of the leadership committee.
- Membership Changes – keep flexibility in determining recruiting members, application process, eligibility requirements and provide a description of the position. This is a change from current practice.

Discussion

- Could the leadership committee include the chair of the membership committee?  
Laura will add the chair of the membership committee to the leadership team.
- There is nothing currently in the bylaws on how the membership committee is formed. SEAC recommended that at the last meeting of the year membership committee formed and contains a minimum of 3 members.
- SEAC felt like these are great changes in general.
- Consider, as people move from one role to another, that the membership must look for people who are wearing a parent hat exclusively. SEAC currently has two members whose primary role is to represent the parents.
- This item will be coming back at the next meeting for approval of the amended bylaws.



## Council Member Updates:

- **Families Together – Lesli Girard**
  - Project for Parent Training Information grant has been awarded for the next five years.
  - Handout – January–July 2020, Parent Training Information Center Data
  - # of calls received by topic
  - Tiers of assistance pertain to parent consultations, not training opportunities.
  - If you have an area of interest in your community, Lesli can provide information specific to your district.
  - Training – FT is doing virtual training and just completed a virtual statewide conference. Sessions are available on the FT [website](#) through September 30, 2020. The conference had about 500 registrants. Thanks to KSDE staff and TASN providers for presenting and providing information.
  - The Education Advocate trainings will also be virtual.
  - FT staff are doing a lot of planning meetings with parents over Zoom.
- **Kansas Association of Special Education Administrators (KASEA) – Heath**
  - Heath is president of KASEA for 2020-2021
  - Regions – there are 8 KASEA geographical regions and all are discussing handling the changes of the current school year.
  - KSDE’s CoP meetings have been very helpful and are appreciated. Sharing of ideas and problem solving are so necessary at this time. Special education administrators are working harder than ever to support students and families at this time. We have also learned some valuable lessons and ways to do things better that will continue.
- **Disability Rights Center – Mike Burgess**
  - Developed SPED Rights during COVID-19 document. DRC staff have received lots of calls from families on how to advocate for their child. Feel free to share. <https://www.drckansas.org/publications/sped-during-covid-19>
  - Supported decision-making and transition to employment – trying to remove barriers and develop partnerships.
  - Providing opportunities for on-the-job employment with supported services.
  - Reviewed program for Representative Payees for Social Security. Please voice concerns to DRC.

## KSDE Updates Continued

- **Dyslexia Update – Cindy Hadicke**
  - Handout
  - Recommendations
    - State Board continued the timelines for implementation as they were previously set.
    - Programs have been updated to include reading strategies for Dyslexia.
    - Licensure requirements for Science of Reading – Tests are in an approval process.
    - Universities are implementing course work for Dyslexia
    - Professional learning – huge change but highly successful. Training





began in March 2020. 5000-7000 teachers have been trained with a six-hour training.

- August of 2021 districts must have trained staff.
- Screenings will be used in all districts by August 2021.
- Screenings will be implemented for students in grades 6-12
- Kansas Educational Systems Accreditation (KESA) monitoring will begin in the next monitoring cycle.
- Encourage district and building teams to be having discussions on implementing these guidelines.
- More tools are under development.
- Handbook – August of 2020. This is not yet developed but there is a team at KSDE working on it. The goal is to present it to the State Board by December 2020.

**Motion to Adjourn:**

Motion: Marvin Miller

Second: Chelle Kemper

Action: approved and meeting adjourned at 2:05 PM

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

SPECIAL EDUCATION ADVISORY COUNCIL  
MINUTES



## Details

Date November 10, 2020

Time 9 AM – 4 PM

Location: Virtual

Call to Order: at 9:00 am

### Welcome:

Welcome and Call to order at 9:01.

### Roll Call

Members (x present, blank absent):

x	Heath Peine	x	Jennifer King	x	Rebekah Helget
	Mike Martin	x	Heidi Cornell	x	Tina Gibson
x	Chelle Kemper	x	Rachel Marsh	x	Troy Pitsch
	Sarah Shaffer	x	Laura Thompson		Amy Wagoner
x	Kari Wallace	x	Becci Werner	x	Deb Young
x	Jennifer Kucinski	x	Trisha Backman	x	Amy Zimmerman
x	Marvin Miller	x	Jennifer Kurth	x	Tobias Wood
x	Brandon Gay	x	Lesli Girard		Jim McNiece
x	Rocky Nichols/Mike Burgess				

### KSDE Staff:

x	Bert Moore	x	Laura Jurgensen	x	Kerry Haag
x	Pat Bone	x	Amy Martin	x	Dean Zajic
x	Stacie Martin	x	Wendy Coates		

### Agenda:

Add 18-21 year old item to the next meeting in January.

Motion to approve: Trisha Backman moved to approve as amended

Second: Tobias Wood

Action: Motion passed

### Minutes September 23, 2020

Discussion:

Motion to approve: Tobias Wood

Second: Jennifer King

*Kansas leads the world in the success of each student.*



Action: Motion passed

### Public Comment:

Lyn Petro – Kansas Advisory Council for the Blind and Visually Impaired Member.  
Braille for interim and formative assessments.  
Update at next SEAC meeting.

### Homeless Update

Maureen Ruhlman – PowerPoint

- Unaccompanied Youth
- School systems with 10 or more students considered Homeless are posted on the KSDE website each year.
- Maureen reviewed data from 2018-2019 and 2019-2020.
- Office hours zoom every week for questions from staff in the field working with these students.
- COVID has impacted students reported and parents are moving to find jobs frequently.
- Barrier during this time is technology to keep track of these students/families.
- Challenge to find the families and identify the kids during these times.
- Expecting numbers to increase as mortgage protections and rent protections go away.
- Requests to appoint education advocate through Families Together is available to districts. Maureen and Lesli will work together to provide training in the future.
- Legally, unaccompanied youth are allowed to speak for themselves in their education.
- Is there a method or procedure for this group to advocate to legislators on the need for protections for these children with rent protection, etc.
  - SEAC usually has decided which legislation they wish to be involved with as a whole and which that you speak for personally.
  - We can certainly consider our involvement as SEAC on these issues.
  - You may share with the group you represent what you have heard today and to consider advocating from your group.

### Licensure Update and Discussion:

Susan Helbert

- Director of special education, history.
- We formerly had a director license. In 2003 the director license was removed from regulations. District leaders was the route determined to be included in the Superintendent level training and the director of SPED license that required more specific courses on top of the district leadership license.
- Issues that led to reinstating the director license.
  - More need for directors
  - Trouble issuing licenses
  - Standards board discussions supported developing new regulations. This board includes special education voices.
  - SEAC has previously supported this work.
  - Goal was to create license for director as a leadership license.
  - Consensus was gained on what that leadership looked like
    - Met with SEAC April 12, 2016
    - Regs were developed and shared.



- Approved program for director of Special Ed with specific requirements.
- Built in that training would require special education experience. SEAC recommended that we remove that requirement and leave it generic. They also supported that this license should include the ability to hold a building level license
- Building level with expanded special education training.
- Regulations that are in the process of being approved require that a leadership license can include, building, district, or director of special education.
  - Flexibility exists in developing the program requirements. What do they need to know and be able to do?
  - The way the regs are worded, we have flexibility in developing these programs. It will be built as its own leadership license.
  - Susan will share her notes.
- What do we want this license to look like now?
- Do you have any idea of how many openings there might be after this year? Not at this time. Vacancy report data may not yet reflect COVID impact. There is another collection in the spring. Waivers requested are on target at this point in the year. IT will have the question added to mark it for being COVID related.
- COVID impact will be more evident next year.
- It will be available as a leadership license with an endorsement for Special Education when the process of regulations is complete.
- Have university programs changed in the last few years to reduce barriers? Programs for district leadership licenses were changed in 2003. If this new license comes through it will be an additional option to qualify for the position of director.
- Concern of program rigor in special education and budgeting. It should be district level license. Other leadership level licenses need some special education information also to work together effectively with directors.
- Competencies for director are very important. They need certain background knowledge.
- Program standards are the key to this program as it is developed. The building of the program is the next step after regulations are approved.
- National level organization are working on this license. Information should be out in the next month.
- Both paths, the current and the new path options would be great.
- Susan will communicate with the SPED reps on the Professional standards Board to stay in touch with SEAC

## By-laws

Laura Jurgensen

- Cleaned up language as requested at the September meeting.
- Page 11 Council leadership was just moved under committees.
- New section on Committees
- Council Leadership – Option 1 and option 2 providing for membership overlap of standing committees.
- Option 2 is the preference



- When will it become active. Once approved they could go into effect immediately. Could put committee in place at the January meeting. Will discuss further as we complete the review of the document.
- Two members to serve on council leadership. Keep or remove this sentence? Remove sentence.

Vote to approve By-laws as amended today during the meeting.

Motion: Marvin Miller moved to approve as amended today.

Second: Chelle Kemper

Motion Passed.

## Secondary Transition Document

Bert Moore, Stacie Martin, Wendy Coates

- Review of document
- Document is for parents and/or students
- Document will be provided prior to IEP meeting where Transition is a topic.
- Conservatorship and Guardianship remove client Assistance Program
- Will be posted online and changes/updates made as necessary.
- Discussed as committee to add QR codes to the document.
- Will bring it back to you in January for approval
- Add letter from the commissioner at the beginning

## 18-21-year-old-services

Held item for January.

## KSDE Updates

- W-9 forms – please send these back to Pat so you can be reimbursed for registrations.
- Law Conference, Iowa, Nebraska, Kansas are the three-states collaborating on this conference. Premier attorneys provide information to attendees. Preconference was provided on dispute resolutions and legal work involved. 865 registered to attend this year. Law reviews and resolutions to disputes are very helpful to directors. Please consider attending next year as a SEAC member.
- What did you receive as an attendee?
  - Sessions were excellent. Discussion around child find was very helpful.
  - MTSS, intervention process really addressed the quality of the intervention.
  - Karen Hasse will be a presenter at the February KASEA conference.
- Navigating Change
  - Revised language for special education has been added to the document.
  - Health received positive comments about how directors have benefited by this addition.

## Member Updates

- Families Together, Inc – Lesli Girard - Report shared. Virtual conference went well. No big differences on category breakdown. Remote Learning during COVID -19 was added. 18-21-year-old-program had 17 specific calls. Questions were around assessment and students who would graduate and not use 18-21 services. Some around Pre-ETS. One family really pleased with the services they were receiving.



- Disability Rights Center – Rocky Nichols. Update on Special Education Fact Sheet specifically to provide parents and students information about their rights during the COVID pandemic. Still working on some additional Fact Sheets. Creating Just in time documents. <https://www.drckansas.org/publications/sped-during-COVID-19> Designed to be universally accessible with easy reading level.
- KASEA Update – Heath Peine - CASE conference, National organization always seems to conflict with Tri-State Law Conference. Keynotes by nationally recognized leaders were very good. Intervention resources were excellent. KASEA conference in February. Preparing for Advocacy to discuss what we can do here in Kansas. Legislative committee is planning its work. Looking at national level too. Conferences – NCSI webinar series on equity. Free registration. <https://ncsi.wested.org/news-events/new-webinar-series-pursuing-equity-for-black-students-in-k-12-education-exploring-the-intersection-of-race-and-disability-thought-leader-conversation-tlc-series/>

### SEAC-SICC - Joint Meeting

1:00-4:00 PM

**Call to order:** Chairs introduced themselves and called the meeting to order with introductions of all present and on the phone (it was noted that there was a quorum).

#### Public Comment

None

#### Early Childhood Least Restrictive Environment (ECLRE):

- Data Trends-Julie Rand
  - The agency is reviewing Early Childhood Least Restrictive Environment (ECLRE) data as we explore options to promote inclusive preschool programming. Our goals are to:
    - Increase the number of preschool students with disabilities who are learning in the least restrictive environment, and
    - Increase the number of students of all abilities with access to preschool.
  - Shared state Indicator data-
    - A. Percent =  $\left[ \frac{\text{\# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program}}{\text{total \# of children aged 3 through 5 with IEPs}} \right] \times 100$ .
    - B. Percent =  $\left[ \frac{\text{\# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility}}{\text{total \# of children aged 3 through 5 with IEPs}} \right] \times 100$ .
  - - 6A-Kansas currently at 38.7% (goal is a higher number)
    - 6B-currently 32.2% (goal is a lower number)
    - Includes programs that include a majority (at least 50 percent) of nondisabled children (children not on IEPs).
    - This category may include, but is not limited to:



- Head Start
- District Preschool
- Preschool Classes (public or private)
- Group Child Care or Child Development Centers

### 1-800 CHILDREN Helpline

- Overview- Danielle Brower
  - 1-800-CHILDREN created to support families and providers connecting to the right services. 1-800-CHILDREN is available 24/7 for information, connection to local resources, and support.
  - Since it was started, it has been answered by trained KCSL staff.
  - KCSL, call line and resource directory has a long history of collaboration and partnerships with state and local agencies and organizations
  - The helpline has recently been re-organized and rebranded.
  - Goals of the relaunch are to increase awareness, continue updates to the directory, and identify and support collaborative opportunities.
  - There are four ways a person can access support.
    - By calling 1-800-CHILDREN or 1-800-332-6378
    - Sending an email or text to 1800children@kcs.org
    - Visiting 1800childrenks.org to find resources.
    - Or downloading the mobile app which is a mobile version of the 1800childrenks website.

### SICC Annual Report

- Annual Updates-Jordan Christian
  - Changes to website- <https://www.kansasicc.org/>
  - Annual Report shared with Governor's Office on August 28th
  - New membership included representatives for: Medicaid, Foster Care, Birth-3 Service Provider, Parent Member, and a Public Member.
  - New committee formed around ECLRE. Do not have to be a council member to join. Currently meeting bi-weekly and will be holding Q&As with Head Start programs
  - Overview of the Strategic Plan for FY21

### Early Childhood Special Education Vacancies

- Early Childhood and Special Education Vacancies
- Retention and Recruitment (Presenters not Available, State Board Presentation)
- Institution of Higher Education (IHE) - Dr. Eva Horn and Dr. Mary Delucce
  - COVID has had harsh effect on student teaching and practicums.
    - Center-based infant-toddler placements limited
    - Some school districts accepting fewer clinical students
    - Classroom or student teacher quarantines affect direct contact



- Some experiences are now virtual
- In methods courses, there is more videotaping of real time classroom experiences and practice teaching via Zoom
- Clinical Experiences required for EC-U (Birth-Kindergarten) Licensure:
  - Infant-toddler center-based experience
  - Infant-toddler home-based/tiny-k experience
  - Early childhood special education school based experience
  - Kindergarten field experience
  - Student teaching

### KSDE and KDHE Updates

- Parents Declining Transition- Julie Rand
  - KSDE is partnering with other agencies, including the Kansas Head Start Collaboration Office and the Kansas Head Start Association, for the upcoming **Kansas Kindergarten Readiness Transition Virtual Summit – Friday, November 13.**
  - The goals for this summit are to:
    - Identify examples of effective kindergarten readiness practices, including strategies to support smooth transitions to kindergarten.
    - Expand and enhance relationships between all early childhood programs and school districts to support kindergarten readiness.
    - Provide tools, supports and information to strengthen kindergarten readiness practices.
    - Learn more and register at <https://kschildrenscabinet.org/childergarten-readiness-summit-2020/>.
- Data and Decline in referrals for Part C- Heather Staab
  - Part C tiny-k programs across the state continue to provide evaluations and services through in-person and/or virtual service delivery. We continue to monitor referral and child count data. A decline in Part C referrals and children served is occurring nationwide.

	Referrals 2018	Referrals 2019	Referrals 2020	% Change From Previous Month	% Change From Previous Year	Children Served 2018	Children Served 2019	Children Served 2020	% Change From Previous Month	% Change From Previous Year
March	898	911	603	-33.07	-33.81	5441	5681	5875	0.12	3.41
April	901	972	415	-31.18	-57.30	5516	5778	5784	-1.55	0.10
May	877	955	576	38.80	-.39.69	5576	5850	5551	-4.03	-5.11
June	776	742	806	39.93	8.63	5549	5826	5394	-2.83	-7.42
July	813	900	779	-3.35	-13.44	5562	5876	5298	-1.78	-9.84
August	969	951	758	-2.70	-20.29	5541	5880	5207	-1.72	-11.45
September	803	945	808	6.60	-14.50	5531	5798	5032	-3.36	-13.21





## Closing Comments

Closing comments made by Chairs Heath Peine and David Lindeman. Thanked all for attending and participating.

## Adjournment:

Susan Bows – Made motion to adjourn the meeting

Ann Elliott – 2<sup>nd</sup> motion

Motion carried – All members voted yes. Meeting adjourned at 4:10 pm.

## Motion to Adjourn:

Motion:

Second:

Action: approved and meeting adjourned at:

Thank you everyone.

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SPECIAL EDUCATION ADVISORY COUNCIL  
MINUTES



## Details

Date January 12, 2021

Time 1:00-4:00 PM

Location: Virtual

Call to Order: at 1:00 PM

Called to order at 1:09 pm.

### Roll Call

Members (x present, blank absent):

X	Heath Peine	X	Jennifer King	X	Rebekah Helget
	Mike Martin	X	Heidi Cornell		Tina Gibson
X	Chelle Kemper		Rachel Marsh		Troy Pitsch
	Sarah Shaffer		Laura Thompson		Amy Wagoner
X	Kari Wallace	X	Becci Werner		Deb Young
x	Jennifer Kucinski	X	Trisha Backman		Amy Zimmerman
X	Marvin Miller	X	Jennifer Kurth	X	Tobias Wood
X	Brandon Gay	X	Lesli Girard		Jim McNiece
X	Rocky Nichols/Mike Burgess				

KSDE Staff:

X	Bert Moore	X	Laura Jurgensen	X	Kerry Haag
X	Pat Bone	X	Theresa Cote	x	Dean Zajic
	Stacie Martin		Wendy Coates	x	Craig Neuenswander
x	Shanna Bigler				

### Agenda:

Motion to approve the agenda: Marvin Miller

Second: Rebekah Helget

Action: Motion passed

### Minutes

Motion to approve the November minutes: Tobias Wood

Second: Chelle Kemper

*Kansas leads the world in the success of each student.*



Action: Motion passed

### Public Comment:

No written comments were submitted for today's meeting.

### SEAC Annual Report Review 2019-2020

Rebekah's term as chair and the accomplishments made.

Review of the annual report as written.

What will be shared with the state Board?

Discussion and requested updates for report:

- Page 5 Heidi not fulfilling requirements needs to be changed to yes.
- Heath should also be added to fulfilling requirements.

### Legislation Discussion for 2021 Legislative Session?

Heath KASEA perspective:

- Homeless data impact. Many of these students are just lost in the system. How do we support them and make recommendations to the legislators?
  - Rent protection preventing eviction will cause these numbers to rise when these supports are removed. This is a big concern.
  - Homeless students cannot be held out of school because of homelessness.
- Special Education Funding Concerns
  - Lower funding due to Medicaid loss during remote learning experiences.
  - Loss of enrollment in students when next year everyone could be coming back.
  - Concern for loss of ESSERS cares funds. More money is coming but how much is coming to SPED. SPED is seen as separate in many places.
  - Vouchers, will it come up again. Why are these not good for SPED. Some contradictions:
    - Undermine current civil right laws for our special students
    - Segregation in private schools
    - No guarantee of FAPE
    - Parents often asked to sign out of SPED services.
  - Need to address teacher shortages. Difficulty hiring qualified teachers.
  - Excess cost and funding pieces will be provided by Craig
  - Special education funding has been flat from both the federal and state level for many years.
  - Number of special education students are going up, costs for providing services are going up, funding remains the same.

### DEAN

- ESSER 2 funds are coming soon. They will become available soon to districts. They will be disbursed following Title I distribution formula.
- ESSER 2 put much more money into the funds. In general, it is about 4 times as much as the first round.
- There is still a present need to support special education during this time.
- The money will not be special education money but district money.
- No relief to state for maintaining MOE.



- New appropriations are also included for IDEA and ESEA. Funding is expected to remain flat for next year.

### Craig/Bert (PowerPoint)

- Excess cost history (Amount is above what is spent on a traditional student)
- Projections for 2021-21 and 2021-22 is going up but is not keeping up with increasing costs.
- Adding \$7.5 million per year
- State board is recommending adding \$20.8 million to slow the decline in funds.
- Categorical Aide – transportation saved money last year
- Federal Funding target is to provide 40%
- CARES ACT SPED is not included in the state money. Must be spent by Sept 2022.
- Round 2 of ESSER – about 4 times the amount of money. Districts choose how the money is spent. 10% will be held back by KSDE to be directed by KSDE at a later time. More information will be shared as the plan develops.

### Questions:

- What do we anticipate the legislators will try to do with this inflow of money?
  - No money was provided with money for state or local governments. Is there away to adjust the money the give to schools and let the districts make it up from the Cares money. There is an MOE requirement. No answers at this time.
- Please provide specifics, numbers, or percentages, as they become available.

### Emergency Safety Interventions (ESI)

Laura Jurgensen

This will be a working session. Open your browser of choice. Some method of taking notes as we go.

- ESI page on the KSDE website: <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/CIAS-Kansas-Integrated-Accountability-System/Emergency-Safety-Interventions-ESI>
- Scroll to the bottom for the past 6 years of data on ESI.
- The state board controls to whom and what is reported.
- Data Analysis list of information contained in the report.
  - Resources - <https://www.ksdetasn.org/resources/388>
    - ESI professional development series differentiated for staff needs
    - Key components to reduce ESI for students

### Back to Report:

- Descriptive Statistics
- Appendix contains data by district. Any district data with less than 10 students is suppressed.
- Top of page 5 in report. Review the data in the report on pages 5 -22 and decide what questions you have about the data.

### Reflections after review:

- Students with disabilities still seem to be really high



- Low percentage of students with a behavior improvement plan (BIP).
- Would love to see side by side data on BIP's
- General education still wants this to be put back on special education.
- Demographic information is not pulled for this. It is suspected that the person entering the data may not know if the student has a BIP
- Need for Professional development at the local level on social emotional needs to respond better to their surroundings.
- ESI is becoming a hot topic nationally at this time. We need to understand where we are as a state.
- Did you notice a bump or lag in data once a reliable reporting mechanism was created?
- I was curious how the data was impacted by most schools going virtual after spring break.
  - No comparison for a student over time - are they improving?
- How do we find out what ages need to be targeted for work to improve?
- Trend lines would be very helpful!
- It would also be interesting to see percentage compared to the total population to the others in a specified group within our state.
- Is this data compared to the traditional 180-day school year to those in corrections attending school year round? This data goes from July 1, 2019, through June 30, 2020.
- I was also wondering from the earlier data a few things. It's student level data, but are some teachers (or paras, or other staff) disproportionately using seclusion or restraint? And are data disaggregated by race? Across the US, we know students of color are much more likely to experience seclusion and especially restraint. I wonder if the Kansas data bears this out.
- It would be helpful to see that compared to ethnicity for all students. Laura doesn't have that information at this time.
- It will be interesting to see what the numbers do in the next few years with the addition of more social emotional support in more schools
- Districts should be looking at this data, but they may also need help summarizing and making decisions.

#### Next step focus in on the technical assistance (TA) part of the report on page 2

- Did the TA have the expected outcomes?
- Are surveys used to validate (or pose problems) at the building level?
- Many years ago, one of my doctoral students decided to further disaggregate these data by student disability label and student support needs. For example, are students who have expressive communication support needs more likely to experience seclusion and restraint? (yes, they were in our analysis). Knowing that is helpful too, so we can make sure kids have the supports they need and don't need to resort to "problem behaviors" to have their needs met.
- TA is often provided around a child. If the child moves, it can throw off the analysis.
- Designed to bring in children, stabilize them, and then send them back out again.
- How often are families brought in to the process? Rarely.
- Some schools do involve the families during the IEP process as a result.
- Too many times the help comes in the form of an action resource format. Sometimes



we just need tools in the toolbox.

- KSDE tailors support to the needs of the districts. We do require a data drill down as part of the experience to follow the law.

### ESI Legislation

- Have not seen any bills yet.
- Congress introduced a bill in late 2019. Some version has been introduced over the last several years.
- Most states now have legislation as a result of this federal conversation.
- Small group in Kansas is working to pull something together that the Attorney general will approve. If it moves forward it will be returned to you as SEAC for review.

### Formation of Membership Committee

Needing three members and a member of council leadership.

- a. Actively recruit new SEAC members who meet the requirements and expectations articulated in the Council Membership section of these bylaws, with a particular focus on actively recruiting new members who are representative of the state population;
- b. Assist in the revision of the membership application form and the application process, when needed;
- c. As part of the application process, provide a description of the type of individual who is eligible to meet a given membership position, when needed;
- d. Review membership applications according to the requirements and expectations articulated in the Council Membership section of these bylaws and recommend new SEAC members to the State Board to fill open positions;
- e. Annually review each member's eligibility criteria to ensure the eligibility criteria identified in the Council Membership section of these bylaws are met and whether a member's status as a person with a disability or the parent of a child with a disability has changed. This review will include determining whether a member's status has changed during an initial term on SEAC, which would impact the member's eligibility to serve a subsequent term.

Volunteers:

- Marvin Miller
- Jennifer King, as leadership representative

SEAC will meet again tomorrow at 9:00 AM

### Motion to Adjourn:

Motion: Marvin Miller

Second: Jennifer King

Action: approved and meeting adjourned at: 3:55 PM

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SPECIAL EDUCATION ADVISORY COUNCIL  
MINUTES



## Details

Date January 13, 2021

Time 9am-3pm

Location: Virtual

Call to Order: at 9:01 am

### Roll Call

Members (x present, blank absent):

x	Heath Peine	x	Jennifer King		Rebekah Helget
	Mike Martin	x	Heidi Cornell		Tina Gibson
x	Chelle Kemper		Rachel Marsh		Troy Pitsch
	Sarah Shaffer	x	Laura Thompson		Amy Wagoner
	Kari Wallace		Becci Werner		Deb Young
	Jennifer Kucinski	x	Trisha Backman	x	Amy Zimmerman
x	Marvin Miller	x	Jennifer Kurth		Tobias Wood
x	Brandon Gay	x	Lesli Girard		Jim McNiece
X	Rocky Nichols/Mike Burgess				

### KSDE Staff:

x	Bert Moore	x	Laura Jurgensen	x	Kerry Haag
x	Pat Bone	x	Wendy Coates		Dean Zajic
x	Stacie Martin	x	Tiffany Hester	x	Shanna Bigler
x	Jeff Ensley	x			

### Agenda:

Motion to approve as presented: Trisha Backman

Second: Chelle Kemper

Action: Motion passed

### Public Comment:

No written comments were submitted for today's meeting.



## Transition Document Review

Bert Moore, Stacie Martin, and Wendy Coates

- Webinar for training will be developed soon for training staff on how to use this document with parents and students.
- QR codes will be added for quick access to resources and include instructions on how to access and use a QR code.
- This document needs to be provided to parents prior to the first IEP meeting that will discuss transition.

Review of information and format of the document.

Discussion of Content:

- Excellent resources and advocacy included.
- Subcommittee has approved this document.
- SEAC has reviewed this document before. Changes were on the advice provided.
- Excellent amendment to focus on competitive, integrated employment!
- This will be a great resource. Thank you everyone who worked on this!
- We are excited about this wonderful resource for families and educators! Thanks for working on it and inviting us to be involved.
- Having been a transition coordinator at one time, I would have loved to have this now as opposed to April when we meet again.
- How do you plan on getting this out to parents? KSDE will be sending out far and out as quickly as possible. This document needs to be in parents' hands prior to transition work beginning.

Approval of the Transition Document:

Motion to approve the document with the forthcoming addition of QR codes: Jennifer Kurth

Second: Kari Wallace

Motion Passed.

*SEAC Annual Report* was presented to the Kansas State Board of Education at 10 AM

## Licensure Sub-committee Updates

Director

Link to google document:

[https://docs.google.com/document/d/12Wf81aWV\\_eTA1KMi9mCk4Msl7ZI6fAg7\\_FNP3ymp1VY/edit#](https://docs.google.com/document/d/12Wf81aWV_eTA1KMi9mCk4Msl7ZI6fAg7_FNP3ymp1VY/edit#)

Review of issues and recommendations.

Discussion:

- KASEA-SEAC joint letter requesting resolution of directors being stuck in the system
- Problem and solution are will communicated.
- Proposed timeline? Needs to be developed in the process. Mentoring solution
- Identify timeline for inclusion.
- Letter will be shared with SEAC before moving on.

General consensus to move forward was achieved.





Issue two: current proposal limits the number of applicants

- Ask that the current proposed license not move forward
- Consensus to move forward

Form a task force informing Special Ed.

- Draft letter expressing the intent to work together to find the best path forward. Not a traditional task force because of licensure and the professional standards board. Ask for a meeting with the subcommittee to meet with TLA to move forward. Demonstrate cooperative nature of working together.
- Ask for clarifications from TLA. Some of these conversations have taken place but without resolution to this point. We need to keep moving it forward.
- Is this "the" new way or an additional way to achieve licensure.

### Teacher Licensure Subcommittee

Link to google document:

[https://docs.google.com/document/d/1ntRyoZs\\_7Wu2rBlp545gNINPTrkq-KXdwi1s8P5u2Jk/edit#](https://docs.google.com/document/d/1ntRyoZs_7Wu2rBlp545gNINPTrkq-KXdwi1s8P5u2Jk/edit#)

Review of Document:

Problem statement: There are not enough qualified and effective special education teachers or paras available to meet the needs of our districts. Some directors have indicated the need for additional support from the KSDE Licensure Department.

Discussion

- Timeline for meetings included
- TASN recruitment and retention inclusion - Nikki
- Reciprocal agreements with other states are a key to being eligible for licensure
- Need for data from KSDE to move forward
- TASN research on how they and/or service centers can be further utilized to meet the needs of students working in their practicum as well as new students. These needs should be identified by a group of special education directors from a variety of settings.
- Increase communication between higher education and special education administrators. What are the keys and how do we encourage it?

SEAC reached consensus to move forward with these recommendations.

### TASN Project Discussion

Crystal Davis and Amy Gaumer Erickson

- Starting 11<sup>th</sup> year of TASN
- 5-year funding cycle for each priority area funded by KSDE
- Work with both IDEA and ESEA needs
- SETS leadership help to define and set expected outcomes
- Professional development to increase adult capacity. To support safe and effective learning environment for students.
- Supporting local staff to implement new practices
- Providing for equitable services across the state
- Review of TASN website



- Access point to request support
  - Big blue button – Request Assistance. Available to everyone, staff, families, etc.
  - Calendar of Events
  - Projects tab or About TASN link to all projects
  - Each project has their own staff
- Unique needs and how can we address them?
  - Inquire to determine the local need
  - Try to stay connected with service centers and other centers within and outside of the state.
- Concerns or requests that seem to be coming in frequently. The TASN leadership team including KSDE meets about every 6 weeks to see where unmet needs exist and how they might be able to address them.
- Use of Evaluation Data – Amy Gaumer Erickson – Website and Slides
  - Review of evaluation components
  - Continuous improvement is the goal of every TASN project
  - Evaluation data must be useful for those trying to make change.
  - Ensuring equitable access to projects across the state and at all level preschool through post-secondary.
  - Evaluation briefs are developed each year for every project.
  - Implementation Science shows that coaching helps increase sustainability of acquired knowledge becoming every day practice.
- System review of projects.
- What thoughts can you provide about how TASN is meeting its mission?
  - TASN is outstanding but there is room for growth in some areas. Your focus is on depth and you do it well. It also takes spread to increase implementation in district systems. When do you get feedback from clients in the whole state including those you are not working with?
  - Equity means everyone gets the same thing. Differentiation is critical. Two staff from a small district is fine, but from a large district 2 isn't enough to make a difference.
  - Some processes of implementation science are not practical in the district. You are right that it is effective but district can't always tell the teacher, you must do all this.
  - Sometimes, what is needed is tools in the toolbox.
  - Equitable access for all is needed.
  - Are you serving big and small, rural and urban to the same degree with what they need?
  - Spread of feedback is an area TASN evaluation can work on.
- Can we increase district capacity by looking at planning process with the district?
- How difficult would it be to send out an anonymous survey to all districts you serve to assess strengths and gaps?
- Follow-up focus groups centered around district size and needs identified
- Different surveys to directors, support staff, and parents.
- Are there unmet needs the KSDE might consider addressing through TASN?
- TASN 3.0 does have some new projects and expansion of projects that will be



beginning.

- Shared an evaluation of e-mentoring project.

Any other thoughts for us today?

- Invite TASN back to the next meeting for responses raised today.

## Indicator 6

Julie Rand

EC LRE Data

Disaggregated data

- Shared map of program data
- 6A data EC LRE, these number will go up as it improvement occurs
- Broken down by subcategories, race, age, and gender
- This data can be broken down by district
- Nationwide comparison on nearby states map

Questions

- What do district/directors need to be looking at?
  - Staff conversation/discussion on understanding the data
  - Deeper dive into student data and the IEPs to determine reporting accuracy.
- How do we start
  - Began the conversation at the summer leadership conference and those will continue.
  - 60 districts have been received assistance on reviewing their data at this point
- These pieces of data need to be related to our conversations around licensure
- Reporting to SEAC about indicators is part of our SEAC agenda each year.
- Bridge between building level administrators and district level and special education directors. Building level admin training is vital to improve this data.
- Access to services for different populations is critical.

## 18-21-year-old Services from Families Together, Inc (FT)

Lesli Girard and Leia Holley

- Families Together has been working to provide better services for this age group over the past few years. FT needed help understanding what it looks like across districts and what best practices and professional development were available and what needed to be developed. Families are concerned with the programs/services not meeting the needs of their child.
- We call parent assistance (PA) what we do for families.
- Leia has taken on a new role is now our parent and youth director.
- Transition services is undergoing a lot of change and we are glad to be involved in that work.
- FT strives to:
  - Help the family understand the transition components of their IEP.
  - Parents have often not heard the term Postsecondary goal or transition assessment.
  - Help parents communicate the wants and needs of their student post school.



- Top concerns include that goals can't be changed after they reach 18. Help them understand how to go about updating that goal.
- Assist families who often feel they are told what the 18-21 programs are and not being allowed choices. They are often not individualized. FT helps parents create a better situation for that student.
- Address situations with students being informed that college work can't be counted toward credit for 18-21 services.
- Aide in the understanding that 18-21 services need to be individualized based upon transition needs for each individual student. Need to partner together to help districts understand what is required during the 18-21 services.
- Assist parents to know their rights for filing formal complaints due to improper services being offered.
- Currently, services are currently often based on the parent being able to advocate for the appropriate services.
- Sean Swindler's group is collecting data on transition that we will be able to share at a later date

## Member Updates

### Families Together – Lesli Girard

- Shared report of calls data October - December 2020
- Employment Awareness Training had a great level of engagement
- Main areas of calls are listed on page 2
- Next quarter Lesli will add information about the education advocate program.
  - January they have made 69 advocate appointments.
    - 32 were new referrals. The remainder are kids that moved.
    - 59 cancelations were completed. Some of those were the result of completed adoptions or kinship taking over advocacy.
- IEP mentor program is going very well and building relationships between parents and districts.

Do you have a deeper level of data? Yes, FT can determine where the calls are coming from and what areas of the state. Members would like more details.

- Makes sense, but parents also refer to virtual schooling...especially with a charter school...as homeschooling all the time.
- I like the inclusion of the education advocate data in this report. It's good context.

### KASEA

- Legislative issues
- Link to conference KASEA Winter Conference. <https://usakansas.wildapricot.org/event-4074993>
- Professional development opportunity

### DRC – Mike Burgess

- Employment work continues
- State has purchased iPads to waiver recipients to provide connection opportunities
- Group homes are feeling isolated due to COVID restrictions



- KDHE is hiring two additional benefits specialists.
- KDADS has announced an increase for supported employment services.
- Supported decision making agreements act work in the legislature.
- Raise supported income limits requested.
- DD Coalition is working on a tool to determine meeting of needs of those on the waiting list and to forecast the future needs.

### KSDE Updates

- SPP/APR Report Submission for FFY 2019 Laura Jurgensen. Currently working hard on the 2019 report due on February 1, 2021. **We will give you a full report at the April meeting.**
- New SPP/APR package coming soon. We will have lots of discussion moving forward as we receive information from
- School Mental Health report on guidance for implementation of Bullying Prevention was approved by the state board yesterday. Report will be disseminated soon.
- Thank you SEAC members. Send agenda items you want for future meetings to Pat, Heath, or Bert. Please speak up! This is your meeting. Heath requested all members take part in discussions and submitting agenda items.
- Braille version of the assessment practice tests. Assessment team is working on this. We are in the last year of the assessment contract. For unknown reasons brailled interim assessments did not happen. Moving forward, this situation will be corrected. Parent and School for the Blind have been involved in the communication. Please share this information to the field.

Motion to Adjourn:

Motion: Marvin Miller

Second: Chelle Kemper

Action: approved and meeting adjourned at: 2:25pm

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

SPECIAL EDUCATION ADVISORY COUNCIL  
MINUTES



## Details

Date April 22, 2021

Time 9:00am – 3:00pm

Location: Virtual

Call to Order: at 9:03 am

### Roll Call

Members (x present, blank absent):

x	Heath Peine	x	Jennifer King		Rebekah Helget
	Mike Martin	X	Heidi Cornell	X	Tina Gibson
x	Chelle Kemper		Rachel Marsh		Troy Pitsch
	Sarah Shaffer	X	Laura Thompson		Amy Wagoner
x	Kari Wallace	X	Becci Werner	A	Deb Young
x	Jennifer Kucinski	X	Trisha Backman	X	Amy Zimmerman
X	Marvin Miller	X	Jennifer Kurth	X	Tobias Wood
X	Brandon Gay	X	Lesli Girard	x	Jim McNiece (Jim Porter)
	Rocky Nichols/Mike Burgess				

### KSDE Staff:

X	Bert Moore	X	Laura Jurgensen	X	Kerry Haag
X	Pat Bone	x	Kayla Love	x	Dean Zajic
	Stacie Martin		Wendy Coates	X	Shanna Bigler
x	Jeff Ensley	x	Doug Boline	X	Julie Rand
X	Tate Toedman				

### Agenda:

Motion to approve: Tobias Wood

Second: Marvin Miller

**Action:** Motion passed

### Minutes

**Motion to approve:** Tobias Wood as corrected (spelling of Craig's name)

Second: Chelle Kemper

Discussion:

*Kansas leads the world in the success of each student.*



(spelling of Craig's name on page 2)

**Action:** Motion passed

**Public Comment:**

No written comments were submitted for today's meeting.

**Legislative Finance Update**

Craig Neuenswander - PowerPoint

- K-12 budget considerations from the state legislature was presented.
  - Budget has not yet passed;
  - SB 175 Governor's recommended budget included increases;
  - HB 2007 State Government Funding for other areas non-education;
  - 20 Mill General Fund Levy – not yet passed;
  - HB 2104 Revenue Neutral Rate;
  - SB 40 Local Board Policy for COVID, grievance timelines for hearings; limits Governor's power to declare emergency;
  - HB 2039 Civics Exam, Personal Financial Literacy, IEP accommodations allowed concerning both requirements;
  - HB 2089 Firearm Safety;
  - State Board passed a motion on HB 2039 and 2089 that these bills were the responsibility of the Kansas Board of Education and/or the local boards of education asking the Governor not to sign these bills.
  - SB 55 transgender bill;
  - HB 2049 – Schools not impacted;
  - HB 2405 Bonds for KPERS;
  - SB 86 Extraordinary Utility Costs Loan Program
  - Legislature begins meeting again next week on education funding;
  - Continue visiting with legislators on budgets and policy.

**Elementary and Secondary School Emergency Relief fund (ESSER) and Emergency Assistance for Non-Public Schools (EANS) Funds**

Tate Toedman, Doug Boline, and Dean Zajic - PowerPoint

- New federal aid and requirements on expenditure of those dollars
- EANS II \$25M.
- ESSER I and II SPED money was designated from the totals by the State Board and KSDE.
- ESSER III contains \$28M in additional IDEA money.
- EANS program is competitive in nature but KSDE is trying to meet all eligible requests for services.
- EANS I applications have been approved. KSDE is accepting revisions at this time.
- Services will be supplied through our Service Centers.
- Commissioner's Task Force approval is required for ESSER II and ESSER III money as well as EANS I and EANS II. The State Board then approves the recommendations of the task force providing the last stage of approval.
- Task Force meetings may be viewed on YouTube *here*.



- \$24M set aside for Special Education. The districts will receive the money. The money will be made available to the interlocal and/or coop. Specifics on expenditures will be required. Districts must submit a plan for spending the special education money. You need to work with your district(s) on how the money is needed and will be used. Districts will need to provide the district with an accounting for the expenditure of the money.
- All of these programs are reimbursement based.

### IDEA funding

- ESSER III, \$28M – IN ARPA legislation. Congress chose to increase the IDEA award for 2021-2022. About 20% increase to IDEA money that will be based on the IDEA funding formula. This will change funding levels for future years as well.

### Discussion

- These funds will impact our children with disabilities move forward.
- We need to look for the ways to accelerate their learning.

### SPP/APR

Laura and Bert – PowerPoint

- FFY 2019 SPP/APR Submitted January 29, 2021.
- 17 Indicators on the State Performance Plan/Annual Performance Report
- Compliance indicators require a score of 100%
- Slippage is essentially, did you perform worse, in a significant way, that you are required to explain it to the US Department of Education.
- Assessment, we had no data due to COVOIC 19, and the requirements were waived.
- GED certificate holders are not counted in Graduation rate as that only counts. They often do count as dropouts as they did not graduate with their class.
- Graduation will be moving to a new data source next year as required by IDEA.
- We will have graphs for you to review at the July meeting.
- *National Center for Education Statistics' Common Core of Data*
- *Early Childhood Outcome Center Child Outcomes Summary Form Process*
- Indicator 14, districts are being encourage to contact their own graduates to raise response rates and quality of information received.
  - Do GED students receive this questionnaire? No, they must be a school completer to be included.
  - This is collected from the former students and is not verified through other sources.
- Indicator 17 State Systemic Improvement Plan. The data is the evaluation of activities conducted by the state. We are learning a lot as we get data. We will send more details on the measurements Kansas is using on this indicator.

### FFY 2020-25 New Requirements

- Chart of required changes
- Kansas is considering a change for indicator 7. Collecting comments at this time. Laura can send survey link if you are interested.
- More details will be presented at the July SEAC meeting as we continue to plan for the required changes.





- Stakeholder input is required for setting our state targets. There are new and additional areas of required input.
- Surveys will be adjusted for the 2021-22 school year.
- Stakeholder input will run between June 1 and August.
- New targets will be set in September, 2021.
- July you will receive an update on stakeholder input and in September we will present to you all of the input we have received and ask for SEAC's input.
- Public announcement of targets will occur following SEAC's September meeting.

### Feedback/Comments/Questions

- Whom should KSDE consider involving in target setting, analyzing data, developing improvement strategies, and evaluating progress?
  - Include some members of this group and KASEA in the development process.
  - Classroom teachers in the strategy development.
  - Parents/family members. Families together may be able to help with recruiting and participating.
  - General education representatives
- What methods should KSDE consider for increasing the capacity of diverse groups of stakeholders to support development of implementation of activities designed to improve outcomes for children with disabilities?
  - Send out at multiple levels to reach districts, teachers and parents, etc.
  - building expertise to evaluate processes.
  - Career technical education, update to include secondary and postsecondary including special populations. Developing stakeholder teams at this time. Contact those chairs to provide input. Contact Stacy Smith for information on how to reach that group.
  - Families Together could help disseminate and gather information.
- What methods should KSDE consider to facilitate stakeholder involvement (e.g., in-person or virtual meetings, surveys)?
  - Verbal support for response from parents.
  - Combination of surveys for large groups and discussions for smaller groups.
  - Virtual meetings could make it easier for parents to participate without input coming in writing or in surveys
  - Could there be a checklist of questions we ask at the annual IEP meeting with parent or legal guardians?

### Membership 2021-2022

Heath Peine, Bert Moore, and Pat Bone

Heath Peine, Jennifer King, and Dr. Heidi Cornell are willing to continue for second terms. Thank you to Rachel Marsh for serving.

**Motion** to continue for second term: Marvin Miller

Second: Kari Wallace

**Action:** Approved.



### Membership Committee

- Heidi Cornell volunteered to join the committee.
- Amy Zimmerman volunteered to join the committee.

### Chair Elect Nominations and Election

- Heidi Cornell

### Motion:

Accept Heidi to serve as Chair-Elect for 2021-2022 and chair 2022-2023 - Marvin Miller.

Second: Laura Thompson

**Action: Approved.**

### TASN Follow-up

Crystal Davis and Amy Gaumer-Erickson

- Brainstorming ways to garner feedback from district Leadership. TASN has designed and deployed a survey and sent it out to district leadership, curriculum directors, special education directors and assistant directors, and how services are meeting their needs as well as what ideas they have to offer us. We have contracted with an external evaluator to review this information and provide us feedback. At this time we have a 74% special education response and 54% of general education leaders.
- Also looking at focus groups to move forward in the next school year. Expect to breakout by district sizes for these discussions.
- Will present results at the July meeting.
- Thank you for helping distribute the survey.
- Looking forward to receiving the analysis and developing plans to move forward.
- New work for TASN in 3.0. Recruitment and Retention has changed into two separate projects. Recruitment project is headed by Nicki Heiman at Greenbush. There are additional outcomes for this project looking at recruitment strategies. Using the CEEDAR center to help identify factors that most impact the process.
- Retention project is now housed at Pittsburg State. eMentoring is the main focus and supporting new teachers for up to 3 years. Prior to this year, teachers who participated have stayed in the field at a 94% rate. We now have access to higher education preparation programs and are working toward front loading teachers with the tools to be successful as they begin their careers.
- IF you have a specific request about projects, we would be happy to have TASN projects come to future meetings and present to you.
- [www.ksdetasn.org](http://www.ksdetasn.org) Please use the request information with any of your needs.
- Plans for Summer Leadership and participation with TASN providers. Still in the planning stages. Looking for ways to communicate in networking opportunities during the conference.
- Collaboration between project providers are yielding some higher-level supports is occurring in the TASN projects.

### Discussion

- Question as to how to answer the question regarding working with TASN. We clarified



that we were looking at involvement during the past 3 years.

- Work is right in line to respond to the concerns expressed at a previous meeting.

## Licensure Sub-committee Update

Heath Peine

- During our last meeting SEAC formed a subcommittee to work with directors' license and receiving a professional license. KSDE does not appear to understand the severity of the issue and how many directors are impacted. We did not find a quick resolution. Heath has offered to provide clarification to the licensure team. He received a reply on April 19 that he has not had a chance to respond to yet. He will continue this work. Both resolution and preventing future directors' impact will be targeted.
- Meeting was held with Mischel Miller and a subcommittee meeting was held.
- New licensure recommendations moving through the system. Worried about impact of out of state applicants for this license and those moving from district leadership to director. Content specifics are not always clear. The preference of the sub-committee is to request we do away with the new special education directors' regulations in process.
  - SEAC response – Marvin who was part of the SEAC at the time of the original decision believes we have learned and moved on from where we were at this time. He recommends that SEAC make this suggested change be made.

**Motion:** made by Marvin Miller that as SEAC we support discontinuing pursuing the director license.

Second: Trish Backman

**Action:** approved

## Legislative Special Education Update

Laura Jurgensen

Do you have questions from the information shared by Craig this morning?

How do I connect with my legislators?

- <http://www.kslegislature.org/li/>
- Find your legislator
- Search your address
- [https://openstates.org/find\\_your\\_legislator/](https://openstates.org/find_your_legislator/)
- Search committees tab if you are looking for a specific committee. You can find all of the bills that have gone through that committee.
- Legislators are more accessible this year as video cameras have been added to meeting rooms and allow you to attend during live sessions.
- They also have a YouTube channel and committees as well as house and senate meetings are being live streamed. [https://www.youtube.com/channel/UC\\_0NO-Pb96CFABvxDwXAq8A](https://www.youtube.com/channel/UC_0NO-Pb96CFABvxDwXAq8A)
- Kansas Legislative Research Department – recent publications
- [http://www.kslegresearch.org/KLRD-web/Publications/SummaryofLegislation/PreliminarySummaries/2021\\_FirstSupplement\\_and\\_](http://www.kslegresearch.org/KLRD-web/Publications/SummaryofLegislation/PreliminarySummaries/2021_FirstSupplement_and_)



*PreliminarySummary.pdf*

- Twitter is also a great resource on the latest updates from the legislators.
  - Scott Rothschild: <https://twitter.com/srothschild1>
  - Game on for Kansas Schools: <https://twitter.com/GameOnKansas>
  - Leah Fliter: <https://twitter.com/leahfliter>
  - #KASB
- civics test, transgender, and teen concealed guns were just vetoed by Governor Kelly.

## Council Member Updates

- **Families Together**
  - Handout shared
  - 1,418 individual consultations/trainings
  - Specific Learning Disability increased
  - Other health Impairment also increased
  - Remote learning is decreasing
  - Formal Complaint calls have increased significantly. Some follow up with staff will be needed to determine more specifics.
  - Education Advocate new category added to report.
  - Upcoming events – most are still virtual.
  - They can pull individual district data. Contact Lesli if you have requests.
- **KASEA**
  - Winter Conference, Hybrid conference.
  - We have been sharing legislative information through the KASEA organization.
  - Much work focused on coming out of the pandemic. Thank you KSDE SETS for all of your work in sharing information.
- **Disability Rights Center**
  - Shared documents – Fact Sheet on special education rights during the pandemic; Child Tax Credit FAQ; Guardianship & Conservatorship Brochure; Economic Impact Payments
  - Sub-minimum wage conversation with KDADS. Focusing state policy on funding supports to providers who pay minimum wage. Discussed the recommendations made and move away from shelter workshops and move toward supported competitive employment opportunities.
  - ABLE accounts need some additional legislative action to implement.
- **Others**
  - Partnership conference between USD 259 and CASE is being developed. Why is inclusion important and how to be more inclusive, and removing barriers. Heath will share information as it becomes available. Virtual Conference \$150 registration.

## KSDE Updates

Bert Moore and KSDE Staff

- FAQ Document included in materials (handout)
- July Summer Leadership Conference - more information will be shared as it becomes



available. Strands for both Title Programs and Special Education.

- Council Recognitions
  - Thank you, Tina Gibson, Sarah Schaffer, and Deb Young for your years of service!
  - Thank you, Heath for your service this year as the council chair! As well as CASE work and KASEA president! Kansas won one of the Outstanding Achievement Awards from CASE this year, for membership growth.
- Dates for 2021-2022 (Handout)
  - Please put these dates on your calendar. Hopefully, by January 2022 we will be back to meeting in person.

## Closing Comments

Heath Peine

Thank you all for volunteering your time and serving on this council.

Items for Next meeting

- Orientation
- SPP/APR
- TASN Survey
- KCTC data
- Contact Heath or Pat or Bert with any new items

## Motion to Adjourn:

**Motion:** Tobias Wood

**Second:** Kari Wallace

**Action:** approved and meeting adjourned at 2:07 pm:

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.