

Welcome to the Special Education Advisory Council Meeting



Please be sure your microphone is muted until you wish to participate in an open discussion with the council.

The meeting will start promptly at 9:00.

How to pin the Interpreters Video

At the top of your meeting window, hover over the video of the participant you want to pin and click ...
From the menu, click Pin.

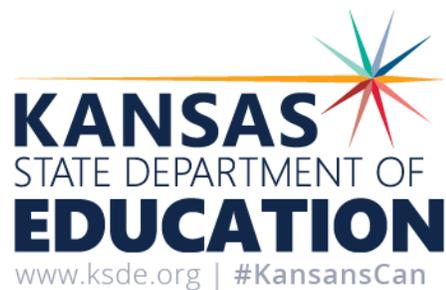
Optional: If you want to pin additional videos (up to 9 total), follow steps 1 & 2 again as needed.

Optional: If you have at least 3 participants in the meeting and dual monitor enabled, you will have the option to pin to your first screen or your second screen.





Special Education Advisory Council



January 13, 2022

Kansas leads the world in the success of each student.

Call to Order

- Welcome
- Roll Call



Approvals

- Agenda for today, January 13, 2022



Public Comment

- Guidelines for Testimony
 - Prior to start of the SEAC meeting, be sure to email Kayla Love, klove@ksde.org expressing desire to speak during public comment.
 - All comments will be taken under advisement by the council.
 - Any response from the Council to public comments will come at a later date.
- Verbal Public Comment
 - Verbal comments are limited to three minutes.
 - Cue will be given one minute before time expires.
- Written Testimony
 - Written input must include the name, address and county of residence of the person submitting comment.
 - Written comments can be submitted via email, mail, or fax to the secretary of the SEAC.



Federal Funds

Dean Zajic

Christy Weiler





KSDE Federal Funds Presentaiton



January 13, 2022

Kansas leads the world in the success of each student.



A Primer on Federal Funding

History and General Requirements



"My cow for your magic beans? It's a deal...
subject to approval by our attorneys, of course."

CartoonStock.com



Special Education Funding is Special

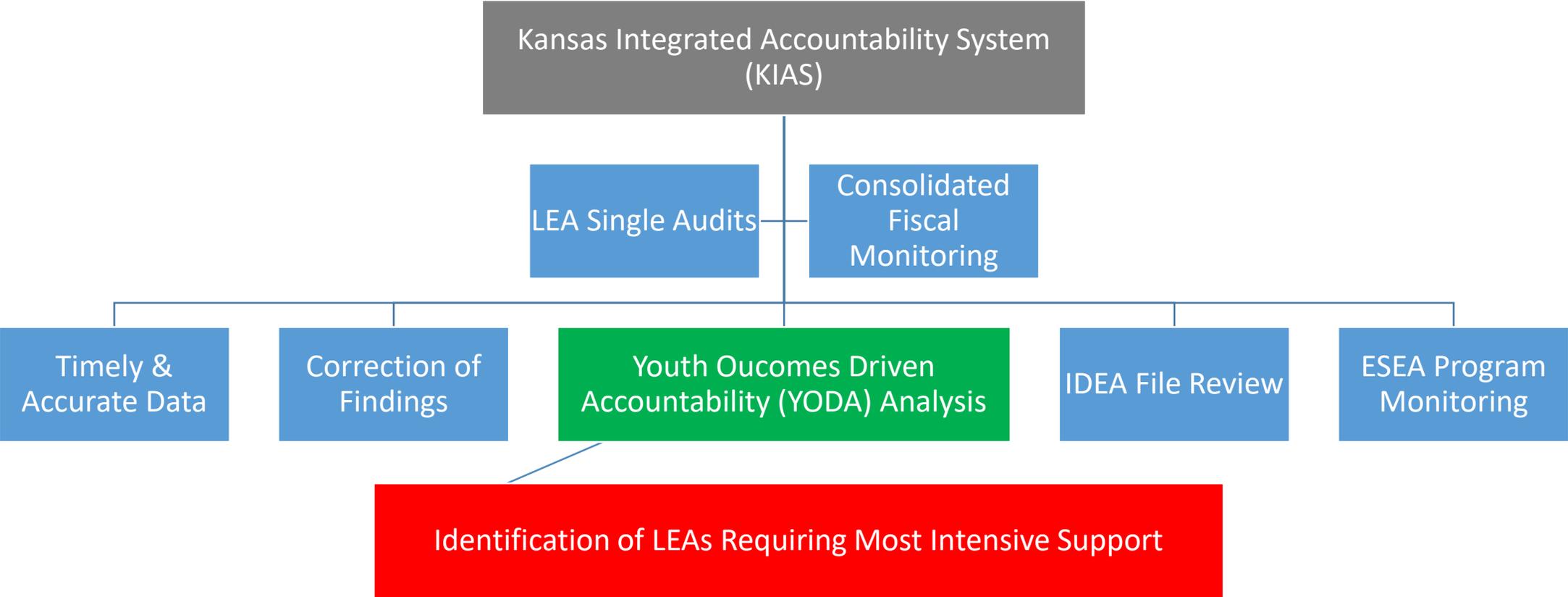
- Individuals with Disabilities Education Act (IDEA) aid includes many program requirements that aren't found in other federal education programs
 - Maintenance of Effort at the State and Local Level
 - Special Education must always be in excess of services made available to all students
 - State and local funding models may not induce placement into more restrictive environments
 - IDEA includes explicit requirements that that funds must be returned when provisions are not met
 - With very, very limited exceptions, provisions may not be waived.



Improving Student Outcomes Through Fiscal Monitoring



Accountability System Overview



Kansas Fiscal File Review

An automated, online system that utilizes a combination of LEA self-reporting and random verification to ensure LEA compliance with both ESEA and IDEA specific- and crosscutting- requirements.



Does the LEA have a system in place to track and inventory all equipment purchased with federal funds? (2 CFR 200.313)

Policies/Procedures	Provider/Practice
How is correct implementation of this regulatory requirement monitored?	Do all applicable staff know and understand the property management process?
Sample Evidence: <ul style="list-style-type: none">• <i>Policy Document</i>• <i>Training Document</i>• <i>Inventory Log</i>• <i>Annual (or biennial) Inventory Results</i>	



<https://www.ksde.org/Portals/0/ECSETS/CIAS/FileReviewSelfAssess-Fiscal.pdf>



Factors Included In YODA Analysis

- Graduation Rate
- Student Chronic Absenteeism
- Participation Rate in State Assessments
- State Assessment Results
- IDEA Level of Determination
- Early Childhood Least Restrictive Environment
- Early Childhood Outcomes
- New Personnel
- New Programs
- New or Changing Systems
- Single Audit Results
- Timely Reporting of Data
- Monitoring Findings
- Timely Correction of Findings
- Complaint & Due Process
- Emergency Safety Interventions
- Participation in Alternate Assessments



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Incorporating Fiscal Into the System

Total Federal Funds Expended

- Focuses oversight on LEAs that receive the most funding and therefore pose the greatest risk to the federal interest
- This can allow smaller LEAs to fly under the radar

Single Audit

- Provides an additional layer of consistent fiscal oversight by external entities for most LEAs, on an annual basis
- Need to differentiate between LEAs that have no significant findings vs. not required to be audited because of expenditure threshold

Consolidated Fiscal Monitoring

- Comprehensive review across federal programs
- Utilizes a combination of sampling and random verification on a three-year cycle



Coordinating and Sharing Information

Kansas Integrated Accountability System Core Team

- Standing Monthly Meeting
- Responsible for overseeing and updating the fully system of supports
- Composed of staff responsible for ESEA and IDEA programs as well as fiscal

Youth Outcome Driven Accountability Leads

- Standing Monthly Meeting
- Reports on, and coordinates support for, YODA LEAs
- Includes the KIAS Core Team as well as the assigned lead to each YODA LEA



Systemic Review of Fiscal Risk Leads to Better Program Decisions

SEA Level analysis of multiple metrics leads to better differentiation in the nature and intensity of technical assistance for each district



Programmatic Impacts of Fiscal Issue

Example: Single Audit of Cooperative

Finding related to internal controls - significant deficiencies or material weaknesses or significant instances of abuse identified.

Management's Response: The District agrees with the finding. We believe it would be inefficient and cost prohibitive for our staff to attempt to stay current on all the requirements of GAAP. We do not plan to make any changes at this time. However, we will monitor this situation and periodically determine if it is cost effective for us to perform these functions.



Fiscal Issues and Program Outcomes

Example: LEA Flagged for Early Childhood LRE

- District operates a centralized early childhood center
- Head Start, State Funded At-Risk Pre-K, Special Education, Migrant Program, and Fee-based
- The center has a single curriculum that is consistently implemented in all 20+ classrooms
- And yet, kids were being segregated by funding:
 - Students with Disabilities
 - Migrant Students
 - Student Eligible for At-Risk
 - Head Start



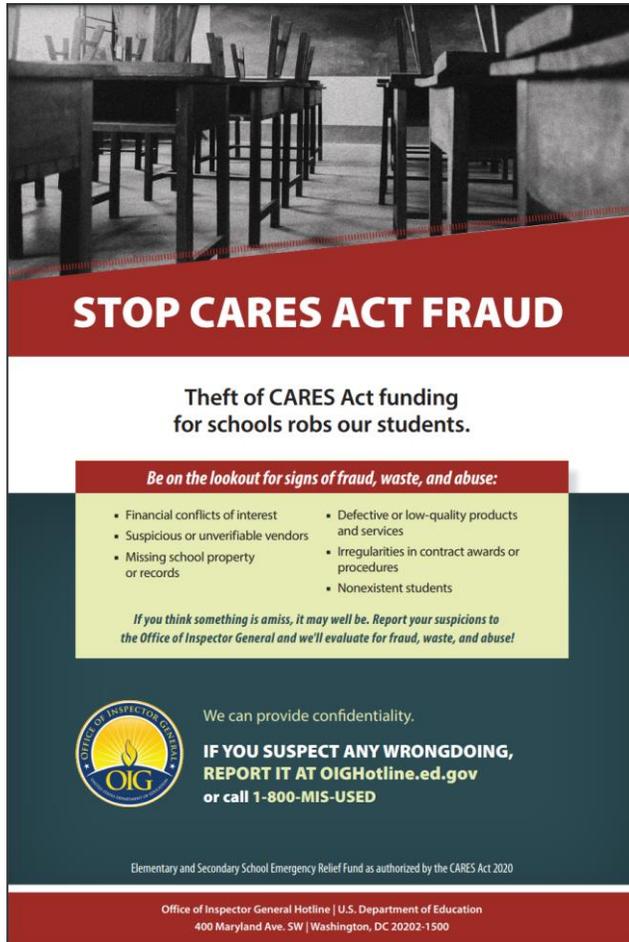
Report Fraud Wasted And Abuse

IF YOU SUSPECT ANY WRONGDOING, REPORT IT:

Call 1-800-MIS-USED

Or Visit

<https://www2.ed.gov/about/offices/list/oig/hotline.html>



STOP CARES ACT FRAUD

Theft of CARES Act funding for schools robs our students.

Be on the lookout for signs of fraud, waste, and abuse:

- Financial conflicts of interest
- Suspicious or unverifiable vendors
- Missing school property or records
- Defective or low-quality products and services
- Irregularities in contract awards or procedures
- Nonexistent students

If you think something is amiss, it may well be. Report your suspicions to the Office of Inspector General and we'll evaluate for fraud, waste, and abuse!

 We can provide confidentiality.

IF YOU SUSPECT ANY WRONGDOING, REPORT IT AT [OIGHotline.ed.gov](https://oighotline.ed.gov) or call 1-800-MIS-USED

Elementary and Secondary School Emergency Relief Fund as authorized by the CARES Act 2020

Office of Inspector General Hotline | U.S. Department of Education
400 Maryland Ave. SW | Washington, DC 20202-1500



Questions?



Transition Coordinating Council

Stacie Martin





Update Secondary Transition



Special Education Advisory Council (SEAC) January 13, 2022

Kansas leads the world in the success of each student.

Kansas Transition Coordinating Council

Purpose

The mission of the Kansas Transition Coordinating Council (KTCC) is to ensure each student with a disability, in the state of Kansas, is supported and prepared for post-school life. The purpose of KTCC is to convene stakeholders from Kansas' state and local agencies focused on seamless transition from education to post-school outcomes for youth and young adults with disabilities. KTCC will empower dynamic collaborations with its partners, stay solution focused, and be open to sharing resources to inform and provide supports to all stakeholders. (revised 11/4/20)



KTCC Members

- KS Vocational Rehabilitation
- Families Together, Inc.
- KS Association of Special Education Administrators (KASEA)
- KS Technical Assistance System Network- (TASN)
- KS University on Developmental Disabilities
- KS Department of Health and Environment-Working Healthy
- KS State Department of Education (KSDE)



KTCC Newsletter

Resource to communicate with others interested in secondary transition regarding upcoming professional development and sharing of resources.

- Quarterly
- Listservs
- <https://drive.google.com/file/d/1RHUQN1kzWGyw5P2A75I2taZHjGk3kPq-/view?usp=sharing>





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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.





Break

State Performance Plan/ Annual Performance Report

Bert Moore

Brian Dempsey



SEAC Meeting – SPP/APR 2020–25

January 13, 2022

SPP/APR FFY 2020–25 Summary of Proposed Changes

<u>Indicator</u>	<u>Summary of Proposed Changes</u>	<u>What School Year is the Data From?</u>	<u>What SPP/APR Year Will We Begin Reporting These Changes?</u>	<u>What is the Submission Date of the SPP/APR That We Will Begin Reporting These Changes?</u>
Indicator 1: Graduation	<ul style="list-style-type: none"> Data source change from ED<i>Facts</i> files to 618 submission 	2019–20	FFY 2020	February 1, 2022
Indicator 2: Drop Out	<ul style="list-style-type: none"> Data source change from ED<i>Facts</i> files to 618 submission, and calculation change 	2019–20	FFY 2020	February 1, 2022
Indicator 3: State Assessment for Students with IEPs	<ul style="list-style-type: none"> 3A – Participation for students with IEPs (includes AA students) 3B – Proficiency for students with IEPs (gen ed assess) 3C – Proficiency for students 	2020–21	FFY 2020	February 1, 2022



<u>Indicator</u>	<u>Summary of Proposed Changes</u>	<u>What School Year is the Data From?</u>	<u>What SPP/APR Year Will We Begin Reporting These Changes?</u>	<u>What is the Submission Date of the SPP/APR That We Will Begin Reporting These Changes?</u>
	<ul style="list-style-type: none"> with IEPs (Alt Assess) • 3D – Gap in proficiency rates (students w/ IEP scoring proficient or above subtracted from all students scoring proficient or above) 			
Indicator 4: Suspension/Expulsion	<ul style="list-style-type: none"> • Change identification from 5% to 2% • Revise N size and cell size to 10 	2019–20	FFY 2020	February 1, 2022
Indicator 5: Education Environments for 5- Year-Old Kindergarteners through Age 21	<ul style="list-style-type: none"> • Setting new baseline and targets 	2020–21	FFY 2020	February 1, 2022
Indicator 6: Preschool Environments	<ul style="list-style-type: none"> • Addition of 6C: Special education and related services in home setting. 	2020–21	FFY 2020	February 1, 2022



<u>Indicator</u>	<u>Summary of Proposed Changes</u>	<u>What School Year is the Data From?</u>	<u>What SPP/APR Year Will We Begin Reporting These Changes?</u>	<u>What is the Submission Date of the SPP/APR That We Will Begin Reporting These Changes?</u>
	<ul style="list-style-type: none"> Setting new baseline and targets Set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age 			
Indicator 7: Preschool Outcomes	<ul style="list-style-type: none"> Setting new baseline and targets 	2020-21	FFY 2020	February 1, 2022
Indicator 8: Parent Involvement	<ul style="list-style-type: none"> Change sample plan to state census every year. Change survey to one question. "Did the school district facilitate involvement as a means for improving services and results for your child?" Demographic Questions: Continue with Disability 	2021-22	FFY 2021	February 1, 2023



<u>Indicator</u>	<u>Summary of Proposed Changes</u>	<u>What School Year is the Data From?</u>	<u>What SPP/APR Year Will We Begin Reporting These Changes?</u>	<u>What is the Submission Date of the SPP/APR That We Will Begin Reporting These Changes?</u>
	Category and USD #, on Race/Ethnicity (separate Asian and Pacific Islander)			
Indicator 9: Disproportionate Representation	<ul style="list-style-type: none"> • Identical criteria for 2 years • Risk ratio of ≥ 3.00 for all categories except SL which is ≥ 4.5. • Required root cause analysis in Year 2 	2020-21	FFY 2020	February 1, 2022
Indicator 10: Disproportionate Representation in Specific Disability Categories	<ul style="list-style-type: none"> • Identical criteria for 2 years • Risk ratio of ≥ 3.00 for all categories except SL which is ≥ 4.5. • Required root cause analysis in Year 2 	2020-21	FFY 2020	February 1, 2022
Indicator 14: Post- School Outcomes	<ul style="list-style-type: none"> • Move to census – every district every year. • Districts with 10 or less 	2021-22 surveys; data is collected from exiters who left school the	FFY 2021	February 1, 2023



<u>Indicator</u>	<u>Summary of Proposed Changes</u>	<u>What School Year is the Data From?</u>	<u>What SPP/APR Year Will We Begin Reporting These Changes?</u>	<u>What is the Submission Date of the SPP/APR That We Will Begin Reporting These Changes?</u>
	students who be required to call their students.	previous year (2020-21)		
Indicator 15: Due Process Resolution Sessions	<ul style="list-style-type: none"> Setting new baseline and targets 	2020-21	FFY 2020	February 1, 2022
Indicator 16: Mediation	<ul style="list-style-type: none"> Setting new baseline and targets 	2020-21	FFY 2020	February 1, 2022





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Graduation Task Force

Trisha Backman
Jim McNiece





Graduation Requirements Task Force

Report to Special Education Advisory Council

January 13, 2022



Kansas leads the world in the success of each student.

Opening Remarks and Introductions

Jim McNiece, Task Force Co-Chair

- Why reexamine Kansas high school graduation requirements?
 - Timeliness is critical in order to better meet the needs of students in the 21st century and reach the State Board's vision to lead the world in the success of each student.



Special Education Advisory Council (SEAC)

Your purpose is to provide guidance to the State Board of Education with respect to special education and related services for children with disabilities.

Today the State Board comes to you with a request for input into the review and possible modifications to the state's High School Graduation Requirements.



Work of the Taskforce

The charge from the Commissioner and State Board Chair:

- Establish a Graduation Requirements Task Force (June 2021)
- Examine graduation requirements in Kansas from at least three lenses:
 - Identify courses to add or delete from current requirements (if any).
 - Review ways to demonstrate mastery of skills and competencies.
 - Study need for value-added assets in addition to high school diploma (i.e. industry-recognized certificate, CTE, college credits).
 - Ensure all students are included and all opportunities for success are studied.



Our Vision for Kansas ...



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



Current Graduation Requirements

Kansas Minimum High School Graduation Requirements (21)

- 4 units of English Language arts
- 3 units of history and government
- 3 units of science
- 3 units of mathematics
- 1 unit of physical education, which shall include health
- 1 unit of fine arts
- 6 units of elective courses



Organization of Task Force

Leadership Team:

- Co-chairs:
 - Jim McNiece, Kansas State Board of Education.
 - Jarred Fuhrman, principal, Basehor-Linwood High School, Basehor-Linwood USD 458.

Four subcommittees:

- Courses to add or delete, if any
- Demonstrate mastery and competency
- Value-added diplomas
- Special Needs Students



Task Force Members

Daniel Archer	Kansas Board of Regents
Kelly Arnberger	Superintendent, Belle Plaine USD 357
Betty Arnold	Kansas State Board of Education
Trisha Backman	Teacher, Kansas Juvenile Correctional Complex
Michelle Benjamin	Former USD 229 Board of Education member
Brad Bergsma	Goodland USD 352 Board of Education
Kelly Bielefeld	College/Career Readiness, Wichita USD 259
Jamie Blew	Counselor, Minneola High School
Teresa Brown	Counselor, Mulvane High School
Jean Clifford	Kansas State Board of Education
Kevin Cole	Labette County USD 506 Board of Education
Lona DuVall	Finney County Economic Dev., business leader



Task Force Members, continued

Peggy Eland	Teacher, Hoxie High School
Briana Evans	Counselor, Sabetha-Wetmore High School
Bill Faflick	Kansas State High School Activities Association
Danira Fernandez-Flores	Director Diploma Plus, Kansas City KS USD 500
Jarred Fuhrman	Principal, Basehor-Linwood HS (Task Force Vice Chair)
Melanie Haas	Kansas State Board of Education
Stephanie Harder	Textron Aviation, business leader
Kay Hill	Superintendent, Chautauqua County, USD 286
Vanessa Harshberger	Principal, Bishop Carroll Catholic High School-Wichita
Rep. Steve Huebert	Chair, House Committee on Education
Jen Kern	Curriculum Director, Wellington
Anthony Lewis	Superintendent, Lawrence USD 497



Task Force Members, continued

Matt Lindsey	President, Kansas Association of Independent Colleges
Stephen Maurer	Teacher, Southeast High School-Wichita
Jim McNiece	Kansas State Board of Education (Task Force Chair)
Christie Meyer	Principal, Eisenhower High School-Goddard
Kelly Nusser	Principal, Lyons High School
Ed Raines	Principal, Washburn Rural High School
LeAnn Richardson	Teacher, Schlagle High School-Kansas City
Joe Ryan	Smoky Valley USD 400 Board of Education
Scott Springston	Curriculum Director, Dodge City
Coleen Tabor	Emprise Bank, business leader
Amanda Tackett	Teacher, Salina Central High School



Task Force Members, continued

Kimberly Urenda	Counselor, Shawnee Mission West High School
Susan Wally	PrepKC, business leader
Nathan West	Principal, Neodesha High School
Dave Younger	Superintendent, Ulysses USD 214
Support staff & advisors from KSDE, KASB,	USA-Kansas, Education Commission of the States



Initial Task Force Steps

- Studied information and received presentations from other states updating or changing high school graduation requirements, including Ohio, Washington, Illinois and New Hampshire.
- Received data and support from Education Commission of the States.
- Received historical look at Kansas graduation requirements from Mark Tallman, Kansas Association of School Boards.
- Created work group focused on special needs students.

All meetings have been to date on ZOOM and are available at

<https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Graduation-and-Schools-of-Choice/Graduation-and-Dropouts>



Subcommittee Formation & Leadership



- Courses to add or delete (if any)
 - Christie Meyer, principal, Eisenhower High School, Goddard USD 265
- Mastery of skills and competencies demonstrated
 - Ed Raines, principal, Washburn Rural High School, Auburn-Washburn USD 437
- Value-added diplomas (i.e. industry-recognized certificate, college credits)
 - Kelly Nusser, principal, Lyons, High School USD 260
- Workgroup focused on Special Needs Students
 - Trisha Backman, teacher, Lawrence Gardner High School

Summary of Considerations (to date)



- Courses to add or delete (if any)
 - Keep credits at 21, allow more flexibility with course options instead of a one-track system; group courses directly related to a student's Individual Plan of Study
- Mastery of skills and competencies demonstrated
 - Consider regulations impacting competency-based systems; decide what constitutes mastery of skill/content; study impact to "seat time."
- Value-added diplomas (i.e. industry-recognized certificate, college credits)
 - Incorporate real-world experiences, internships, study ways to meet needs of all students and special populations)

Summary of Considerations



Issues and questions as we move forward:

- College credit, life experience credit, FAFSA, non-academic credits, time, funding, teacher prep, internships, accountability, etc.
- Project-Based Learning, Individual Plans of Study, Work-Based Learning, Waivers
- Can we already do the things we want within the present Graduation Requirements?
- Who is responsible by law for establishing Graduation Requirements?
- What does it mean to different stakeholder groups?

Stakeholder Input

That's why we are here. We need your input!

- Go to the KSDE Website and access the link at <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Graduation-and-Schools-of-Choice/Graduation-and-Dropouts>
- Contact a Task Force member and speak directly to them.



SEAC Feedback, Comments and Recommendations

- Add and/or Delete Courses
- Mastery and Competency
- Value-Added Diplomas
- Special Considerations and Comments



Concluding Remarks and Next Steps

Jan. 20, 2022:

Subcommittee leaders present findings and recommendations to entire Task Force.

May 10, 2022:

Recommendations presented to State Board of Education. Determination of next steps.

Spring 2022:

Stakeholder input will be gathered and SBOE Report developed





Thank you!



Lunch Break

Differentiated Monitoring Update



Bert Moore

Brian Dempsey

DMS 2.0 FRAMEWORK W/EVIDENCE AND INTENDED OUTCOMES

This Framework outlines a State system that is:

- 100% focused on improved outcomes and results for infants, toddlers, children and youth with disabilities and their families,
- Comprised of defined components,
- Integrated across components, and
- Nimble enough to address emerging issues.

The Framework outlines how all programs will be monitored on their general supervision systems.

General supervision encompasses the States’ responsibility to ensure that it and its subgrantees and contractors meet the requirements of IDEA which includes:

1. Improving educational results and functional outcomes for all infants, toddlers, children, and youth with disabilities; and
 2. Ensuring that public agencies meet the program requirements under Part B and C of IDEA and exercise their general supervision responsibilities over the programs and activities used to implement IDEA.
- For each of the 8 components of a general supervisions system, OSEP provides:
 - A definition;
 - A series of “if/then” statements which outlines the elements OSEP thinks is necessary to achieve the intended results; and
 - A list of examples of the types of evidence that we have found helpful in understanding a State’s system within the specific component. This list is neither exhaustive nor does it mean that a State is out of compliance if it does not have a specific item.

Components

<u>Fiscal Management</u>	<u>2</u>
<u>Integrated Monitoring Sustaining Compliance and Improvement</u>	<u>4</u>
<u>Dispute Resolution Technical Assistance and Professional Development.....</u>	<u>6</u>
<u>Data SPP/APR</u>	<u>8</u>
<u>Implementation of Policies and Procedures</u>	<u>10</u>



FISCAL MANAGEMENT

IF A STATE HAS	THEN	THEN	THEN	THEN	INTENDED OUTCOME
<p>An effective fiscal management system</p>	<p>The State has a thorough understanding of the IDEA and cross-cutting Federal fiscal requirements.</p>	<p>The State will have internal controls in place to ensure compliance with IDEA and cross-cutting Federal fiscal requirements.</p>	<p>The State will be able to document oversight of the use of IDEA funds.</p>	<p>The State and LEA/EIS programs will use IDEA funds for their intended purposes in a manner that is reasonable, necessary, and allocable to the IDEA.</p>	<p>An effective fiscal management system will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.</p>
<p>DEFINITION</p>	<p>EXAMPLES OF EVIDENCE</p>	<p>EXAMPLES OF EVIDENCE</p>	<p>EXAMPLES OF EVIDENCE</p>	<p>EXAMPLES OF EVIDENCE</p>	
<p>A system designed to ensure that IDEA funds are distributed and expended in accordance with Federal fiscal requirements. A State's fiscal management system will include documentation of required budgetary information, policies and procedures reflecting IDEA, EDGAR, and Uniform Guidance requirements and evidence of implementation of those procedures all of which assist States in using Federal funds for improving performance and outcomes for infants, toddlers, and children with disabilities.</p>	<ul style="list-style-type: none"> • Policies and procedures (manuals, user guides for applicable requirements and key Part B and Part C fiscal processes), as well as description the State's general supervision system. • Information on State structure (e.g., budget office and program office; interagency agreements; examples of contracts; organizational charts) • Description of Educational Service Agencies/regional Part C structures roles/responsibilities for fiscal requirements • Data systems used by the State, with specific reference to data sources relevant to fiscal processes and oversight • Description of fiscal TA accessed by the State 	<ul style="list-style-type: none"> • Organizational charts • Documentation related to the SEA/LA's allocation of funding, including IDEA Part B/C funds, to its LEA/EIS programs and providers • Risk assessment policies and procedures, calculations of risk, rubrics related to the assignment of risk categories, including LEA/EIS programs that do not meet audit thresholds, related to monitoring processes, as appropriate. • Budget and expenditure data for a particular year for the purpose of calculating MOE/MFS. • PART C: Example(s) of agreement(s) with EIS programs/providers/vendors/agencies providing Part C EIS 	<ul style="list-style-type: none"> • Example of reports from data system for accuracy of billing, payments etc. • Fiscal monitoring reports • Part B interactive spreadsheets • Part C budgets • PART C: System of payments implementation – payor source, ability to pay, access to insurance, interim payments etc. • Notifications to LEA/EIS programs of upcoming fiscal monitoring activities • Description of procedures for resolving IDEA-related single audit and monitoring findings for LEA/EIS programs • List and documentation of IDEA-related single audit findings/corrective actions and fiscal monitoring 	<ul style="list-style-type: none"> • Documentation supporting State's implementation of its procedures for the timely disbursement/reimbursement of IDEA funds • Documentation related to compliance with cost principles of subpart E of the Uniform Guidance • Fiscal monitoring reports that include findings, documentation supporting corrective action, and closeout reporting • Documentation demonstrating the implementation of the Method if applicable (e.g., documentation/State forms related to the use of funds to support staff/activities described in the State's Method and SOP procedures) 	



IF A STATE HAS	THEN	THEN	THEN	THEN	INTENDED OUTCOME
	<ul style="list-style-type: none"> Yearly timeline for reviewing data sources, calculating, and issuing IDEA allocations, release of funds, and reallocation considerations 	<ul style="list-style-type: none"> List of SEA's single audit findings for the past 3 years, with status report on any unresolved findings Oversight Agency Reports (ex: Legislative review, OIG, policy groups, State task force) of SEA/LA internal processes 	<ul style="list-style-type: none"> findings/corrective actions for LEA/EIS programs Fiscal monitoring protocols PART B: List of charter school LEAs that opened/ closed/significantly expanded/changed status Policies and procedures reflecting the SEA/LA's standards for correcting fiscal noncompliance PART C: The State's Method to ensure the provision of, and financial responsibility, Part C Services (Draft or Final), if applicable Policies and procedures related to parental notification/consent provisions for (Public/Private) Insurance Sample State consent forms related to access to (Public/Private) Insurance Fiscal data system procedures/screenshots, demonstrating the system's capacity for oversight of funds for the Part B/Part C programs PART B: Sample calculations and budget documents for determining the maximum amount of funds available for voluntary CEIS 	<ul style="list-style-type: none"> Information memos, guidance documents, and training/professional development agendas to LEA/EIS programs on topics related to IDEA, EDGAR, and Uniform Guidance fiscal requirements, annual applications/plans, budgets, fiscal monitoring and enforcement, reallocation of funds and other topics as identified 	



INTEGRATED MONITORING | SUSTAINING COMPLIANCE AND IMPROVEMENT

IF A STATE HAS	THEN	THEN	THEN	INTENDED OUTCOME
<p>An effective Integrated monitoring system</p>	<p>The State continuously examines and analyzes data across multiple sources to evaluate its performance, and that of its LEA/EIS programs for improved results and compliance.</p>	<p>The State identifies noncompliance with procedural and programmatic requirements and makes recommendations for performance improvements.</p>	<p>The State requires the LEA/EIS programs to correct identified noncompliance.</p>	<p>An effective integrated monitoring system will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.</p>
<p>DEFINITION</p>	<p>EXAMPLES OF EVIDENCE</p>	<p>EXAMPLES OF EVIDENCE</p>	<p>EXAMPLES OF EVIDENCE</p>	
<p>A multifaceted process or system which is designed to examine and evaluate States with a particular emphasis on educational results, functional outcomes and compliance with IDEA procedural and programmatic requirements.</p>	<ul style="list-style-type: none"> • Monitoring policies/procedures <ul style="list-style-type: none"> ○ Self-assessments (State-level or LEA/EIS programs) • Timeline for monitoring • Criteria for identifying LEA/EIS programs for monitoring • Description of how the State analyzes data for CWD and all students • Additional data sources they are using (IDEA/ESEA) • Documentation of Stakeholder engagement activities and work • Evidence of State cross analysis of different factors and data points that contribute to identified issues 	<ul style="list-style-type: none"> • Monitoring reports with findings • Description of processes in manual • Tools to conduct monitoring • Training of LEA/EIS programs • Examples of improvement plans • Description of Stakeholder engagement and activities related to compliance and performance improvement 	<ul style="list-style-type: none"> • Root cause analysis to identify what is behind the performance data • Evidence of TA provided and outcomes as a result of the TA provided • Documentation of what corrective actions were required and/or improvement plans 	



IF A STATE HAS	THEN	THEN	THEN	INTENDED OUTCOME
<p>A system designed to Sustain Compliance and Improvement</p>	<p>The State uses a system of incentives and sanctions to ensure continued improvement and IDEA compliance.</p>	<p>LEA/EIS programs develop and implement improvement activities and corrective actions to address areas in need of improvement and noncompliance.</p>	<p>The State verifies that LEA/EIS programs have implemented improvement activities and corrected noncompliance.</p>	<p>A system designed to sustain compliance and improvement will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.</p>
<p>DEFINITION</p> <p>A system for recognizing, and improving compliance and performance including use of improvement activities, incentives, and sanctions.</p>	<p>EXAMPLES OF EVIDENCE</p> <ul style="list-style-type: none"> • Evidence of a general supervision system which includes a defined system of incentives and sanctions for compliance with IDEA • Documentation of enforcement policies that explain the consequences of violating regulations, policies, and procedures. • Policies related to Incentives for improved performance and compliance • Written State monitoring procedures • Sample of corrective action (reports and timelines) • Valid and reliable data on State monitoring of LEA/EIS programs 	<p>EXAMPLES OF EVIDENCE</p> <ul style="list-style-type: none"> • LEA and EIS procedural manuals including at a minimum; methods for determining non-compliance, steps-to-correct, timelines, sanctions and incentives • Evidence of the implementation and evaluation of improvement activities, and how stakeholders are involved • Verification of correction of systemic and individual noncompliance • Evidence State collects and reviews LEA/EIS program tracking mechanisms for noncompliance • Audit reports • Sample of Corrective Actions (reports and timelines) 	<p>EXAMPLES OF EVIDENCE</p> <ul style="list-style-type: none"> • Verification of the correction of systemic and individual noncompliance • Records of enforcement actions taken against LEA/EIS programs • Records of technical assistance provided to LEA/EIS programs related to noncompliance and program improvement • Tracking noncompliance (statistics, frequency, areas of need) • Samples of LEA/EIS program documents or compliance reports • Close out reports, evidence of correction • Revised policies and procedures, if applicable • Evidence of the Implementation of the revised policies and procedures • Evidence of change in practices from attendees of trainings • Updated data showing improvement 	



DISPUTE RESOLUTION | TECHNICAL ASSISTANCE AND PROFESSIONAL DEVELOPMENT

IF A STATE HAS	THEN	THEN	THEN	INTENDED OUTCOME
<p>An effective dispute resolution system</p>	<p>Parents and other stakeholders will be informed of their rights under the law.</p>	<p>The State timely resolves disputes about IDEA procedures and the provision of FAPE in the LRE or EIS.</p>	<p>LEA/EIS programs provide FAPE in the LRE/EIS to eligible infants, toddlers, children and youth with disabilities.</p>	<p>An effective dispute resolution system will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.</p>
<p>DEFINITION</p>	<p>EXAMPLES OF EVIDENCE</p>	<p>EXAMPLES OF EVIDENCE</p>	<p>EXAMPLES OF EVIDENCE</p>	
<p>A system designed as part of a State’s general supervisory responsibility to ensure implementation of IDEA’s dispute resolution procedures consistent with IDEA requirements.</p>	<ul style="list-style-type: none"> • Procedural safeguards notice (dispute resolution components) • Evidence of receipt of Procedural Safeguards (signature page, file review during monitoring) • Model forms for State complaints and due process • Review of communication to MSIP Customer service • News articles or pending lawsuits • State websites for access to forms and safeguards • LEA/EIS program examples of model forms • Policies and procedures regarding timing of safeguards, use of model forms, and information required in State complaints and hearing notices • Information on requesting mediation (info in notice, website, etc.) • Evidence of availability of hearing decisions to SAP/ICC and/or public 	<ul style="list-style-type: none"> • Section 618 data • Evidence of hearing officer’s decisions, state complaint actions, mediation agreements • Evidence of training provided to hearing officers and mediators • Description of how the Due Process System is established in the State • Part C programs – policies and procedures for Part C due process hearing procedures or adoption of Part B hearing procedures • Documentation that appeal rights are included in hearing decisions • Tracking documents for Dispute resolution systems (State Complaint, Due Process and mediation) • Policies around timelines 	<ul style="list-style-type: none"> • Timely Correction of noncompliance (individual and systemic) • Evidence of implementation of remedies ordered by hearing officer or State (compensatory services, monetary reimbursement, IEP/IFSP Team meetings) • Evidence of technical assistance • Review any Memorandums of agreements or contracts with the entity responsible for conducting the hearings • Any supplemental guides or Q & A Documents the States have developed to provide guidance to their Stakeholders related to Dispute Resolution activities 	



IF A STATE HAS	THEN	THEN	THEN	INTENDED OUTCOME
<p>An effective system for targeted technical assistance and professional development</p>	<p>The States uses all available data/information to prioritize which areas need improvement.</p>	<p>The State identifies TA/PD offerings that are aligned to those areas in need of improvement.</p>	<p>The State prioritizes the delivery of TA/PD in those areas in need of improvement.</p>	<p>An effective system for targeted technical assistance and professional development will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.</p>
<p>DEFINITION</p> <p>A system of technical assistance and professional development that uses data-informed root cause analysis areas to address State priorities and areas in need of improvement.</p>	<p>EXAMPLES OF EVIDENCE</p> <ul style="list-style-type: none"> • Tools/ mechanisms to collect data that would inform targeted TA or identified area(s) for improvement • Evidence of how the State is triangulating or analyzing their data. • Monitoring reports • 616/618 Data Reports • Description of State TA/PD activities within the State • Description of how the State identifies the types of TA/PD activities they provide • Outline of stakeholder’s involvement in development of TA/PD activities 	<p>EXAMPLES OF EVIDENCE</p> <ul style="list-style-type: none"> • Evidence of dissemination and communication of available TA/PD • Description of State’s analysis of data to inform TA/PD activities 	<p>EXAMPLES OF EVIDENCE</p> <ul style="list-style-type: none"> • State level or LEA/EIS program best practices for implementing IDEA. • Description of the delivery method of the TA/PD activities the State are developing and implementing • Review the State’s description of TA/PD in the SPP/APR introduction • Evidence of alignment with other programs/initiatives (e.g. SPDG) (e.g., meeting notes, agendas, etc.) • Evidence of stakeholder involvement in identifying needs on TA/PD activities 	



DATA | SPP/APR

IF A STATE HAS	THEN	THEN	THEN	INTENDED OUTCOME
<p>An effective system to collect and report timely and accurate data</p>	<p>The State collects and reports valid and reliable data that are timely submitted to the Secretary and the public.</p>	<p>The State analyzes data for strategic planning and equitable allocation of resources.</p>	<p>The State uses data to support implementation of strategies that are most closely aligned to improved outcomes.</p>	<p>An effective system to collect and report timely and accurate data will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.</p>
<p>DEFINITION</p>	<p>EXAMPLES OF EVIDENCE</p>	<p>EXAMPLES OF EVIDENCE</p>	<p>EXAMPLES OF EVIDENCE</p>	
<p>A data system designed to ensure that the data collected and reported are valid and reliable and that information is reported to the Department and the public in a timely manner. The data system will inform and focus a State’s improvement activities as well as verifying that that the data collected and reported reflect actual practice and performance.</p>	<ul style="list-style-type: none"> • Description of data collection system(s) • Reports/Screen Shots of data systems • Walk through demonstration of data system • Documentation of Data governance requirements • Manuals or evidence reflecting the Edit Checks/Business Rules within their data system • Data manuals • Description of data process/oversight • Organizational Chart related to data and roles and responsibilities • TA/PD trainings for data users • ED Facts Data Quality Reports • APR Data Matrix • Data sharing agreements • Public Reporting • Evidence of meaningful stakeholder involvement • Evidence that the State has a system to ensure protection of personally identifiable data 	<ul style="list-style-type: none"> • Schedule/Timeline for examining LEA/EIS program data • Guidelines for using data to inform monitoring/TA • Evidence that the State uses its data systems to plan for new initiatives • Evidence that the State compiles and integrates data across systems and uses the data to inform and focus its improvement activities • Models for root cause analysis • Evidence of how root cause analysis is used • Process for making data informed decisions at the State level • Guidance and/or training to LEA/EIS programs to use data to inform decision making • Training and guidance for LEA/EIS programs on how to analyze data. • Evidence such as a data sharing agreement, MOU, or information attained during OSEP interviews that State level Part C and Part B 619 staff regularly communicate about outcomes data issues 	<ul style="list-style-type: none"> • Timeline of data pulls for implementation of strategies • Documentation of analysis of data trends • Evidence that the State supports a data driven culture at the LEA/EIS program level to ensure LEA/EIS programs carry out evidence-based practices with fidelity (e.g. trainings, user manuals, guidance etc.) • Identification of high and low performing LEA/EIS programs based on data • Evidence of identification of best practices through the use of data • Additional sources of data beyond 616 and 618 data at both State and LEA/EIS program level • Evidence that the State uses its data systems (e.g., monitoring, self-assessment, database, due process, and State complaints) to improve program and systems operations • Evidence that outcomes data within longitudinal data systems are analyzed and used for improving the programs 	



IF A STATE HAS	THEN	THEN	THEN	INTENDED OUTCOME
<p>A State Performance Plan/Annual Performance Report (SPP/APR)</p>	<p>The State executes an approvable plan that evaluates the State’s efforts to implement IDEA requirements and purposes and the plan describes how the State will improve IDEA implementation.</p>	<p>The State reports annually to the Secretary on the performance of the State under the SPP/APR. The SPP/APR demonstrates the State’s progress towards meeting the measurable and rigorous targets for each indicator that have been developed with stakeholder input. The State has a plan in place to address needed improvement.</p>	<p>The State will work with LEA/EIS programs to address needed improvement, in those areas that are most closely related to improved outcomes.</p>	<p>An SPP/APR that demonstrates progress on compliance and results indicators will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.</p>
<p>DEFINITION</p>	<p>EXAMPLES OF EVIDENCE</p>	<p>EXAMPLES OF EVIDENCE</p>	<p>EXAMPLES OF EVIDENCE</p>	
<p>A multifaceted plan that evaluates the State’s efforts to implement the requirements and purpose of the IDEA and describes how the State will improve its implementation.</p>	<ul style="list-style-type: none"> • An approved SPP/APR • Policies and procedures around the SPP/APR • Evidence of stakeholder input in the development and the implementation of the SPP/APR 	<ul style="list-style-type: none"> • SPP/APR • Improvement activities • Cross indicator analysis • Reasons for slippage • Plans in place to address slippage • Policies and procedures around data submission • Valid and reliable data 	<ul style="list-style-type: none"> • Public Reporting • Training to LEA/EIS programs on Indicator Analysis and Evaluation • Policies and procedures around data submission • Valid and reliable data 	



IMPLEMENTATION OF POLICIES AND PROCEDURES

IF A STATE HAS	THEN	THEN	THEN	THEN	INTENDED OUTCOME
<p>Effective implementation of policies and procedures</p>	<p>The State develops policies and procedures that are aligned with IDEA and other Federal requirements.</p>	<p>The State effectively implements its policies and procedures.</p>	<p>The State ensures that LEA/EIS programs are knowledgeable about the policies and procedures.</p>	<p>LEA/EIS programs effectively implement policies and procedures that ensure the provision of FAPE in the LRE and EIS.</p>	<p>Effective implementation of policies and procedures will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.</p>
<p>DEFINITION</p>	<p>EXAMPLES OF EVIDENCE</p>	<p>EXAMPLES OF EVIDENCE</p>	<p>EXAMPLES OF EVIDENCE</p>	<p>EXAMPLES OF EVIDENCE</p>	
<p>Policies and procedures outline the goals, objectives, processes and statutory requirements of a Part B and Part C Program, that are implemented with fidelity.</p>	<ul style="list-style-type: none"> • Annual IDEA Grant Application • Evidence of systematic and periodic review of implementation of specific policies and procedures • Evidence of policies and procedures being publicly available • Evidence of accessible policies and procedures on State's Website • Review of communication to MSIP Customer service 	<ul style="list-style-type: none"> • Evidence of LEA/EIS program implementation of the State's policies and procedures • LEA/EIS program websites demonstrating consistency with State policies and procedures related to IDEA • The State monitoring reports of LEA/EIS programs on implementation of State policies and procedures • Evidence of periodic review of LEA/EIS program policies and procedures 	<ul style="list-style-type: none"> • Evidence of dissemination of State policies and procedures • Evidence of State TA/PD related to implementation of policies and procedures to its LEA/EIS programs • Documentation of the State process for identifying barriers to LEA/EIS program implementation through root cause analysis • Documentation of what LEA/EIS program corrective actions were required and/or improvement plans, if applicable • Evidence of meaningful stakeholder engagement during implementation, and evaluation of LEA/EIS program policies and procedures 	<ul style="list-style-type: none"> • Samples of LEA/EIS program policies and procedures • Sample documents (largest LEA/EIS programs, Redacted documents such as IEP/IFSPs, to verify implementation/compliance) • Evidence of LEA/EIS program methods for identifying noncompliance • Examples of LEA/EIS program improvement plans 	



Council Ex-Officio Member Reports



Ex-Officio Member Reports

- Families Together
- Kansas Association of Special Education Administrators (KASEA)
– Ashley Enz
- Disability Rights Center
- Kansas State Board of Education
- Others



Council Meeting Dates 2021-2022

- April 14, 2022 Virtual or In-person to be determined



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1/13/2022

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Closing Comments/Adjournment

- Next SEAC Meeting: April 14, 2022
- Items for next agenda
- Motion to adjourn





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