



SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date January 10, 2023
Time 1:00 p.m. – 3:00 p.m.
Location: Hybrid (KSDE/ZOOM)

Call to Order: at 12:03 p.m.

Roll Call

Members (x present, blank absent):

	Jennifer King	X	Lena Kisner	X	Whitney George
	Heath Peine	X	Marvin Miller	X	Mike Burgess
			Matthew Ramsey		Laura Leistra- KDHE
	Barney Pontious Parent/Child to 26	X	Michelle Warner – Foster Care		
			Paul Buck		
X	Brandon Gay		Rebecca Shultz		
X	Jennifer Kucinski		Sabrina Rishel		
X	Jennifer Kurth	X	Tobias Wood	X	Rachel-Interpreter
		X	Trisha Backman	X	Tanya-Interpreter
X	Laura Thompson	X	Dr. Troy Pitsch		

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

	Jim McNiece	X	Ashley Enz		
X	Leslie Girard	X	Luanne Barron		
X	Mike Burgess	X	Jon Harding		
	Rocky Nichols				

KSDE Staff:

X	Bert Moore	X	Alysha Nichols	X	Kerry Haag
X	Trisha Backman	X	Kayla Love		Dean Zajic
X	Shanna Bigler	X	Brian Dempsey		

Guests:

Quorum (11) met: Yes, 12 Voting members present

Agenda Approval: **January 10 & 11, 2023 Agenda**

Motion to approve: Laura Thompson

Second: Lindsey Graf

Action: Approved

Minutes Approval: **November 9, 2022 Minutes**

Motion to approve: Lena Kisner

Second: Lindsey Graf

Discussion:

Action: Approved

Public Comment:

No written comments were submitted for today's meeting. No in person comments were presented.

Introduction of New SEAC Members

Bert Moore and Tobias Wood

- **Chris Reffett:** A parent with 2 children with special needs. Have 3 daughters, oldest and youngest have down syndrome. The oldest has a dual diagnosis of down syndrome and autism. The youngest has down syndrome and ADHD. So not only do I work with it in the school, but also as a parent

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- **Brooke Moore:** A parent with a child with a disability. An associate professor at Fort Hays State University, and she represents institutions of higher education that prepare special ed and related services personnel.

Membership Reports

- **Trish Backman:** get out and recruit people for open positions, especially Trish's position, which is someone who is actively engaged with corrections and special education.
 - In her last graduation in December, they graduated an all-time high of 32 students, not only through GED, but also full diploma as well as some who had doubled up and received all certificates to Washburn Tech.

SPP/APR

Brian Dempsey

- This is an annual performance report that is due to OSEP, due by February 1 each year. We are finalizing to submit our FY2021 Annual Performance Report. Once submitted OSEP reviews it, then provides us with feedback by April. Then we are given a 2-week turnaround period where we can clarify any comments that they have for us. Then they do a final review of everything.
- Kansas has received meets requirements for about 12-13 years now. They base this off of the accuracy of our data and our submission. There is a rubric which we have scored 100 on for compliance indicators consistently. Also, they look at the NAEP scores, which we don't control. We scored between 60-70 on the results indicators last year, which brought us down.
 - For which we averaged to about an 82, which is a couple of points from the next down level which was needs assistance.
 - We receive these numbers in June, then in the Fall we return to SEAC to go through our data for that Federal Fiscal Year that we submitted, and where we had slippage and where we were good.
- Indicator 1: Graduation Rate
 - Baseline is 84.54%
 - Target is 81%
- Indicator 2: Drop Out
 - Baseline is 2.41%
 - Target is 2.30%
- Indicator 3: State Assessments for Students with IEPs
 - 3A- Participation for students with IEPs

Reading		
Grade	Baseline	Target
4 th	93.05%	95.00%
8 th	89.14%	95.00%
10 th	84.38%	95.00%

Math

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Grade	Baseline	Target
4 th	93.98%	95.00%
8 th	89.85%	95.00%
10 th	85.23%	95.00%

- 3B- Proficiency for students with IEPs (Gen Ed Assessments)

Reading		
Grade	Baseline	Target
4 th	21.45%	21.45%
8 th	6.45%	6.45%
10 th	6.02%	6.02%

Math		
Grade	Baseline	Target
4 th	13.16%	13.16%
8 th	4.76%	4.76%
10 th	3.32%	3.32%

- 3C- Proficiency for students with IEPs (Alt assessments)

Reading		
Grade	Baseline	Target
4 th	43.91%	43.91%
8 th	22.11%	22.11%
10 th	15.89%	15.89%

Math		
Grade	Baseline	Target
4 th	19.75%	19.75%
8 th	10.54%	10.54%
10 th	14.23%	14.23%

- 3D- Gap in proficiency rates

Reading		
Grade	Baseline	Target
4 th	26.06%	26.06%
8 th	17.74%	17.74%
10 th	21.22%	21.22%

Math		
Grade	Baseline	Target
4 th	19.25%	19.25%
8 th	15.51%	15.51%
10 th	16.73%	16.73%

- Indicator 4: Suspension/Expulsion
 - 4A- Percent of Districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children

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with IEPs.

- Baseline is 0%
- Target is 0.70%
- 4B- Percent of Districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
 - Baseline is 0%
 - Target is 0%
- Indicator 5: Education Environments for 5year old Kindergarteners through Age 21
 - A- Inside the regular class 80% or more of the day
 - Baseline is 70.25%
 - Target is 70.75%
 - B- Inside the regular class less than 40% of the day
 - Baseline is 7.04%
 - Target is 7.00%
 - In separate school, residential facilities, or homebound/hospital placements
 - Baseline is 2.21%
 - Target is 2.19%
- Indicator 6: Preschool Environments
 - A- Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program
 - Baseline is 40.14%
 - Target is 38.33%
 - B- Separate special education class, separate school or residential facility
 - Baseline is 36.96%
 - Target is 38.10%
 - C- Receiving special education and related services in the home
 - Baseline is 1.98%
 - Target is 1.96%
- Indicator 7: Preschool Outcomes
 - A- Positive social-emotional skills (including social relationships)
 - 1: Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
 - Baseline is 85.93%
 - Target is 89.63%
 - 2: The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.
 - Baseline is 65.16%
 - Target is 61.87%

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- B- Acquisition and use of knowledge and skills (including early language/communication and early literacy)
 - 1: Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
 - Baseline is 86.38%
 - Target is 86.50%
 - 2: The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program.
 - Baseline is 63.60%
 - Target is 65.25%
- C- Use of appropriate behaviors to meet their needs
 - 1: Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
 - Baseline is 86.24%
 - Target is 90.12%
 - 2: The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program.
 - Baseline is 76.79%
 - Target is 75.76%
- Indicator 8: Parent Involvement
 - Baseline is 78.34%
 - Target is 78.34%
- Indicator 9: Disproportionate Representation
 - Baseline is 0%
 - Target is 0%
- Indicator 10: Disproportionate Representation in Specific Disability Categories
 - Baseline is 0%
 - Target is 0%
- Indicator 11: Child Find- Timely Completion of Evaluation
 - Baseline is 98.40%
 - Target is 100%
- Indicator 12: Early Childhood Transition
 - Baseline is 72.00%
 - Target is 100%
- Indicator 13: Secondary Transition
 - Baseline is 99.84%
 - Target is 100%
- Indicator 14: Post-School Outcomes

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- Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - A: Enrolled in higher education within one year of leaving high school.
 - Baseline is 48.60%
 - Target is 41.00%
 - B: Enrolled in higher education or competitively employed within one year of leaving high school.
 - Baseline is 72.60%
 - Target is 65.60%
 - C: Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
 - Baseline is 83.20%
 - Target is 79.09%
- Indicator 15: Due Process Resolution Sessions
 - Baseline is 35.00%
 - Target is 37.00-40.00%
- Indicator 16: Mediation
 - Baseline is 75.00%
 - Target is 77.00-80.00%
- Indicator 17: State Systemic Improvement Plan
 - Required to have a State Identified, measurable result that we report on.
 - We have utilized a curriculum-based measurement General Outcome measure that was focused on reading, and we are proposing to continue that.
 - Fast Bridge offer a new measure that takes us from looking at the percentage of students that perform at grade level benchmark to really a percentage that are improving at a typical to aggressive rate, a percentile of growth.
 - Baseline is 55.60%
 - Target is 55.60%
- Indicator 2, where are we and where are we going
 - Indicator 2's measurement changed. There used to be 2 options. We chose one of the options that gave us what you saw above, where the dropout rate was about 2-2.5% for students with the IEP that exited over the entire student with IEP population, this option is not available anymore.
 - Change to students with IEPs who drop out over Students with IEPs who leave through Graduation or other means, shrinking the denominator increasing the drop out range. The numbers are similar but makes it look different.
 - OSEP is not forcing this change for FFY 2020 but has to be done by FFY 2021.
 - When we calculated this a few years ago that data showed dropout rate was about 14.6%, however we went back and converted about a decade's worth of dropout data under that calculation, and we have not had that good of a calculation historically.
 - We decided we would stick with the old calculations because FFY 2020 was the year of remote work, so we didn't want to start with a baseline of our lowest data ever reported, to have to be better than that data at the end of FFY 2025,

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and we will switch to the other option this year. So, for FFY 2021 we will use baseline of 16.65%.

Motion to approve the baselines and Targets for SPP/APR submission in FFY 2021

Motion to approve: Marvin Miller

Second: Dr. Troy Pitsch

Action: Approved

DMS 2.0

Brian Dempsey

- **DMS stands for Differentiated Monitoring and Support**
- This is OSEPs monitoring of KSDE as we monitor LEAs
- There are 8 components that OSEP looks at, and we look at when we do our self-evaluation
 - Fiscal management
 - Integrated Monitoring
 - Sustaining Compliance and Improvement
 - Dispute Resolution
 - Technical Assistance and Professional Development
 - Data
 - SPP/APR
 - Implementation of Policies and Procedures
- Phase Monitoring
 - Phase 1: Document Request and Protocol Interviews
 - 5 months prior to Phase 2 they will send a document request for information to us
 - 4 months prior to Phase 2 they will do targeted interviews with State Staff. These are virtual to discuss what they can't find on the website or in the document requests
 - Phase 2: Engagement
 - On-site visit with KSDE and some Stakeholders for about a week. They will also look at an Urban and Rural district
 - Phase 3: Close-out and Follow up
 - Receive the report about 4 months after the onsite visits and work on within the year following to ensure corrections on any outstanding findings remaining.
 - Kansas is in Cohort 2, Team C so our Phase 2 is in September of 2024

SEAC Annual Report

Bert Moore and Tobias Wood

- Bert has reformatted this report, as it made it appear as if we worked on all targets at every meeting, and we were not. We reframed the outcomes that SEAC has and targeted the dates and topics that we covered based on that.

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- This is based on last year’s meetings, and it is a summary of what SEAC has worked on and the accomplishments we have made, or felt we made
- Bert makes a report as the Secretary about how we want to work with SEAC to ensure that we are engaging stakeholders on topics related to serving students with exceptionalities in Kansas.
- It discusses the major responsibilities of SEAC and it’s to advise, consult and provide recommendations to the KSBOE regarding matters concerning serving students with exceptionalities
- We list the vision and mission of the Board of Education as well as our goal for SEAC, which is to advocate for the educational system that achieves excellence, equity, and lifelong learning for each student with an exceptionality in Kansas. Then we have our belief statements.
- We provide them with the 21-22 membership list of SEAC
 - Listing their term dates, who they represent, if they meet the majority rule, the State Board Region, whether they’re voting or non-voting, and their contact information
 - Also list our ex-officio members as well
 - Added the State School for the Deaf and Hard of Hearing and the State School for the Blind and Visually Impaired
 - Currently have 2 positions open
 - Person that works in the correctional facility
 - A business that works with vocational rehabilitation
- We reviewed our Council Accomplishments for last year
- We reviewed the newly formatted areas of focus, which there are 6 of.
- This report will be shared out with the State Board this afternoon for approval.

Recognition of Former Chair

Bert Moore and Tobias Wood

- We would like to honor Trish Backman for being our chair for most of this year and for being chair elect last year. She has been an integral part of the Special Education Advisory Council. She is no longer able to be a member of SEAC as she is now a member of the Kansas State Department of Education. We want to thank you for the leadership you have provided because you have taken us to great places.
 - Trish looks forward to continuing that work with the KSDE agency
- Troy Pitsch would like to move for resolution acknowledging the contribution from Trisha Backman

Motion: I move that the Kansas SEAC recognizes Trisha Backman’s achievements and her contributions to the education of exceptional students in our state and specifically to the SEAC and its members; and express its appreciation and gratitude for those contributions and wishes her well in all the years to come, with many members looking forward to her continued interest in and support of exceptional students in Kansas.

Motion to approve: Dr. Troy Pitsch

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Second: Marvin Miller

Action: Approved

Other Updates: We will be having breakfast with the State Board and KSDE Leadership in the morning

Special Education Advisory Council Meeting Dates 2022-2023

April 13, 2023

9 AM – 3 PM

TBD

Closing Comments

Items for Next meeting

- Contact Tobias or Bert or Kayla with any new items

Action: Move to Adjourn the Meeting

Motion to Adjourn: Lindsey Graf

Motion seconded: Lena Kisner

Meeting adjourned: at 2:29 pm

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