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.

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How to pin the Interpreters Video

Our Interpreters today are <mark>Tanya Northcraft</mark> and <mark>Robin Olson</mark>.

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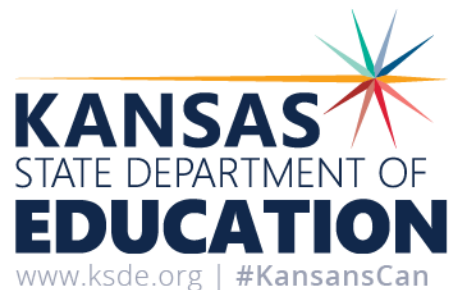From the menu, click Pin.

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

November 10, 2021

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Call to Order

- Welcome

- Roll Call

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Approvals

- Agenda for today, November 10, 2021

- Minutes September 16, 2021

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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.

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Fiscal Updates

Dean Zajic

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SEAC Fiscal Update

November 10, 2021

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Federal relief funds intended to further support LEAs and nonpublic schools in addressing these needs

	Elementary & Secondary School Emergency Relief Fund (ESSER)			Emergency Assistance to Non-Public Schools (EANS)	
Description	Awarded to SEAs based on Title I formula to provide emergency relief funds to LEAs to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the Nation			Awarded to Governors to provide services or assistance to eligible non-public schools	
Intended Use	Used by LEAs for preventing, preparing for, and responding to COVID-19			Address the impact of COVID-19 on non-public school students & teachers	
	ESSER I	**ESSER II**	**ESSER III**	**EANS I**	**EANS II**
Bill	CARES Act (Mar '20)	CRRSA Act (Dec '20)	ARP Act (Mar '21)	CRRSA Act (Dec '20)	ARP Act (Mar '21)
KS Amount	**$85M**	**$370M**	**$830M**	**$27M**	**$25M**
Timeframe	• Usable from Mar '20 • 8M SPED • Obligate by Sep '22	• Usable from Mar '20 • 24M SPED • Obligate by Sep '23	• Usable from Mar '20 • ARP-IDEA 28M SPED • Obligate by Sep '24	• Usable from Mar '20 Obligate by Aug '21 Services through Sep '23	• Obligate by Sep '25

Additional Discretionary ESSER Grants

ESSER II Set-aside:
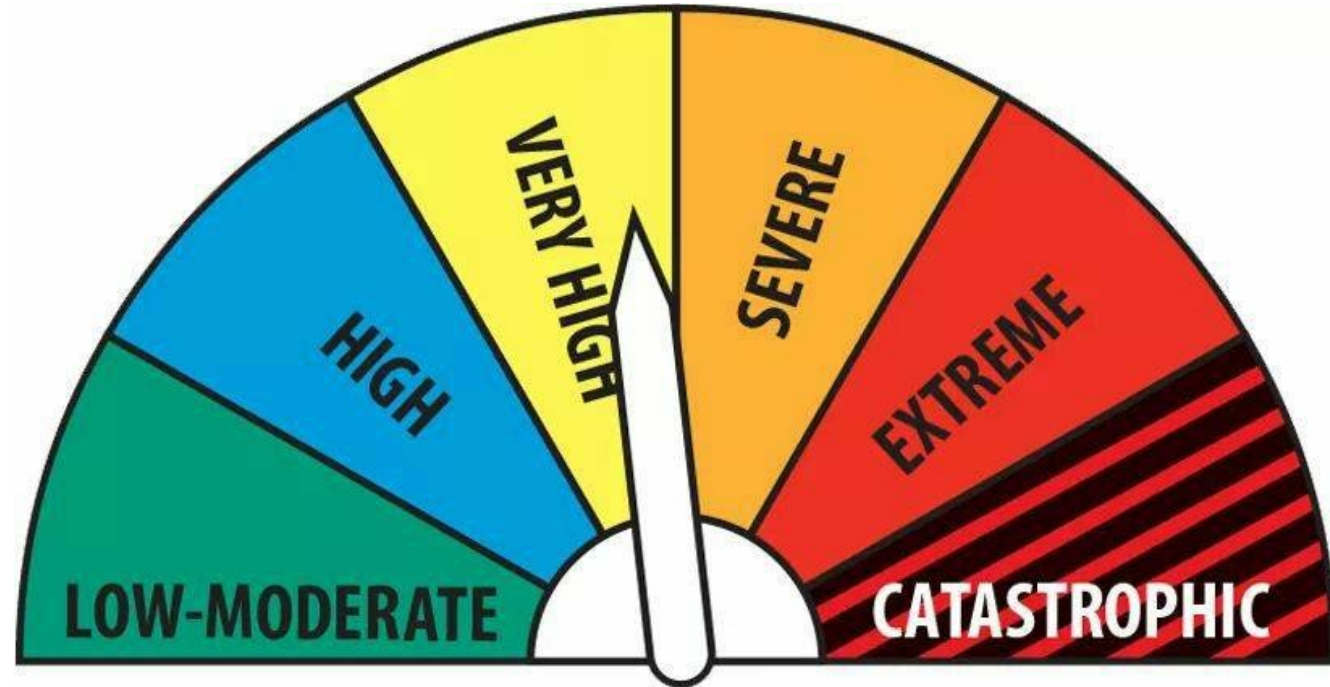- School for the Deaf - $50,000
- School for the Blind - $100,000

ESSER III Set-aside:
- School for the Deaf - $200,000
- School for the Blind - $200,000
- Department of Correction - $200,000

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Risk of Districts Failing to Maintain Effort Remains High

- No extraordinary waivers are available to reduce state or local Maintenance of Effort (MOE)

- No additional waivers for IDEA to extend the period of availability have been provided.

- Policy makers and local officials may not understand limitations on supplanting.

- This surge in funding is needed but temporary. Plan accordingly.

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

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Questions?

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Special Education and Title Services
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FFY 2019 SPP/APR

Submitted January 29, 2021

(State Systemic Improvement Plan submitted February 9, 2021)

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SPP/APR Indicators

- Indicator 1: Graduation
- Indicator 2: Drop Out
- Indicator 3B: Participation for Students with IEPs
- Indicator 3C: Proficiency for Students with IEPs
- Indicator 4A: Suspension/Expulsion
- Indicator 4B: Suspension/Expulsion by Race/Ethnicity
- Indicator 5: Education Environments (5-year-old kindergarteners–21)
- Indicator 6: Preschool Environments
- Indicator 7: Preschool Outcomes
- Indicator 8: Parent Involvement

- Indicator 9: Disproportionate Representation
- Indicator 10: Disproportionate Representation in Specific Disability Categories
- Indicator 11: Child Find
- Indicator 12: Early Childhood Transition
- Indicator 13: Secondary Transition
- Indicator 14: Post-School Outcomes
- Indicator 15: Resolution Sessions
- Indicator 16: Mediation
- Indicator 17: State Systemic Improvement Plan

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Kansas Performance on the FFY 2019 SPP/APR

Indicator	Did Kansas Meet the Target?	Did Kansas have Slippage?
1: Graduation	Did Not Meet Target	Slippage
2: Drop Out	Did Not Meet Target	Slippage
3B: Participation for Students with IEPs	No Data	No Data
3C: Proficiency for Students with IEPs	No Data	No Data
4A: Suspension/Expulsion	Met Target	No Slippage
4B: Suspension/Expulsion by Race/Ethnicity	Met Target	No Slippage
5: Education Environments (5-year-old kindergarteners-21)	Met Target	No Slippage
6: Preschool Environments	Did Not Meet Target	Slippage

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Kansas Performance on the FFY 2019 SPP/APR

Indicator	Did Kansas Meet the Target?	Did Kansas have Slippage?
7: Preschool Outcomes	Did Not Meet Target	Slippage
8: Parent Involvement	Met Target	No Slippage
9: Disproportionate Representation	Met Target	No Slippage
10: Disproportionate Representation in Specific Disability Categories	Met Target	No Slippage
11: Child Find	Did Not Meet Target	No Slippage
12: Early Childhood Transition	Did Not Meet Target	No Slippage
13: Secondary Transition	Did Not Meet Target	No Slippage
14: Post-School Outcomes	Did Not Meet Target	Slippage

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Kansas Performance on the FFY 2019 SPP/APR

Indicator	Did Kansas Meet the Target?	Did Kansas have Slippage?
15: Resolution Sessions	Met Target	No Slippage
16: Mediation	Met Target	No Slippage
17: State Systemic Improvement Plan	No Data	No Data

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Meet Requirements

- Kansas received the highest level of determination possible. Kansas has received this determination for well over ten consecutive years.

- Kansas continues to be strong in its graduation rate for students with disabilities and compliance.

- Areas of growth for Kansas are in the area of children with disabilities who dropped out and scoring at basic or above on the National Assessment of Educational Progress.

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FFY 2020–25 SPP/APR

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Stakeholder Input

- As a part of the process to develop the FFY 2020–25 SPP/APR, KSDE requested stakeholder input on proposed targets for the SPP/APR indicators.

- This was an opportunity for KSDE to hear from educators, families, and community members on the direction Kansas takes to improve outcomes for students with disabilities.

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FFY 2020–25 SPP/APR Information

- You can review PowerPoints that explain any indicator changes and KSDE's decisions on targets for relevant indicators, following stakeholder input, for the next SPP/APR cycle at https://www.ksde.org/Default.aspx?tabid=520.

- You can review the SPP/APR data visualizations at https://public.tableau.com/profile/general.supervision.timely.and.accurate.data#!/.

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Jennifer King

SEAC Chair

jking7@usd259.net

Bert Moore

SEAC Secretary

SETS Director

bmoore@ksde.org

Annual Report

Bert Moore

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Significant Disproportionality Discipline

Shanna Bigler

Discipline Data Trends- Part 1

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Longitudinal Data Review for Special Education

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"Numbers have an important story to tell. They rely on you to give them a clear and convincing voice."

- Stephen Few

Definitions

- Suspension
  - In-School: Practices implemented by school staff, or student guardians, that involve removing or excluding the child from the classroom.
  - Out-of-School: Practices implemented by school staff, or student guardians that involve temporarily removing the child from the school.

- Expulsion
  - Permanent removal or dismissal from the program/school.
  - Soft-Expulsion: Practices that leave the family with little choice but to withdraw their child from the program (including any enrolled child below the compulsory attendance age for school).

Schachner, A., Belodoff, K., Chen, W-B., Kutaka, T., Fikes, A., Ensign, K., Chow, K., Nguyen, J., & Hardy, J. (2016). Preventing Suspensions and Expulsions in Early Childhood Settings: An Administrator's Guide to Supporting All Children's Success. SRI International: Menlo Park, CA. Accessed from http://preventexpulsion.org

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Suspension & Expulsion in Special Education- The Data

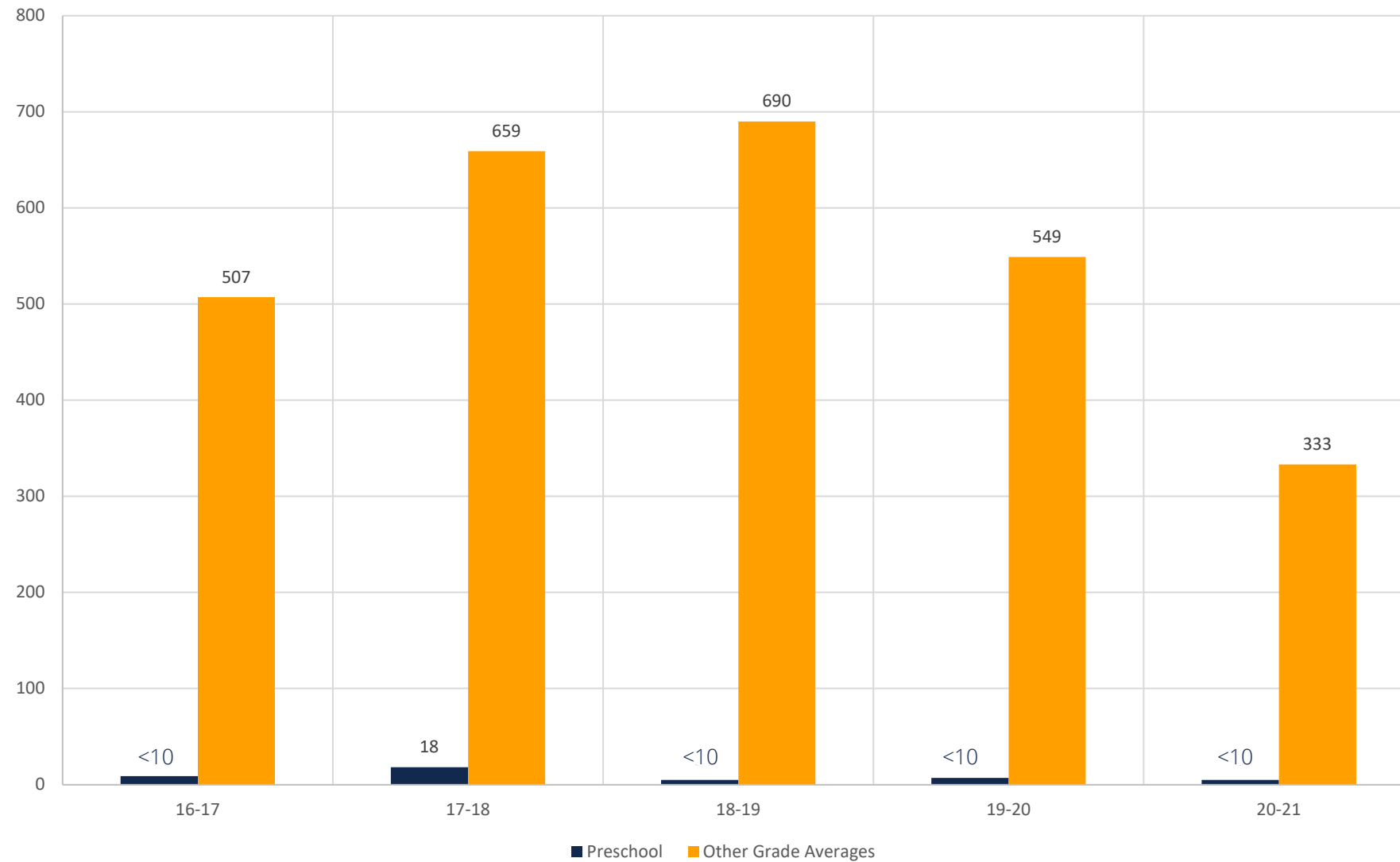*Kansas leads the world in the success of each student.*

Enrollment of Special Education Students by Grade Level
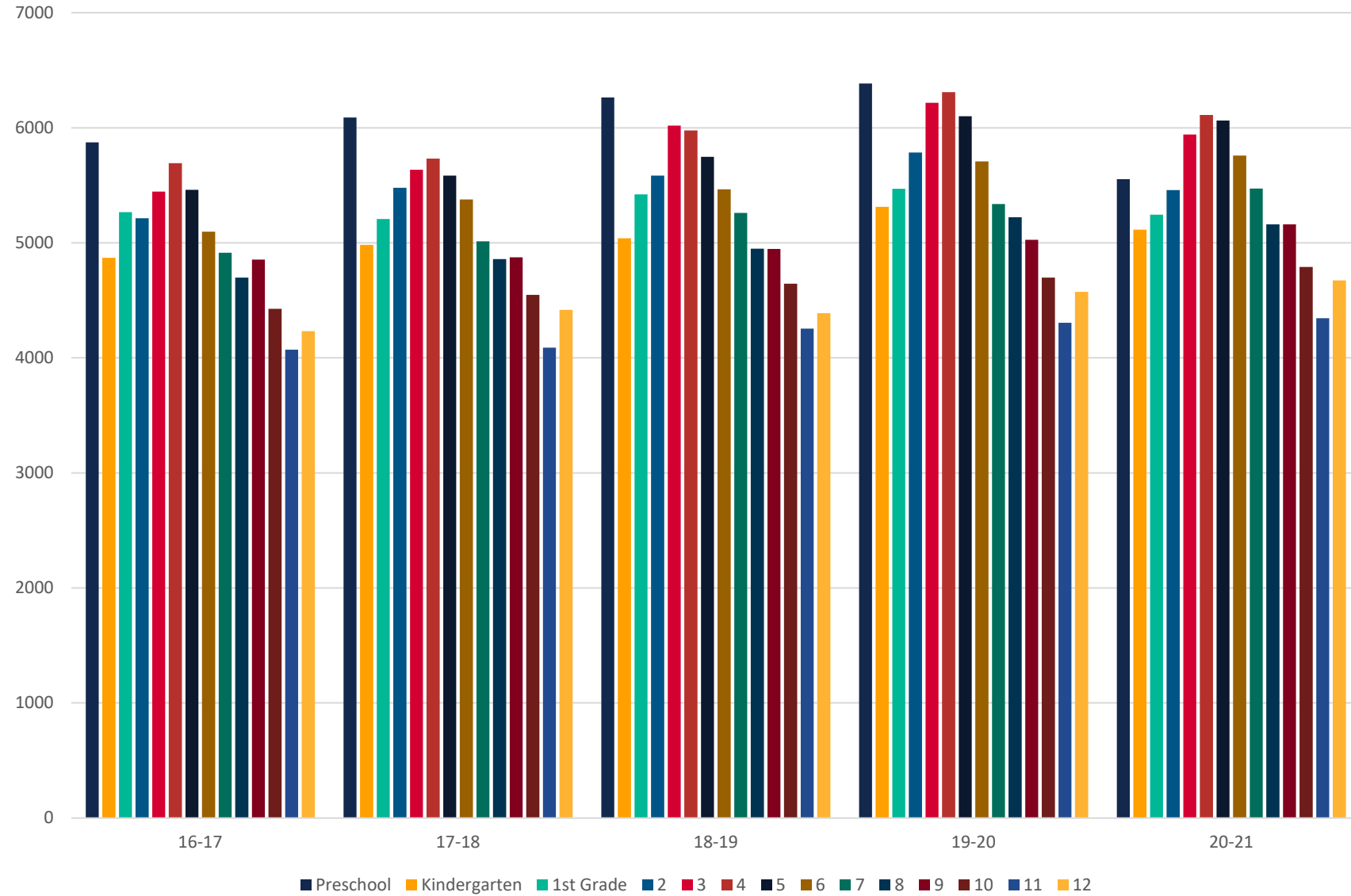
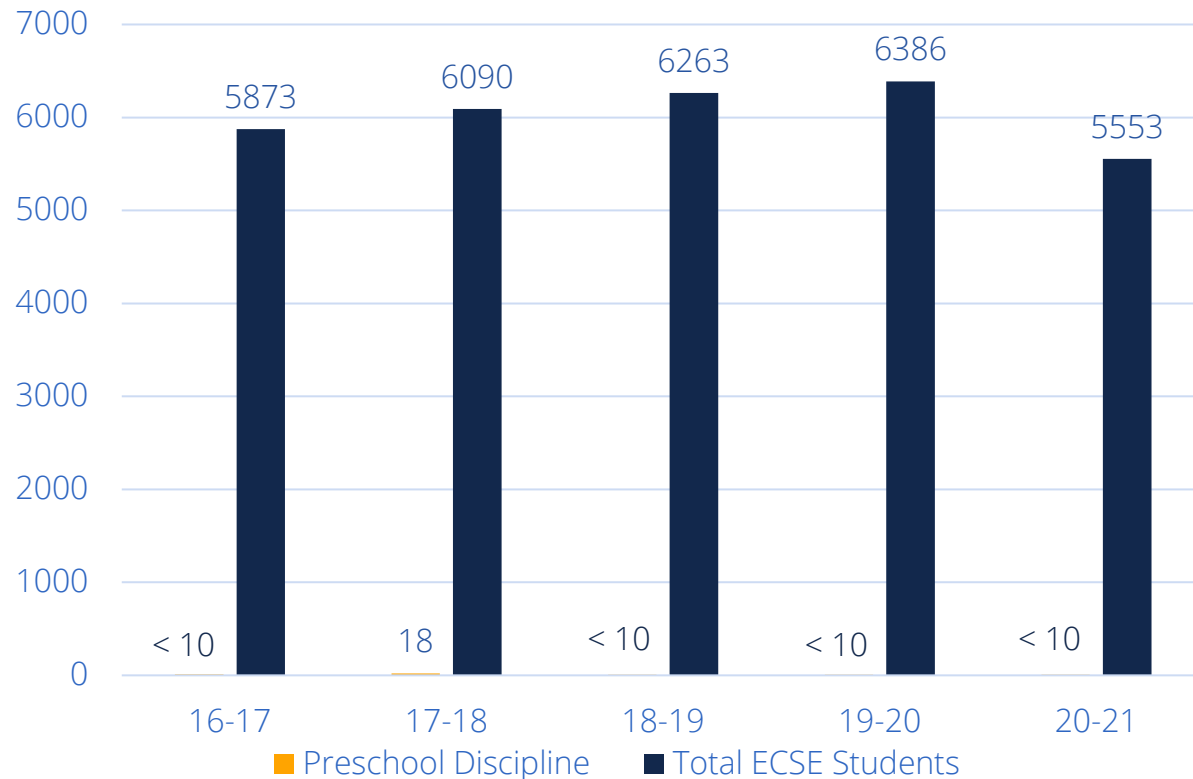Percentage of Special Education Students with Discipline Incidents by Grade Level
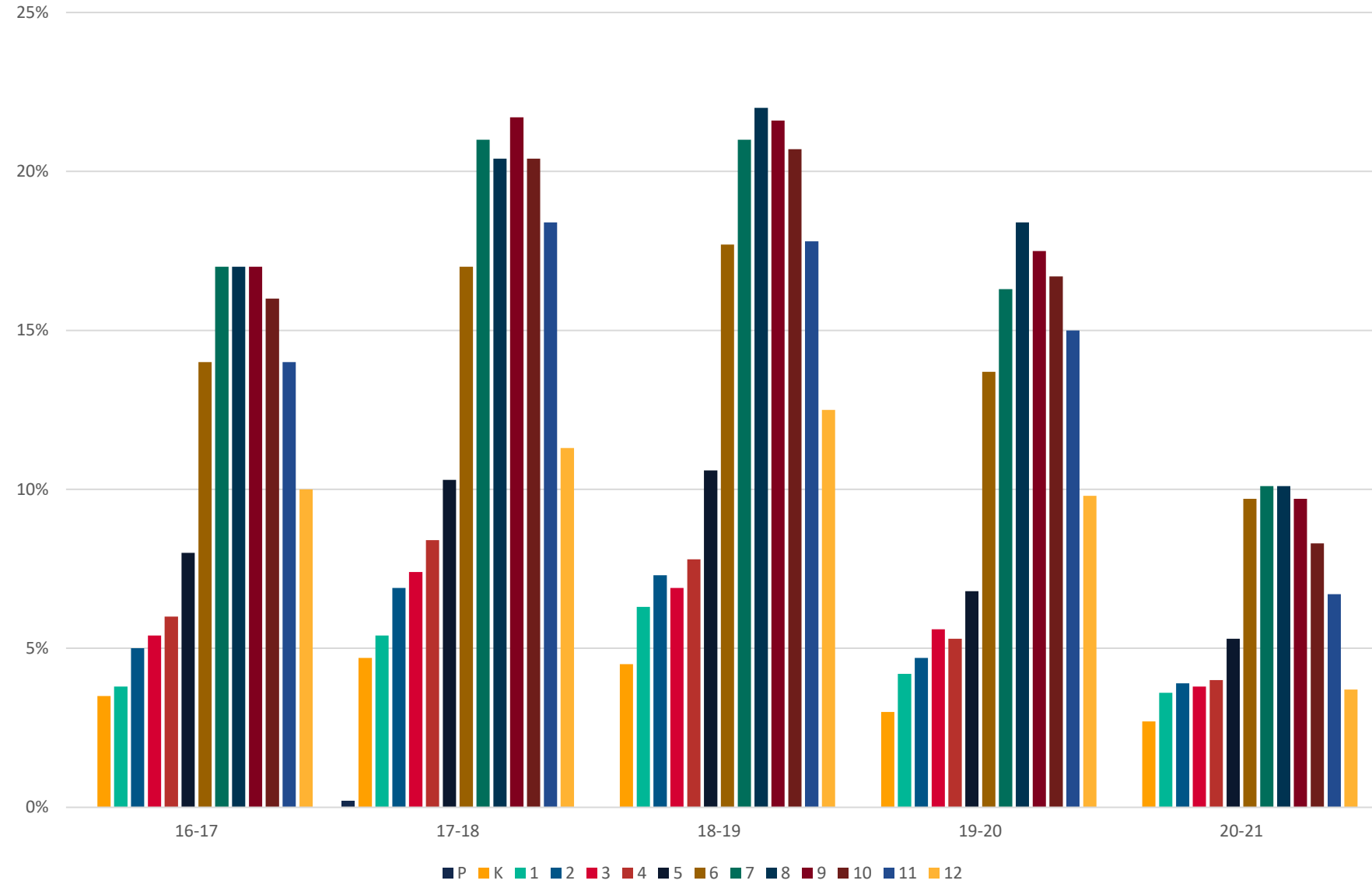
Number of preschool students with discipline incidents compared to the average number of students in all other grades with discipline incidents.

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ECSE vs. Kindergarten Discipline

ECSE Discipline Comparision to Population

Year	Preschool Discipline	Total ECSE Students
16-17	< 10	5873
17-18	18	6090
18-19	< 10	6263
19-20	< 10	6386
20-21	< 10	5553

■ Preschool Discipline   ■ Total ECSE Students

Special Education Kindergarten Discipline Comparison to Population

Year	Kindergarten	Total Sped K
16-17	172	4869
17-18	233	4983
18-19	228	5039
19-20	157	5312
20-21	136	5114

■ Kindergarten   ■ Total Sped K
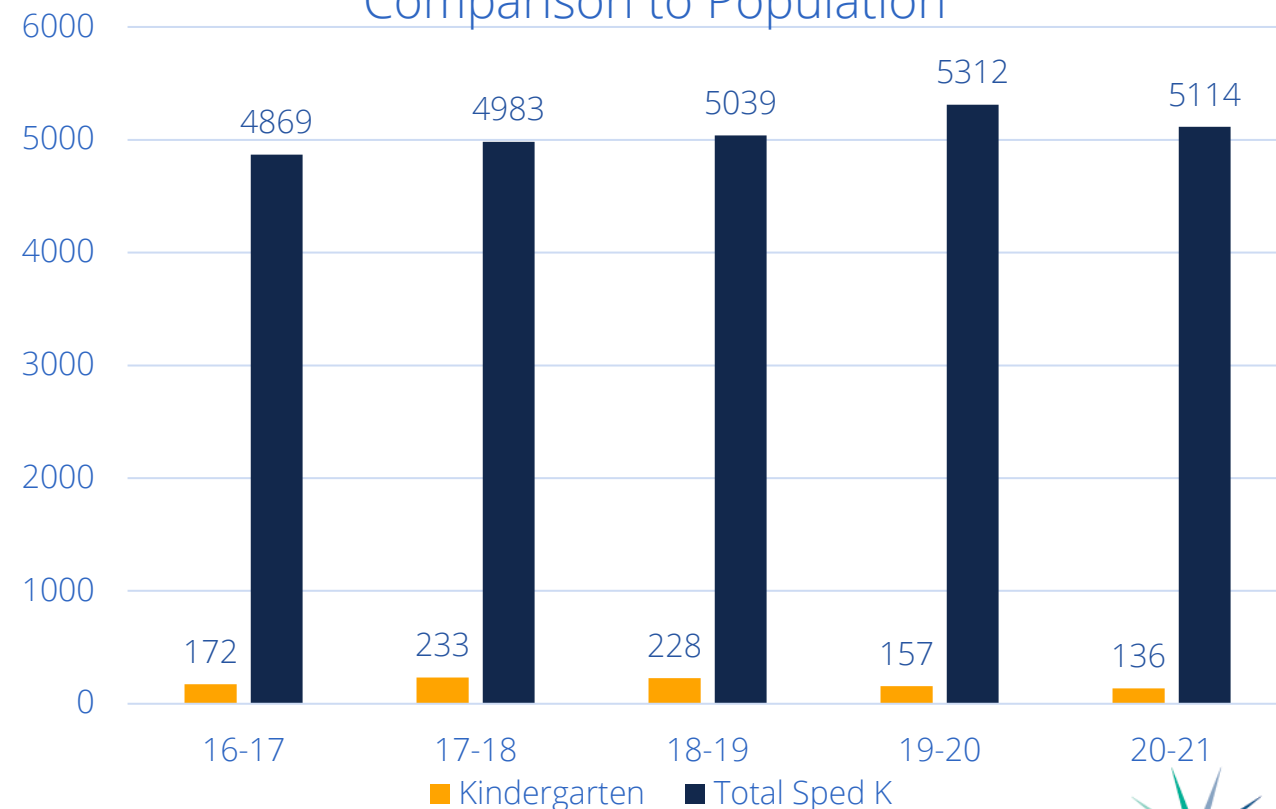
Shanna Bigler
Mental Health Education Program Consultant
Special Education and Title Services
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DMS 2.0

Bert Moore

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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

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FISCAL MANAGEMENT

IF A STATE HAS	THEN	THEN	THEN	THEN	INTENDED OUTCOME
An effective fiscal management system	The State has a thorough understanding of the IDEA and cross-cutting Federal fiscal requirements.	The State will have internal controls in place to ensure compliance with IDEA and cross-cutting Federal fiscal requirements.	The State will be able to document oversight of the use of IDEA funds.	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.	An effective fiscal management system will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.
DEFINITION	**EXAMPLES OF EVIDENCE**	**EXAMPLES OF EVIDENCE**	**EXAMPLES OF EVIDENCE**	**EXAMPLES OF EVIDENCE**	
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.	• 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	• 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	• 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	• 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)	

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IF A STATE HAS	THEN	THEN	THEN	THEN	INTENDED OUTCOME
	• Yearly timeline for reviewing data sources, calculating, and issuing IDEA allocations, release of funds, and reallocation considerations	• 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	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	• 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	

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INTEGRATED MONITORING |SUSTAINING COMPLIANCE AND IMPROVEMENT

IF A STATE HAS	THEN	THEN	THEN	INTENDED OUTCOME
An effective Integrated monitoring system	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.	The State identifies noncompliance with procedural and programmatic requirements and makes recommendations for performance improvements.	The State requires the LEA/EIS programs to correct identified noncompliance.	An effective integrated monitoring system will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.
DEFINITION	**EXAMPLES OF EVIDENCE**	**EXAMPLES OF EVIDENCE**	**EXAMPLES OF EVIDENCE**	
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.	• Monitoring policies/procedures ○ 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	• 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	• 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
A system designed to Sustain Compliance and Improvement	**The State uses a system of incentives and sanctions to ensure continued improvement and IDEA compliance.**	**LEA/EIS programs develop and implement improvement activities and corrective actions to address areas in need of improvement and noncompliance.**	**The State verifies that LEA/EIS programs have implemented improvement activities and corrected noncompliance.**	**A system designed to sustain compliance and improvement will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.**
A system for recognizing, and improving compliance and performance including use of improvement activities, incentives, and sanctions.	• 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	• 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)	• 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
An effective dispute resolution system	Parents and other stakeholders will be informed of their rights under the law.	The State timely resolves disputes about IDEA procedures and the provision of FAPE in the LRE or EIS.	LEA/EIS programs provide FAPE in the LRE/EIS to eligible infants, toddlers, children and youth with disabilities.	An effective dispute resolution system will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.
DEFINITION	**EXAMPLES OF EVIDENCE**	**EXAMPLES OF EVIDENCE**	**EXAMPLES OF EVIDENCE**	
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.	• 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	• 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	• 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
An effective system for targeted technical assistance and professional development	The States uses all available data/information to prioritize which areas need improvement.	The State identifies TA/PD offerings that are aligned to those areas in need of improvement.	The State prioritizes the delivery of TA/PD in those areas in need of improvement.	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.
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.	• 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	• Evidence of dissemination and communication of available TA/PD • Description of State's analysis of data to inform TA/PD activities	• 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
An effective system to collect and report timely and accurate data	The State collects and reports valid and reliable data that are timely submitted to the Secretary and the public.	The State analyzes data for strategic planning and equitable allocation of resources.	The State uses data to support implementation of strategies that are most closely aligned to improved outcomes.	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.
DEFINITION	**EXAMPLES OF EVIDENCE**	**EXAMPLES OF EVIDENCE**	**EXAMPLES OF EVIDENCE**	
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.	- 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 - EDFacts 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	- 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	- 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
A State Performance Plan/Annual Performance Report (SPP/APR)	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.	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.	The State will work with LEA/EIS programs to address needed improvement, in those areas that are most closely related to improved outcomes.	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.
DEFINITION	**EXAMPLES OF EVIDENCE**	**EXAMPLES OF EVIDENCE**	**EXAMPLES OF EVIDENCE**	
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.	• 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	• 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	• 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
Effective implementation of policies and procedures	The State develops policies and procedures that are aligned with IDEA and other Federal requirements.	The State effectively implements its policies and procedures.	The State ensures that LEA/EIS programs are knowledgeable about the policies and procedures.	LEA/EIS programs effectively implement policies and procedures that ensure the provision of FAPE in the LRE and EIS.	Effective implementation of policies and procedures will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.
DEFINITION	**EXAMPLES OF EVIDENCE**	**EXAMPLES OF EVIDENCE**	**EXAMPLES OF EVIDENCE**	**EXAMPLES OF EVIDENCE**	
Policies and procedures outline the goals, objectives, processes and statutory requirements of a Part B and Part C Program, that are implemented with fidelity.	• 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	• 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	• 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	• 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	

GED

Tobias Wood

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High School Equivalency in Kansas

November 10, 2021

www.kansasged.org

KANSAS GED INFORMATION

KANSAS PATHWAY TO CAREER HIGH SCHOOL EQUIVALENCY

READY TO FINISH YOUR KANSAS STATE HIGH SCHOOL DIPLOMA? START NOW!

Are you 16 or older?

The GED® exam is a four-subject high school equivalency test that measures skills in four subjects: Science, Social Studies, Mathematical Reasoning, and Reasoning Through Language Arts. Click here for more information on the Kansas GED!

Are you 21 or older?

The Kansas Pathway to Career High School Equivalency program was designed for the busy adult who has not completed their high school education nor is currently enrolled in a high school program. You can work toward your high school diploma as well as obtain a college certificate or credential. Click here for more information!

START NOW by contacting a Kansas adult education center near you or by calling 785-430-4289.

Accommodations for the GED Tests

- Testers can apply for accommodations with appropriate documentation
  - Learning & Cognitive Disorders
  - Attention Deficit/Hyperactivity Disorder
  - Psychological & Psychiatric Disorders
  - Physical Disabilities & Chronic Health Conditions

- Some "comfort aids" do not require documentation
  - Screen color combinations (text and background)
  - Text size
  - Highlight text

Quick Stats for Kansas:

- 82% pass rate (National pass rate is 77%)
- "Online Proctoring" piloted in 2020, available in 2021 – part of a response to the COVID-19 pandemic
  - Tester can test in their home within basic parameters
- No residency requirement – a tester can travel from another state to test in Kansas (even the online proctoring)

GED tests and GED Ready practice tests are available in Spanish – a tester can take some tests in English and some in Spanish

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QUESTIONS?

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Lunch Break

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State School for the Blind

Jon Harding

KANSAS
STATE DEPARTMENT OF
EDUCATION
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KS STATE SCHOOL FOR THE BLIND

SEAC
November 10th, 2021

GRATITUDE

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ACCOUNTABILITY

STUDIES

STATE BOARD OF EDUCATION

KS LEGISLATURE

2009 Closure Commission

- Kansas School for the Deaf
- Kansas School for the Blind
- Beloit Juvenile Correctional Facility
- State hospitals for the developmentally disabled in Topeka
- Rainbow Mental Health Facility in Kansas City, Kan.
- KRSBVI

2017 KASB Study

- KSSB/KSD
- Dr. Brian Jordan

5 GOALS

50
800
1500

Ages

0-21

Costs?
Free or Low Cost

20% of Total Cost allowable via proviso

Direct Services
ESY
Transition Program

KSSB does not receive categorical aid
We are not part of the K-12 funding formula

Expand Outreach

Increase Direct Services 15%

Served 114 students

Completed 2020-2021 Annual Report

Pulse App for Field Services

More online classes

Field Services
KANSAS STATE SCHOOL FOR THE BLIND
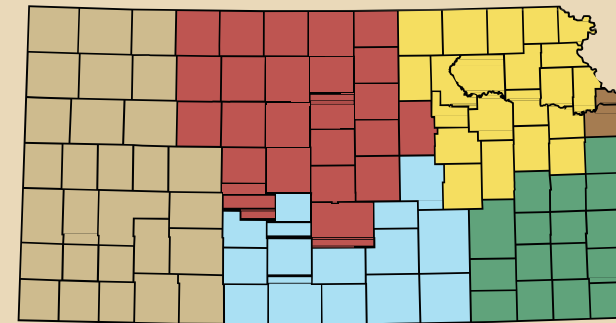
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There were 289 Field Services reported this month

There were 51 new people reported reached this month.

	October 2020	October 2021	Change	Year to Date* Total	YTD %
COP Facilitation	0	3	+3	4	<1
Direct Service	184	192	+8	381	67
Expanding our reach	16	11	-5	35	6
Signature Event	3	10	+7	13	2
Technical Assistance	92	73	-19	131	23
Total	295	289	-6	564	100

*year to date includes July-October 2021

Direct services to Students

There were 192 direct services reported this month of which 163 were direct instruction. 24 of these services were for new students.

	October 2020	October 2021	Change from Last Year	Year to Date* Total	YTD %
Assessment	5	7	+2	10	3
Consultation	3	15	+12	45	12
Direct Instruction	166	163	-3	306	80
IEP Meeting	10	7	-3	20	5
Direct Services Total	184	192	+8	381	100

*year to date includes July-October 2021

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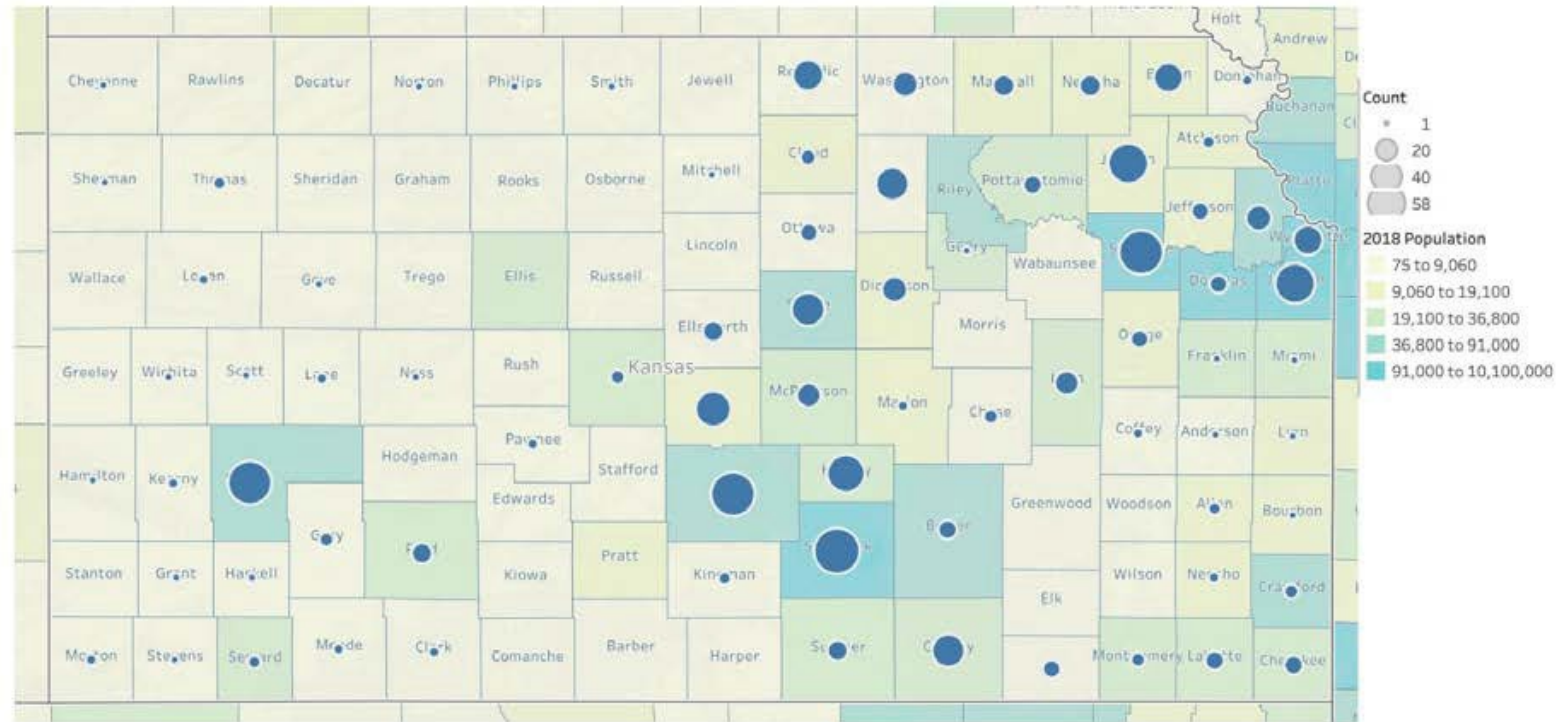
Hutchinson Public Library

Partnership to Improve Access to Library for B/VI

Increase Visibility

Greenbush ESC + Mobile STEM

Google Project Guideline

Microsoft TEALS + Computer Sci

Space Camp

Online Tech Class

KCBAS + 5k

Boys and Girls Weekend

September 25

41 Applicants
12 new students

12

RACE DAY
Sept 25

KCBAS 5K

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Expand PD

CVI Workshops

Mentor New Professionals (TASN grant)

On-Campus Internships for new COMS

Active Learning Workshops
    For children ages 0-4

Vision Screening Workshops
    Pittsburg, Kansas City,
    Wichita, Salina

Vision Symposium
    Virtual: 111   registrants

Functional Vision Assessment Training

SEPTEMBER 17TH

International PD:

Schools for the Blind & Inclusion

Japanese Association of Special Education Conference
Dr. Hisae Myauchi

Improve Transitions

Job Experiences
Employment

Project Search 2022-2023

Derby	Olathe (2)
El Dorado (2)	Salina
Hillsboro	Wichita (3)
Lawrence (2)	(KSSB)
Newton	

Partners:

U of Kansas Health System
WyCo CDDO
Project Search
VR

SPACE CAMP

SCIVIS: Space Camp for Interested
Visually Impaired Students
Huntsville, AL

2 students

MOBILE STEM
+
MAKERSPACE

Topeka
Perry-Lecompton
Pittsburg
Iola
Baldwin

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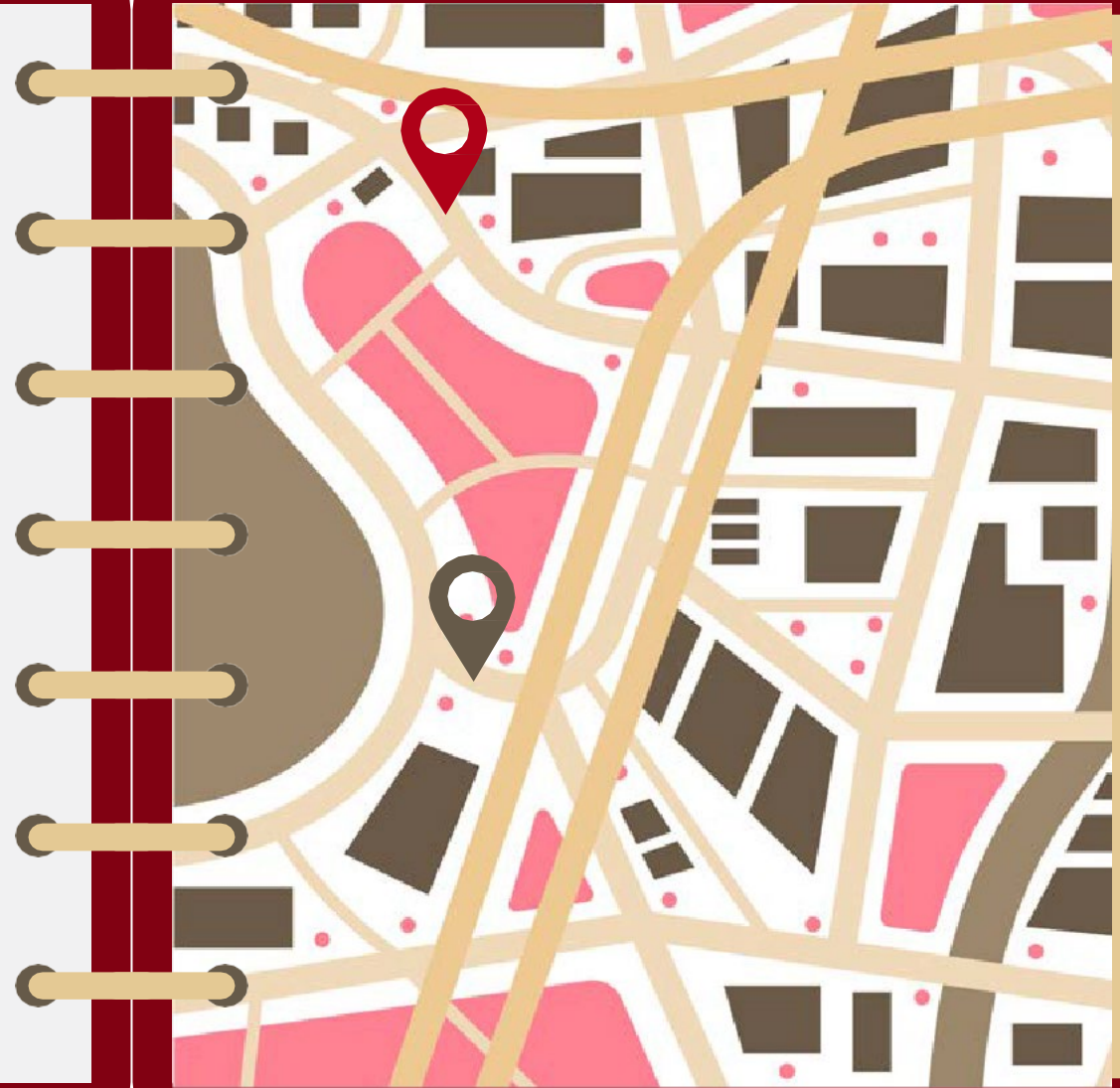
ONLINE

- Braille
- Music Braille
- Technology

White Cane Day

OCTOBER 15
State-Wide Gathering Oct 1

Admin: 2
TSVIs: 11
COMS: 7
Teachers: 9
Paras: 9
Braillists: 3
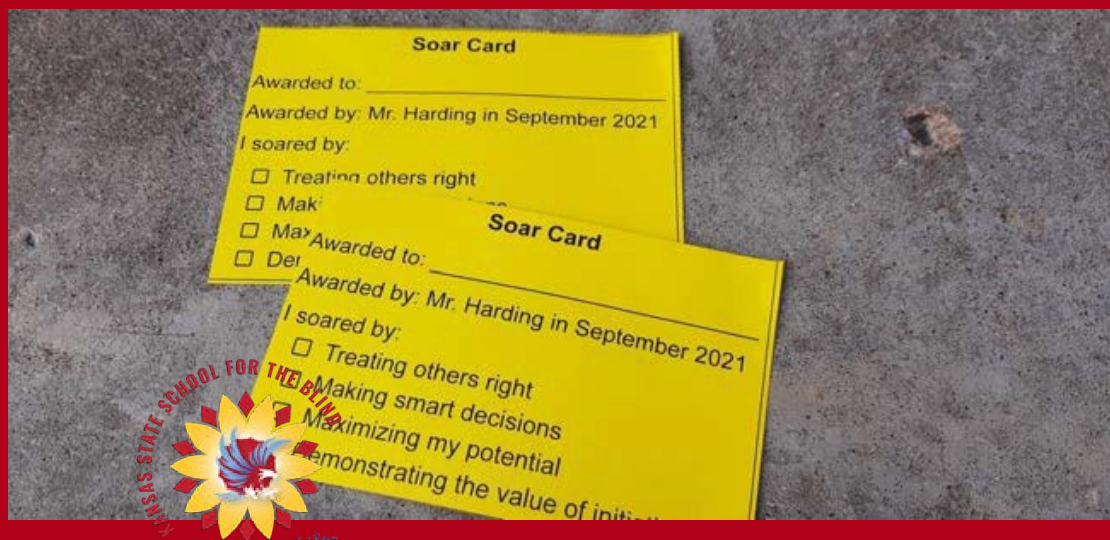Community: 4
Students: 44
Different Cities: 21

SOCIAL EMOTIONAL LEARNING

CORE ESSENTIALS

Facilities

Walkway/Breezeway
Elevator
New Gymnasium
New Rear Gate

EVENTS

NOV 5   Vision Symposium - Virtual

FEB 18   Braille Celebration – KC

MAR 5   Braille Celebration – Wichita

AP 23   Family Forum

JUN 6-24   ESY

Challenges

Shortages of Vision Teachers

+

Lack of Service Coordination

Possible Solutions

- Expand KSSB Field Services

- KSSB would welcome the opportunity to hire more vision teachers and COMS

- KSSB coordinates services across boundaries and uses data to drive student services

- KSSB charges "20% of total cost" for direct services, saving money for LEAs

Challenges

KSSB has no direct way to count or track students who are B/VI in the state

Possible Solutions

Provide authority to KSSB to count and/or track students in state who are B/VI.

Challenges

Possible Solutions

Parents/Teams Report They Are Unaware of Services

MOU that requires parents be informed of the right to invite School for Blind to IEP Meetings.

Questions?

State School for the Deaf

Luanne Barron

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Kansas School for the Deaf

To ensure that all students we serve achieve their full potential in a language-rich environment

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Kansas School for the Deaf

- Established in 1861 as a statewide resource to serve students who are Deaf and Hard of Hearing (DHH)

- KS Board of Education is our Governing Board

- Located in Olathe with campus-based program and outreach services

- Center-based educational option to provide FAPE in the language-rich environment

- Bilingualism for DHH Students

Campus-based Programs

- 150 students, ages 3-21
- Bilingual Education for DHH
- Early Language Access
- Instructional Staff are bilinguals
- Accredited by CEASD and KESA
- Instructional Services
- Support Services
- Incidental Learning

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Opportunities for Students

- Early Childhood
- Elementary
- Secondary
- Kansas Student Transition and Academic Readiness (KSTAR)
- Student Life
- Transition
- Dual Placement/Dual Credit
- Extracurricular activities
- Support services
- Language-rich Environment

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Deaf Education Resource Center (Outreach)

- Serving over 650+ students who are DHH in the state
- Outreach supports for students (families, and professionals) receiving educational services in their home district
- Deaf Education Redesign
- Family and Community Resources
- Early intervention support for families and children age 0-3
- Language Assessment Program
- Education Consultations
- Remote ASL Storytime and Academic Learning
- Hearing Assistive Technology
- Speech and Language

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Early Intervention

- Provide services for families of children who are DHH throughout the state of Kansas in collaboration with local infant/toddler networks
- Direct services to families
- Statewide Parent Support Group
- Family Signs Kansas
- Distance ASL Classes and Storytelling

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Hearing Assistive Training (HAT) Program

- In 1977, the State Board of Education asked KSD to administer the state-wide auditory training equipment program.

- Over the past 41 years, equipment has evolved and is able to serve a full spectrum of hearing levels.

- KSD continues to provide state of the art assistive hearing devices for lease to local districts across the state of Kansas.

Student Evaluations & Professional Development Training

- Resources available to local school districts and special education cooperatives

- Our staff is specifically trained to work with and assess students who are deaf/hard of hearing

- We provide services, information, resources, and supports the schools cannot provide themselves

Outreach Comprehensive Evaluations

- Multi-disciplinary Approach

- 3-day process

- Parents stay at KSD Family Suite

- Follow-Up
  - Detailed reports
  - Possible consultations and/or professional dev. trainings

Free Initial Consults

- Observe students in their local school environment

- Meet with local staff and parents

- Summary report
  - Observations
  - Suggestions
  - Resources

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District Professional Development

- Child specific
  - Meet with team
  - Review records
  - Plan presentations
  - Plan activities

- General

- Requested Topic

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Resource Center for Information on Deafness and Hearing Loss

- Lending Library
  - Books, videotapes/DVDs, and other materials on Deafness
  - Free loans to families and professionals in Kansas
  - Test materials are also available for certified school personnel

- ListServ Subscription

- Presentations at the local, state and national level

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Strategic Plan At-a Glance
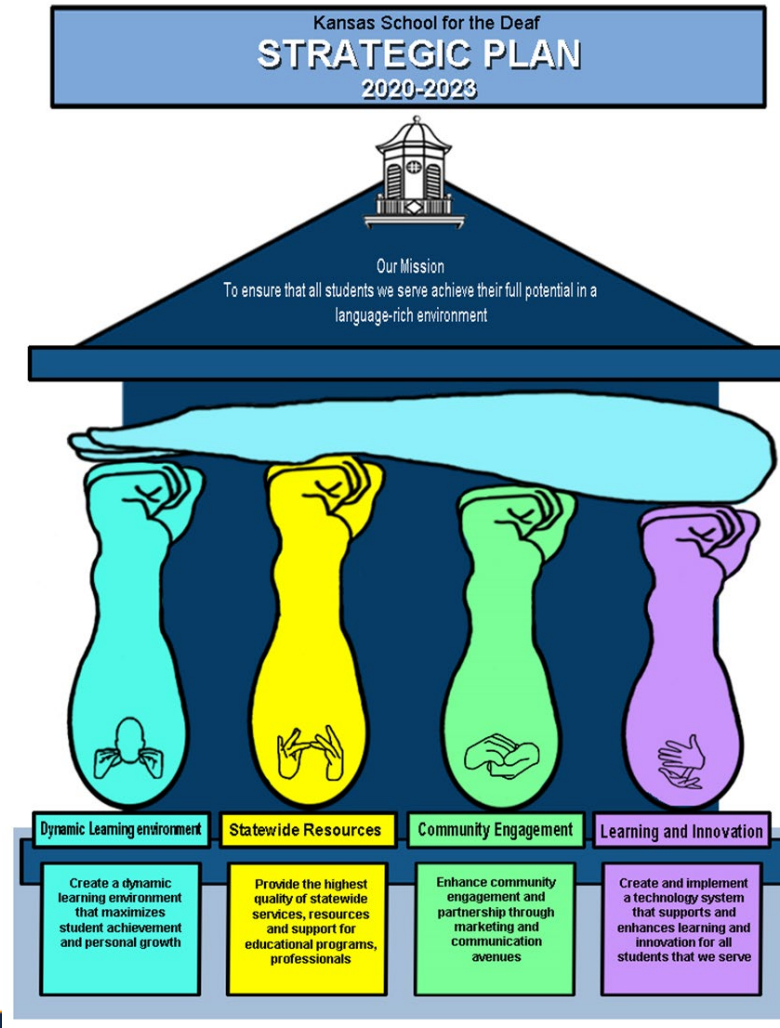
- ➢ Dynamic Learning Environment
- ➢ Statewide Resources
- ➢ Community Engagement
- ➢ Learning and Innovation

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Break

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Homeless/ARP Update

Tate Toedman

Bert Moore

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Council Ex-Officio Member Reports

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Ex-Officio Member Reports

- Families Together

- Kansas Association of Special Education Administrators (KASEA) – Ashley Enz

- Disability Rights Center

- Kansas State Board of Education

- Others

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Council Meeting Dates 2021-2022

- January 12-13, 2022 Virtual or In-person to be determined
- April 14, 2022 Virtual or In-person to be determined

Keep The Main Thing The Main Thing

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Closing Comments/Adjournment

- Next SEAC Meeting: January 12th & 13th, 2021

- Items for next agenda

- Motion to adjourn

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