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

Our Interpreters today are Tanya Northcraft and Robin Olson.

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.
Public Comment

• Guidelines for Testimony
  • Prior to start of the SEAC meeting, be sure to email Pat Bone, pbone@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.
Call to Order

- Welcome
- Roll Call
Approvals

• Agenda for today, April 22, 2021

• Minutes January 12-13, 2021
Public Comment

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  • Prior to start of the SEAC meeting, be sure to email Pat Bone, pbone@ksde.org expressing desire to speak during public comment.
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  • 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.
Legislative Finance Update

Craig Neuenswander
Dean Zajic

Kansas leads the world in the success of each student.
Legislation at Turn Around

S. Craig Neuenswander
April, 2015
K-12 Education Budget
SB 175 (HB 2119)

• Governor’s Recommended Budget  
• TCLISSP Expansion  
• Student Empowerment Act  
• Directs use of ESSER Funds  
• Remote Learning requires KSBE Approval  
• Remote Learning funded at $5,000 full-time
HB 2007

Funds the rest of State Government

No 2% Across the Board Reduction

No Replacement with ESSER Funds
  No Elimination of New Increases
  No Elimination of HDAR
20 Mill General Fund Levy

Must be renewed every 2 years.

$752 Million projected Revenue

Has not been passed.
June 15: County Clerk notifies district of Revenue Neutral Rate
July 20: District notifies County Clerk of tax rate for new year
County Clerk notifies individual tax payers of new tax levy. Begins 2022
District publishes notice to exceed Revenue Neutral Rate
Aug 20 – Sept 20: District holds hearing to exceed Revenue Neutral Rate
Sept 20: District submits budget
Oct 1: District certifies levy to county clerk
**HB 2104 Revenue Neutral Rate Continued**

- Calculation: Prior year **total taxes** divided by current year **total valuation**.

<table>
<thead>
<tr>
<th></th>
<th>Valuation</th>
<th>Mills</th>
<th>Taxes Levied</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY20 Gen Fund</td>
<td>$32,400,000</td>
<td>20.000</td>
<td>$648,000</td>
</tr>
<tr>
<td>Total Value</td>
<td>$33,900,000</td>
<td>27.500</td>
<td>$932,250</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td><strong>47.546</strong></td>
<td><strong>$1,580,250</strong></td>
</tr>
</tbody>
</table>

Revenue Neutral Rate = $1,580,250/34,578 = 45.932

<table>
<thead>
<tr>
<th></th>
<th>Valuation</th>
<th>Mills</th>
<th>Taxes Levied</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY21 Gen Fund (2%)</td>
<td>$33,048,000</td>
<td>20.000</td>
<td>$660,960</td>
</tr>
<tr>
<td>Total Value</td>
<td>$34,578,000</td>
<td>25.932</td>
<td>$896,677</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td><strong>$1,557,637</strong></td>
</tr>
</tbody>
</table>
SB 40

• Only Local Board makes Policy for COVID
• Aggrieved Employee, Student, or Parent may request Hearing with Board.
• Must be held in 72 hours. Decision within 7 days.
• Same for Civil Suit with District Court
HB 2039

• Civics Exam required for HS Graduation
  • Offered 2021-22; Required 2022-23
• Personal Financial Literacy required for HS Graduation
  • Offered 2022-23; Required 2024-25

• IEP Accommodations allowed
HB 2089

- If School District teaches Firearm Safety
  - K-5: NRA's Eddie Eagle
  - 6-8: NRA's Eddie Eagle or Kansas Dep't of Wildlife and Parks
  - 9-12: Kansas Dep’t of Wildlife and Parks
  - KSBE develops Curriculum Standards
House Sub SB 63

- Full-time in-person option by March 31
  - Applies for rest of year

SB 55

- Prohibits biologically designated males from participating in female sports.
HB 2049

Public entity may not charge fee for LPA records request.

HB 2405

$500 million bonds for KPERS Unfunded Actuarial Pension Liability
SB 86

• Extraordinary Utility Costs Loan Program
  • Feb. 2021 Weather Event Natural Gas Costs
  • Low Interest Loan
  • Apply now with State Treasurer
  • Funds Available June 1.
S. Craig Neuenswander, Ed. D
Deputy Commissioner
Fiscal & Administrative Services
(785) 296-3871
ESSER and EANS Update

Dean Zajic
Doug Boline
Tate Toedman
K-12 COVID-19 Relief Funds – ESSER III

Spring 2021

Kansas leads the world in the success of each student.
Federal relief funds intended to further support LEAs and nonpublic schools in addressing these needs

**Elementary & Secondary School Emergency Relief Fund (ESSER)**
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

- **Used by LEAs for preventing, preparing for, and responding to COVID-19**

<table>
<thead>
<tr>
<th>Description</th>
<th>Intended Use</th>
<th>Bill</th>
<th>KS Amount</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSER I</td>
<td>Used by LEAs for preventing, preparing for, and responding to COVID-19</td>
<td>CARES Act (Mar ’20)</td>
<td>$85M</td>
<td>Usable from Mar ’20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8M SPED</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Obligate by Sep ’22</td>
</tr>
<tr>
<td>ESSER II</td>
<td></td>
<td>CRRSA Act (Dec ’20)</td>
<td>$370M</td>
<td>Usable from Mar ’20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24M SPED</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Obligate by Sep ’23</td>
</tr>
<tr>
<td>ESSER III</td>
<td></td>
<td>ARP Act (Mar ’21)</td>
<td>$830M</td>
<td>Usable from Mar ’20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>28M SPED</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Obligate by Sep ’24</td>
</tr>
</tbody>
</table>

**Emergency Assistance to Non-Public Schools (EANS)**
Awarded to Governors to provide services or assistance to eligible non-public schools

- Address the impact of COVID-19 on non-public school students & teachers

<table>
<thead>
<tr>
<th>Description</th>
<th>Intended Use</th>
<th>Bill</th>
<th>KS Amount</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>EANS I</td>
<td>Address the impact of COVID-19 on non-public school students &amp; teachers</td>
<td>CRRSA Act (Dec ’20)</td>
<td>$27M</td>
<td>Usable from Mar ’20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>28M SPED</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Obligate by Aug ’21</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Services through Sep ’23</td>
</tr>
<tr>
<td>EANS II</td>
<td>Award within 60 days</td>
<td>ARP Act (Mar ’21)</td>
<td>TBD</td>
<td>Award within 60 days</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Obligate by Sep ’24</td>
</tr>
</tbody>
</table>
EANS II also similar to EANS I, with similar amount; no reimbursements allowed

<table>
<thead>
<tr>
<th>Kansas Allocation</th>
<th>EANS I</th>
<th>EANS II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awarded by</td>
<td>$26.7M</td>
<td>$25M</td>
</tr>
<tr>
<td>Prioritization</td>
<td>9/30/23</td>
<td>9/30/24</td>
</tr>
<tr>
<td>Reimbursement</td>
<td>Low income &amp; COVID need</td>
<td>No reimbursements allowed</td>
</tr>
<tr>
<td>Deadlines</td>
<td>30 days to launch app 30 days to respond to apps</td>
<td>Receipt of funds date TBD 30 days to launch app 30 days to respond to apps</td>
</tr>
</tbody>
</table>

1 Official state allocation still pending; total EANS II amount of $2.75B equivalent to total amount for EANS I
ESSER III signed into law; overall similar to ESSER II with some key differences

<table>
<thead>
<tr>
<th>Kansas Allocation</th>
<th>ESSER II</th>
<th>ESSER III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awarded by</td>
<td>$370M</td>
<td>$830M</td>
</tr>
<tr>
<td>9/30/23</td>
<td>9/30/24</td>
<td></td>
</tr>
<tr>
<td>LEA set-asides</td>
<td>90% to LEAs: any allowable uses</td>
<td>90% to LEAs: 20% must be used for learning loss</td>
</tr>
<tr>
<td>Allowable uses</td>
<td>15 allowable use categories</td>
<td>Allowable use categories almost identical to ESSER II</td>
</tr>
<tr>
<td>SEA set-asides</td>
<td>9.5% to SEAs at their discretion; max 0.5% for administration</td>
<td>5% learning loss; 1% afterschool; 1% summer enrichment; 2.5% at SEA discretion; max 0.5% for administration</td>
</tr>
<tr>
<td>Reopening plans</td>
<td>N/A</td>
<td>LEA must publish reopening plan if it hasn't already, including public comment period</td>
</tr>
</tbody>
</table>

1 Official state allocation still pending; total ESSER III amount of $123B is ~2.25x the ESSER II amount of $54B
For all EANS questions contact eans@ksde.org

For all ESSER questions contact: esser@ksde.org
Break
SPP/APR

Bert Moore
Laura Jurgensen
FFY 2019 SPP/APR

Submitted January 29, 2021
(State Systemic Improvement Plan submitted February 9, 2021)
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
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Did Kansas Meet the Target?</th>
<th>Did Kansas have Slippage?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Graduation</td>
<td>Did Not Meet Target</td>
<td>Slippage</td>
</tr>
<tr>
<td>2: Drop Out</td>
<td>Did Not Meet Target</td>
<td>Slippage</td>
</tr>
<tr>
<td>3B: Participation for Students with IEPs</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>3C: Proficiency for Students with IEPs</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>4A: Suspension/Expulsion</td>
<td>Met Target</td>
<td>No Slippage</td>
</tr>
<tr>
<td>4B: Suspension/Expulsion by Race/Ethnicity</td>
<td>Met Target</td>
<td>No Slippage</td>
</tr>
<tr>
<td>5: Education Environments (5-year-old kindergarteners-21)</td>
<td>Met Target</td>
<td>No Slippage</td>
</tr>
<tr>
<td>6: Preschool Environments</td>
<td>Did Not Meet Target</td>
<td>Slippage</td>
</tr>
<tr>
<td>Indicator</td>
<td>Did Kansas Meet the Target?</td>
<td>Did Kansas have Slippage?</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>7: Preschool Outcomes</td>
<td>Did Not Meet Target</td>
<td>Slippage</td>
</tr>
<tr>
<td>8: Parent Involvement</td>
<td>Met Target</td>
<td>No Slippage</td>
</tr>
<tr>
<td>9: Disproportionate Representation</td>
<td>Met Target</td>
<td>No Slippage</td>
</tr>
<tr>
<td>10: Disproportionate Representation in Specific Disability Categories</td>
<td>Met Target</td>
<td>No Slippage</td>
</tr>
<tr>
<td>11: Child Find</td>
<td>Did Not Meet Target</td>
<td>No Slippage</td>
</tr>
<tr>
<td>12: Early Childhood Transition</td>
<td>Did Not Meet Target</td>
<td>No Slippage</td>
</tr>
<tr>
<td>13: Secondary Transition</td>
<td>Did Not Meet Target</td>
<td>No Slippage</td>
</tr>
<tr>
<td>14: Post-School Outcomes</td>
<td>Did Not Meet Target</td>
<td>Slippage</td>
</tr>
</tbody>
</table>
## Kansas Performance on the FFY 2019 SPP/APR

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Did Kansas Meet the Target?</th>
<th>Did Kansas have Slippage?</th>
</tr>
</thead>
<tbody>
<tr>
<td>15: Resolution Sessions</td>
<td>Met Target</td>
<td>No Slippage</td>
</tr>
<tr>
<td>16: Mediation</td>
<td>Met Target</td>
<td>No Slippage</td>
</tr>
<tr>
<td>17: State Systemic Improvement Plan</td>
<td>No Data</td>
<td>No Data</td>
</tr>
</tbody>
</table>
Indicators for Which Kansas Did Not Meet Target
Indicator 1: Graduation

<table>
<thead>
<tr>
<th>FFY 2019 Kansas Target</th>
<th>FFY 2019 Kansas Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>85.75%</td>
<td>78.41%</td>
</tr>
</tbody>
</table>

- Percent of youth graduating from high school with a regular high school diploma.
- Kansas reports using the 4-year Adjusted Cohort Graduation Rate.
- An examination of state-level data for this indicator did not provide a clear indication of specific factors to account for the slippage. Slippage on this indicator is attributed to annual variance in data. Compared to FFY 2014–17, FFY 2019 shows continued improvement.
Indicator 2: Drop Out

<table>
<thead>
<tr>
<th>FFY 2019 Kansas Target</th>
<th>FFY 2019 Kansas Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.32%</td>
<td>2.52%</td>
</tr>
</tbody>
</table>

- Percent of youth with IEPs dropping out of high school
- Kansas reports using the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistics’ Common Core of Data.
- An examination of state-level data for this indicator did not provide a clear indication of specific factors to account for the slippage. Slippage on this indicator is attributed to annual variance in data. Compared to FFY 2014–17, FFY 2019 shows continued improvement.
Indicator 6: Preschool Environments

<table>
<thead>
<tr>
<th>Indicator</th>
<th>FFY 2019 Kansas Target</th>
<th>FFY 2019 Kansas Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>6A</td>
<td>39.00%</td>
<td>40.14%</td>
</tr>
<tr>
<td>6B</td>
<td>31.75%</td>
<td>36.96%</td>
</tr>
</tbody>
</table>

- Percent of children ages 3–5 with IEPs attending a:
  - 6A: Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
  - 6B: Separate special education class, separate school, or residential facility.

- Kansas reports using the same data as used for reporting to the U.S. Department of Education under the IDEA, using the definitions in EDFacts file specification FS089.

- The slippage on 6B is likely attributable to Kansas including 5-year-old Kindergarten students in the school age population (EDFacts file 002) beginning with school year 2019–20. KSDE is in the process of examining additional factors that may have contributed to the slippage.
Percent of children ages 3–5 with IEPs who demonstrate improved:

- 7A: Positive social-emotional skills (including social relationships);
- 7B: Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- 7C: Use of appropriate behaviors to meet their needs.

Kansas reports using the Early Childhood Outcomes Center Child Outcomes Summary Form process.

KSDE is in the process of examining a number of factors that may have contributed to the decrease in performance on these targets including school building closure and change in instructional delivery models due to the COVID-19 interruption, staff turnover at the local level, and increased requests for technical assistance with data entry.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>FFY 2019 Kansas Target</th>
<th>FFY 2019 Kansas Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>7A2</td>
<td>67.00%</td>
<td>61.87%</td>
</tr>
<tr>
<td>7B2</td>
<td>64.00%</td>
<td>60.22%</td>
</tr>
<tr>
<td>7C2</td>
<td>79.50%</td>
<td>75.76%</td>
</tr>
</tbody>
</table>

Item 2 focuses on the percent of preschool children who were functioning within age expectations in a given outcome by the time they turned six years of age or exited the program.
Indicator 11: Child Find

<table>
<thead>
<tr>
<th>FFY 2019 Kansas Target</th>
<th>FFY 2019 Kansas Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>99.55%</td>
</tr>
</tbody>
</table>

- Percent of children who were evaluated within the State-established time frame (60 school days) of receiving parental consent for initial evaluation.
- Kansas reports using data collected in the Kansas Integrated Accountability System web application.
- Indicator 11 is a compliance indicator and the required target is 100%.
  - Kansas missed 100% compliance in FFY 2019 by 12 students.
Indicator 12: Early Childhood Transition

<table>
<thead>
<tr>
<th>FFY 2019 Kansas Target</th>
<th>FFY 2019 Kansas Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>99.82%</td>
</tr>
</tbody>
</table>

- Percent of children Part C refers prior to age three, who are found eligible for Part B, and for whom Part B develops and implements an IEP by their third birthdays.
- Kansas reports using data collected in the Kansas Integrated Accountability System web application.
- Indicator 12 is a compliance indicator and the required target is 100%.
  - Kansas missed 100% compliance in FFY 2019 by four students.
Indicator 13: Secondary Transition

<table>
<thead>
<tr>
<th>FFY 2019 Kansas Target</th>
<th>FFY 2019 Kansas Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>99.80%</td>
</tr>
</tbody>
</table>

- Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

- Kansas reports using data collected in the Kansas Integrated Accountability System web application.

- Indicator 13 is a compliance indicator and the required target is 100%.
  - Kansas missed 100% compliance in FFY 2019 by six items of noncompliance.
Indicator 14: Post-School Outcomes

- Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - 14A: Enrolled in higher education within one year of leaving high school.
  - 14B: Enrolled in higher education or competitively employed within one year of leaving high school.
  - 14C: 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.

- Kansas obtains this data by surveying youth one year after leaving high school.

- An examination of state-level data for this indicator suggests the slippage may be attributed to the COVID-19 interruption, which has affected access to other postsecondary settings, possibly making it less likely students are participating. It also affected employment. Nearly 22% of exiters reported being laid off from a job as a result of COVID-19 and 38% reported a reduction in work hours.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>FFY 2019 Kansas Target</th>
<th>FFY 2019 Kansas Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>14A</td>
<td>48.65%</td>
<td>35.40%</td>
</tr>
<tr>
<td>14B</td>
<td>72.65%</td>
<td>60.72%</td>
</tr>
<tr>
<td>14C</td>
<td>83.30%</td>
<td>73.39%</td>
</tr>
</tbody>
</table>
FFY 2020–25
SPP/APR: New Requirements

Kansas leads the world in the success of each student.
### FFY 2020–25 SPP/APR Changes at a Glance

<table>
<thead>
<tr>
<th>FFY 2020-25 Part B SPP/APR changes</th>
<th>Part B indicators</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>No changes</td>
<td></td>
</tr>
<tr>
<td>Minor changes and/or clarifications</td>
<td></td>
</tr>
<tr>
<td>Changes to response rate and representativeness</td>
<td>✓</td>
</tr>
<tr>
<td>Change to data source</td>
<td>✓</td>
</tr>
<tr>
<td>New components</td>
<td>✓</td>
</tr>
</tbody>
</table>

**NOTE:** There are additional reporting requirements for stakeholder involvement that may affect each indicator.
Data Quality

• OSEP will consider the impact of COVID-19 on the State’s FFY 2020 SPP/APR data.

• OSEP recognizes that COVID-19 could impact FFY 2020 data collection and data reporting.

• KSDE is preparing for this by determining which data has been impacted by COVID-19 and documenting:
  • The impact on data completeness, validity, and reliability;
  • An explanation of how COVID-19 specifically impacted KSDE’s ability to collect the data for the indicator; and
  • Any steps KSDE took to mitigate the impact of COVID-19 on the data collection.
Baseline

• States are permitted to revise baseline data and, when doing so, are required to provide an explanation for the revision.
• OSEP expects that baseline data would be revised when there is a change in methodology or data source for the indicator that impacts comparability of the data.
• Based on the proposed changes, KSDE anticipates revising most of the indicator baselines.
Targets

• States are required to set targets that show improvement over the baseline data for the FFY 2020–25 SPP/APR.

• For FFY 2020–2025, States’ description of stakeholder input on the States’ targets in the SPP/APR must include:
  • The number of parent members and a description of how the parent members of the State Advisory Panel, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in target setting, analyzing data, developing improvement strategies, and evaluating progress;
  • Description of the activities conducted to increase the capacity of diverse groups of parents to support the development of implementation of activities designed to improve outcomes for infants and toddlers with disabilities and their families;
  • The mechanisms and timelines for soliciting public input for target setting, analyzing data, developing improvement strategies, and evaluating progress; and
  • The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public.
Representativeness in Indicators 8 (Parent Involvement) and 14 (Post-School Outcomes)

• Race/ethnicity was included as a required demographic category because OSEP believes that it will increase high quality data necessary for States to improve outcomes. High quality data means data that accurately reflect the infants, toddlers, and youth with disabilities served.

• Therefore, OSEP believes that it is necessary to include race/ethnicity and at least one of the following demographics:
  - Age of the student,
  - Disability category,
  - Gender,
  - Geographic location, and/or
  - Another demographic category approved through the stakeholder input process.

• OSEP delayed the requirement to report on the specific demographic categories to February 2023 so States will have time to make any necessary adjustments. KSDE will adjust its survey beginning with the 2021–22 school year.
Timeline

• KSDE is currently preparing to gather stakeholder input.
• KSDE will gather stakeholder input from late June through August.
• KSDE must decide on new state targets and changed processes in September to prepare for the February 1, 2022, SPP/APR submission.
• At the July SEAC meeting, KSDE will provide an update on the stakeholder input process and input received.
• At the September SEAC meeting, KSDE will provide a summary of all stakeholder input, and request SEAC’s official input on the Kansas proposed targets.
• Following the September SEAC meeting, KSDE will set the SPP/APR targets and make available to the public the results of target setting, data analysis, development of improvement strategies, and evaluation.
Discussion

Whom should KSDE consider involving in target setting, analyzing data, developing improvement strategies, and evaluating progress?
Membership 2021-2022

Heath Peine
Bert Moore
Pat Bone
Completion of First Terms

• Heath Peine
• Jennifer King
• Dr. Heidi Cornell
• Rachel Marsh

Motion needed to forward to the state board for second term approval.
Filling Open Positions

• Nomination and Application – new two step process
  • Step one Nominations form
    https://docs.google.com/forms/d/e/1FAIpQLSdI1rnyz1eDhY6FcmhjFazKUxIzR8aXm1slxXISX7-zPHFMYQ/viewform?usp=sf_link
  • Step two – nominees will receive an email to complete the application form.
    https://docs.google.com/forms/d/e/1FAIpQLSd_FaheYs244XeFaJsxl82KokoSH4IV3AdQyOFwbzlsjGyhQ/viewform?usp=sf_link

• Membership Committee Review and Recommendation for the State Board
Membership Review Committee

• Jennifer King
• Marvin Miller
• Two additional council members need to be determined
• Support from KSDE staff for the review committee
Election of Chair Elect to serve 2021-2022

• Nominations
• Motion/Second
• Vote
Lunch Break
TASN

Crystal Davis
Amy Gaumer-Erickson

Kansas leads the world in the success of each student.
Licensure Committee Updates

Heath Peine

Kansas leads the world in the success of each student.
Legislative Special Education Update

Laura Jurgensen

Kansas leads the world in the success of each student.
Council Member Updates
Member Updates

- Families Together, Lesli Girard
- KASEA
- Disability Rights Center, Rocky Nichols
- Others
Disability Rights Center Documents

• Special Education during the Pandemic

• Alternatives to Guardianship & Conservatorship
  https://www.drckansas.org/GCAlternatives

• The new Child Tax Credit
  https://www.drckansas.org/publications/child-tax-credit-2021

• Economic Impact Payments and People with Disabilities
  https://www.drckansas.org/publications/economic-impact-payments-1
KSDE Updates

• FAQ on Special Education Legal Guidance Spring/Summer 2021
• July Summer Leadership Conference
  • July 28-29, 2021
  • Registration at: https://www.ksdetasn.org
• Council Member Recognitions
• Meeting Dates 2021-2022
2021 Spring and Summer Update: Compliance with the Individuals with Disabilities Education Act and the Kansas Special Education for Exceptional Children Act during the COVID-19 Pandemic
KSDE/TASN Summer Leadership Virtual Conference

• July 28-29, 2021
  • Featuring pre-recorded and live sessions
  • Registration will be available on https://www.ksdetasn.org/
  • SEAC members may be reimbursed for registration to attend.
Council Member Recognitions

For your service to the Children of Kansas by serving two terms on the council.

• Tina Gibson
• Sarah Schaffer
• Deb Young

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Council Member Recognition

• Heath Peine for serving as Council Chair 2020-2021
Council Meeting Dates 2021-2022

• July 15, 2021 Virtual
• September 16, 2021, Virtual
• November 17, 2021, Virtual
• January 12-13, 2022 Virtual or In-person to be determined
• April 14, 2022 Virtual or In-person to be determined
Closing Comments/Adjournment

• Next SEAC Meeting: July 15, 2021
  • Virtual 9am-3pm

• Items for next agenda

• Motion to adjourn