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 8:30.
How to pin the Interpreters Video

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

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

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

January 11, 2023

Kansas leads the world in the success of each student.
Call to Order

• Welcome

• Roll Call
Approvals

• Agenda for today, January 11, 2023
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.
McKinney-Vento Homeless Report

Maureen Tabasko
Roxanne Zillinger

Kansas leads the world in the success of each student.
McKinney-Vento
Students and Families in Transition or Experiencing Homelessness

Special Education Advisory Council
January 11, 2023

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

Maureen Tabasko

Roxanne Zillinger
McKinney-Vento Assistance Act:

“In any State where the compulsory residency requirements or other requirements, in laws, regulations, practices, or policies, may act as a barrier to the identification of, or the enrollment, attendance, or success in school of, homeless children and youths, the State educational agency and local educational agencies in the State will review and undertake steps to revise such laws, regulations, practices, or policies, to ensure that homeless children and youths are afforded the same free, appropriate public education as provided to other children and youths.” [42 U.S.C.§ 11431(2)]
Every Student Succeeds Act:
McKinney-Vento Homeless Education Assistance Act of 2015, Title IX, Part A

- Reauthorizes the 1987 McKinney-Vento Act
- Requires education access, attendance, and success for children and youth experiencing homelessness
- Provides states with funding to support local grants and statewide initiatives
Students Experiencing Homelessness are more likely to:

- Be chronically absent from school
- Get lower grades
- Have special education needs
- Score poorly on assessment tests
- Drop out of school
Who Is Homeless?

• Children or youth who lack a fixed, regular, and adequate nighttime residence, including children and youth who are:
  
  • Sharing the housing of other persons due to loss of housing, economic hardship, natural disaster, or a similar reason
  
  • Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations
  
  • Living in emergency or transitional shelters, or are abandoned in hospitals
The Two Sub-categories of Homeless Children and Youth are:

- **ACCOMPANIED** = at least one parent or full legal guardian is present
- **UN-ACCOMPANIED** = no parent or guardian is present

The term *unaccompanied youth* includes a homeless child or youth not in the physical custody of a parent or guardian [42 U.S.C. § 11434a(6)].
Fact that may surprise you:

• States and school districts must **develop, review, and revise policies** to remove barriers to the school identification, enrollment and retention of McKinney-Vento students, including barriers due to outstanding fees or fines, or absences [42 U.S.C. § 11432(g)(1)(I)].
The Local Liaison

• The local liaison has the authority and responsibility to ensure that eligible students are identified; this should be a collaborative effort with school personnel, and through outreach and coordination activities with other entities and agencies [42 U.S.C. § 11432(g)(6)(A)(i)].

• Eligibility determinations should be made on a case-by-case basis, considering the circumstances of each student.

# KANSAS

## 2021-2022 HOMELESS STUDENT COUNT

Districts reporting 9 or fewer Homeless Students are not included on this list.

<table>
<thead>
<tr>
<th>District Number</th>
<th>District Name</th>
<th>Number of Homeless Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>202</td>
<td>Turner</td>
<td>34</td>
</tr>
<tr>
<td>203</td>
<td>Piper</td>
<td>18</td>
</tr>
<tr>
<td>204</td>
<td>Bonner Springs</td>
<td>18</td>
</tr>
<tr>
<td>206</td>
<td>Remington/Whitewater</td>
<td>16</td>
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<tr>
<td>210</td>
<td>Hugoton</td>
<td>32</td>
</tr>
<tr>
<td>216</td>
<td>Deerfield</td>
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</tr>
<tr>
<td>218</td>
<td>Elkhart</td>
<td>28</td>
</tr>
<tr>
<td>229</td>
<td>Blue Valley</td>
<td>131</td>
</tr>
<tr>
<td>230</td>
<td>Spring Hill</td>
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<tr>
<td>231</td>
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<td>232</td>
<td>Desoto</td>
<td>10</td>
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<tr>
<td>233</td>
<td>Olathe</td>
<td>332</td>
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<tr>
<td>234</td>
<td>Fort Scott</td>
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<tr>
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<td>243</td>
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<td>151</td>
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<td>282</td>
<td>West Elk</td>
<td>11</td>
</tr>
<tr>
<td>284</td>
<td>Chase</td>
<td>16</td>
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</table>

(District Number - District Name, Number of Homeless Students)

Kansas leads the world in the success of each student.
Kansas McKinney Vento 2021-2022

Homeless Children & Youth sorted by living arrangement:
- 178 districts reported identification of 7129 students
  - 5275 doubled up (living with another family)
  - 677 in shelters, transitional housing
  - 107 Unsheltered (cars, parks, campgrounds, temporary trailer, or abandoned buildings)
  - 629 Hotels/Motels

Homeless Children & Youth sorted by other characteristics:
- 891 Unaccompanied Youth
- 1610 Students with disabilities
- 1098 Limited English Proficient (LEP)
- 203 Migrant

Districts reported 7129 Homeless Students
Districts reported 891 Unaccompanied Youth
McKinney Vento Identified Students 2017 – 2022

- Total K-12
- Doubled Up
- Unaccompanied
Kansas ARP-HCY II Funding

Formula based on Title I and homeless data by district

- ARP HCY II $4,083,208 68 subgrantees
- 64 Individual School Districts
- 4 Consortia
  - ESSDACK and Orion
  - Greenbush
  - Smoky Hill Education Service Center
  - Southwest Plains Regional Service Center

Funds available through Sept. 30, 2024
Funds must be drawn down by Jan. 31, 2025
Resources: Some of the National Organizations

- National Center for Homeless Education (NCHE): works closely with the US Department of Education, prime resource for SEA’s and LEA’s  [https://nche.ed.gov/](https://nche.ed.gov/)
- School House Connection  [https://www.schoolhouseconnection.org/](https://www.schoolhouseconnection.org/)
- National Homelessness Law Center  [https://homelesslaw.org/](https://homelesslaw.org/)
CHRONIC ABSENTEEISM AMONG STUDENTS EXPERIENCING HOMELESSNESS IN AMERICA: SCHOOL YEARS 2016-17 TO 2020-21

This brief discusses the number and rate of students who experienced homelessness using school- and district-level data from School Years 2016-17 through 2018-19. School Years 2019-20 and 2020-21 are provided in an appendix, along with a discussion of school district data that highlights differences in the rates of students who were homeless in rural, suburban, town, and urban districts.
Download Chronic Absenteeism Among Students Experiencing Homelessness in America: School Years 2016-17 to 2020-21.

GRADUATION RATES OF STUDENTS WHO EXPERIENCED HOMELESSNESS IN AMERICA: SCHOOL YEARS 2017-18 TO 2018-19

This brief discusses the four-, five-, and six-year adjusted cohort graduation rates of students who experienced homelessness using state-level data from School Years 2017-18 and 2018-19. Data for School Year 2019-20 is provided in an appendix, along with a discussion of school district data that highlights differences in the rates of students who were homeless in rural, suburban, town, and urban school districts.
Download Graduation Rates of Students Who Experienced Homelessness in America: School Years 2017-18 to 2018-19.
Regulations & Guidance

- View the [IDEA Part B regulations](https://nche.ed.gov/legislation/idea/).
- View the [IDEA Part C regulations](https://nche.ed.gov/legislation/idea/).
- Download [Questions and Answers on Special Education and Homelessness](https://nche.ed.gov/legislation/idea/).
- Download the Office of Special Education Programs’ (OSEP) [Dear Colleague Letter on Education for Highly Mobile Children](https://nche.ed.gov/legislation/idea/) (July 2013).
- Download the Office of Special Education Programs’ (OSEP) [Letter to State Directors of Special Education on Ensuring a High-Quality Education for Highly Mobile Children](https://nche.ed.gov/legislation/idea/) OSEP Policy Support 22-02 (November 10, 2022).
Changes to High School Graduation Requirements

Kansas leads the world in the success of each student.
Recommendation that KSDE shall:

- Define what constitutes the awarding of credit based on *Mastery & Competency*, using specific examples.
- Establish criteria for alternative avenues to credit attainment.
- Clarify the objective of IPS as part of high school graduation pathways.
- Provide assistance, structures and resources for students and families to improve *education engagement* which better meets the needs of ALL students.
Students will complete two or more postsecondary assets from either of two categories, aligned with their Individual Plan of Study.
Postsecondary assets

Career & Real-World Examples:

- Youth apprenticeships
- 40 or more Community service hours
- Client-centered projects
- Workplace learning experience directly related to a student IPS
- Industry-recognized certifications
- Seal of Biliteracy
- CTE Scholar
- Eagle Scout or Gold Scout
- 4-H Kansas Key Award
- Two or more high school athletics/activities
- JROTC
- 90% attendance in high school
Postsecondary assets

Academic Examples:

- ACT composite (Score of 21 or higher)
- WorkKeys level (Silver or higher)
- 9+ college hours
- State Assessment scores of 3 or 4 for math, ELA, science (demonstrating college readiness)
- ASVAB per requirements of military branch selected
- Senior project/senior exit interviews
- SAT score (1060 or higher)
- Completing Board of Regents curriculum
- International Baccalaureate Exam (4+)
- Advanced Placement Exam (3+)
# Course classifications: NEW!!

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<th>Present system:</th>
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<tr>
<td>4 units of English Language Arts</td>
<td><strong>Communications (4)</strong></td>
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<tr>
<td></td>
<td>3.5 - ELA (reading, writing, literature, technical)</td>
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<tr>
<td></td>
<td>.5 - Communications (speech, debate, forensics, journalism, public speaking)</td>
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<tr>
<td>3 units of history &amp; government</td>
<td><strong>Society &amp; Humanities (4)</strong></td>
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<tr>
<td>1 unit of fine arts</td>
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<tr>
<td></td>
<td>3.0 - Social studies (world, US, government)</td>
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<tr>
<td></td>
<td>1.0 - Fine Arts (music, dance, art, theater, etc.)</td>
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# Course classifications: NEW!!

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<thead>
<tr>
<th>Present system:</th>
<th>STEM (7)</th>
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<td>3 - Math (algebraic and geometric concepts)</td>
</tr>
<tr>
<td>3 units of math</td>
<td>3 - Science (physical, biological, earth/space)</td>
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<td>1 - STEM elective (computer science, advanced math, advanced science, robotics, advanced CTE, advanced technology, agriculture, etc.)</td>
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<table>
<thead>
<tr>
<th></th>
<th>Employability &amp; Life Skills (6)</th>
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<tr>
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<td>.5 - Physical education</td>
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<tr>
<td>6 units of electives</td>
<td>.5 - Health</td>
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<td></td>
<td>.5 - Financial literacy</td>
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<tr>
<td></td>
<td>4.5 - IPS choices (emphasis on CTE/Pathway courses)</td>
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</table>
Other Focus Areas

FAFSA
Consider the Kansas Board of Regents recommendation for mandatory completion of the FAFSA prior to graduation. Any student, family or school can opt-out from a student completing the FAFSA.
Other Focus Areas

Review Committee
Set up a review committee to gather input and provide recommendations to the SBOE on potential changes in the future.
Other Information

• These changes begin with the class of 2028. (Current 7th Grade class.)
• Follow the FAQ page as questions emerge and answers are provided: New Graduation Requirements FAQ (As of December 15, 2022)
The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

For more information, contact:

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dfernkopf@ksde.org

Dr. Robyn Kelso
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Career Standards and Assessment Services
(785) 296-3444
rkelso@ksde.org

Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

www.ksde.org
Assessments

Beth Fultz
English Language Arts – All Grades
3rd Grade – English Language Arts

ELA – All Students

ELA – Students with Disabilities
Math
3rd Grade - Math

Math – All Students

2019 2021 2022

Math – Students with Disabilities

2019 2021 2022
Kansas State Assessment Performance Correlated with Graduation and Postsecondary Effective Rates; Mean ACT Scores
2017 10th Graders

<table>
<thead>
<tr>
<th>Category</th>
<th>2017 10th Graders</th>
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<tbody>
<tr>
<td>ELA Academic Performance Graduation Rate</td>
<td>69 67</td>
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<tr>
<td>Math Academic Performance Graduation Rate</td>
<td>83 82</td>
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<td>ELA Academic Performance Postsecondary Effectiveness</td>
<td>90 91</td>
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<td>Math Academic Performance Postsecondary Effectiveness</td>
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<td>ELA Academic Performance ELA ACT Mean Score</td>
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<td>Math Academic Performance Math ACT Mean Score</td>
<td>96 97</td>
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Level 1 (Bottom) | Level 1 (Top) | Level 2 (Bottom) | Level 2 (Top) | Level 3 (Bottom) | Level 3 (Top) | Level 4 (Bottom) | Level 4 (Top) |
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<tr>
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</table>
Total Number of Students at each Academic Performance Level (8 Levels)
2017 10th Graders
ELA – 35,078  Math – 35,303

<table>
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<tr>
<th>Level  (Bottom)</th>
<th>Level 1 (Top)</th>
<th>Level 2 (Bottom)</th>
<th>Level 2 (Top)</th>
<th>Level 3 (Bottom)</th>
<th>Level 3 (Top)</th>
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## 2022 API – Math - All Students

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<th>Low 2</th>
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## 2022 API – Students with Disabilities

### Math

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<tr>
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# 2022 API – Students with Disabilities

## ELA

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Break
Alternative Monitoring of Correctional Facilities

Stacie Martin
Heather Gould
Kansas Integrated Accountability System (KIAS) Alternative Integrated Monitoring

Special Education Advisory Council, January 11, 2022

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

KSDE has an obligation to exercise general supervision over all education programs for students with disabilities includes Individuals Disabilities Education Act (IDEA) and Title 1 Part D federal programs.

School districts are obligated under federal and state special education law and Title 1 Part D in providing education of students in alternative placements, including local juvenile detention centers, adult correctional facilities, psychiatric residential treatment facilities, and child in need of care facilities within the district’s jurisdiction.

Education services under IDEA Part B are required to be offered starting at age 3 and through 21 with and Individual Education Plan.
Limited Legal Requirements

• School districts do not have IDEA obligations for youth with disabilities incarcerated in a: federal prison (Department Of Corrections (DOC)), adult state correctional facility (Kansas Department Of Corrections (KDOC), or state juvenile correctional facility ( Kansas Juvenile Correctional Facility -KDOC).

• Exceptions that apply only to youth with disabilities who are incarcerated in an adult correctional facility:
  1. State/Local Assessments and transition services
  2. FAPE for students over age 18 who were not identified prior to incarceration
  3. Modify IEP or placement for bona fide security/penological interest that cannot otherwise be accommodated
Title 1 Part D: Neglected and Delinquent Program

Definitions

**Neglected funding** is to support eligible neglected facilities that provide the majority of its students' educational services within the local school districts who have been placed by the courts due to abandonment, abuse, or parental neglect. Title I Part D Subparts 1 and 2.

Examples: Residential placements such as Villages, Wichita Childrens Home

**Delinquent funding** is to support education and training for students who are residents within a locally secured (or unsecured) detention center or correctional facility. Students who reside in eligible delinquent facilities are placed there by the courts due to adjudication or pre-adjudication in a criminal or civil court case. Upon release from a facility, the goal for all students is to be transitioned back into their local school district, enrolled in a college or technical education program, or begin employment.

Examples: Juvenile Detention Centers, Psychiatric Residential Treatment Facilities

KSDE Title I Part D Fact Sheet: https://www.ksde.org/Portals/0/ECSETS/FactSheets/FactSheet-TitleI-PartD.pdf
About the Alternative Integrated monitoring

- Integration of IDEA and Title 1 Part D programs (Neglected/Delinquent (N & D))
- 3-year monitoring cycle
- Facilities monitored receive N and D funds through local school district.
- Facilities include Juvenile Detention Centers, Psychiatric Residential Treatment Facilities (PRTFs) and child in need of care and other programs that support youth ie foster care etc.
- Superintendents, Special education directors, Facility directors and District Federal programs
Prior to the Onsite Visit

Pre meeting with facility director, special education director, federal programs, other facility personnel.

Request for written policies and procedures regarding how education services are being provided.

Memorandum of Understanding between the Facility and District.
Onsite Monitoring Protocol

Onsite monitoring, half a day

• Facility tour
• Interviews
  • Facility director, Education director (Principal), General and Special Education teachers
• Student file reviews (2)
  • IDEA/Gifted Self Assessment
  • Indicator 13 Checklist
• Classroom observations
• Summary Report of Visit
  • Summary of overall visit and interviews
  • Summary of student IEP file reviews
Interview Topics

Child find
Student records
Credits/Transcripts
Access to special education services /related services
Student progress
Secondary Transition
Student Discipline
Restraint or Seclusion
Transition plans
Summary of visits

Certified teachers
Online curriculum programs i.e. Egenuity, Odessyware with some direct instruction.
Longer stays in detention centers
Mental health services
Related service providers accessible
Transition related activities
Memorandum of Understandings
Policies and procedures
Questions?
Stacie Martin
Education Program Consultant
Special Education and Title Services team
smartin@ksde.org

Heather Gould
Education Program Consultant
Special Education and Title Services team
hgould@ksde.org
ESI

Shanna Hailey

Kansas leads the world in the success of each student.
Emergency Safety Intervention Trend Data: 2017–22
# Table of Contents

Emergency Safety Intervention (ESI) Longitudinal Data  
2017–22

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<td>Total Students with Restraints and Seclusions</td>
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<td>Incident Breakdown by Population</td>
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<td>Average Age Representation</td>
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<td>Incident Breakdown by Ethnicity</td>
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<td>Number of Student ESI by Gender</td>
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<td>Number of Student ESI by Free/Reduced Lunch Status</td>
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Total Incidents

Emergency Safety Intervention (ESI) Longitudinal Data
2017–22

Total ESI Incidents

Kansas State Department of Education | www.ksde.org
Total **Students** Experiencing Restraint & Seclusion

![Bar chart showing the number of students with restraints and seclusions from 2017-2018 to 2021-2022.](chart.png)
Incident Breakdown by Students with an IEP, Section 504 Plan, or Neither

ESI Incident Breakdown by Population

- IEP
- 504
- No IEP/504

Kansas State Department of Education | www.ksde.org | #KansansCan
Average Age Representation

![Average Age Representation Chart](chart-image-url)
ESI Breakdown by Percent of Ethnic Population

Students with ESI events by percent of ethnic population representation

- Hispanic/Latino
- Multi-Ethnic
- American Indian or Alaska Native
- Asian
- Black
- White

Emergency Safety Intervention (ESI) Longitudinal Data
2017–22

ESI Incident Breakdown by Gender

[Charts showing ESI by Gender for different years and categories]
ESI Incident Breakdown by Free/Reduced Lunch Status

![Bar Chart]

- Free Lunch: 1872, 1880, 1849, 1173, 1084, 744, 779, 748, 567, 1328
- Full Lunch: 200, 200, 0, 600, 1000, 800, 1200, 1600, 2000

Percentage of ESI Incidents Experienced by Students Qualifying for Free or Reduced Lunch Status

ESI by Percentage of Free/Reduced Lunch Status

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<td>71%</td>
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Member Reports
SEAC Membership

Kansas leads the world in the success of each student.
Council Ex-Officio Member Reports
Ex-Officio Member Reports

- Families Together
- Kansas Association of Special Education Administrators (KASEA) – Ashley Enz
- Disability Rights Center
- Kansas State Board of Education
- KSSD
- KSSB
- Others
Keep The Main Thing The Main Thing
Closing Comments/Adjournment

• Next SEAC Meeting: April 13, 2023

• Items for next agenda

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