



- Disability Rights Center – Rocky Nichols. Update on Special Education Fact Sheet specifically to provide parents and students information about their rights during the COVID pandemic. Still working on some additional Fact Sheets. Creating Just in time documents. <https://www.drckansas.org/publications/sped-during-COVID-19> Designed to be universally accessible with easy reading level.
- KASEA Update – Heath Peine - CASE conference, National organization always seems to conflict with Tri-State Law Conference. Keynotes by nationally recognized leaders were very good. Intervention resources were excellent. KASEA conference in February. Preparing for Advocacy to discuss what we can do here in Kansas. Legislative committee is planning its work. Looking at national level too. Conferences – NCSI webinar series on equity. Free registration. <https://ncsi.wested.org/news-events/new-webinar-series-pursuing-equity-for-black-students-in-k-12-education-exploring-the-intersection-of-race-and-disability-thought-leader-conversation-tlc-series/>

SEAC-SICC - Joint Meeting

1:00-4:00 PM

Call to order: Chairs introduced themselves and called the meeting to order with introductions of all present and on the phone (it was noted that there was a quorum).

Public Comment

None

Early Childhood Least Restrictive Environment (ECLRE):

- Data Trends-Julie Rand
 - The agency is reviewing Early Childhood Least Restrictive Environment (ECLRE) data as we explore options to promote inclusive preschool programming. Our goals are to:
 - Increase the number of preschool students with disabilities who are learning in the least restrictive environment, and
 - Increase the number of students of all abilities with access to preschool.
 - Shared state Indicator data-
 - A. Percent = $\left[\frac{\text{\# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program}}{\text{total \# of children aged 3 through 5 with IEPs}} \right] \times 100$.
 - B. Percent = $\left[\frac{\text{\# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility}}{\text{total \# of children aged 3 through 5 with IEPs}} \right] \times 100$.
 - - 6A-Kansas currently at 38.7% (goal is a higher number)
 - 6B-currently 32.2% (goal is a lower number)
 - Includes programs that include a majority (at least 50 percent) of nondisabled children (children not on IEPs).
 - This category may include, but is not limited to:



- Head Start
- District Preschool
- Preschool Classes (public or private)
- Group Child Care or Child Development Centers

1-800 CHILDREN Helpline

- Overview- Danielle Brower
 - 1-800-CHILDREN created to support families and providers connecting to the right services. 1-800-CHILDREN is available 24/7 for information, connection to local resources, and support.
 - Since it was started, it has been answered by trained KCSL staff.
 - KCSL, call line and resource directory has a long history of collaboration and partnerships with state and local agencies and organizations
 - The helpline has recently been re-organized and rebranded.
 - Goals of the relaunch are to increase awareness, continue updates to the directory, and identify and support collaborative opportunities.
 - There are four ways a person can access support.
 - By calling 1-800-CHILDREN or 1-800-332-6378
 - Sending an email or text to 1800children@kcs.org
 - Visiting 1800childrenks.org to find resources.
 - Or downloading the mobile app which is a mobile version of the 1800childrenks website.

SICC Annual Report

- Annual Updates-Jordan Christian
 - Changes to website- <https://www.kansasicc.org/>
 - Annual Report shared with Governor's Office on August 28th
 - New membership included representatives for: Medicaid, Foster Care, Birth-3 Service Provider, Parent Member, and a Public Member.
 - New committee formed around ECLRE. Do not have to be a council member to join. Currently meeting bi-weekly and will be holding Q&As with Head Start programs
 - Overview of the Strategic Plan for FY21

Early Childhood Special Education Vacancies

- Early Childhood and Special Education Vacancies
- Retention and Recruitment (Presenters not Available, State Board Presentation)
- Institution of Higher Education (IHE) - Dr. Eva Horn and Dr. Mary Delucce
 - COVID has had harsh effect on student teaching and practicums.
 - Center-based infant-toddler placements limited
 - Some school districts accepting fewer clinical students
 - Classroom or student teacher quarantines affect direct contact



- Some experiences are now virtual
- In methods courses, there is more videotaping of real time classroom experiences and practice teaching via Zoom
- Clinical Experiences required for EC-U (Birth-Kindergarten) Licensure:
 - Infant-toddler center-based experience
 - Infant-toddler home-based/tiny-k experience
 - Early childhood special education school based experience
 - Kindergarten field experience
 - Student teaching

KSDE and KDHE Updates

- Parents Declining Transition- Julie Rand
 - KSDE is partnering with other agencies, including the Kansas Head Start Collaboration Office and the Kansas Head Start Association, for the upcoming **Kansas Kindergarten Readiness Transition Virtual Summit – Friday, November 13.**
 - The goals for this summit are to:
 - Identify examples of effective kindergarten readiness practices, including strategies to support smooth transitions to kindergarten.
 - Expand and enhance relationships between all early childhood programs and school districts to support kindergarten readiness.
 - Provide tools, supports and information to strengthen kindergarten readiness practices.
 - Learn more and register at <https://kschildrenscabinet.org/childergarten-readiness-summit-2020/>.
- Data and Decline in referrals for Part C- Heather Staab
 - Part C tiny-k programs across the state continue to provide evaluations and services through in-person and/or virtual service delivery. We continue to monitor referral and child count data. A decline in Part C referrals and children served is occurring nationwide.

	Referrals 2018	Referrals 2019	Referrals 2020	% Change From Previous Month	% Change From Previous Year	Children Served 2018	Children Served 2019	Children Served 2020	% Change From Previous Month	% Change From Previous Year
March	898	911	603	-33.07	-33.81	5441	5681	5875	0.12	3.41
April	901	972	415	-31.18	-57.30	5516	5778	5784	-1.55	0.10
May	877	955	576	38.80	-.39.69	5576	5850	5551	-4.03	-5.11
June	776	742	806	39.93	8.63	5549	5826	5394	-2.83	-7.42
July	813	900	779	-3.35	-13.44	5562	5876	5298	-1.78	-9.84
August	969	951	758	-2.70	-20.29	5541	5880	5207	-1.72	-11.45
September	803	945	808	6.60	-14.50	5531	5798	5032	-3.36	-13.21



Closing Comments

Closing comments made by Chairs Heath Peine and David Lindeman. Thanked all for attending and participating.

Adjournment:

Susan Bows – Made motion to adjourn the meeting

Ann Elliott – 2nd motion

Motion carried – All members voted yes. Meeting adjourned at 4:10 pm.

Motion to Adjourn:

Motion:

Second:

Action: approved and meeting adjourned at:

Thank you everyone.

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.

SPECIAL EDUCATION ADVISORY COUNCIL
MINUTES



Details

Date January 12, 2021

Time 1:00-4:00 PM

Location: Virtual

Call to Order: at 1:00 PM

Called to order at 1:09 pm.

Roll Call

Members (x present, blank absent):

X	Heath Peine	X	Jennifer King	X	Rebekah Helget
	Mike Martin	X	Heidi Cornell		Tina Gibson
X	Chelle Kemper		Rachel Marsh		Troy Pitsch
	Sarah Shaffer		Laura Thompson		Amy Wagoner
X	Kari Wallace	X	Becci Werner		Deb Young
x	Jennifer Kucinski	X	Trisha Backman		Amy Zimmerman
X	Marvin Miller	X	Jennifer Kurth	X	Tobias Wood
X	Brandon Gay	X	Lesli Girard		Jim McNiece
X	Rocky Nichols/Mike Burgess				

KSDE Staff:

X	Bert Moore	X	Laura Jurgensen	X	Kerry Haag
X	Pat Bone	X	Theresa Cote	x	Dean Zajic
	Stacie Martin		Wendy Coates	x	Craig Neuenswander
x	Shanna Bigler				

Agenda:

Motion to approve the agenda: Marvin Miller

Second: Rebekah Helget

Action: Motion passed

Minutes

Motion to approve the November minutes: Tobias Wood

Second: Chelle Kemper

Kansas leads the world in the success of each student.



Action: Motion passed

Public Comment:

No written comments were submitted for today's meeting.

SEAC Annual Report Review 2019-2020

Rebekah's term as chair and the accomplishments made.

Review of the annual report as written.

What will be shared with the state Board?

Discussion and requested updates for report:

- Page 5 Heidi not fulfilling requirements needs to be changed to yes.
- Heath should also be added to fulfilling requirements.

Legislation Discussion for 2021 Legislative Session?

Heath KASEA perspective:

- Homeless data impact. Many of these students are just lost in the system. How do we support them and make recommendations to the legislators?
 - Rent protection preventing eviction will cause these numbers to rise when these supports are removed. This is a big concern.
 - Homeless students cannot be held out of school because of homelessness.
- Special Education Funding Concerns
 - Lower funding due to Medicaid loss during remote learning experiences.
 - Loss of enrollment in students when next year everyone could be coming back.
 - Concern for loss of ESSERS cares funds. More money is coming but how much is coming to SPED. SPED is seen as separate in many places.
 - Vouchers, will it come up again. Why are these not good for SPED. Some contradictions:
 - Undermine current civil right laws for our special students
 - Segregation in private schools
 - No guarantee of FAPE
 - Parents often asked to sign out of SPED services.
 - Need to address teacher shortages. Difficulty hiring qualified teachers.
 - Excess cost and funding pieces will be provided by Craig
 - Special education funding has been flat from both the federal and state level for many years.
 - Number of special education students are going up, costs for providing services are going up, funding remains the same.

DEAN

- ESSER 2 funds are coming soon. They will become available soon to districts. They will be disbursed following Title I distribution formula.
- ESSER 2 put much more money into the funds. In general, it is about 4 times as much as the first round.
- There is still a present need to support special education during this time.
- The money will not be special education money but district money.
- No relief to state for maintaining MOE.



- New appropriations are also included for IDEA and ESEA. Funding is expected to remain flat for next year.

Craig/Bert (PowerPoint)

- Excess cost history (Amount is above what is spent on a traditional student)
- Projections for 2021-21 and 2021-22 is going up but is not keeping up with increasing costs.
- Adding \$7.5 million per year
- State board is recommending adding \$20.8 million to slow the decline in funds.
- Categorical Aide – transportation saved money last year
- Federal Funding target is to provide 40%
- CARES ACT SPED is not included in the state money. Must be spent by Sept 2022.
- Round 2 of ESSER – about 4 times the amount of money. Districts choose how the money is spent. 10% will be held back by KSDE to be directed by KSDE at a later time. More information will be shared as the plan develops.

Questions:

- What do we anticipate the legislators will try to do with this inflow of money?
 - No money was provided with money for state or local governments. Is there away to adjust the money the give to schools and let the districts make it up from the Cares money. There is an MOE requirement. No answers at this time.
- Please provide specifics, numbers, or percentages, as they become available.

Emergency Safety Interventions (ESI)

Laura Jurgensen

This will be a working session. Open your browser of choice. Some method of taking notes as we go.

- ESI page on the KSDE website: <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/CIAS-Kansas-Integrated-Accountability-System/Emergency-Safety-Interventions-ESI>
- Scroll to the bottom for the past 6 years of data on ESI.
- The state board controls to whom and what is reported.
- Data Analysis list of information contained in the report.
 - Resources - <https://www.ksdetasn.org/resources/388>
 - ESI professional development series differentiated for staff needs
 - Key components to reduce ESI for students

Back to Report:

- Descriptive Statistics
- Appendix contains data by district. Any district data with less than 10 students is suppressed.
- Top of page 5 in report. Review the data in the report on pages 5 -22 and decide what questions you have about the data.

Reflections after review:

- Students with disabilities still seem to be really high



- Low percentage of students with a behavior improvement plan (BIP).
- Would love to see side by side data on BIP's
- General education still wants this to be put back on special education.
- Demographic information is not pulled for this. It is suspected that the person entering the data may not know if the student has a BIP
- Need for Professional development at the local level on social emotional needs to respond better to their surroundings.
- ESI is becoming a hot topic nationally at this time. We need to understand where we are as a state.
- Did you notice a bump or lag in data once a reliable reporting mechanism was created?
- I was curious how the data was impacted by most schools going virtual after spring break.
 - No comparison for a student over time - are they improving?
- How do we find out what ages need to be targeted for work to improve?
- Trend lines would be very helpful!
- It would also be interesting to see percentage compared to the total population to the others in a specified group within our state.
- Is this data compared to the traditional 180-day school year to those in corrections attending school year round? This data goes from July 1, 2019, through June 30, 2020.
- I was also wondering from the earlier data a few things. It's student level data, but are some teachers (or paras, or other staff) disproportionately using seclusion or restraint? And are data disaggregated by race? Across the US, we know students of color are much more likely to experience seclusion and especially restraint. I wonder if the Kansas data bears this out.
- It would be helpful to see that compared to ethnicity for all students. Laura doesn't have that information at this time.
- It will be interesting to see what the numbers do in the next few years with the addition of more social emotional support in more schools
- Districts should be looking at this data, but they may also need help summarizing and making decisions.

Next step focus in on the technical assistance (TA) part of the report on page 2

- Did the TA have the expected outcomes?
- Are surveys used to validate (or pose problems) at the building level?
- Many years ago, one of my doctoral students decided to further disaggregate these data by student disability label and student support needs. For example, are students who have expressive communication support needs more likely to experience seclusion and restraint? (yes, they were in our analysis). Knowing that is helpful too, so we can make sure kids have the supports they need and don't need to resort to "problem behaviors" to have their needs met.
- TA is often provided around a child. If the child moves, it can throw off the analysis.
- Designed to bring in children, stabilize them, and then send them back out again.
- How often are families brought in to the process? Rarely.
- Some schools do involve the families during the IEP process as a result.
- Too many times the help comes in the form of an action resource format. Sometimes



we just need tools in the toolbox.

- KSDE tailors support to the needs of the districts. We do require a data drill down as part of the experience to follow the law.

ESI Legislation

- Have not seen any bills yet.
- Congress introduced a bill in late 2019. Some version has been introduced over the last several years.
- Most states now have legislation as a result of this federal conversation.
- Small group in Kansas is working to pull something together that the Attorney general will approve. If it moves forward it will be returned to you as SEAC for review.

Formation of Membership Committee

Needing three members and a member of council leadership.

- Actively recruit new SEAC members who meet the requirements and expectations articulated in the Council Membership section of these bylaws, with a particular focus on actively recruiting new members who are representative of the state population;
- Assist in the revision of the membership application form and the application process, when needed;
- As part of the application process, provide a description of the type of individual who is eligible to meet a given membership position, when needed;
- Review membership applications according to the requirements and expectations articulated in the Council Membership section of these bylaws and recommend new SEAC members to the State Board to fill open positions;
- Annually review each member's eligibility criteria to ensure the eligibility criteria identified in the Council Membership section of these bylaws are met and whether a member's status as a person with a disability or the parent of a child with a disability has changed. This review will include determining whether a member's status has changed during an initial term on SEAC, which would impact the member's eligibility to serve a subsequent term.

Volunteers:

- Marvin Miller
- Jennifer King, as leadership representative

SEAC will meet again tomorrow at 9:00 AM

Motion to Adjourn:

Motion: Marvin Miller

Second: Jennifer King

Action: approved and meeting adjourned at: 3:55 PM

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SPECIAL EDUCATION ADVISORY COUNCIL
MINUTES



Details

Date January 13, 2021

Time 9am-3pm

Location: Virtual

Call to Order: at 9:01 am

Roll Call

Members (x present, blank absent):

x	Heath Peine	x	Jennifer King		Rebekah Helget
	Mike Martin	x	Heidi Cornell		Tina Gibson
x	Chelle Kemper		Rachel Marsh		Troy Pitsch
	Sarah Shaffer	x	Laura Thompson		Amy Wagoner
	Kari Wallace		Becci Werner		Deb Young
	Jennifer Kucinski	x	Trisha Backman	x	Amy Zimmerman
x	Marvin Miller	x	Jennifer Kurth		Tobias Wood
x	Brandon Gay	x	Lesli Girard		Jim McNiece
X	Rocky Nichols/Mike Burgess				

KSDE Staff:

x	Bert Moore	x	Laura Jurgensen	x	Kerry Haag
x	Pat Bone	x	Wendy Coates		Dean Zajic
x	Stacie Martin	x	Tiffany Hester	x	Shanna Bigler
x	Jeff Ensley	x			

Agenda:

Motion to approve as presented: Trisha Backman

Second: Chelle Kemper

Action: Motion passed

Public Comment:

No written comments were submitted for today's meeting.



Transition Document Review

Bert Moore, Stacie Martin, and Wendy Coates

- Webinar for training will be developed soon for training staff on how to use this document with parents and students.
- QR codes will be added for quick access to resources and include instructions on how to access and use a QR code.
- This document needs to be provided to parents prior to the first IEP meeting that will discuss transition.

Review of information and format of the document.

Discussion of Content:

- Excellent resources and advocacy included.
- Subcommittee has approved this document.
- SEAC has reviewed this document before. Changes were on the advice provided.
- Excellent amendment to focus on competitive, integrated employment!
- This will be a great resource. Thank you everyone who worked on this!
- We are excited about this wonderful resource for families and educators! Thanks for working on it and inviting us to be involved.
- Having been a transition coordinator at one time, I would have loved to have this now as opposed to April when we meet again.
- How do you plan on getting this out to parents? KSDE will be sending out far and out as quickly as possible. This document needs to be in parents' hands prior to transition work beginning.

Approval of the Transition Document:

Motion to approve the document with the forthcoming addition of QR codes: Jennifer Kurth

Second: Kari Wallace

Motion Passed.

SEAC Annual Report was presented to the Kansas State Board of Education at 10 AM

Licensure Sub-committee Updates

Director

Link to google document:

https://docs.google.com/document/d/12Wf81aWV_eTA1KMi9mCk4Msl7ZI6fAg7_FNP3ymp1VY/edit#

Review of issues and recommendations.

Discussion:

- KASEA-SEAC joint letter requesting resolution of directors being stuck in the system
- Problem and solution are will communicated.
- Proposed timeline? Needs to be developed in the process. Mentoring solution
- Identify timeline for inclusion.
- Letter will be shared with SEAC before moving on.

General consensus to move forward was achieved.



Issue two: current proposal limits the number of applicants

- Ask that the current proposed license not move forward
- Consensus to move forward

Form a task force informing Special Ed.

- Draft letter expressing the intent to work together to find the best path forward. Not a traditional task force because of licensure and the professional standards board. Ask for a meeting with the subcommittee to meet with TLA to move forward. Demonstrate cooperative nature of working together.
- Ask for clarifications from TLA. Some of these conversations have taken place but without resolution to this point. We need to keep moving it forward.
- Is this "the" new way or an additional way to achieve licensure.

Teacher Licensure Subcommittee

Link to google document:

https://docs.google.com/document/d/1ntRyoZs_7Wu2rBlp545gNINPTrkq-KXdwi1s8P5u2Jk/edit#

Review of Document:

Problem statement: There are not enough qualified and effective special education teachers or paras available to meet the needs of our districts. Some directors have indicated the need for additional support from the KSDE Licensure Department.

Discussion

- Timeline for meetings included
- TASN recruitment and retention inclusion - Nikki
- Reciprocal agreements with other states are a key to being eligible for licensure
- Need for data from KSDE to move forward
- TASN research on how they and/or service centers can be further utilized to meet the needs of students working in their practicum as well as new students. These needs should be identified by a group of special education directors from a variety of settings.
- Increase communication between higher education and special education administrators. What are the keys and how do we encourage it?

SEAC reached consensus to move forward with these recommendations.

TASN Project Discussion

Crystal Davis and Amy Gaumer Erickson

- Starting 11th year of TASN
- 5-year funding cycle for each priority area funded by KSDE
- Work with both IDEA and ESEA needs
- SETS leadership help to define and set expected outcomes
- Professional development to increase adult capacity. To support safe and effective learning environment for students.
- Supporting local staff to implement new practices
- Providing for equitable services across the state
- Review of TASN website



- Access point to request support
 - Big blue button – Request Assistance. Available to everyone, staff, families, etc.
 - Calendar of Events
 - Projects tab or About TASN link to all projects
 - Each project has their own staff
- Unique needs and how can we address them?
 - Inquire to determine the local need
 - Try to stay connected with service centers and other centers within and outside of the state.
- Concerns or requests that seem to be coming in frequently. The TASN leadership team including KSDE meets about every 6 weeks to see where unmet needs exist and how they might be able to address them.
- Use of Evaluation Data – Amy Gaumer Erickson – Website and Slides
 - Review of evaluation components
 - Continuous improvement is the goal of every TASN project
 - Evaluation data must be useful for those trying to make change.
 - Ensuring equitable access to projects across the state and at all level preschool through post-secondary.
 - Evaluation briefs are developed each year for every project.
 - Implementation Science shows that coaching helps increase sustainability of acquired knowledge becoming every day practice.
- System review of projects.
- What thoughts can you provide about how TASN is meeting its mission?
 - TASN is outstanding but there is room for growth in some areas. Your focus is on depth and you do it well. It also takes spread to increase implementation in district systems. When do you get feedback from clients in the whole state including those you are not working with?
 - Equity means everyone gets the same thing. Differentiation is critical. Two staff from a small district is fine, but from a large district 2 isn't enough to make a difference.
 - Some processes of implementation science are not practical in the district. You are right that it is effective but district can't always tell the teacher, you must do all this.
 - Sometimes, what is needed is tools in the toolbox.
 - Equitable access for all is needed.
 - Are you serving big and small, rural and urban to the same degree with what they need?
 - Spread of feedback is an area TASN evaluation can work on.
- Can we increase district capacity by looking at planning process with the district?
- How difficult would it be to send out an anonymous survey to all districts you serve to assess strengths and gaps?
- Follow-up focus groups centered around district size and needs identified
- Different surveys to directors, support staff, and parents.
- Are there unmet needs the KSDE might consider addressing through TASN?
- TASN 3.0 does have some new projects and expansion of projects that will be



beginning.

- Shared an evaluation of e-mentoring project.

Any other thoughts for us today?

- Invite TASN back to the next meeting for responses raised today.

Indicator 6

Julie Rand

EC LRE Data

Disaggregated data

- Shared map of program data
- 6A data EC LRE, these number will go up as it improvement occurs
- Broken down by subcategories, race, age, and gender
- This data can be broken down by district
- Nationwide comparison on nearby states map

Questions

- What do district/directors need to be looking at?
 - Staff conversation/discussion on understanding the data
 - Deeper dive into student data and the IEPs to determine reporting accuracy.
- How do we start
 - Began the conversation at the summer leadership conference and those will continue.
 - 60 districts have been received assistance on reviewing their data at this point
- These pieces of data need to be related to our conversations around licensure
- Reporting to SEAC about indicators is part of our SEAC agenda each year.
- Bridge between building level administrators and district level and special education directors. Building level admin training is vital to improve this data.
- Access to services for different populations is critical.

18-21-year-old Services from Families Together, Inc (FT)

Lesli Girard and Leia Holley

- Families Together has been working to provide better services for this age group over the past few years. FT needed help understanding what it looks like across districts and what best practices and professional development were available and what needed to be developed. Families are concerned with the programs/services not meeting the needs of their child.
- We call parent assistance (PA) what we do for families.
- Leia has taken on a new role is now our parent and youth director.
- Transition services is undergoing a lot of change and we are glad to be involved in that work.
- FT strives to:
 - Help the family understand the transition components of their IEP.
 - Parents have often not heard the term Postsecondary goal or transition assessment.
 - Help parents communicate the wants and needs of their student post school.



- Top concerns include that goals can't be changed after they reach 18. Help them understand how to go about updating that goal.
- Assist families who often feel they are told what the 18-21 programs are and not being allowed choices. They are often not individualized. FT helps parents create a better situation for that student.
- Address situations with students being informed that college work can't be counted toward credit for 18-21 services.
- Aide in the understanding that 18-21 services need to be individualized based upon transition needs for each individual student. Need to partner together to help districts understand what is required during the 18-21 services.
- Assist parents to know their rights for filing formal complaints due to improper services being offered.
- Currently, services are currently often based on the parent being able to advocate for the appropriate services.
- Sean Swindler's group is collecting data on transition that we will be able to share at a later date

Member Updates

Families Together – Lesli Girard

- Shared report of calls data October - December 2020
- Employment Awareness Training had a great level of engagement
- Main areas of calls are listed on page 2
- Next quarter Lesli will add information about the education advocate program.
 - January they have made 69 advocate appointments.
 - 32 were new referrals. The remainder are kids that moved.
 - 59 cancelations were completed. Some of those were the result of completed adoptions or kinship taking over advocacy.
- IEP mentor program is going very well and building relationships between parents and districts.

Do you have a deeper level of data? Yes, FT can determine where the calls are coming from and what areas of the state. Members would like more details.

- Makes sense, but parents also refer to virtual schooling...especially with a charter school...as homeschooling all the time.
- I like the inclusion of the education advocate data in this report. It's good context.

KASEA

- Legislative issues
- Link to conference KASEA Winter Conference. <https://usakansas.wildapricot.org/event-4074993>
- Professional development opportunity

DRC – Mike Burgess

- Employment work continues
- State has purchased iPads to waiver recipients to provide connection opportunities
- Group homes are feeling isolated due to COVID restrictions



- KDHE is hiring two additional benefits specialists.
- KDADS has announced an increase for supported employment services.
- Supported decision making agreements act work in the legislature.
- Raise supported income limits requested.
- DD Coalition is working on a tool to determine meeting of needs of those on the waiting list and to forecast the future needs.

KSDE Updates

- SPP/APR Report Submission for FFY 2019 Laura Jurgensen. Currently working hard on the 2019 report due on February 1, 2021. **We will give you a full report at the April meeting.**
- New SPP/APR package coming soon. We will have lots of discussion moving forward as we receive information from
- School Mental Health report on guidance for implementation of Bullying Prevention was approved by the state board yesterday. Report will be disseminated soon.
- Thank you SEAC members. Send agenda items you want for future meetings to Pat, Heath, or Bert. Please speak up! This is your meeting. Heath requested all members take part in discussions and submitting agenda items.
- Braille version of the assessment practice tests. Assessment team is working on this. We are in the last year of the assessment contract. For unknown reasons brailled interim assessments did not happen. Moving forward, this situation will be corrected. Parent and School for the Blind have been involved in the communication. Please share this information to the field.

Motion to Adjourn:

Motion: Marvin Miller

Second: Chelle Kemper

Action: approved and meeting adjourned at: 2:25pm

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.

SPECIAL EDUCATION ADVISORY COUNCIL
MINUTES



Details

Date April 22, 2021

Time 9:00am – 3:00pm

Location: Virtual

Call to Order: at 9:03 am

Roll Call

Members (x present, blank absent):

x	Heath Peine	x	Jennifer King		Rebekah Helget
	Mike Martin	X	Heidi Cornell	X	Tina Gibson
x	Chelle Kemper		Rachel Marsh		Troy Pitsch
	Sarah Shaffer	X	Laura Thompson		Amy Wagoner
x	Kari Wallace	X	Becci Werner	A	Deb Young
x	Jennifer Kucinski	X	Trisha Backman	X	Amy Zimmerman
X	Marvin Miller	X	Jennifer Kurth	X	Tobias Wood
X	Brandon Gay	X	Lesli Girard	x	Jim McNiece (Jim Porter)
	Rocky Nichols/Mike Burgess				

KSDE Staff:

X	Bert Moore	X	Laura Jurgensen	X	Kerry Haag
X	Pat Bone	x	Kayla Love	x	Dean Zajic
	Stacie Martin		Wendy Coates	X	Shanna Bigler
x	Jeff Ensley	x	Doug Boline	X	Julie Rand
X	Tate Toedman				

Agenda:

Motion to approve: Tobias Wood

Second: Marvin Miller

Action: Motion passed

Minutes

Motion to approve: Tobias Wood as corrected (spelling of Craig's name)

Second: Chelle Kemper

Discussion:

Kansas leads the world in the success of each student.



(spelling of Craig's name on page 2)

Action: Motion passed

Public Comment:

No written comments were submitted for today's meeting.

Legislative Finance Update

Craig Neuenswander - PowerPoint

- K-12 budget considerations from the state legislature was presented.
 - Budget has not yet passed;
 - SB 175 Governor's recommended budget included increases;
 - HB 2007 State Government Funding for other areas non-education;
 - 20 Mill General Fund Levy – not yet passed;
 - HB 2104 Revenue Neutral Rate;
 - SB 40 Local Board Policy for COVID, grievance timelines for hearings; limits Governor's power to declare emergency;
 - HB 2039 Civics Exam, Personal Financial Literacy, IEP accommodations allowed concerning both requirements;
 - HB 2089 Firearm Safety;
 - State Board passed a motion on HB 2039 and 2089 that these bills were the responsibility of the Kansas Board of Education and/or the local boards of education asking the Governor not to sign these bills.
 - SB 55 transgender bill;
 - HB 2049 – Schools not impacted;
 - HB 2405 Bonds for KPERS;
 - SB 86 Extraordinary Utility Costs Loan Program
 - Legislature begins meeting again next week on education funding;
 - Continue visiting with legislators on budgets and policy.

Elementary and Secondary School Emergency Relief fund (ESSER) and Emergency Assistance for Non-Public Schools (EANS) Funds

Tate Toedman, Doug Boline, and Dean Zajic - PowerPoint

- New federal aid and requirements on expenditure of those dollars
- EANS II \$25M.
- ESSER I and II SPED money was designated from the totals by the State Board and KSDE.
- ESSER III contains \$28M in additional IDEA money.
- EANS program is competitive in nature but KSDE is trying to meet all eligible requests for services.
- EANS I applications have been approved. KSDE is accepting revisions at this time.
- Services will be supplied through our Service Centers.
- Commissioner's Task Force approval is required for ESSER II and ESSER III money as well as EANS I and EANS II. The State Board then approves the recommendations of the task force providing the last stage of approval.
- Task Force meetings may be viewed on YouTube [here](#).



- \$24M set aside for Special Education. The districts will receive the money. The money will be made available to the interlocal and/or coop. Specifics on expenditures will be required. Districts must submit a plan for spending the special education money. You need to work with your district(s) on how the money is needed and will be used. Districts will need to provide the district with an accounting for the expenditure of the money.
- All of these programs are reimbursement based.

IDEA funding

- ESSER III, \$28M – IN ARPA legislation. Congress chose to increase the IDEA award for 2021-2022. About 20% increase to IDEA money that will be based on the IDEA funding formula. This will change funding levels for future years as well.

Discussion

- These funds will impact our children with disabilities move forward.
- We need to look for the ways to accelerate their learning.

SPP/APR

Laura and Bert – PowerPoint

- FFY 2019 SPP/APR Submitted January 29, 2021.
- 17 Indicators on the State Performance Plan/Annual Performance Report
- Compliance indicators require a score of 100%
- Slippage is essentially, did you perform worse, in a significant way, that you are required to explain it to the US Department of Education.
- Assessment, we had no data due to COVOIC 19, and the requirements were waived.
- GED certificate holders are not counted in Graduation rate as that only counts. They often do count as dropouts as they did not graduate with their class.
- Graduation will be moving to a new data source next year as required by IDEA.
- We will have graphs for you to review at the July meeting.
- *National Center for Education Statistics' Common Core of Data*
- *Early Childhood Outcome Center Child Outcomes Summary Form Process*
- Indicator 14, districts are being encourage to contact their own graduates to raise response rates and quality of information received.
 - Do GED students receive this questionnaire? No, they must be a school completer to be included.
 - This is collected from the former students and is not verified through other sources.
- Indicator 17 State Systemic Improvement Plan. The data is the evaluation of activities conducted by the state. We are learning a lot as we get data. We will send more details on the measurements Kansas is using on this indicator.

FFY 2020-25 New Requirements

- Chart of required changes
- Kansas is considering a change for indicator 7. Collecting comments at this time. Laura can send survey link if you are interested.
- More details will be presented at the July SEAC meeting as we continue to plan for the required changes.



- Stakeholder input is required for setting our state targets. There are new and additional areas of required input.
- Surveys will be adjusted for the 2021-22 school year.
- Stakeholder input will run between June 1 and August.
- New targets will be set in September, 2021.
- July you will receive an update on stakeholder input and in September we will present to you all of the input we have received and ask for SEAC's input.
- Public announcement of targets will occur following SEAC's September meeting.

Feedback/Comments/Questions

- Whom should KSDE consider involving in target setting, analyzing data, developing improvement strategies, and evaluating progress?
 - Include some members of this group and KASEA in the development process.
 - Classroom teachers in the strategy development.
 - Parents/family members. Families together may be able to help with recruiting and participating.
 - General education representatives
- What methods should KSDE consider for increasing the capacity of diverse groups of stakeholders to support development of implementation of activities designed to improve outcomes for children with disabilities?
 - Send out at multiple levels to reach districts, teachers and parents, etc.
 - building expertise to evaluate processes.
 - Career technical education, update to include secondary and postsecondary including special populations. Developing stakeholder teams at this time. Contact those chairs to provide input. Contact Stacy Smith for information on how to reach that group.
 - Families Together could help disseminate and gather information.
- What methods should KSDE consider to facilitate stakeholder involvement (e.g., in-person or virtual meetings, surveys)?
 - Verbal support for response from parents.
 - Combination of surveys for large groups and discussions for smaller groups.
 - Virtual meetings could make it easier for parents to participate without input coming in writing or in surveys
 - Could there be a checklist of questions we ask at the annual IEP meeting with parent or legal guardians?

Membership 2021-2022

Heath Peine, Bert Moore, and Pat Bone

Heath Peine, Jennifer King, and Dr. Heidi Cornell are willing to continue for second terms. Thank you to Rachel Marsh for serving.

Motion to continue for second term: Marvin Miller
Second: Kari Wallace

Action: Approved.



Membership Committee

- Heidi Cornell volunteered to join the committee.
- Amy Zimmerman volunteered to join the committee.

Chair Elect Nominations and Election

- Heidi Cornell

Motion:

Accept Heidi to serve as Chair-Elect for 2021-2022 and chair 2022-2023 - Marvin Miller.

Second: Laura Thompson

Action: Approved.

TASN Follow-up

Crystal Davis and Amy Gaumer-Erickson

- Brainstorming ways to garner feedback from district Leadership. TASN has designed and deployed a survey and sent it out to district leadership, curriculum directors, special education directors and assistant directors, and how services are meeting their needs as well as what ideas they have to offer us. We have contracted with an external evaluator to review this information and provide us feedback. At this time we have a 74% special education response and 54% of general education leaders.
- Also looking at focus groups to move forward in the next school year. Expect to breakout by district sizes for these discussions.
- Will present results at the July meeting.
- Thank you for helping distribute the survey.
- Looking forward to receiving the analysis and developing plans to move forward.
- New work for TASN in 3.0. Recruitment and Retention has changed into two separate projects. Recruitment project is headed by Nicki Heiman at Greenbush. There are additional outcomes for this project looking at recruitment strategies. Using the CEEDAR center to help identify factors that most impact the process.
- Retention project is now housed at Pittsburg State. eMentoring is the main focus and supporting new teachers for up to 3 years. Prior to this year, teachers who participated have stayed in the field at a 94% rate. We now have access to higher education preparation programs and are working toward front loading teachers with the tools to be successful as they begin their careers.
- IF you have a specific request about projects, we would be happy to have TASN projects come to future meetings and present to you.
- www.ksdetasn.org Please use the request information with any of your needs.
- Plans for Summer Leadership and participation with TASN providers. Still in the planning stages. Looking for ways to communicate in networking opportunities during the conference.
- Collaboration between project providers are yielding some higher-level supports is occurring in the TASN projects.

Discussion

- Question as to how to answer the question regarding working with TASN. We clarified



that we were looking at involvement during the past 3 years.

- Work is right in line to respond to the concerns expressed at a previous meeting.

Licensure Sub-committee Update

Heath Peine

- During our last meeting SEAC formed a subcommittee to work with directors' license and receiving a professional license. KSDE does not appear to understand the severity of the issue and how many directors are impacted. We did not find a quick resolution. Heath has offered to provide clarification to the licensure team. He received a reply on April 19 that he has not had a chance to respond to yet. He will continue this work. Both resolution and preventing future directors' impact will be targeted.
- Meeting was held with Mischel Miller and a subcommittee meeting was held.
- New licensure recommendations moving through the system. Worried about impact of out of state applicants for this license and those moving from district leadership to director. Content specifics are not always clear. The preference of the sub-committee is to request we do away with the new special education directors' regulations in process.
 - SEAC response – Marvin who was part of the SEAC at the time of the original decision believes we have learned and moved on from where we were at this time. He recommends that SEAC make this suggested change be made.

Motion: made by Marvin Miller that as SEAC we support discontinuing pursuing the director license.

Second: Trish Backman

Action: approved

Legislative Special Education Update

Laura Jurgensen

Do you have questions from the information shared by Craig this morning?

How do I connect with my legislators?

- <http://www.kslegislature.org/li/>
- Find your legislator
- Search your address
- https://openstates.org/find_your_legislator/
- Search committees tab if you are looking for a specific committee. You can find all of the bills that have gone through that committee.
- Legislators are more accessible this year as video cameras have been added to meeting rooms and allow you to attend during live sessions.
- They also have a YouTube channel and committees as well as house and senate meetings are being live streamed. https://www.youtube.com/channel/UC_0NO-Pb96CFABvxDwXAq8A
- Kansas Legislative Research Department – recent publications
- http://www.kslegresearch.org/KLRD-web/Publications/SummaryofLegislation/PreliminarySummaries/2021_FirstSupplement_and_



PreliminarySummary.pdf

- Twitter is also a great resource on the latest updates from the legislators.
 - Scott Rothschild: <https://twitter.com/srothschild1>
 - Game on for Kansas Schools: <https://twitter.com/GameOnKansas>
 - Leah Fliter: <https://twitter.com/leahfliter>
 - #KASB
- civics test, transgender, and teen concealed guns were just vetoed by Governor Kelly.

Council Member Updates

- **Families Together**
 - Handout shared
 - 1,418 individual consultations/trainings
 - Specific Learning Disability increased
 - Other health Impairment also increased
 - Remote learning is decreasing
 - Formal Complaint calls have increased significantly. Some follow up with staff will be needed to determine more specifics.
 - Education Advocate new category added to report.
 - Upcoming events – most are still virtual.
 - They can pull individual district data. Contact Lesli if you have requests.
- **KASEA**
 - Winter Conference, Hybrid conference.
 - We have been sharing legislative information through the KASEA organization.
 - Much work focused on coming out of the pandemic. Thank you KSDE SETS for all of your work in sharing information.
- **Disability Rights Center**
 - Shared documents – Fact Sheet on special education rights during the pandemic; Child Tax Credit FAQ; Guardianship & Conservatorship Brochure; Economic Impact Payments
 - Sub-minimum wage conversation with KDADS. Focusing state policy on funding supports to providers who pay minimum wage. Discussed the recommendations made and move away from shelter workshops and move toward supported competitive employment opportunities.
 - ABLE accounts need some additional legislative action to implement.
- **Others**
 - Partnership conference between USD 259 and CASE is being developed. Why is inclusion important and how to be more inclusive, and removing barriers. Heath will share information as it becomes available. Virtual Conference \$150 registration.

KSDE Updates

Bert Moore and KSDE Staff

- FAQ Document included in materials (handout)
- July Summer Leadership Conference - more information will be shared as it becomes



available. Strands for both Title Programs and Special Education.

- Council Recognitions
 - Thank you, Tina Gibson, Sarah Schaffer, and Deb Young for your years of service!
 - Thank you, Heath for your service this year as the council chair! As well as CASE work and KASEA president! Kansas won one of the Outstanding Achievement Awards from CASE this year, for membership growth.
- Dates for 2021-2022 (Handout)
 - Please put these dates on your calendar. Hopefully, by January 2022 we will be back to meeting in person.

Closing Comments

Heath Peine

Thank you all for volunteering your time and serving on this council.

Items for Next meeting

- Orientation
- SPP/APR
- TASN Survey
- KCTC data
- Contact Heath or Pat or Bert with any new items

Motion to Adjourn:

Motion: Tobias Wood

Second: Kari Wallace

Action: approved and meeting adjourned at 2:07 pm:

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