

February 10, 2022
KSDE SETS Special Education Administrators' Webinar
Agenda

Agenda Item	Presenter
Welcome	<u>Crystal Davis</u>
Director Updates	<u>Bert Moore</u>
<u>100 Day Checklist</u>	<u>Doug Tressler</u>
<u>Categorical Aid/Waiver Deadline Reminders</u>	<u>Evelyn Alden</u>
<u>DLM /Accommodations Updates</u>	<u>Cary Rogers</u>
<u>Indicator 14- Post School Outcomes</u>	<u>Stacie Martin</u> & <u>Andy Ewing</u>
<u>Alternative Monitoring for Detention Centers</u>	<u>Stacie Martin</u>
<u>Significant Disproportionality</u>	<u>Kelly Steele</u>
<u>KASEA Updates</u>	<u>Doug Anderson</u>





SETS STATE DIRECTOR REPORT

February 10, 2023

Kansas leads the world in the success of each student.

HOT TOPICS

- Medicaid Replacement State Aid \$9,000,000 – Once the total number of billed and paid Medicaid claims is computed for the state of Kansas using the count date of March 1, 2023, then the \$9,000,000 is divided by the total headcount of students that were billed and paid to figure the per student amount each agency will receive. The count date is March 1, 2023. *You are allowed to include billed and paid Medicaid services for special education students one week prior and one week after March 1 (February 22 through March 8).* You need to confirm by April 15 that claims have been submitted and “PAID” for services provided during the March 1 window.
- Emergency Safety Interventions – Kansas State Board of Education Hearing May 9, 2023 at KSDE



CSI, TSI, ATS, ISI

- KSDE will soon release the names of the buildings identified under the Elementary and Secondary Education Act as being in the lowest performing buildings. Special education staff assigned to these buildings will need to partner with other building staff to complete a root-cause and develop a plan to address identified areas of weakness.
- CSI – Comprehensive Support and Improvement
- TSI – Targeted Support and Improvement
- ATS – Additional Targeted Support Schools
- ISI – Intensive Support and Improvement



23-24 OPEN ENROLLMENT TRANSPORTATION

- Opinion #1 – Any student with transportation in their IEP that is selected through the open enrollment “lottery” must have the enrolling district provide the transportation.
- Opinion #2 – Any student with transportation in their IEP that is selected through the open enrollment “lottery” must be transported by their parent to the building of attendance.
- Opinion #3 - Any student with transportation in their IEP that is selected through the open enrollment “lottery” must be transported by their parent to the district border of the enrollment district and the district will transport the remainder of the way to the attendance building.
- Opinion #4 – A court case waiting to happen.
- Other – Who will pay for or get reimbursed for transporting the IEP student with transportation in their IEP to the “lottery” building?



NOTICE OF MEETING FORM

- The Notice of Meeting form was modified to include information that parents may invite someone to the meeting from either State School. The sentence my team added is on page 2. Link to document [Notice of Meeting \(ksde.org\)](#)
- Information on services offered by the State Schools will be sent to you which can be shared with the Notice Form. I have a list of programs provided by the State School for the Blind which I will post in the chat. The State School for the Deaf/Hard of Hearing is preparing a brochure you may include with the Notice form as well. Link to KSSB Events: [Events - Kansas State School for the Blind \(kssb.net\)](#)



Keep The Main Thing The Main Thing



2/15/2023

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

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Contact Information



Bert Moore
SETS Director
(785) 296-4949
bmoore@ksde.org

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100 Day Checklists

- You can access all of the Special Education Checklist on the SPED ADMIN Guide under the Dates, Data, and Direction Section
 - Link to SPED Admin Guide: [KSDE TASN](#)
- Link to the February-April Checklist for Special Education Administrators here: <https://ksdetasn.org/resources/3649>





Deadlines

The remaining payments pay on **ONLY ELIGIBLE FTE!**

- March 1st – Final day to enter/update before third payment
- April 3rd – Final day to enter/update before fourth payment
- April 17th – – Final day to enter/update Vacancy report for special education staff
- May 1st – Final day to enter/update staff and positions for the year.
- June 1st – Final day to enter/update inservice

Deadlines are in Appendix A of the Reimbursement Guide, in the KIAS calendar, and separately here:

<https://www.ksde.org/Portals/0/SES/funding/CatAid/CatAid-Deadlines.pdf>



Personnel Categorical Aid (KGRS)

- Make sure the person doing the report is aware of staff changes and has a way to get information.
- Remember to set aside time to go over reports.
 - Errors-the words tell where the issue is -NO FUNDING
 - Discrepancy-the person is licensed correctly, but not for the entire time -PARTIAL FUNDING

<https://www.ksde.org/Portals/0/SES/funding/CatAid/KGRS-PCA-ErrorChecking.pdf>

- If you don't understand why someone is an error or discrepancy, contact me (email is best and don't be afraid to include names and/or ID numbers.)
 - It's not "bothering me", it's "justifying my employment"



Substitutes

- For the last several years, the state board removed the number of days restriction for substitutes and Bert allowed up to .67 FTE for all substitutes.
- Next year the regulations will be followed (barring further action from the state board)
 - Valid teaching license – 125 days = .67 FTE
 - Substitute license – 90 days = .48 FTE
 - ESub with degree – 30 days = .16 FTE
 - ESub without degree – 15 days = .08 FTE
 - ESUB with waiver – 93 days = .50 FTE



Using the KSDE License lookup

Report date: 1/31/2023

Name: [REDACTED]

[Print License](#)

The current license displays first. Please scroll down to see all licenses, including any new license type and/or a renewed or "future" license.

Licenses			
Type	Original	Current	Expire
INITCH	02/14/2019	02/14/2021	02/14/2023

Endorsements

Original	End Type	Subject Name	Level
02/14/2019	INITCH	ENGLISH LANGUAGE ARTS	6-12

Expired License History

Type	Original	Current	Expire
INITCH	02/14/2019	02/14/2019	02/14/2021

Education

University	Year	Degree
KANSAS STATE UNIVERSITY	2018	BS

The "report date" is today's date. The Credentials section displays by default. This section shows any licensure that has been entered and the expiration dates as well as expired licenses.

This is also where you can see if an esub has a degree listed

The Print License button means the license is complete and active. This means a teacher who expires on 2/14 hasn't applied for renewal yet.



License lookup part 2

Application Status				
Name	Educator ID	Disciplinary Action	Application Status	Status Date
			APPLICATION	11/1/2022
		NONE	IN PROCESS	

Application Status Definitions:
Active License: License is active; no application processing
Application in Process: Application is processing with KSDE
Expired License: License expired, and no application is processing with KSDE

Fingerprint Card and Background Check Required with next application:
 YES NO

If there is no print license button, the license may not be valid.

This is a different teacher. You can see that this applicant needs to submit fingerprints! This must be done before for a new app or after a lapse.

“Application in process” can mean an application for renewal, an application for a new endorsement, or a waiver application by the district. Teacher licensure is processing applications within a couple of weeks! If a status date is four weeks old, they are waiting on something!

<https://www.ksde.org/Portals/0/SES/funding/CatAid/License-KSDELicenseLookup.pdf>



Renewals

Claimed				Eligible		
Start Date	End Date	FTE	Hours	Start Date	End Date	FTE
8/17/2022	5/25/2023	1.00	1116.00	8/17/2022	4/21/2023	0.81

When someone is a discrepancy on the payment report (an "X" in that column), it means they are qualified, but not for the entire time claimed.

Comparing the Claimed start/end dates and the Eligible start/end dates will tell you if the discrepancy is at the start or end. End means the person needs to renew!

All expiring KSDE staff can apply for renewal now!



Authenticated Applications
Problems logging in or
creating/removing accounts:

helpdesk@ksde.org
(785) 296-7935

Categorical Aid
questions/issues:

cataid@ksde.org



Categorical Aid page

<https://www.ksde.org/Default.aspx?tabid=538>

Catastrophic/Non-Public Equivalency
Mason Vosburgh

mvosburgh@ksde.org
(785) 296-4945

Transportation/Medicaid Replacement
Sara Barnes sbarnes@ksde.org
(785) 296-4972

Special Teacher Reimbursement
Evelyn Alden ealden@ksde.org
(785) 296-3868

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.

DLM and Accommodations

Cary Rogers crogers@ksde.org



DLM Spring Test Window

- February 6- April 28, 2023
- Students must meet the blueprint requirements for both ELA and math. Teachers will need to select Essential Elements in the instruction and assessment plan to assign them to the student.
- Students in grades 5, 8, and 11 will need to complete all 9 science testlets. Science testlets are automatically sent to the students who are rostered to science.



TTS Nonvisual Application Checklist

- We are no longer accepting TTS nonvisual applications
- For the checklists that have been approved, please go into Kite Educator Portal and mark the TTS accommodation on each approved student's PNP.
- If there are students that were disapproved and your team agrees the TTS Nonvisual accommodation is best for the student, you may email TTSnonvisual@ksde.org the student's state ID number and use the special circumstance code SC-35. This will count against your school/district for participation.





Cary Rogers
Education Program Consultant
Special education and Title Services
(785) 296-0916
crogers@ksde.org

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State Performance Plan : Indicator 14 Postschool Outcomes Updates



February 2023 Special Education Directors Webinar

Updates for Post school Outcomes data collection for 2023

Census Collection : Data collection for all exiters

Definition of “exiter”- youth with disabilities with an IEP who exited high school with a diploma, a certificate of attendance, reached maximum age of eligibility for services, or dropped out of high school.



Collection Methods

District “Opt In” choice: <http://s.alchemer.com/s3/KSI14-Opt-in> -

Timeline: Complete survey by May 25,2023

Data Driven Enterprise Expansion of Contact Methods

- Text
- Email
- Phone



Contact Information

Andy Ewing

Email: aewing@ksde.org



Alternative Monitoring of Adult Jails Updates

Special Education Directors Webinar February 10,
2023

Alternative Monitoring for Adult Jails Policies and Procedures Self- Assessment form

KANSAS INTEGRATED ACCOUNTABILITY SYSTEM (KIAS)

Alternative Monitoring for Adult Jails Policies and Procedures Self-Assessment



Kansas leads the world in the success of each student.
February 3, 2023



Alternative Monitoring of Adult Jails Self-Assessment Form

Instructions are included within the self-assessment form.

Email completed self-assessment form to Doug Tressler,
dtressler@keystonelearning.org

A scoring rubric will be used to determine technical assistance levels provided by technical assistance team members.

The self-assessment is to identify what current written policies and procedures are in place and to identify what is still needed.

Only sent to LEA Special Education Directors



Timeline

June 1, 2023- Completed self-assessments are due

June 15-August 10, 2023: self-assessments are reviewed by Technical Assistance Team members

August 15, 2023 : LEAs will be notified of summary report and level of technical assistance.

July 1, 2024: LEAs submit revised self-assessments to KSDE.



What help is available?

- Today's office hours at 11:00 a.m.-12:00 p.m. with Doug Tressler
- KASEA Winter Leadership conference breakout session
- Phone call or Email :
 - Doug Tressler
 - Stacie Martin
 - Technical Assistance Team members



Contact Information



Stacie Martin
Special Education and Title
Services Team
(785) 296-6855
smartin@ksde.org

Doug Tressler
TASN GSTAD
(620) 717-3788
dtressler@keystonelearning.org

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SIGNIFICANT DISPROPORTIONALITY



What is “significant disproportionality”?

- According to 34 C.F.R. § 300.646 of the regulations implementing the Individuals with Disabilities Education Act (IDEA), States must annually collect and examine data to determine whether significant disproportionality based on race or ethnicity is occurring in the state and each local education agency (LEA) of the State with respect to the identification of children as children with disabilities, including the identification of children as children with a particular disability; the placement of children with disabilities in particular educational settings; and the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.



What happens if an LEA is identified as having Significant Disproportionality?

- If an LEA has been identified as having significant disproportionality, the LEA is restricted from reducing its Maintenance of Effort (MOE) level by using the 50% reduction rule, and it must:
 - Reserve 15% of its IDEA Part B Section 611 and 619 allocations for comprehensive coordinated early intervening services (CCEIS) to address factors contributing to the significant disproportionality;
 - Review and, if appropriate, revise its policies, practices, and procedures used in identification or placement in particular education settings, and/or disciplinary removals, to ensure that the policies, practices, and procedures comply with the requirements of the IDEA; and
 - Publicly report on the revision of those policies, practices, and procedures consistent with the requirements of the Family Educational Rights and Privacy Act, its implementing regulations in 34 C.F.R. part 99, and Section 618(b)(1) of IDEA.



What is the Kansas methodology for determining whether an LEA has significant disproportionality?

- The Kansas State Department of Education (KSDE) uses a risk ratio calculation to determine whether an LEA has significant disproportionality, consistent with 34 C.F.R. § 300.647. This identification of a district with significant disproportionality is based on an analysis of numerical information only and may not include consideration of the State's or LEA's policies, practices, or procedures. An LEA is determined to have significant disproportionality if its final risk ratio in one or more categories evaluated exceeds the risk ratio threshold for that category for 3 consecutive years



What risk ratio thresholds has Kansas established for significant disproportionality evaluations?

KSDE established the following risk ratio thresholds for significant disproportionality calculations:

Identification Risk Ratio Thresholds

All Disabilities	≥ 3.0
Autism	≥ 3.0
Emotional Disturbance	≥ 3.0
Intellectual Disability	≥ 3.0
Other Health Impairment	≥ 3.0
Specific Learning Disability	≥ 3.0
Speech/Language Impairment	≥ 4.5

Discipline Risk Ratio Thresholds

In-School Suspension ≤ 10	≥ 3.0
In-School Suspension > 10	≥ 3.0
Out-of-School Suspension ≤ 10	≥ 3.0
Out-of-School Suspension > 10	≥ 3.0
All Suspensions	≥ 3.0

Placement Risk Ratio Thresholds

Regular Environment $< 40\%$	≥ 3.0
Separate Settings	≥ 3.0



What does a risk ratio mean in practical terms and can you provide a sample calculation of a risk ratio?

A risk ratio essentially tells us how the risk of one group compares to the risk of another group. For example, an LEA risk ratio of 3.5 for black or African-American children to be identified for special education and related services means that, within that LEA, black or African-American children were three and half times as likely as all other children to be identified for special education and related services.

Here is a simplified example calculation:

$$\begin{aligned} \frac{\text{\# in target ethnic group in SPED}}{\text{\# in target ethnic group enrolled}} &= \text{Target Group Risk} &\Rightarrow & \frac{3.5}{10} = 0.35 \text{ Target Group Risk} \\ \frac{\text{\# in other ethnic groups in SPED}}{\text{\# all other ethnic groups}} &= \text{Other Group Risk} &\Rightarrow & \frac{5}{50} = 0.1 \text{ Other Group Risk} \\ \frac{\text{Target Group Risk}}{\text{Other Group Risk}} &= \text{Risk Ratio} &\Rightarrow & \frac{0.35}{0.1} = 3.5 \text{ Risk Ratio} \end{aligned}$$



What data sources does KSDE use in calculating significant disproportionality?

- KSDE uses the following data sources when calculating significant disproportionality:
 - September 20 Count
 - Reported in the ENRL record in the KIDS application. Can be viewed in several reports on <https://datacentral.ksde.org/> , such as the Kansas K-12 Reports.
 - Final December 1st Report
 - Reported and can be viewed in the SPEDPro application
 - Final End of Year Report
 - Reported and can be viewed in the SPEDPro application
 - Final OSEP Table 5 Discipline Incident Report
 - Reported in the KIAS application and can be viewed in the SPEDPro application
 - Final OSEP Table 5 Discipline Summary Report
 - Reported in the KIAS application and can be viewed in the SPEDPro application



Where can I find my LEA's Significant Disproportionality reports?

- LEA Significant Disproportionality data reports are available on the [Kansas APR Reports](#) under the Sig Dis tab. KSDE strongly encourages all LEAs to review this data whether the LEA has been identified for significant disproportionality or not. Also, keep in mind that the significant disproportionality calculations are based on LEA level data and three consecutive years of risk ratios under the current KSDE methodology. The *KS APR Report Sig Dis User Guide* is located under the Sig Dis tab on the Kansas APR Reports website and was created to assist LEAs in accessing this data and utilizing specific report features and is available under the Sig Dis reports tab.
- For cooperatives and interlocals, KSDE provides district-level analysis to assist with data drilldown. Significant disproportionality determinations are made at the LEA level for cooperatives and interlocals, meaning all data from all member districts is added together to conduct the analysis.



Kansas APR Reports

Please Login

Username:

Password:

[Forgot Password](#)

System Copyright ©2021 Data Driven Enterprises

The Kansas APR website will operate correctly under Windows Internet Explorer 7, 8, 9, 10 and 11, Google Chrome 85 and Macintosh Firefox 3.6.
Other browsers are not supported.

Kansas APR Reports

[View Targets](#) [View APR Reports Guide](#)

Statewide District Cluster Trends Sig Dis KSDE

LEA: Data From: LEA [Create PDF](#)
 Start Year: 2018-19 Span: Three Years Category: All [Export Sig Dis](#)
 Color Filter: All -- all data Subcategory: All [View Sig Dis](#)

Questions? Need Technical Assistance?
Please contact Tim Berens at tberens@kstatelearning.org

Significant Disproportionality Data (By Ethnicity)								
LEA: <input type="text"/>								
Subcategory	Year	Asian	Black	Hispanic	Multi-Racial	Native American	Pacific Islander	White
Out-of-School Suspensions and Expulsions of 10 days or fewer	2018-19							0.14
Out-of-School Suspensions and Expulsions of 10 days or fewer	2019-20							0.45
Out-of-School Suspensions and Expulsions of 10 days or fewer	2020-21							0.69
Out-of-School Suspensions and Expulsions of more than 10 days	2018-19							
Out-of-School Suspensions and Expulsions of more than 10 days	2019-20							
Out-of-School Suspensions and Expulsions of more than 10 days	2020-21							
In-School Suspensions of 10 days or fewer	2018-19							0.14
In-School Suspensions of 10 days or fewer	2019-20							0.20
In-School Suspensions of 10 days or fewer	2020-21							0.37
In-School Suspensions of more than 10 days	2018-19							
In-School Suspensions of more than 10 days	2019-20							
In-School Suspensions of more than 10 days	2020-21							
All Disciplinary Removals	2018-19				5.76			0.47
All Disciplinary Removals	2019-20			1.15	3.00			0.59
All Disciplinary Removals	2020-21			1.13				1.03
Identification by Race	2018-19		1.36	0.68	1.19			1.34
Identification by Race	2019-20		1.16	0.93	1.21			1.04
Identification by Race	2020-21			1.01	1.08	1.26		0.97
Identification by Race by Disability: Autism	2018-19							1.15
Identification by Race by Disability: Autism	2019-20							0.99
Identification by Race by Disability: Autism	2020-21							0.95
Identification by Race by Disability: Emotional Disturbance	2018-19							0.84
Identification by Race by Disability: Emotional Disturbance	2019-20							0.84
Identification by Race by Disability: Emotional Disturbance	2020-21							0.76
Identification by Race by Disability: Intellectual Disabilities	2018-19							1.08
Identification by Race by Disability: Intellectual Disabilities	2019-20							0.96
Identification by Race by Disability: Intellectual Disabilities	2020-21							0.99
Identification by Race by Disability: Other Health Impairment	2018-19							1.73
Identification by Race by Disability: Other Health Impairment	2019-20							1.01
Identification by Race by Disability: Other Health Impairment	2020-21			0.97				1.00
Identification by Race by Disability: Specific Learning Disability	2018-19			1.06	1.23			0.96
Identification by Race by Disability: Specific Learning Disability	2019-20			1.29	1.51			0.81
Identification by Race by Disability: Specific Learning Disability	2020-21			1.27	1.38	2.04		0.77
Identification by Race by Disability: Speech or Language Impairment	2018-19			0.40				1.98
Identification by Race by Disability: Speech or Language Impairment	2019-20			0.67				1.50
Identification by Race by Disability: Speech or Language Impairment	2020-21			0.87				1.19
Separate Class (SC) Educational Environment	2018-19							0.46
Separate Class (SC) Educational Environment	2019-20							0.34
Separate Class (SC) Educational Environment	2020-21							0.38
Separate Facility (SF) Educational Environment	2018-19							1.67
Separate Facility (SF) Educational Environment	2019-20							1.13
Separate Facility (SF) Educational Environment	2020-21							1.20



Significant Disproportionality

- IDEA determinations of significant disproportionality help schools identify symptoms that manifest in special education, but the root cause is almost always found in the district's core curriculum and culture.



Significant Disproportionality

- <https://www.ksde.org/Portals/0/SES/KIAS/SigDis-FAQ.pdf>
- <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/KIAS-Kansas-Integrated-Accountability-System>



Takeaway

- School boards should review Significant Disproportionality data every year.



Please contact us with any questions.



Shanna Hailey, (Discipline) 785-296-4941
sbigler@ksde.org

Christy Weiler (Funding) 785-296-1712
cweiler@ksde.org

Kelly Steele (Identification & Placement) 785-296-2050
ksteele@ksde.org

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SETS WEBINAR FEBRUARY 10, 2023

President: Doug Anderson, danderson@keystonelearning.org

President Elect: Lena Kisner, lkisner@rcec610.ORG

Secretary: Cris Seidel, cris.seidel@greenbush.org

Treasurer: Angie Karraker, aestell@usd261.com

Past President: **Congratulations Heath!**

Executive Director: Ann Matthews, amatthews@keystonelearning.org

KASEA UPDATES

1. KASEA winter conference is February 21- 22
2. Great timely meeting topics and presenters.
3. Monday, February 20, 2023 at 6:00 at The Pennant in Downtown Topeka. (Thanks to Lumen Touch)
 - Approve amended Bylaws
 - Appoint someone to cover past president responsibilities
 - Preview KASEA website

2023 KASEA WINTER CONFERENCE

February 21-22, 2023
Bishop Professional Development Center
Topeka, KS



- Tuesday, 2/21 Registration 7:30am
- Conference ends 3:30 pm
- Social @ Johnny's 5 pm (Thanks to Greenbush)
- Wednesday, 2/22 Registration 7:30 am
- Conference ends 12:00 pm

SESSION TOPICS:

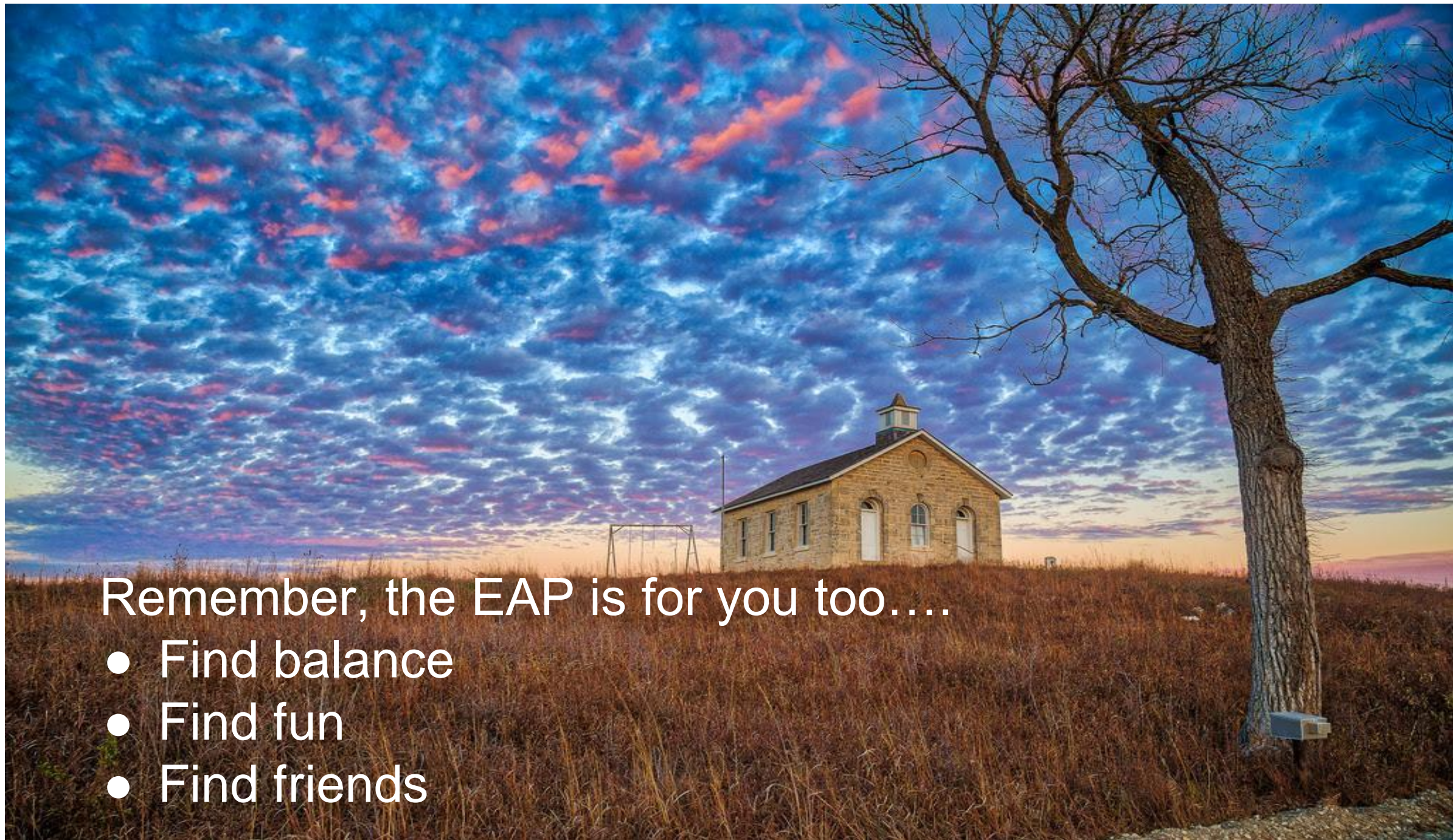
- Budgets: understanding and planning budgets, state and federal funding, analyzing your costs
- Early Childhood: understanding and planning for improvement in early childhood LRE and outcomes, Indicators 6 and 7.
- Paraeducators: High Leverage Practices for paras, documenting the need for paras, analyzing the use of 1 to 1 paras.
- Human Resources: conducting investigations, remote working, employee considerations and policies.

KEYNOTE SPEAKER:

David Batemen, Ph.D. is a professor at Shippensburg University in the Department of Educational Leadership and Special Education where he teaches courses on special education law, assessment, and facilitating inclusion. He has recently co-authored several books: *A Principal's Guide to Special Education*, *A Teacher's Guide to Special Education*, *Charting the Course: Special Education in Charter Schools*, *Special Education Leadership: Building Effective Programming in Schools*, and *Current Trends and Legal Issues in Special Education*

KASEA UPDATE:

- Thanks to the legislative committee and chair Patty Carter specifically who has been very busy fielding calls and writing testimony for the troubling school choice bills.
- Create a new timeline for KASEA Awards to better align with our partner organization or maximize recognition.
- KASEA membership select representatives to serve on a committee to create an RFP for organizations interested in creating a statewide IEP.
- Remember the message: **#FullyFundSPED**



Remember, the EAP is for you too....

- Find balance
- Find fun
- Find friends

Thank you for Joining us today!!!

- Next webinar is scheduled
March 10th , 2023

**IT IS VITAL THAT WHEN
EDUCATING OUR CHILDRENS'
BRAINS THAT WE DO NOT
NEGLECT TO EDUCATE THEIR**

hearts. Dalai Lama

