

FOCUS on Special Education

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Always Look Ahead When Planning IEPs

We talk a lot about collaboration in special education, and generally that has been seen as a joint effort between general education and special education teachers and specialists.

A much less discussed collaboration should be taking place between special education teachers from grade to grade and from level to level. In most of our situations, we have the student for one school year, so the IEP that we inherit and the one that we write could have very different perspectives and potentially different outcomes. The critical thing to remember when



you are crafting a student's IEP is that it is not written for the school year, but for the IEP cycle, which is a calendar year. Almost without exception, there will be multiple teachers involved in that cycle, not to mention potentially different service

providers for the same service, depending on the situation. Add to that the changes that occur at critical transition years, such as preschool to Kindergarten, fifth grade to sixth, eighth to ninth, etc. and you have opportunities for **(cont. on page 3)**

UNIFIED BOWLING TEAMS ARE ALREADY ON A ROLL

Our Unified Sports program has started with time to spare in their quest to advance to regional and state tournaments later this fall. This year our

bowling efforts boast a total of 8 teams across the three districts and the first meet is already under our belts, with Eudora taking second place at the Lawrence

Royal Crest Lanes on October 11. Their next match is at the same venue at 10:00 on October 19. Good luck to all participating teams! Roll on!

Often in Special Education, questions arise which you may need the answer to and others may benefit from that answer as well. Each month we will include a few of these questions, so please don't hesitate to ask.

FREQUENTLY (RECENTLY) ASKED QUESTIONS

Q: Is picking up a preschool child who is running away considered a restraint?

A: As with most things in education, the answer will depend upon a lot of factors relating to the individual incident, but the short answer is yes, it probably is. Anytime a

student, regardless of age, is held in response to an immediate threat of danger to that student or to others, it becomes a restraint under ESI regulations and must be documented as such. Just because preschool students are small and more easily picked up

and held, when that act is the result of the judgment of the teacher that the student is an immediate danger to himself or others, it constitutes an ESI and must be appropriately documented and reported to parents, but an ESI certainly is better than injury risk.

Q: We are still a little confused as to when something is a seclusion and warrants ESI paperwork?

A: Seclusion must meet 3 criteria for it to be considered an ESI. The student must be placed in an enclosed area by school personnel, purposefully isolated from peers and adults, and not permitted to leave that area, or believes that they cannot leave. This can take place in a quiet room but can also take place in a regular education classroom, if all three conditions are met. As far as restraints are concerned, any time a student's body movement is significantly limited, that is considered a restraint. The important thing to

remember with both seclusion and restraint is that they are governed by the Emergency Safety Interventions legislation passed a few years ago which limits the use of both seclusion and restraint to the situation of an emergency, which means that there must be immediate danger of harm to the student or those around them. The key word is emergency, which means you have exhausted all other remedies. Remember that CPI focuses on de-escalation strategies first and only incorporates restraints when it is a last resort. Also remember that if you are not current on your CPI training, you

CANNOT engage in restraint, per the ESI legislation. Both seclusion and restraint must be followed up on with parental notification of the incident the day that it happens and written notification detailing the incident no later than the next day.

ESIs are sometimes necessary for some students as emergencies do present themselves sometimes. The important thing is to make certain they are used only when no other options exist, and when they do happen, make sure that the appropriate paperwork is completed.

COLLABORATION IS KEY (CONT. FROM PG. 1)

misinterpretation of both the content of the IEP and the service delivery model that awaits at the next level.

In order to make each student's IEP accurate and effective, each case manager needs to reach out to the next year's case manager to

check on what may be different in that environment which might need a change either in service delivery minutes or locations. Another benefit of this communication is to let the next teacher know the students they will be receiving a little bit better so that they can

request any curricular modifications that might be necessary to have them ready when the student starts. It is encouraged to attend the IEP meetings of all incoming students, not just the ones in the Spring semester. Good planning needs to occur year round.

Thank you to all of our service providers for helping us get this year off to a great start. Your efforts are greatly appreciated and do not go unnoticed!!!

SEAC Meeting Scheduled for Eudora on Oct. 25

The SEAC for ECKCE had it's first meeting of the year on September 20th at the Baldwin Intermediate Center. We had a nice turnout and talked about our strategic plan progress as well as determined a meeting schedule and some possible topics for future meetings. We are

scheduled for the last Tuesday of each month for now, and will be alternating locations between the three districts. Our next meeting is scheduled for October 25 at 6:00 at the Eudora West administration building. We will be looking at the funding structure of

the special education services in Kansas to prepare parents prior to the election season and will also be talking about the inclusive nature of our programs with an update on our unified sports program. You don't have to be a parent to come join us for great conversation!

Curriculum Survey Now Open for All Input

We are conducting a staff survey for all special education providers and general education administrators to determine where we

are in need of curricular updates. Please look for this to come out in an email from Lorelea Hubert and give your input so that we can get you all the tools you

need to provide appropriate support for your students. We can only get you what you need if you let us know what that is! Thanks for all your help in this process.



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New Employee Assistance Program in Effect

Welcome to the 2022-23 School Year!!!

With the start of the new school year, often we make some changes that affect all of our employees, hopefully in a good way. This year we adopted a new employee assistance program through Guardian, which offers all manner of assistance, from

financial planning to mental health support and everything in between. To access the program, simply go to their website at worklife.uprisehealth.com. When prompted for your user access code, use the word worklife. That will get you into the website so you can check out the myriad things they have to offer. I will attach the flyer from

Guardian on the new EAP to this email that the newsletter is attached to so that you can access that as well.

Remember that the EAP has a toll-free confidential hotline that you can always use to talk with someone if you are experiencing difficulty in any of the areas they cover. Hope you take advantage of this great benefit!

PARAPROFESSIONAL NEWS AND NOTES

Just a few notes for the beginning of the year. Remember to check your timecards in Meta for accuracy, as that is the only way you can get paid what you have worked. If you find discrepancies, please contact Shelly McCart and she will help you fix them. Also, please remember that when you are assigned to working with students in the classroom,

you should not be on your phones. Please be mindful of distractions that will take away from your ability to help our struggling learners to be successful. And we have heard your requests for a way to save time on clocking in and out for lunch and are currently exploring options for addressing this concern. Stay tuned.

Finally, don't forget that we appreciate you as much as the students that you support do. Without your dedication we could not provide our students with the things they need to be successful. I hope each of you have a great rest of the year, and remember that we are still giving out gift cards to folks who refer friends to be paras too!