

*Wichita*  
*Public Schools*

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# **Emergency Safety Interventions**

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## *Parent Information Packet*

Emergency Safety Interventions (ESI) are seclusion and restraint that is used when a student presents a reasonable and immediate danger of physical harm to self or others or engages in violent action that is destructive of property. This packet contains important information for parent regarding the use of ESI and parents' rights under ESI law.



## **Parent Information Packet Contents**

- ✓ WPS BOE Policy 5116 (ESI)
- ✓ Parents' Rights Flyer (A Family Guide to ESI)
- ✓ Standards of When ESI Can Be Used
- ✓ Local Dispute Resolution Process
- ✓ Local Dispute Resolution Guide for Parents
- ✓ State Board Administrative Review Process
- ✓ State Board Administrative Review Guide for Parents
- ✓ Contact Information

## **P5116 EMERGENCY SAFETY INTERVENTIONS**

### **BOARD POLICY:**

**Seclusion or physical restraint (Emergency Safety Interventions (ESI)) of any student may be employed only when the student presents a reasonable and immediate danger of physical harm to self or others or engages in violent action that is destructive of property. ESI should be used only after less restrictive or invasive alternatives have been considered and deemed infeasible. Certain modes of restraint are prohibited and any restraint utilized must be consistent with this policy. Restraint or seclusion will not be used as punishment or discipline, as a means of coercion or retaliation, or as a convenience for a school employee.**

Administrative Implemental Procedures:

#### **1. Definitions:**

- a. "Chemical Restraint" means the use of medication to control a student's violent physical behavior or restrict a student's freedom of movement.
- b. "Emergency Safety Interventions" means the use of seclusion or physical restraint.
- c. "Parent" means: (1) A natural parent; (2) an adoptive parent; (3) a person acting as a parent as defined in K.S.A. 72-1046(d)(2), and amendments thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.
- d. "Physical escort" means the temporary touching or holding of the hand, wrist, arm, shoulder, or back of a student who is acting out, for the purpose of inducing the student to walk to a safe location.
- e. "Physical Restraint" means bodily force used to substantially limit a student's movement, except that consensual, solicited or unintentional contact and contact to provide comfort, assistance or instruction shall not be deemed to be physical restraint.
- f. "Mechanical Restraint" means any device or object used to limit a student's movement.
- g. "School" means any learning environment, including any non-profit institutional day or residential school or accredited nonpublic school, that receives public funding or which is subject to the regulatory authority of the state board of education.
- h. "Seclusion" means placement of a student in a location where all the following conditions are met:
  - 1) The student is placed in an enclosed area by school personnel.
  - 2) The student is purposefully isolated from adults and peers.
  - 3) The student is prevented from leaving, or the student reasonably believes that such student will be prevented from leaving, the enclosed area.

Seclusion does not include a time-out. "Time-out" means a behavioral intervention in which a student is temporarily removed from a learning activity without being confined.

#### **2. Use of Emergency Safety Interventions:**

Emergency Safety Interventions shall be used only when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to effect such physical harm or engages in violent action that is destructive of property. Less restrictive alternatives to ESI, such as proactive prevention techniques, de-escalation techniques, positive behavior interventions and supports, shall be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student's

behavior prior to the use of any ESI. The use of ESI shall cease as soon as the immediate danger of physical harm ceases to exist. Use of an ESI for purposes of discipline, punishment or for the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

a. Prohibited Types of Restraint:

- 1) The use of prone, or face-down, physical restraint; supine, or face-up physical restraint; physical restraint that obstructs the airway of a student; or any physical restraint that impacts a student's primary mode of communication;
- 2) The use of chemical restraint, except as prescribed treatments for a student's medical or psychiatric condition by a person appropriately licensed to issue these treatments;
- 3) The use of mechanical restraint, except those protective or stabilizing devices either ordered by a person appropriately licensed to issue the order for the device or required by law, any device used by a law enforcement officer in carrying out law enforcement duties, and seatbelts and any other safety equipment when used to secure students during transportation.

b. Seclusion Restrictions:

- 1) A student shall not be subjected to seclusion if the student is known to have a medical condition that could put the student in mental or physical danger as a result of seclusion. The existence of such medical condition must be indicated in a written statement from the student's licensed health care provider, a copy of which has been provided to the school and placed in the student's file.
- 2) When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times.
- 3) All seclusion rooms equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in case of emergency, such as fire or severe weather.
- 4) A seclusion room shall be a safe place with proportional and similar characteristics as other rooms where students frequent. Such room shall be free of any condition that could be a danger to the student and shall be well-ventilated and sufficiently lighted.

3. Training:

- a. Annual training will be provided to all district personnel in the use of ESI. Training will emphasize that prevention techniques, de-escalation techniques, positive behavioral interventions and positive behavioral supports are preferred strategies which should be applied, if feasible, prior to use of an ESI.
- b. The level of training needed for each person must meet that person's needs as appropriate to their roles, duties and potential need for emergency safety interventions.
- c. District and/or building administrators will determine which staff requires training in the most restrictive behavioral intervention techniques, i.e. restraint.
- d. All levels of training will be consistent with nationally recognized programs and participation will be documented.
- e. Written or electronic documentation will be maintained on the training provided and the persons participating.

4. Documentation and Notification:
  - a. All schools are responsible for maintaining documentation for each use of an ESI, which must include:
    - 1) date and time of the intervention;
    - 2) type of intervention used (seclusion or restraint);
    - 3) length of time (in minutes) the intervention was used;
    - 4) a description of the behavior precipitating the ESI and alternative behavioral interventions considered; and
    - 5) the school personnel who participated in or supervised the intervention.
  - b. Parents shall be notified the same day an emergency safety intervention is used with their student, or if a parent cannot be notified, the school shall notify an emergency contact person the same day an emergency safety intervention is used. Documentation of the ESI used shall be completed and provided to the parent no later than the school day following the day on which the ESI was used. The parent shall be provided the following information in printed form on the first and each subsequent incident in which an ESI is used during each school year:
    - 1) a copy of this policy which indicates when an ESI can be used;
    - 2) a flyer on the parent's rights;
    - 3) information on the parent's right to file a complaint through the district's dispute resolution process;
    - 4) the complaint process of the state board of education (this process will be included once it is developed);
    - 5) information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas; and
    - 6) a full website address containing this information.
  - c. Documentation maintained by a school on the use of ESI must be compiled and submitted, at least quarterly, to Student Support Services.
  - d. The Division of Student Support Services will provide quarterly reports of all incidents of emergency safety intervention to the Kansas State Department of Education (KSDE), by the dates and in the format required by KSDE. In addition, documentation of the district's use of ESI will be provided to KSDE upon written request of KSDE.
  - e. At least annually, the principal of each school shall review ESI documentation to determine the appropriateness of the use of ESI. At least annually, Student Support Services will review ESI documentation regarding the proper administration of ESI in the district and its impact upon the content of training for district employees.
5. Consideration for a Functional Behavior Assessment (FBA) or Behavior Intervention Plan (BIP) after Three Incidents of ESI:
  - a. If a student with an IEP or a Section 504 plan has three incidents of ESI in a school year, then such student's IEP team or Section 504 team shall meet within ten (10) days following the third incident to discuss the incident and consider the need to conduct a FBA, develop a BIP or amend the BIP if already in existence, unless the IEP team or Section 504 team has agreed on a different process.
  - b. If a student without an IEP or Section 504 plan has three (3) incidents of ESI in a school year, then the school staff and the parent shall meet within ten (10) days

- following the third incident to discuss the incident and consider the appropriateness of a referral for a special education evaluation, the need for a FBA, or the need for a BIP. Any such meeting shall include the student's parent, a school administrator for the school the student attends, one of the student's teachers, a school employee involved in the incident, and any other school employees designated by the school administrator as appropriate for such meeting.
- c. The student who is the subject of such meetings after a third ESI incident shall be invited to attend the meeting. The time for calling such a meeting may be extended beyond the 10-day limit if the parent of the student is unable to attend within that time period. Nothing in this section shall be construed to prohibit the development and implementation of a FBA or a BIP for any student who has not had three ESI incidents in a school year.
6. Dispute Resolution:
- a. The Board of Education designates the Chief Human Resources Officer as the complaint investigator to conduct investigations of written parental complaints.
  - b. Informal resolution of parental complaints is encouraged. A parent may contact the student's building administrator to report an alleged incident and seek a mutually satisfactory resolution of the complaint. If resolved, the building administrator will complete a written report which will be provided to the parents, the superintendent and Student Support Services, who will include such report in the next scheduled documentation to KSDE.
  - c. Whether or not parents seek informal resolution, parents may submit written complaints to the Chief Human Resources Officer who will complete an investigation and provide to the parent, school, superintendent, Student Support Services and KSDE written findings of fact and, if necessary, corrective action, within 30 days of the filing of a complaint by a parent. The drafting and handling of the investigator's report will conform to the requirements of the Family Educational Rights & Privacy Act (FERPA) and will, to the extent possible, preserve confidentiality of personnel matters. The Chief Human Resources Officer's decision will be a final decision.
  - d. A parent may file a complaint under the state board of education complaint process within 30-days from the date a final decision is issued by the Chief Human Resources Officer.
  - e. Information informing parents of their right to file a written complaint that includes contact information for the Chief Human Resources Officer and state board of education will be posted on the district's website and in the Student Code of Conduct.
7. This policy will be posted on the district's website with links to the policy available on individual school pages and will be included within the Student Code of Conduct.

Administrative Responsibility: Student Support Services

New Policy: September 2013

Latest Revision: September 2015



**Where can I find out more  
information about  
Emergency Safety Interventions  
(Seclusion and Restraint)?**



**Families Together, Inc.**

Topeka Parent Center- 1-800-264-6343  
topeka@famieliestogetherinc.org

Wichita Parent Center- 1-888-815-6364  
wichita@famieliestogetherinc.org

Garden City Parent Center- 1-888-820-6364  
gardencity@famieliestogetherinc.org



**Kansas  
Parent  
Information  
Resource  
Center**

**Kansas Parent Information  
Resource Center (KPIRC)**

1-866-711-6711  
www.kpirc..org

**Kansas State Department  
of Education (KSDE)**

1-800-203-9462  
www.ksde.org  
www.ksdetasn.org



**A Family Guide  
to the Use of  
Emergency Safety  
Interventions  
(Seclusion and  
Restraint) in  
Kansas**



## What are Emergency Safety Interventions?

Emergency Safety Interventions (ESI) are seclusion and restraint that are used when the student presents a reasonable and immediate danger to self or others.

## What is Seclusion?

Seclusion means placement of a student in a location where all the following conditions are met:

1. the student is **placed** in an enclosed area by school personnel;
2. the student is purposefully **isolated** from other adults and peers; and,
3. the student is prevented from leaving, or the student reasonably believes that such student will be prevented from leaving, the enclosed area.

Time-out is not the same as seclusion. Time-out is when a student is temporarily removed from the learning activity, but is not confined.

## What is Restraint?

Restraint can take form in different ways. **Mechanical restraint** is defined as any device or object used to limit a person's movement. The use of mechanical restraint is prohibited in Kansas except those protective or stabilizing devices ordered by a person appropriately licensed to issue the order for the device. Mechanical restraint used by a law enforcement officer in carrying out law enforcement duties is allowed. Seatbelts and/or other safety equipment when used to secure students during transportation are also allowed.

The definition of **physical restraint** is bodily force used to substantially limit a student's movement. The use of prone physical restraint (face-down) and supine physical restraint (face-up) are prohibited. Physical restraint may not obstruct the airway of the student or impact the student's primary mode of communication.

**Chemical restraint** is prohibited in Kansas. A student may take prescribed treatments for a medical or psychiatric condition when they are prescribed by a person who is properly licensed to prescribe medication.

Consensual, solicited, or unintentional contact and contact to provide comfort, assistance, or instruction is not physical restraint.



## Why focus on Positive Interventions?

Positive Interventions help build positive relationships and encourage new behaviors. Positive interventions also reinforce new skills and increase self-satisfaction and optimism among youth, parents and teachers. All students need to be recognized and rewarded when they are meeting the expectations that have been established. Current research suggests positive recognition (rewards, reinforcements, praise) must occur more frequently than negative recognition. A well-developed behavior intervention plan should include many positive interventions in order to effectively change behavior. The first consideration should be the appropriateness of the interventions. The team should select interventions that are based upon the student's developmental level, motor ability, communication mode and other factors relevant to the student and the disability. Environmental and context related factors should also be considered. These might include things such as classroom seating, noise levels, peer issues, instruction that is too hard or too easy, transitions, and changes in the setting.

Behavioral strategies, particularly when implemented as part of a school-wide program of positive behavioral supports, can be used to address the underlying causes of dangerous behavior and reduce the likelihood that restraint or seclusion will need to be used.

*U.S. Department of  
Education Restraint and  
Seclusion: Resource  
Document*

## Replacement Behaviors

A replacement behavior is when a student replaces an inappropriate behavior with an appropriate one that continues to serve the same function for the student. When selecting replacement behaviors, the team should address the following questions:

- Does the replacement behavior work as well as the challenging behavior in meeting the student's needs?
- Will it be an acceptable alternative to the challenging behavior?
- Will the replacement behavior be something the student will choose to do and that his or her family and teachers support?
- Will the replacement behavior help build a positive reputation for the student?

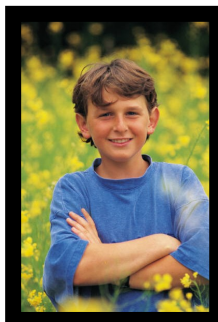
Students should be recognized and rewarded for choosing to utilize replacement behaviors to be most effective.



## Functional Behavioral Assessments

All behaviors are functional and are maintained in environments that support them. If your child's behavior impedes the learning of self or others, you

may consider requesting a functional behavioral assessment. A Functional Behavioral Assessment can help teams determine the when, where, how and why problematic behavior occurs. A comprehensive assessment includes interviews, record reviews, observation and data collection, graphing data collected, testing hypotheses, curriculum analysis, implementation of interventions and evaluation of effectiveness of the plan. Assessments should identify antecedents (what happens just before the behavior occurs), a very clearly defined picture of the behavior that is occurring, and the reinforcers (what happens just after the behavior occurs). If a behavior meets a function for the student, the behavior will continue. Teams need to determine what the function of the behavior is so that they may provide successful interventions or teach replacement behaviors that meet the same function for the student.



## Behavior Intervention Plans

Behavior Intervention Plans (BIP) should be positive and instructive and based upon a functional behavioral assessment. A BIP should address:

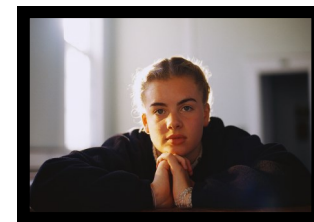
- The function of the behavior
- Effective teaching of the expected behavior
- Rewards and consequences that are meaningful to the student
- Opportunities to self-manage behaviors

**TIP**

**A functional behavioral assessment can be conducted at any time for a student who does not respond to school-wide behavioral interventions. Following the assessment, a behavior intervention plan may be developed. As a parent, you have the right to request a functional behavioral assessment. Contact Families Together for further assistance.**

## When May Emergency Safety Intervention be Used?

- May only be used when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to cause physical harm.
- Less restrictive alternatives, such as positive behavior interventions support, must be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student's behavior prior to the use of any ESIs.
- The use of ESI must stop as soon as the immediate danger of physical harm ends.
- ESI cannot be used is used for purposes of discipline, punishment, or for the convenience of a school employee.
- A student may not be subjected to seclusion if the student is known to have a medical condition that could put the student in mental or physical danger as a result of seclusion. The existence of this medical condition must be indicated in a written statement from the student's licensed health care provider that is provided to the school and is placed in the student's file. Note that this exception does not apply to restraint.
- Violent destruction of property may also prompt the use of ESI.



## What are the Requirements for Seclusion?



When a student is placed in seclusion, a school employee must be able to see and hear the student at all times.

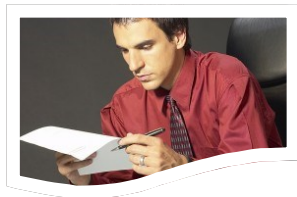
All seclusion rooms that have a locking door must be designed to make sure that the lock automatically disengages when the school employee watching the student walks away from the seclusion room, or in cases of

emergency, such as fire or severe weather.

A seclusion room must be a safe place with proportional and similar characteristics as other rooms where students frequent. A seclusion room must be free of anything that could be a danger to the student and must be well-ventilated and sufficiently lighted.

## When Must a Parent be Notified an ESI has been Used?

- The school must notify the parent the same day the ESI was used. If the parent cannot be notified, then the school must notify an emergency contact person for the student.
- Documentation of the ESI used must be completed and provided to the parent by the school day following the day on which the ESI was used.
- The parent must be provided with the following information in writing after the first ESI incident in a school year and provided with this information after subsequent ESI incidents through a web address that contains this information:
  - A copy of the standards of when ESI can be used;
  - A flyer on the parent's rights under ESI law;
  - Information on the parent's right to file a complaint through the local dispute resolution process and the complaint process of the Kansas State Board of Education; and
  - Information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas.



## Requirements if there is a Third ESI Incident with a Student within a School Year

If there is a third ESI incident within a school year on a student with an IEP or a Section 504 plan, then the student's IEP or Section 504 team must meet within 10 days after the incident to discuss the incident and consider the need to conduct a functional behavioral analysis (FBA), develop a behavior intervention plan (BIP), or amend the student's BIP if the student already has one. These requirements must be followed unless the student's IEP or Section 504 team agrees on a different process.



If there is a third ESI incident within a school year on a student without an IEP or a Section 504 plan, then the student's parent and school employees must meet within 10 days after the incident to discuss the incident and consider the appropriateness of a referral for a special education evaluation or the need for a FBA or BIP. The school employees involved in this meeting must include a school administrator for the school where the student attends, one of the student's teachers, a school employee involved in the incident, and any other school employees designated by the school administrator as appropriate to attend the meeting.

The student must be invited to any of the meetings referred to previously in this section.

The meetings referred to in this section may be extended beyond the 10-day requirement if the parent of the student is unable to attend within that time period.

## What Can I Do if I Feel that ESI has been Used Inappropriately with My Child?

If a parent believes that ESIs have been used that violate the ESI statute, ESI regulations, or the district's ESI policy, then the parent may file a complaint through the local dispute resolution process within 30 days of the use of ESI.

A parent may file a complaint through the Kansas State Board of Education's complaint process within 30 days from the date that a parent receives a final decision through the local dispute resolution process or after 30 days have passed since the parent filed a complaint through the local dispute resolution process, if the parent has not received the local board's final decision.

**TIP**

**If your child has a history of seclusion and restraint or challenging behavior, he or she could be eligible for additional supports and interventions. Parents are welcome to contact Families Together, Inc. to discuss possible options.**



## Standards for the use of Emergency Safety Interventions

The emergency safety interventions (ESI) law set forth standards for the use of restraint and seclusion to ensure that all Kansas students and staff have a safe learning environment. The standards found in the ESI statutes and regulations are required to be followed in all Kansas public school districts and accredited private schools.

An **ESI** is the use of seclusion or physical restraint. The use of ESIs shall **cease as soon as the immediate danger of physical harm and violent action ceases to exist**.

Before using an ESI, a school employee witnessing the student's behavior must have determined that **less restrictive alternatives** to ESI, such as positive behavior interventions support, were inappropriate or ineffective under the circumstances.

ESIs shall be used **only when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to effect such physical harm**. Violent action that is destructive of property may necessitate the use of an ESI. ESIs may not be used for purposes of discipline, punishment, or for the convenience of a school employee.

**Physical restraint** means bodily force used to substantially limit a student's movement. Physical restraint is **NOT**:

- Consensual, solicited or unintentional contact and contact to provide comfort, assistance or instruction;
- physical escort;
- prescribed treatments for a student's medical or psychiatric condition by a person appropriately licensed to issue these treatments;
- protective or stabilizing devices either ordered by an appropriately licensed professional or required by law;
- any device used by a law enforcement officer in carrying out law enforcement duties; and
- seatbelts and any other safety equipment when used to secure students during transportation.

**Prohibited** types of restraints:

- **Prone**, or face-down, physical restraint;
- **supine**, or face-up, physical restraint;
- any physical restraint that **obstructs the airway** of a student;
- any physical restraint that **impacts a student's primary mode of communication**;
- **chemical** restraint ("chemical restraint" means the use of medication to control a student's violent physical behavior or restrict a student's freedom of movement); and
- **mechanical** restraint ("mechanical restraint" means any device or object used to limit a student's movement).



## Standards for the use of Emergency Safety Interventions

**Seclusion** means placement of a student in a location where:

- The student is placed in an **enclosed area** by school personnel;
- the student is **purposefully isolated** from adults and peers; and
- the student is **prevented from leaving**, or the student reasonably believes that such student will be prevented from leaving, the enclosed area.

**Seclusion** does not include a time-out, which is a behavioral intervention in which a student is temporarily removed from a learning activity without being confined. A student may not be secluded if the student is known to have a **medical condition** that could put the student in mental or physical danger as a result of seclusion. The medical condition must be in a written statement from the student's licensed health care provider, and a copy of given to the school and placed in the student's file. When a student is placed in seclusion, a staff member must be able to see and hear the student at all times. All seclusion rooms that have a locking door must be designed to ensure that the lock automatically disengages when the staff member watching the student walks away or in cases of emergency such as fire or severe weather. If a school uses a seclusion room it must be a safe place, free of any dangerous conditions, well-ventilated, and sufficiently lighted.

### When ESI May be Used

- ESI shall only be used when the student presents a reasonable and immediate danger of physical harm to self or others with the present ability to effect such physical harm
  - Less restrictive alternatives, such as positive behavior interventions support, must be deemed inappropriate or ineffective under the circumstances prior to ESI being used
  - The use of ESI must stop immediately when the danger of physical harm ends
  - Violent action that is destructive of property may necessitate the use of ESI
- ESI must not be used for discipline, punishment, or the convenience of a school employee

### Training Requirements for School District Employees:

School personnel should receive training consistent with nationally recognized training programs on the use of seclusion and restraint. The training should address prevention techniques, de-escalation techniques, and positive behavioral intervention strategies. Training should be designed to meet the needs of staff as appropriate to their duties and potential need to use ESI. Schools shall maintain written or electronic documentation on training provided and lists of participants in each training.

### Parent Notification and Required Meetings:

- Parents must be notified the same day that an ESI incident occurs. Parents' emergency contact person will be notified if parents cannot be reached
- Parents must be provided information about ESI, their rights, and the dispute resolution process the day following an ESI incident
- After the third ESI incident with a student in a school year, there must be a meeting within 10 calendar days to discuss the incident and supports for the student which may include conducting a Functional Behavior Assessment, development of a Behavior Intervention Plan, and/or a referral for an evaluation to determine if the student is eligible and has a need for special education services or a Section 504 Plan



## **District Dispute Resolution Process**

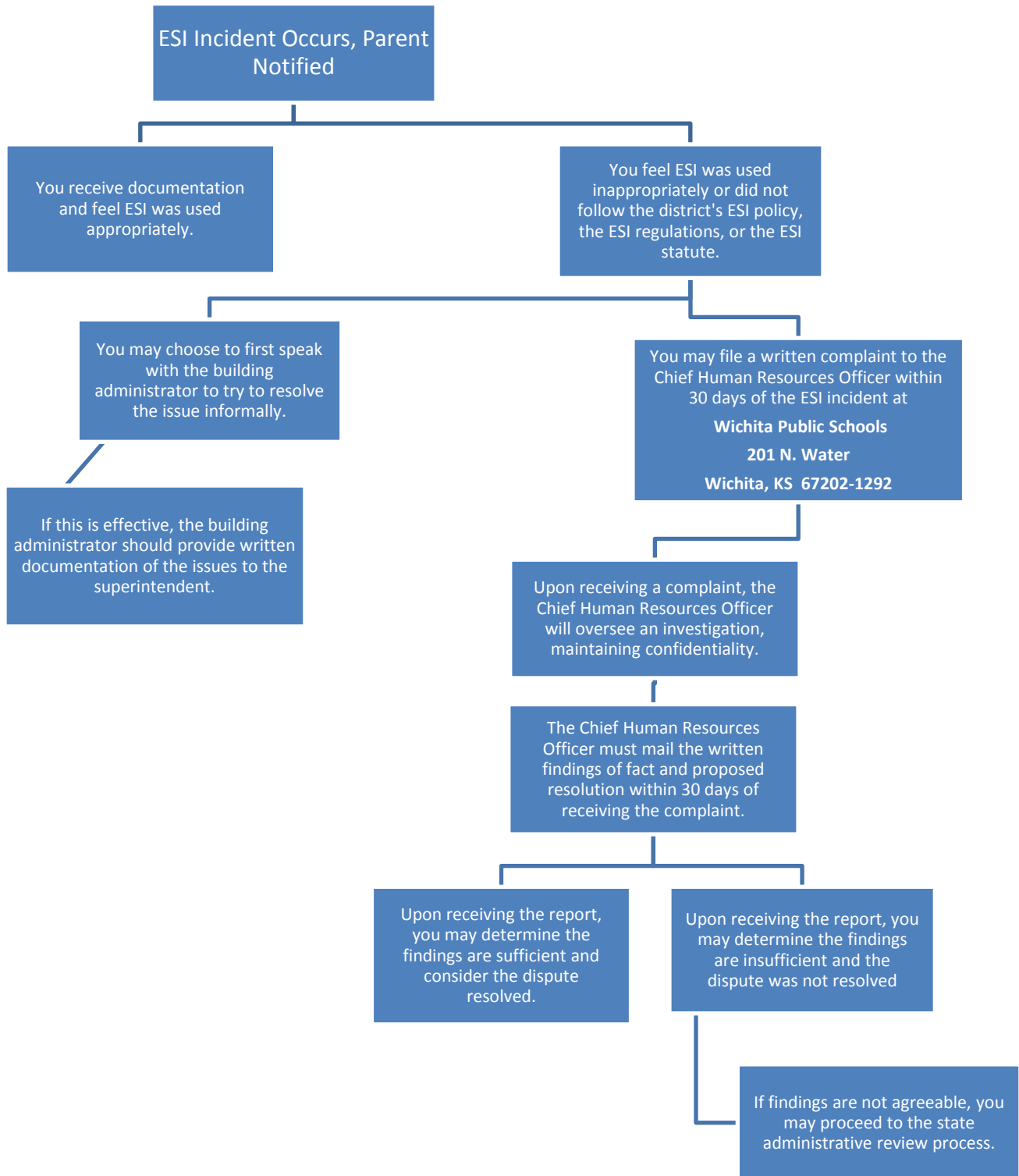
- The Board of Education designates the Chief Human Resources Officer as the complaint investigator to conduct investigations of written parental complaints.
- The Chief Human Resources Officer may be contacted at 316-973-4610. Written complaints may be submitted to the Chief Human Resources Officer at:

**Wichita Public Schools  
201 N. Water  
Wichita, KS 67202-1292**

- Informal resolution of parental complaints is encouraged. A parent may contact the student's building administrator to report an alleged incident and seek a mutually satisfactory resolution of the complaint. If resolved, the building administrator will complete a written report which will be provided to the parents, the superintendent and Student Support Services, who will include such report in the next scheduled documentation to KSDE.
- Whether or not parents seek informal resolution, parents may submit written complaints to the Chief Human Resources Officer who will complete an investigation and provide to the parent, school, superintendent, Student Support Services and KSDE written findings of fact and, if necessary, corrective action, within 30 days of the filing of a complaint by a parent. The drafting and handling of the investigator's report will conform to the requirements of the Family Educational Rights & Privacy Act (FERPA) and will, to the extent possible, preserve confidentiality of personnel matters. The Chief Human Resources Officer's decision will be a final decision.
- A parent may file a complaint under the state board of education complaint process within 30-days from the date a final decision is issued by the Chief Human Resources Officer.
- Information informing parents of their right to file a written complaint that includes contact information for the Chief Human Resources Officer and state board of education will be posted on the district's website and in the student code of conduct.



## District Dispute Resolution Guide for Parents







## **State Board Administrative Review Process**

*This process will be available no later than March 1, 2016. Information about this process will be available as soon as the proposed regulation is adopted by the Kansas State Board of Education.*



## **State Board Administrative Review Guide for Parents**

*This process will be available no later than March 1, 2016. Information to help parents navigate this process will be available as soon as the proposed regulation is adopted by the Kansas State Board of Education.*



## **Contact Information**

### **Local**

#### **District Administrator Contact for ESI Questions**

Amy Godsey, Due Process Supervisor

316-973-4425

[agodsey@usd259.net](mailto:agodsey@usd259.net)

WPS ESI Resources: [www.usd259.org](http://www.usd259.org)

(Click on District Offices → Emergency Safety Interventions)

### **State**

#### **General ESI Information:**

<http://ksdetasn.org/>

#### **ESI Questions:**

Laura Jurgensen

Kansas State Department of Education

[ljurgensen@ksde.org](mailto:ljurgensen@ksde.org)

785-296-5522

#### **Parent Training and Information Center:**

Families Together

<http://familiestogetherinc.org/>

888-815-6364

#### **Protection and Advocacy System:**

Disability Rights Center of Kansas

<http://www.drckansas.org/>

877-776-1541 or 785-273-9661