

February 2011

# ANW Special Education

## Scheduled Meetings

### FEBRUARY

- 15th Mentor & New Teacher Training (1:00)
- 16th High School Inter-Related Categorical Meeting (1:00)
- Board Meeting (6:30)
- 18th Psychologist & Social Work Categorical Meeting (8:30)
- 23rd New Para Sign Up (8:30)
- 24th Related Services Categorical Meeting (2:00)
- 25th Early Childhood Categorical Meeting (12:30)

### MARCH

- 1st MR Categorical Meeting (1:00)
- 7th CPR & First Aide Training (5:30)
- 8th CPR & First Aide Training (5:30)
- Superintendent's Meeting (9:30)
- 9th Education Association Executive Meeting (4:30)
- Board Meeting (6:30)
- 17th New Para Sign Up (8:30)

**21st–25th SPRING BREAK (Woo!)**

## Para In-Service Days

From Cindy Folk

Due to our crazy Kansas weather—My in-service plans have been blown out the window!!

After some re-thinking, this is what I have so far...

**Monday— Feb. 28th scheduled for Elementary level 12:00-3:30**

**Friday— March 4th scheduled for Secondary level 12:00-3:30**

I am still working on content and building specifics. Watch the website for further details as they become available. I will also send an email out to all users that have an ANW email address and ask when you or your teachers receive it please help pass on the information to others.

In addition, I am looking at scheduling a few more half days the first week in April (the 4th-8th). Those details will be published later also.

★ **REMINDER:** All Para's hired 2007/2008 school year and before only need 10 hours of in-service.

## Teachers Lounge



Madison Barney has a degree in Early Childhood from Pittsburg State University. She has one year experience teaching first grade in the Carthage, MO school district. Madison lives in Chanute and teaches at Chanute Elementary School. She has taken Breanne Campbell's position.

# Nurses Station

By Brenda Nickel, Child and School Nurse Consultant

Edition eight of the “A Guide to Reporting Child Abuse and Neglect in Kansas” was released in July 2010. As year begins anew, it’s time to renew commitments to strengthen and support families in growing healthy children. “Child abuse prevention efforts are one way to combat other social problems concerning all citizens. Prevention helps create a more compassionate society, one which places a high value on the welfare of children” (SRS, 2010, p. III)

## Strengthening Families

The cold winter months are a perfect time to arrange for in-service presentations with school staff and community partners, as well as with parent groups, about resources, including resources available when a child is neglected or abused.

Its important that mandated reporters and citizens in the community know what their role is in preventing child abuse before it occurs.

To do this, it is important that families receive the support and help needed to strengthen families:

- ★ **Advocate:** Focus on community activities and public policies that prioritize prevention right from the start.
- ★ **Volunteer:** Serve on a committee or board. We all play a role in raising children whether we are neighbors, educators, caregivers or family members.
- ★ **Educate:** Contact local school districts and faith communities about sponsoring classes for parents. Be a mentor to a new parent; share your skills with your neighbors.
- ★ **Support:** Get to know and support the children and families in your community. Know the resources available in your community and how to connect families to them.
- ★ **Report:** Recognize the signs and symptoms of child abuse. If you suspect child abuse and/or neglect call the Protection and Report Center at 1-800-922-5330. (SRS, 2010, p. 16)

## Preface: What’s in the Guidelines

The first step in helping abused children is learning to recognize the symptoms of child abuse. This booklet is intended to help both concerned citizens and individuals who are required by law to know how and when to report child abuse and neglect.

Information in this booklet includes:

- ★ Tips for mandated reporters
- ★ Definition of types of abuse
- ★ Behavioral and physical indicators
- ★ Common Myths and facts of abuse
- ★ Kansas reporting laws
- ★ When to make a report
- ★ What information is needed to make a report
- ★ Where to make a report
- ★ Consequences of failure to report
- ★ How child protection systems play and important role in promoting safe families
- ★ How to prevent child abuse and neglect (SRS, 2010, p. III)

Mandated reporters and the general public need to be aware of signs that may indicate child abuse. This booklet can be used to educate communities about child abuse and help prevent it from happening. When it does occur, the proper measures can be taken to protect the child (SRS, 2010 p. III)

## Downloading Guidelines On-Line

You can access the guidelines on-line from the Kansas State Department of Social and Rehabilitation Services

[www.srs.ks.gov/agency/cfs/Documents/Child%20Abuse%20Reprting%20Guide.pdf](http://www.srs.ks.gov/agency/cfs/Documents/Child%20Abuse%20Reprting%20Guide.pdf) or the Kansas Children Service League at [www.kcsl.org/PDFs/Guide to Reporting Child Abuse and Neglect.pdf](http://www.kcsl.org/PDFs/Guide%20to%20Reporting%20Child%20Abuse%20and%20Neglect.pdf).

## Ordering a Hard Copy of the Guidelines/Other Resources

To order hard copies of child abuse prevention resources, including parent tip cars, Abusive Head Trauma (Shaken Baby Syndrome) resources and the “A Guide to Reporting Child Abuse and Neglect in Kansas” use the order form found at [www.kcsl.org/PDFs/Tip Card Order Form English Spanish Feb 2010.pdf](http://www.kcsl.org/PDFs/Tip%20Card%20Order%20Form%20English%20Spanish%20Feb%202010.pdf).

## Scoring Well On Tests at Grade

### School Level

When it comes to proficiency in standardized tests, one can never start too early. Fourth grade students at Meadowview Elementary School in Atlanta, GA routinely delve into math tutorials at 7:15 a.m., the beginning of the school day, using an assessment monitoring program tailored to specific state performance standards. Teachers can use the program to identify individual student's weaknesses, create tests on the fly to reinforce skills, and deliver reports that track gains in testing prowess.

At the start of the project, students took a full-length practice test to determine strengths and weaknesses. Teachers were able to assemble the results into detailed reports that suggested lesson plans for each individual student, allowing them to progress at their own pace.

To insure that students grasp concepts, teachers could put together spot tests that flagged potential problems and to hone skills. The program allowed immediate feedback, so students could be directed to printed work lessons from the designed program. A final practice assessment before the statewide test allowed a last minute brush up on proficiency.

This program is similar to the current efforts on the part of the ANW Cooperative to train Administrators and staff to individualize each student's weaknesses and to tailor a refined program to assist in the mastery of the objectives within the state assessments. We are finding that this practice has increased student achievement in the classroom as well as the scores on the state assessments. The practice will also detail school wide curriculum weaknesses that all students may be encountering.

## Circle of Friends

"Circle of Friends" is a mentoring program that pairs special education and regular education students together.

Everyone wants to belong. This feeling is most predominant among teens. Everyone looks for acceptance in school, at work, and in the community. Seeking acceptance could lead to a student doing mischievous things they might not ordinarily do to seek approval from their peers. Students with special needs are no different. The "Circle of Friends" is designed to help special education students develop that acceptance.

The benefits of such a program are numerous—decrease inappropriate behavior, (i.e. drug use, criminal activity, teenage pregnancy, etc.) have been attributed directly to the development of a positive relationship through mentoring programs. This program has been linked to increases in grades and graduation rate.

"Circle of Friends" helps students develop strong peer role models at the same time helping a special education student build self-esteem, help develop positive social skills, and create a support network outside of the family.

There is a side benefit for the mentor which includes helping them build an increased maturity, self-confidence, and a greater respect for individuals with disabilities.

You can find out more about this program at <http://www.Arc-SedgewickCounty.org>, or call (316)943-1191. The Arc acts as a resource for those involved in the program as well as for the education staff assisting within the school.

## Director's Corner

Renovations are being completed on the office to accommodate the needs for additional staff training while providing a work environment that allows for staff to complete their work in an effective manner. Once completed, there will be a larger training area in the main room and an additional training area in the back of the building.

Funding for schools and in particular special education is currently being discussed by the legislature. The Governor's budget reduced special education funding by \$16.7 million, and at this time the Senate put that funding back in the proposal. The House did not increase any funding amounts so now it will go to conference committee to determine the shape of the final bill. Moves have also been made to change how special education monies are provided to districts but there is no clear outcome at this point. The Disability Rights Commission has proposed creating laws on the use of restraint and seclusion in schools, school officials including teachers have testified against such laws. It is important that you keep up on what is happening in Topeka and alert your legislators as to your opinions.

We have made contact with Blue Cross, AFLAC, and other health care insurance providers to investigate the possibilities of more affordable insurance plans as well as the possibility of providing insurance for our Para professionals. We have not received any proposals just yet but hope to know more in time to make a good decision before the new school year starts.

## Teacher Recruitment

The Coop Administrators will be traveling to various universities as part of the ongoing recruiting efforts of the Coop. "We want to stay ahead of the game in order to fill positions that open up because of retirements and resignations," states Harry Hepler, Supervisor/Coordinator. "We have been able to fill positions with quality people as quickly as possible the last few years as a result of teacher recruiting."

The teacher interviews will be held at the following universities: Wichita State University, Kansas University, Kansas State University, Emporia State University, Pittsburg State University, Fort Hays State University, Missouri Southern State University and Missouri State University.