



## **Emergency Safety Intervention Parent Information Packet**

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If an emergency safety intervention occurs, parents are strongly encouraged to schedule a meeting to: 1) discuss the incident and 2) discuss prevention of future use of emergency safety interventions. The contact listed below is available to assist in scheduling this meeting. This meeting will be scheduled no later than ten (10) school days from when the parent makes the request unless the parent cannot meet within that time frame.

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**Kansas School for the Deaf**  
**[www.ksdeaf.org](http://www.ksdeaf.org)**  
**Luanne Barron, Superintendent**  
**Tel: 913-210-8111**  
**[lbarron@kssdb.org](mailto:lbarron@kssdb.org)**

# **Documents Included in this Packet**

Letter to Parents from the Superintendent

Local Dispute Resolution Process

Standards for the Use of Emergency Safety Interventions

A Family Guide to the Use of Emergency Safety Interventions and  
Parental Rights: Seclusion and Restraint in Kansas  
(English or Spanish depending on Parents' preferred language)

Local Dispute Resolution Guide for Parents

State Board Administrative Review Process

State Administrative Review Guide for Parents

State and Community Resources

# Kansas School for the Deaf

TO ENSURE THAT ALL STUDENTS WE SERVE ACHIEVE THEIR FULL  
POTENTIAL IN A LANGUAGE-RICH ENVIRONMENT



August 2024

Dear Parents or Guardians:

Kansas School for the Deaf (KSD) serves students with varying needs. It is possible that at some point, any student could exhibit behavioral problems during school or while staying in the dormitory. Our primary concern here at KSD is to create a safe environment for all of our students. While we use best practice strategies, prevention and de-escalation to address most behaviors without incident, on rare occasions a student's actions may cause possible harm to themselves or others. While we make every effort to avoid the need for Emergency Safety Interventions - ESI (seclusion and restraint), there may come a time when we need to use it to protect a student or students. In 2015, we had not used seclusion at KSD, but in June of that year, the Kansas Legislature passed statutes on ESI requiring schools to put into effect procedures to address the use of ESI for all students.

The packet of information in which this letter is contained is designed to provide parents or guardians with the information necessary to understand what ESI is used for and how it will be applied, if used, here at KSD, our local dispute resolution process so parents or guardians know who to contact and what to do if they object to the use of ESI on their child or ward. It is also for parents and guardians so they know who to contact and what to do if they are not satisfied with answers provided at the local level and wish to submit a complaint through the State Board of Education's review process and how to negotiate that process.

Please review the information contained in this packet and we encourage you to keep it in a safe place in case there are other incidents or you have questions about the process in the future.

If you are concerned about the use of Emergency Safety Interventions, please call your child's head teacher or if the incident happened while your child was staying in the dormitory, the Dean of Student Life. You ultimately have the right to file a formal complaint with the Superintendent and, if not satisfied, the Kansas Board of Education, about your concerns.

Sincerely, yours,

Luanne Barron  
Superintendent



# Local Dispute Resolution Process

Kansas School for the Deaf (KSD) serves students with a variety of needs. Regardless, any student at some point in time could have problem behaviors. Creating a safe environment for all our students is our primary concern. Through the use of best practices, prevention and de-escalation strategies, most behaviors are addressed without incident. However, on extremely rare occasions, a student's actions may possibly cause harm to others. We make every effort to address the behavioral needs of a student to prevent the need for Emergency Safety Interventions – ESI (seclusion and restraint).

Effective April of 2013, Kansas law (K.A.R. 91-42-1 and K.A.R. 91-42-2) requires that schools have procedures for the use of ESI for all students. Seclusion was not used at this school in 2015, but the Kansas Legislature passed statutes on ESI, which became law on June 4, 2015. The only time physical restraint is permitted at KSD is when a student presents an immediate danger to himself or others, or destroys property. The use of ESI is discontinued the moment immediate danger has passed.

KSD trains school employees in the Crisis Prevention and Intervention (CPI) program. We have two certified CPI trainers who are available to train school employees annually.

Physical restraint means bodily force used to substantially limit a student's movements. The use of prone (face down) or supine (face up) restraint, or any physical restraint that impacts a student's primary mode of communication is PROHIBITED. Chemical restraint and mechanical restraint are PROHIBITED at KSD (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). Physical restraints are never used for discipline or punishment.

Physical restraint does not include physical escort (temporarily holding 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).

Time-out is not seclusion. Time out is defined in the regulations as a behavioral intervention in which the student is temporarily removed from a learning activity without being confined.

In-school suspension is not seclusion because the student is not isolated from adults and peers.

If an ESI is used with a student, it must be documented, reviewed by school administration, and reported to the Department of Education. School personnel will notify you about the use of ESI on the same day when ESI is used with your child.

Go to our website ([ksdeaf.org/resources/parents/](http://ksdeaf.org/resources/parents/)) and find the ESI policy. Please visit <http://ksdetasn.org/> to access the ESI law, guidance documents, webinars, and handouts.

If you are concerned about the use of Emergency Safety Interventions, please call your child's head teacher or, if the incident happened while your child was staying in the dormitory, the Dean of Student Life. You ultimately have the right to file a formal complaint with the Superintendent about your concerns.

# Standards for the use of Emergency Safety Interventions

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Emergency safety interventions law sets 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 emergency safety intervention statutes and regulations are required to be followed in all Kansas public school districts and accredited private schools.

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

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

An emergency safety intervention 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 emergency safety intervention if there is a reasonable and immediate danger of physical harm. An emergency safety intervention 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).

**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.

An emergency safety intervention may not be used with a student if the student is known to have a **medical condition** that could put the student in mental or physical danger as a result of the use of an emergency safety intervention unless not using an emergency safety intervention would result in significant physical harm to the student or others. The medical condition must be indicated in a written statement from the student's licensed health care provider, and a copy of which shall be provided to the school and placed in the student's file.

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

If a seclusion room has a locking door it must be designed to ensure that the lock automatically disengages when the school employee viewing 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**. The room must have good ventilation and lighting, and be free of any condition that could be a danger to the student. The room must also be similar to other rooms where students frequent.

Seclusion is **not time-out**, which is a behavioral intervention in which a student is temporarily removed from a learning activity without being confined.



**A Family Guide to  
the Use of  
Emergency Safety  
Interventions and  
Parental Rights:  
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 of physical harm to self or others or a student engages in a violent action that is destructive of property.

## What is Seclusion?

**Seclusion** means placement of a student in an area of purposeful isolation, that school personnel are not meaningfully engaging with the student to provide instruction and any one of the following occurs:

1. the student is removed from the learning environment by school personnel; or,
2. the student is separated from all or most peers and adults in the learning environment by school personnel; or,
3. the student is placed within an area of purposeful isolation by school personnel.



Seclusion means placement of a student for any reason other than for in-school suspension or detention or any other appropriate disciplinary measure in a location where both of the following conditions are met:

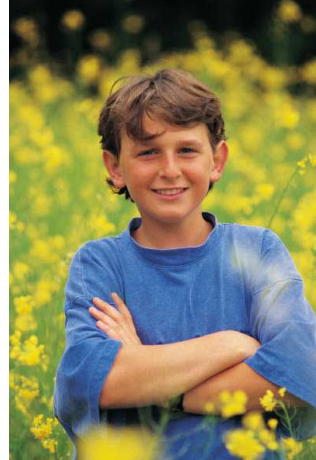
1. School personnel purposefully isolate the student.
2. The student is prevented from leaving or the student has reason to believe that the student will be prevented from leaving the area of purposeful isolation.

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. 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.

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



**Mechanical restraint** is defined as any device or object used to limit a student'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.

**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.

## When May Emergency Safety Intervention be Used?

- May only be used when a student presents a reasonable and immediate danger of physical harm to self or others with the present ability to cause physical harm or property damage.
- 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 ESI.
- The use of ESI must stop as soon as the immediate danger of physical harm ends.
- ESI cannot be used for purposes of discipline, punishment, or for the convenience of a school employee.

### Students with a known medical condition.



- An emergency safety intervention may not be used with a student if the student is known to have a medical condition that could put the student in mental or physical danger as a result of the emergency safety intervention.
- 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 shall be provided to the school and placed in the student's file.
- The written statement must include an explanation of the student's diagnosis, a list of any reasons why an emergency safety intervention would put the student in mental or physical danger and any suggested alternatives to the use of emergency safety interventions.

- An emergency safety intervention may still be used if not subjecting the student to an emergency safety intervention would result in significant physical harm to the student or others.

Parents should be proactive and provide the district with written documentation from their child's licensed health care provider outlining any medical condition that could put the student in mental or physical danger as a result of the 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. The presence of another person in the area of purposeful isolation or observing the student from outside the area of purposeful isolation does not create an exemption from reporting the incident as seclusion.

If the area of purposeful isolation has a locking door to prevent a student from leaving, the door must be designed to make sure that the lock automatically disengages when the school employee watching the student walks away from the area of purposeful isolation, or in cases of emergency, such as fire or severe weather.

Each area of purposeful isolation must be a safe place with proportional and similar characteristics as those of rooms where students frequent. Each area of purposeful isolation must be free of anything that could be a danger to the student and must be well-ventilated and sufficiently lighted.



## 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.

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

- The school must notify the parent the same day the ESI was used. The school shall attempt to contact the parent using at least two methods of contact.
- Written documentation of the ESI used must be completed and provided to the parent by the following school day, when ESI was used. Written documentation must include:
  - ◇ The events leading up to the incident;
  - ◇ student behaviors necessitating the ESI;
  - ◇ steps taken to transition the student back into the educational setting;
  - ◇ the date and time the incident occurred, the type of ESI used, the duration of the ESI, and the school personnel who used or supervised the ESI;



- ◇ space or an additional form for parents to provide feedback or comments to the school regarding the incident;
  - ◇ a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future use of ESIs; and,
  - ◇ school email and phone contact for the parent to schedule the ESI meeting.
- The parent must be provided with the following information in writing or, upon the parent's written request, by email, after the first ESI incident in a school year and provided with this information after subsequent ESI incidents through a web address:
    - ◇ 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.



**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.**

## Are There Requirements for Meetings Following an Emergency Safety Intervention?

The written documentation of an emergency safety intervention incident must contain:

- a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future use of emergency safety interventions; and
- email and phone information for the parent to contact the school to schedule the emergency safety intervention meeting.

After an emergency safety intervention incident, a parent may request a meeting with the school to discuss and debrief the incident. A parent may request such meeting verbally, in writing, or by electronic means. The focus of any meeting convened shall be to discuss proactive ways to prevent the need for emergency safety interventions and to reduce incidents in the future.



If a parent requests a meeting the meeting must be held within 10 days. The time for calling this meeting shall be extended beyond the 10 day limit if the parent is unable to attend within that time period.

## Are Students Required to Attend the Meeting?

The parent shall determine whether the student shall be invited to any meeting.

## What are the Emergency Safety Intervention Meeting Requirements for Students Parentally Placed in Private Schools?

For students who have an individualized education program (IEP) and are placed in a private school by a parent, a meeting called by the parent must include the parent and the private school, who shall consider whether the parent should request an IEP team meeting. If the parent requests an IEP team meeting, the private school must help facilitate such meeting.





# A Focus on Prevention

## Why focus on Positive Interventions?

Positive Interventions help build positive relationships and encourage new behaviors. Positive interventions also reinforce



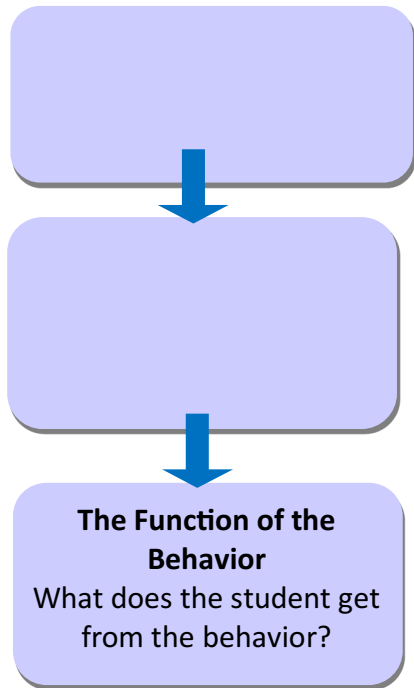
new skills and increase self-satisfaction and optimism among students, parents and teachers. All students need to be recognized and rewarded when they are meeting the expectations that have been established. Current research suggests positive recognition (rewards, reinforcements, praise) must occur more

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 on 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.

## 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 can request a functional behavioral assessment (FBA). An FBA can help teams determine the when, where, how, and why problematic behavior occurs. A comprehensive FBA includes interviews, record reviews,

observation and data collection, graphing data collected, testing hypotheses, curriculum analysis, implementation of interventions, and an evaluation of the effectiveness of the plan. FBAs should identify antecedents (what happens just before the behavior occurs), a clearly defined picture of the behavior that is occurring, and the reinforcers (what happens just after the behavior occurs). 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 focus on proactive strategies to support students, including positive behavior interventions and supports. BIPs should be positive, instructive, and based on 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; and,
- teach appropriate replacement behaviors.

## The Kansas State Department of Education

- does not promote the use of emergency safety intervention with any student;
- recommends a focus on prevention;
- stresses that emergency safety intervention is not part of a tiered intervention system or student behavior plan – it is only to be used in an emergency; and,
- views emergency safety interventions as reactive strategies that do not decrease the likelihood of a behavior from occurring.

## Where can I find out more information about Emergency Safety Interventions?

### **Families Together, Inc.**

[www.familiestogetherinc.org](http://www.familiestogetherinc.org)

1-800-264-6343

Topeka Parent Center

[topeka@familiestogetherinc.org](mailto:topeka@familiestogetherinc.org)

Wichita Parent Center

[wichita@familiestogetherinc.org](mailto:wichita@familiestogetherinc.org)



Kansas  
Parent  
Information  
Resource  
Center

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

1-866-711-6711

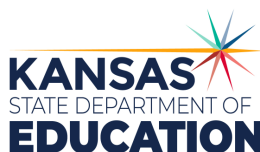
[www.kpirc.org](http://www.kpirc.org)

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

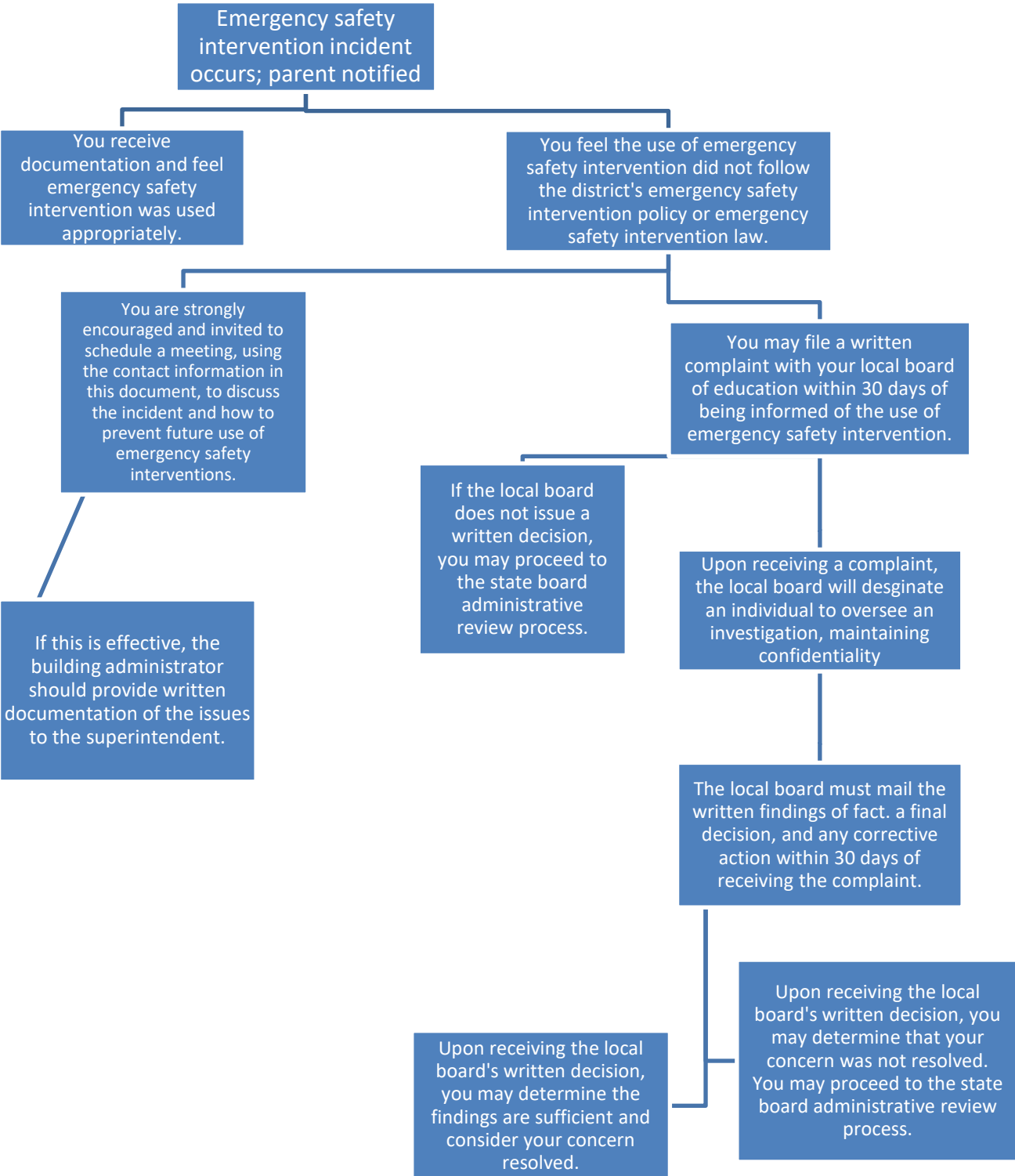
1-800-203-9462

[www.ksde.org](http://www.ksde.org)

[www.ksdetasn.org](http://www.ksdetasn.org)



# Local Dispute Resolution Guide for Parents



## **State Board Administrative Review Process**

**Refer to K.A.R. 91-42-5 for complete information. The following provides a summary of the regulations regarding an administrative review initiated with the Kansas State Board of Education (State Board).**

- If a parent believes an emergency safety intervention was used in violation of K.S.A. 2016 Supp. 72-89d01 through -89d09 or K.A.R. 91-42-1 through -7 and the parent filed a written complaint with their local board of education, then this parent may request an administrative review of the local board's decision from the State Board.
  - The request for administrative review must include the following information:
    - Name of the student and contact information;
    - Names and contact information for all involved parties (teachers, aides, administrators, and district staff), to the extent known;
    - A detailed statement of the reason for requesting an administrative review;
    - Any supporting facts and documentation; and
    - A copy of the complaint filed with the local board, the local board's final decision (if issued).
    - The written request for administrative review must be typed or legibly written and signed by the parent.
    - Relevant documents must be attached or, if unavailable, the documents must be referenced in the request for administrative review.
    - Written consent to disclose any personally identifiable information from the student's education records necessary to conduct an investigation
- The request for administrative review must be filed with the Commissioner of Education within 30 days of the local board issuing its final decision OR within 60 days from the date the parent filed a complaint with the local board, if the local board did not issue a final decision. You may mail this request to the Kansas State Department of Education, Landon State Office Building, 900 SW Jackson Street, Office of General Counsel, Room 102, Topeka, Kansas 66612. KSDE has provided a form for you to use, if you wish, and you can find it on the Emergency Safety Interventions page of the KSDE website, [www.ksde.org/Default.aspx?tabid=524](http://www.ksde.org/Default.aspx?tabid=524).
- A Hearing Officer will be designated by the State Board. The Hearing Officer must send a copy of the request for administrative review to the local board.

- The Hearing Officer will consider the local board's final decision and may initiate an investigation that could include:
  - A discussion with the parent, during which additional information may be gathered;
  - Contact with the local board or other district staff to allow the local board to respond to the request with information supporting its final decision; and
  - An on-site investigation by Kansas State Department of Education staff.
  
- If new information is discovered that was not made available to both the parent and the local board during the dispute resolution process, the Hearing Officer may send the issue back to the local board.
  - If sent back to the local board, the Hearing Officer's case will be closed and the local board has 30 days to issue a written amended final decision.
  - If the parent feels the local board's amended final decision does not adequately address the issue, the parent may file a new request for administrative review with the commissioner by following the above process for requesting administrative review. This must be done within 30 days of the local board issuing its amended final decision. If the local board does not issue an amended final decision within 30 days, then the parent has 30 days from the date the Hearing Officer sent the issue back to the local board to file a request for administrative review with the commissioner.
  
- Within 60 days of receiving the request for administrative review, the Hearing Officer will, in writing, inform the parents, school administrator, district superintendent, local board clerk, and the state board of the results of the review. This time frame may be extended for good cause upon approval of the commissioner.
  
- The results of the administrative review will contain findings of fact, conclusions of law, and any suggested corrective actions. The Hearing Officer's determination will include one of the following:
  - The local board appropriately resolved the complaint.
  - The local board should re-evaluate the complaint with suggested findings of fact.
  - The Hearing Officer's suggested corrective active is necessary to ensure that local board policies meet legal requirements.

# State Administrative Review Guide for Parents

Written request must include:

- Name and contact information of student that emergency safety intervention was used with
- Name and contact information for all people involved
- Statement describing the basis for the review with all supporting facts and documentation
- The local board's final decision, if one was issued
- Type or legibly write the complaint and sign it
- Written consent to disclose any personally identifiable information

You may use the form on the KSDE website, [www.ksde.org/Default.aspx?tabid=524](http://www.ksde.org/Default.aspx?tabid=524).

You filed a complaint with the local board and you are not satisfied with the final decision about the use of an emergency safety intervention (ESI).

File a request for administrative review with the Kansas State Board of Education. You must do this within 30 days of the local board's final decision or, if the local board failed to issue a final decision, within 60 days of the date you filed a complaint with the local board.

The Kansas State Board of Education will designate a Hearing Officer to conduct a review of the local board's final decision.

Investigation results will be provided to the parents, school administrator, district superintendent, local board, and state board within 60 days of the commissioner's receipt of the request for administrative review.

Mail this request to the Emergency Safety Intervention Administrative Review Request, Kansas State Department of Education, Office of General Counsel, 900 SW Jackson Street, Room 102, Topeka, Kansas 66612

The Hearing Officer may initiate a separate investigation that may include:

- A discussion with the parent;
- Contacting the local board or other staff involved; and
- An on-site investigation.

If the Hearing Officer finds new information, they may send the issue back to the local board. If you are not satisfied with the local board's amended decision the right to request administrative review begins again.

A request for an administrative review may include, but is not limited to, the following allegations:

- An emergency safety intervention was used with your child when your child did not present a reasonable and immediate danger of physical harm to themselves or others with the present ability to effect such physical harm.
- The district used a form of banned restraint including prone, supine, physical restraint that obstructs the airway of your child, physical restraint that impacts your child's primary mode of communication, chemical or mechanical restraint that does not meet an exception.
- Less restrictive alternatives to emergency safety intervention were not deemed inappropriate or ineffective before emergency safety intervention was used.
- The use of emergency safety intervention with your child did not stop as soon as the immediate danger of physical harm stopped.
- emergency safety intervention was used with your child for discipline, punishment, or convenience.
- Emergency safety intervention was used with your child and you have provided school staff with documentation from your child's licensed health care provider that seclusion could put your child in mental or physical danger.
- Seclusion was used with your child and school staff could not see and hear your child at all times.
- Your child was put in a seclusion room with a locking door that does not automatically disengage when school staff walk away or in an emergency.
- Your child was put in a seclusion room that was unsafe, not well-ventilated, or not sufficiently lighted.

# State and Community Resources

## Local

### **Superintendent Contact for Emergency Safety Intervention Questions**

Luanne Barron  
Superintendent  
Tel: 913-210-8111  
Email: [lbarron@kssdb.org](mailto:lbarron@kssdb.org)

### **School Administrator Contact for Emergency Safety Intervention Questions or to Schedule a Meeting to Discuss the Use of Emergency Safety Intervention**

<b>Secondary:</b>	<b>Elementary:</b>	<b>Dorm:</b>
Joelle Allen	Molly Rothwell	Mary Hughes
Secondary Principal	Elementary Principal	Dean of Student Life
VP: 913-324-5818	VP: 913-324-5848	VP: 913-324-5837
Tel: 913-210-8132	Tel: 913-210-8129	Tel: 913-210-8146
Email: <a href="mailto:jallen@kssdb.org">jallen@kssdb.org</a>	Email: <a href="mailto:mrothwell@kssdb.org">mrothwell@kssdb.org</a>	Email: <a href="mailto:mhughes@kssdb.org">mhughes@kssdb.org</a>

## State

### **General Emergency Safety Intervention Information:**

[www.ksdetasn.org](http://www.ksdetasn.org)  
[www.ksde.org/Default.aspx?tabid=524](http://www.ksde.org/Default.aspx?tabid=524)

### **Emergency Safety Intervention Questions:**

Shanna Bigler  
Kansas State Department of Education  
[sbigler@ksde.org](mailto:sbigler@ksde.org)  
785-296-4941

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

Families Together  
<http://famiestogetherinc.org/>  
888-815-6364

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

Disability Rights Center of Kansas  
<http://www.drckansas.org/>  
877-776-1541 or 785-273-9661