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# SPED NEWS

November, 2007  
Staff Edition

Editor:  
Dr. Kaye Thomas

**Welcome back to school!** *Amidst all the changes that we have made in special education in Sevier County this year, I hope you are having a great start to the year. I appreciate your willingness to adapt to the necessary changes that have been made. Just a few reminders:*

**All homebound students must have an IEP or a 504 plan.** Either plan must be reviewed every 30 days. Contact Marla Whaley at the Sped office for more information on homebound. Also, contact her if you are interested in teaching homebound.

**Watch timelines!** With all information online, we must start early to ensure parent attendance and completion by the due date. Plan ahead. Having the meeting earlier than required is MUCH better than late. It is imperative that we do not exceed time frames for IEPs, re-evals or initial evaluations!

**Continue to use the Prior Written Notice form.** This is documentation that options were considered. Remember that all decisions are to be made as a team and cannot be made without input from the group.

**Remember to fax the TCI Restraint Form** to the Sped office within 24 hours of the restraint.

**If a Sped student makes an F on the report card,** a behavior plan must be written. If the student “can’t” do the work, consider a change in modifications. If they “won’t” do the work, consider the ways in the behavior plan to encourage better work habits. Dr. Sandy Enloe

## **What do you think?**

*Does a diagnosis of Asperger syndrome or ADHD automatically make a child eligible for special education services under IDEA?*

See back of page for the answer.

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**A Legal NO-NO from Julie J. Weatherly:** Making unilateral changes in placement through the use of suspension. Suspensions for over ten days at a time and, depending upon the pattern of removals, for more than ten days cumulatively in a school year are considered to constitute a “**change in placement**” for a child with a disability. The IDEA requires that prior to changing the placement of a student with a disability through the use of disciplinary action, the following must occur: (1) a manifestation determination must be made by the child’s IEP Team; (2) the IEP Team must plan a functional behavior assessment of behavior and then use assessment results to develop a behavioral intervention plan; and (3) the IEP Team must determine what services are to be provided to the child, for any removal period beyond ten days in a school year, in order that the child may continue to participate in the general curriculum and advance toward achieving his/her IEP goals.

From: The Final Training Points for Administrators by Julie J. Weatherly

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**QUESTION OF THE MONTH:** *What are some tips to motivate the unmotivated student?* E-Mail [KayeThomas@sevier.org](mailto:KayeThomas@sevier.org) with your suggestions. These will be printed in the next newsletter. Also submit other questions or tidbits that you would like used.

**Personalized Health Plan.** An updated version of the food pyramid concept, [www.mypyramid.com](http://www.mypyramid.com) helps you design a personalized eating and fitness plan for good health or weight loss. Healthy eating guidelines for children are available. Best of all, it is free! NeaToday

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### **Guidelines from the Tennessee Traumatic Brain Injury Program:**

Many children, who hurt their heads, get well and have no long-term problems. Some children have problems that may not be noticed right away. Contact parents if you notice any of the following changes after a head injury:

- headaches,
- balance problems,
- sensory changes,
- sleep problems,
- unexplained body pain,
- changes in personality, mood, or behavior,
- trouble thinking or communicating clearly.

Several members of our staff are trained under Project BRAIN. For more information, contact Elaine Harper at [elaineharper@sevier.org](mailto:elaineharper@sevier.org) or Jeanne Tredup at [jeannetredup@sevier.org](mailto:jeannetredup@sevier.org) or visit [www.tndisability.org/brain](http://www.tndisability.org/brain).

### **Answer to “What do you think?”**

No, just because a student has one of the disabilities specifically identified in the IDEA doesn't mean that he/she is automatically entitled to receive special education services. LEAs only have to provide individualized instruction to students whose disabilities adversely affect their education.

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### **Tidbits:**

Great resource for information concerning **ADD** is the magazine *ADDitude*. For more information on the magazine and a newsletter, call 1-888-762-8475. Tracy Collier

**Put a pen in you staff mailbox.** When you pick up your mail, check through it quickly to see if there are any forms to fill out and sign. If so, grab the pen from your box, fill them out, and put them in the appropriate box. This technique will greatly reduce your pile of paperwork and keep you ahead of deadlines.

**Gifted students** will soon be able to take advantage of on-line learning. Carissa Mitchell (Teaster) is developing on-line courses in conjunction with ETSU. If you have exciting units that could be adapted for on-line or for more information, contact Carissa at [carissamitchell@sevier.org](mailto:carissamitchell@sevier.org).

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