

Special Services Department

The major services provided are:

The IEP (Individualized Education Plan) Teaming:

Special education teachers, school psychologists, speech-language pathologists, occupational therapists, physical therapists, teachers of the visually-impaired, teachers of students with autism, technology specialists, and parents are all members of the IEP team. These teams also include parents, students (when appropriate), general education teachers, counselors, school nurses, and administrators who work together to develop appropriate programs to meet the needs of students with disabilities.

Child-find:

Referrals are accepted for possible Special Education assessment and identification from a number of sources including medical, community, parents, and educational sources. Regular screenings are held for children ages 3-5 at Keewaydin Discovery Center (222-5028). Early intervention for children from birth through age 2 is provided by the Benton Franklin Children's Center (735-1062). Each school's IEP team processes the referrals made for that school's students who are suspected to have a disability.

Assessment and Identification:

The school psychologists lead the IEP team in the assessments of students to help determine eligibility for Special Education. These assessments may include cognitive, academic, language, motor, vision, hearing, behavioral, and health areas. The team leader summarizes the assessment information and assists the IEP team in making recommendations and sharing the information with parents and staff.

Specially Designed Instruction:

Special Education teachers and other service providers provide individual programs to students who are identified as disabled and in need of a specialized educational program. The district maintains a continuum of service options; i.e., in-class, pull-out, resource support, consultation, monitor, special class, homebound tutoring, work experience, etc.

Speech and Language Therapy:

The speech/language pathologists provide assessment and services for students who have difficulties with articulation skills, language disorders or delays, hearing impairment, fluency, or vocal quality. They work with other service providers and parents to develop appropriate individualized services.

Occupational and Physical Therapy:

Occupational and physical therapists provide for students who are physically or orthopedically impaired and in need of services to benefit their educational program. Their services include assessment, direct therapy, and consultation. When appropriate, they assist with leisure skills and community integration activities and coordinate services with medical personnel.

Other Services:

As appropriate, other services may be available for students from the teachers of the visually-impaired, educational technology specialists, school nurses, school counselors, and school psychologists. These professionals can participate as needed in the design and implementation of individualized educational services. In-service opportunities are provided throughout the school year for specialists, special education teachers, general education teachers, para-educators, parents and administrators.

Parent Involvement:

Parents of students with disabilities are important members of the Individualized Education Planning (IEP) process. They participate with the IEP team to develop the appropriate program for their students. Parents are invited to become members of the Special Education Parent/Professional Advisory Council, attend parent trainings offered at the schools, and stay informed about the Special Education Program.