

# Related Services

Caregivers Council for Disability Inclusion  
(CCDI)

February 3, 2026

# Agenda

- 6:35 to 6:40 - CCDI Leadership Introductions
- 6:40 to 6:50 - School Psychologist
- 6:50 to 7:00 - Social Work
- 7:00 to 7:10 - Speech and Language Therapist
- 7:10 to 7:20 - Occupational Therapist
- 7:20 to 7:30 - Physical Therapist
- 7:30 to 7:40 - Traveling Specialists
- 7:40 to 8:00 - Questions

# Meet our CCDI Leadership Team



Kelly Baldrate

My son Sean (here with me, his father, & his 8th grade brother) is the reason I advocate. The benefits of inclusion with peers continue to accumulate!



Sarah Czepiel

I have two children, A'miyah at Haven (7th) and Austin outplaced at Redwood Day (7th). I've advocated for my children's needs since they joined our family and the needs of all children facing challenges in D65.



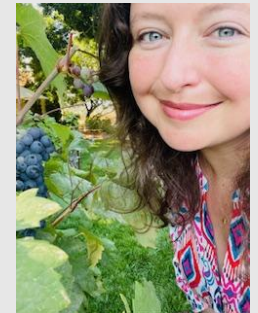
Ashanti Henderson

I believe that every school should provide each student with a meaningful opportunity to learn and grow academically, socially and emotionally.



Sarah Trulley

I have three boys, Connor at Chute (7th), and Matthew (5<sup>th</sup>) and Christopher (3<sup>rd</sup>) at Walker. I am passionate about helping every child and family feel included and an important part of D65.



Alex Elliott

I have two children at Lincoln. I joined CCDI to empower families and partner with District 65 in supporting, including, and uplifting children with disabilities and their families.

- Purpose

- Provide general information about school-based services
- Support family understanding of educational supports

- Disclaimer

- This presentation is for general informational purposes only and does not provide individual guidance, recommendations, or eligibility determinations.

# Role of the School Psychologist

## **School Psychologists are trained to:**

- Improve academic achievement
- Promote positive behavioral mental health
- Support diverse learners
- Create safe, positive school environments
- Strengthen family-school partnerships
- Support school-wide assessment and accountability

## **They Serve all students through:**

- Academic, behavior, and social-emotional interventions
- Small group and individual counseling
- Crisis response
- 504 case management

## **A core responsibility includes evaluations:**

- Special education and 504 evaluations
- Early intervention—school transitions (age 3)
- Review of outside/private evaluation reports

# School Psychology: Special Education Evaluation

- An evaluation is warranted when a disability is suspected and, following the provision of intensive interventions, the student continues to demonstrate performance that is significantly discrepant from same-age peers and/or the suspected disability adversely affects the student's ability to access the general education curriculum without specialized instruction.
- School multidisciplinary teams, led by the school psychologist, review and gather existing information and determine if an evaluation is warranted
  - Information is gathered from student records, assessment, teacher input, parent/guardian input, outside reports (if available), and any other sources that are applicable.
  - If an evaluation is deemed not warranted, the evaluation process ends here

# School Psychology: Special Education Evaluation

- If a special education evaluation is deemed warranted, the multidisciplinary team completes the evaluation with parent/guardian consent
- After the evaluation is completed, an eligibility meeting is held where the team discusses if the student:
  - 1) Presents with a disability based upon set criteria under IDEA
  - 2) The disability must adversely impact the student's education, meaning that the student's needs cannot be met solely in the general education setting
    - Data must support both of these criteria

# School Psychology: Special Education Evaluation

- If a student is found eligible for special education services, then an Individualized Education Plan (IEP) is developed
  - The student's IEP is based upon the adverse effects determined in the eligibility meeting
- School Psychologists' data is used in the formation of the IEP and they may partake in the IEP, however, IEPs are typically led by the special education teacher.

# School Psychology: 504 Evaluation

- If a 504 evaluation is recommended, the school psychologist, and any other relevant team members, complete the process with parent/guardian consent
- In order to qualify for a 504 plan, a student must present with
  - 1) Evidence of a physical and/or mental impairment
  - 2) A major life activity is substantially limited by the physical and/or mental impairment

# School Psychology: 504 Evaluation

- A 504 plan consists of accommodations that are provided in the general education setting
- 504 Case Management in D65:
  - Early Childhood - School Psychologist
  - Elementary - School Psychologist
  - Middle School - School Psychologist or Social Worker

# Social-Emotional Learning Standards

## **Standard 1: Self-Awareness & Self-Management**

- K–2: Identify basic emotions; begin calming strategies
- 3–5: Explain emotions; manage frustration; set simple goals
- 6–8: Recognize stressors; use coping strategies; reflect on choices

## **Standard 2: Social Awareness & Relationship Skills**

- K–2: Take turns; listen; recognize others' feelings
- 3–5: Show empathy; respect differences; work cooperatively
- 6–8: Resolve conflict; understand perspectives; collaborate

## **Standard 3: Responsible Decision-Making**

- K–2: Understand right vs. wrong; make safe choices
- 3–5: Consider consequences; solve everyday problems
- 6–8: Evaluate options; resist peer pressure; reflect on outcomes

# Common Supports for Social-Emotional Learning

## **Self-Awareness & Self-Management**

- Visual schedules and predictable routines
- Calming strategies (breathing, movement, quiet space)
- Emotion identification and regulation tools
- Goal-setting, reflection, and adult check-ins

## **Social Awareness & Relationship Skills**

- Structured group work and clear expectations
- Modeling and role-play of social skills
- Support with empathy and perspective-taking
- Coaching for conflict resolution and collaboration

## **Responsible Decision-Making**

- Step-by-step problem-solving supports
- Guided practice with real-life situations
- Extra time and adult coaching for choices
- Reflection on decisions and outcomes



# How Schools Support Students Social-Emotional Needs

## 1. Universal Supports & Screening

### All students receive support

- Schoolwide social-emotional screening
- Attendance, health, and behavior information
- Teacher observations

## 2. MTSS Team Support

### Extra help is provided when needed

- A school team reviews information
- Students receive classroom or small-group support
- Progress is monitored over time

## 3. Consideration for a 504 Plan or IEP

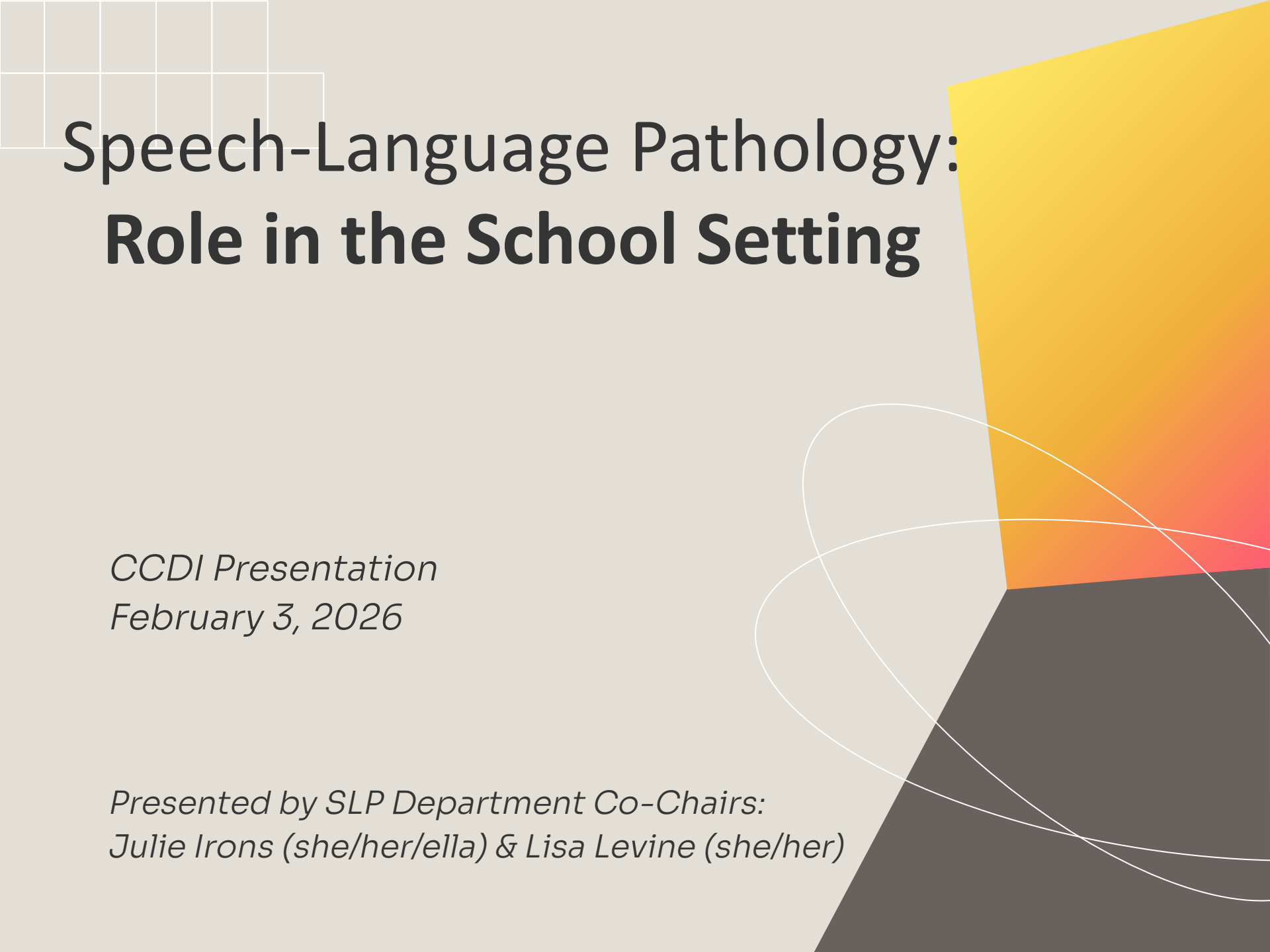
### If concerns continue

- The team looks at whether learning is significantly impacted
- Families are included in the discussion
- An evaluation may be considered

## 4. School-Based Services

### If a student qualifies

- Supports are provided through a 504 Plan or IEP
- Services are reviewed and adjusted as students grow



# Speech-Language Pathology: **Role in the School Setting**

*CCDI Presentation  
February 3, 2026*

*Presented by SLP Department Co-Chairs:  
Julie Irons (she/her/ella) & Lisa Levine (she/her)*

# District 65 SLP Department



**28 SLPs  
strong**



**Over 200  
years** of  
collective  
experience  
in District 65



SLPs are in  
**every** school  
and program in  
the district

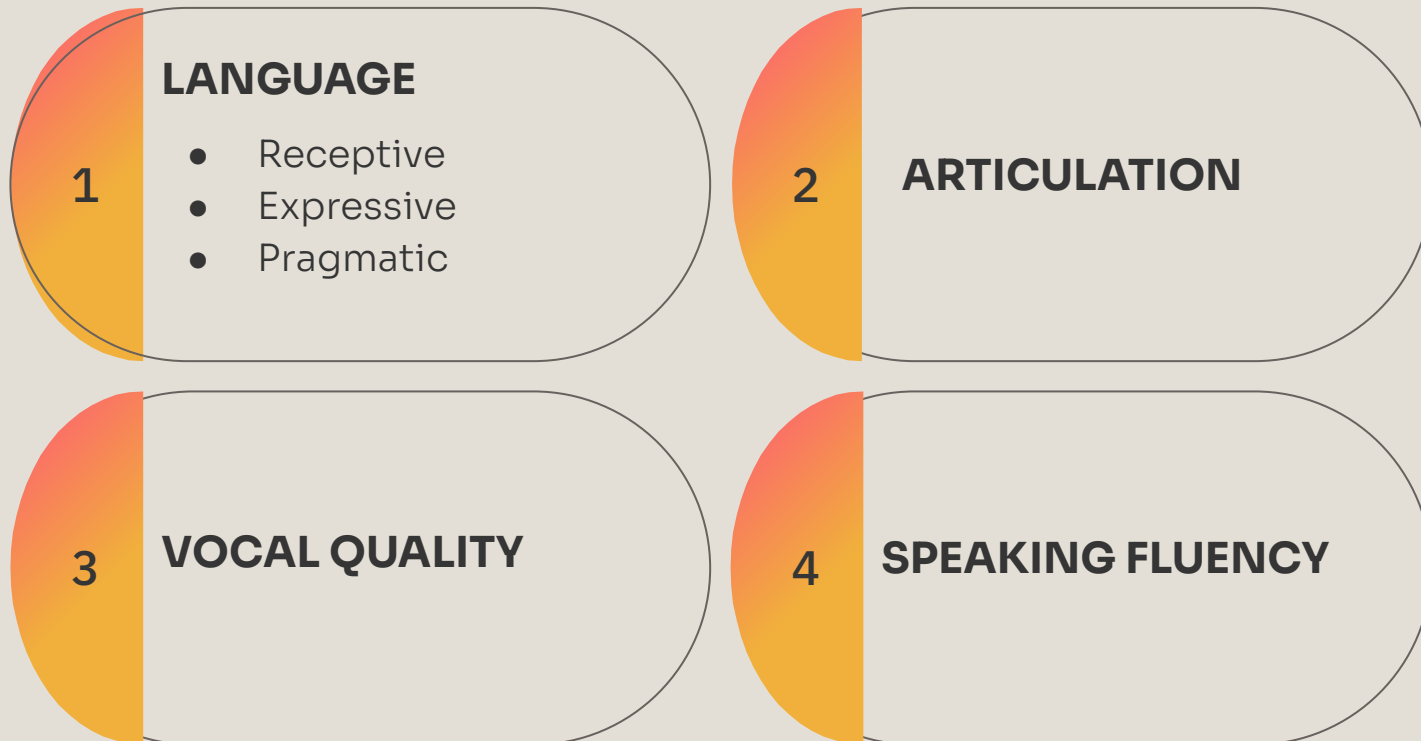
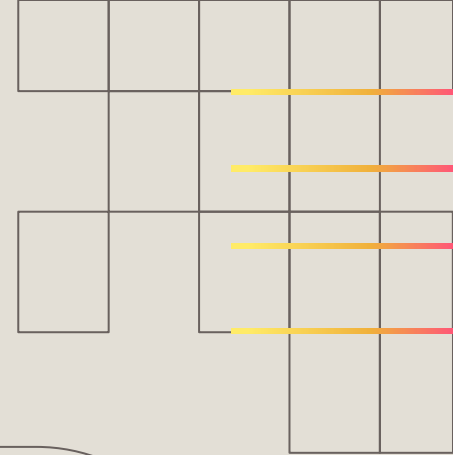


Also have **district-wide  
positions** supporting  
Assistive Technology  
needs, Feeding &  
Dysphagia consultations  
and plan development,  
and evaluations of  
non-attending students.

# Critical Roles:

- **Screen, evaluate** and **treat** communication disorders that demonstrate a **negative impact** on educational performance
- **Collaborate** with educational teams, families, private providers, others
- Guided by **ASHA's Professional Issues Statement**: Roles & Responsibilities of Speech-Language Pathologists in Schools

# What does an SLP work on with students in schools?



*\*A student's communication profile must demonstrate a negative impact on education to qualify.*

# How does an SLP work with students?

Various Service Delivery Methods include:

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## MTSS

- short-term attempt to bridge a small gap in one skill

## Speech Only IEP

- Case Manager of IEP
- No other service are typically part of this educational plan (academics, OT, social work, etc.)

## IEP: Speech as a Related Service

- Auxiliary part of an educational team
- Student receives other services

# What are the various service delivery models implemented?

## **Direct Services**

- Can be individual and/or small groups
- Can be serviced in or outside general education environments
- Can be delivered in co-taught settings

## **Consultative Services**

- Can be implemented to coordinate and inform services among providers
- Can be used to train other school staff
- Can be used to support behavior plan management, testing modifications/interpretation
- Can be used to meet with other educators to support student success across school settings

# Next steps....

## **Do you have a concern about your child's communication skills?**

- If they already have a speech therapist at school, conferences are next week and a great time to schedule a meeting to check in about your child's speech and language therapy at school
- If they do not already have a speech therapist at school, you can reach out to their homeroom teacher
  - ◆ For students with existing IEPs, include their case manager on your communication

## Any questions?

# Occupational Therapy: Supporting Student Success in the Schools

## **The Role of OTs in the Educational Environment**

Presented by Elena Garfield (she/her) and Kelsey Reineri-Ryan

(she/her)

OT/PT Department Co-Chairs

# Who are the District 65 OTs?

- 15 OTs with decades of experience
- We are present in every school and program in the district including specialized settings and programs such as RISE, STEP, Early Childhood, Park School, and Rice Education Center
- We are participants in district-wide initiatives such as the Feeding & Dysphagia team for observation and mealtime plan implementation for safe eating, support assistive technology needs including access and adaptations, and are included on the evaluation team for students not attending in-district schools

# What is School Based OT?

Support a student's ability to participate in school-related tasks and activities through targeting:

- Fine motor skills (i.e. hand manipulation skills, foundational fine motor skills, school tool use)
- Visual-motor integration (i.e. handwriting, cutting)
- Participation in academic activities including assistive technology
- Sensory processing and its impact on learning



# When OT Services May Be Considered

- When functional skills impact school participation
- Through formal IEP process and/or as part of MTSS
- Determined by school-team process
  - Domains meeting to identify areas of need to assess
  - Evaluation (could include standardized or non-standardized assessments, classroom observations, questionnaires, file review, collaboration with outside providers)
  - Participation in eligibility meeting to determine needs collaboratively with team

# Developmental Benchmarks & Considerations

- **Early Elementary:**  
Focus on tool use,  
classroom participation,  
sensory regulation and  
environmental adaptation
- **Upper Elementary:** Shift  
toward efficiency and  
organizational skills,  
technology use
- **Middle School:**  
Emphasis on  
independence and  
self-management,  
\_\_\_\_\_ technology use

# What School-Based OT Looks Like:

Occupational therapy in a school setting is a related service which must be educationally relevant, meaning it is needed to support a student's access to school

- Services could be...
  - Direct (individual)
  - Direct (group)
  - Push-In
  - Pull-Out
  - Consultative

# What School-Based OT Looks Like:

Occupational therapy in a school setting is a related service which must be educationally relevant, meaning it is needed to support a student's access to school

- Common Accommodations
  - Supporting fine motor skills: Adapted writing utensils, adapted scissors, use of a slant board, modified paper, etc..
  - Supporting access to technology: Use of word prediction software, use of voice to text, etc..
  - Supporting sensory needs: Reduced visual clutter in workspace, access to noise-cancelling headphones, social stories to preview changes in routine, etc.

# Physical Therapy: Role in Schools

- Supports access to the school environment
- Functional mobility related to participation
- Educational focus, not medical treatment

# PT: General Developmental Benchmarks

- High-Level Considerations
  - Early elementary: basic mobility, endurance, equipment needs, maximizing functional mobility, access
  - Upper elementary: school navigation, playground access, equipment needs
  - Middle school: efficiency, independence, stamina, self advocacy, navigation

# PT: Accommodations & Services

- Common Accommodations
  - Seating or positioning supports (adaptive chairs, wheelchairs, strollers, adaptive toilet chairs, positioning pillows)
  - Environmental access supports (standers, gait trainers, walkers, elevators, ramps, wheelchair accessible bathroom)
- School-Based Services
  - Push-in, pull-out, or consultative (staff training)
  - Individual or group support
  - Educational relevance required (can they participate in the activity with adaptations without the expertise of a PT?)

# When PT Services May Be Considered

- When mobility or access impacts participation
- Considered through a school-based team process
- Criteria must be met including potential for change, require unique expertise of a PT, educational relevance
- 504 plan OR IEP related service

# Traveling Specialists

## **What Families Should Know**

- Some RSPs serve multiple schools
- Services may vary in frequency or format
- Supports remain school-based and team-driven
- Coordinated through school teams

# Questions & Closing

Thank you for attending tonight!

- Questions
    - General questions only
  - Reminder
    - For student-specific concerns, families should contact their school directly and follow school-based processes.
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