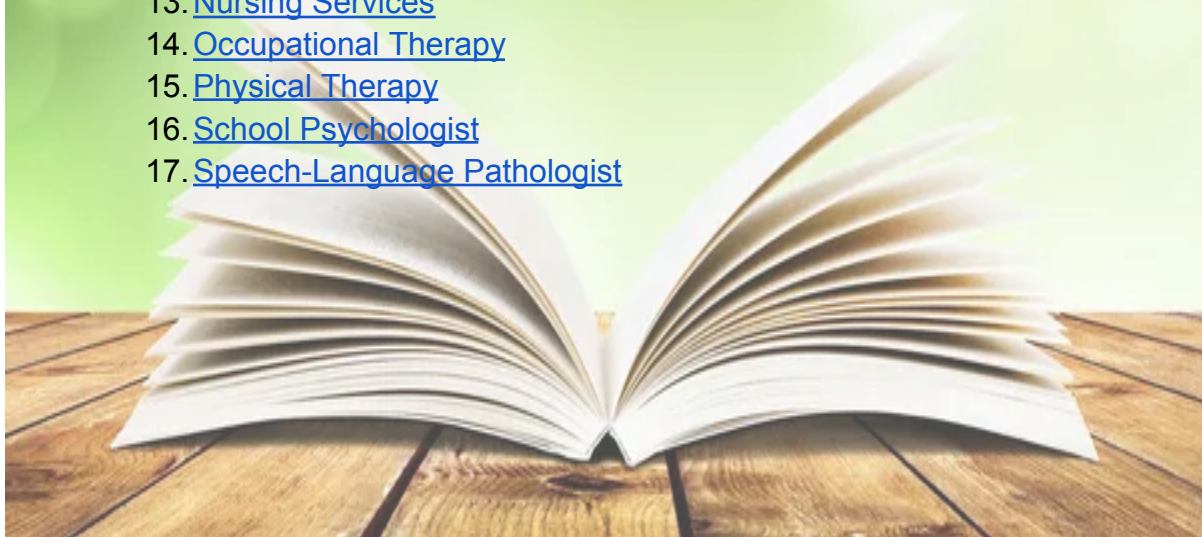


Programs and Services Guide - Updated 2025



Programs and Services Guide ***Updated August 2025***

1. [Adaptive Physical Education](#)
2. [Assistive Technology](#)
3. [Audiology Services](#)
4. [Autism Interdisciplinary Team](#)
5. [Behavior - Support](#)
6. [Behavior - Positive Behavior Intervention Support](#)
7. [Behavior - Day School Program](#)
8. [Coaching Specialist](#)
9. [Functional Classroom Description](#)
10. [Gifted Identification Process](#)
11. [Life Skills Program](#)
12. [Multidisciplinary Support Team](#)
13. [Nursing Services](#)
14. [Occupational Therapy](#)
15. [Physical Therapy](#)
16. [School Psychologist](#)
17. [Speech-Language Pathologist](#)



Adaptive Physical Education (APE)

Program Description

What does the program look like?	Who does the program serve?
<p>The SCKSEC APE Program provides modified physical education tailored to meet the unique gross motor or disability-related needs of eligible students. APE is a direct service and may be delivered one-on-one, in small groups, within the general PE setting, or through supports for school personnel.</p> <p>APE instructors are specially trained to assess and work with students with disabilities. They adapt lesson plans, rubrics, and materials to support each student's needs.</p> <p>Federal Requirements Federal law mandates physical education for all students, including those with disabilities. PE is defined as the development of:</p> <ul style="list-style-type: none"> • Physical and motor skills • Fundamental skills (e.g., throwing, catching, walking, running) • Skills in aquatics, dance, and individual or group sports (including intramurals and lifelong activities) <p>Eligibility and Age Range The program serves students ages 5–21, or until high school PE requirements are met.</p> <p>Services Provided by APE Teachers (adapted from Sherrill, 1998):</p> <ul style="list-style-type: none"> • Planning and service coordination • Student and environmental assessments • Developing IEP-based goals and placement • Instruction, counseling, and coaching • Service evaluation • Consulting and resource coordination • Advocacy for student needs 	<p>A student may qualify for APE services following a referral from a general PE teacher, resource teacher, school psychologist, or physical therapist. The APE specialist assesses the student and presents findings to the IEP team. The assessment must include diagnostic and curriculum-based data, observations, and input from the general PE teacher.</p> <p>Eligibility for APE is based on:</p> <ul style="list-style-type: none"> • Qualification for Special Education under IDEA • Poor performance on gross motor assessments and Significant difficulty with movement skills • Standardized criteria: 1.5+ standard deviations below the mean, 2+ years below chronological age, or scoring below the 7th percentile <p>The IEP team uses the data to decide if APE is needed. If so, the IEP must include:</p> <ul style="list-style-type: none"> • Assessment results • APE service frequency and setting • Measurable goals and objectives <p>APE is not considered a related service, as physical education is federally mandated for all students.</p> <p>Role of the APE Specialist:</p> <ul style="list-style-type: none"> • Assess motor skill levels and needs • Recommend appropriate PE service delivery • Monitor progress and coordinate various PE options (adapted, modified, or general PE) • Collaborate with general PE teachers to ensure appropriate support and inclusion
<p style="text-align: center;">Contact your school's APE instructor with questions or more information regarding the Adaptive Physical Education Program. Lucas Schroeder : lucas.schroeder@scksec.com Samantha Inman : samantha.inman@scksec.com</p>	

Assistive Technology

MISSION:

To provide training and consultation to build the capacity of classroom environments to incorporate technology options for ALL students.

What is Assistive Technology?

Assistive technology assists individuals with a variety of needs by improving their ability to access environments and their day-to-day functioning in activities such as daily living, listening, computer or electronic access, augmentative alternative communication, or academic areas.

What does the SCKSEC Coaching Specialist do to help assist with Assistive Technology?

- Collaborates with educators and families about assistive technology
- Increases educators' knowledge of assistive technology
- Expands the availability of assistive technology for all students with disabilities
- Supports the utilization of assistive technology services for all students with disabilities

When do I contact the SCKSEC Coaching Specialist to assist with Assistive Technology?

- I need ideas to help my student become more independent in accessing his or her curriculum.
- I need ideas to help my student become more independent in his or her daily living skills.
- I want more information about assistive technology at SCKSEC.

Contact your Coaching Specialist with questions

Audiology Services

What does the program look like?	Who does the program serve?
<p>The SCKSEC Educational Audiology Program is here to help address any hearing needs that may arise in our students throughout the cooperative.</p> <p>Our program is based on referral from the primary school building due to a hearing concern. Concerns could be a student with middle ear issues, failed school screenings, the outside identification of a student with hearing loss or auditory processing concerns.</p> <p>Audiology services that are available are:</p> <ul style="list-style-type: none"> ● Identification of hearing loss <ul style="list-style-type: none"> ○ Promoting programs for hearing awareness ○ Family support for students with hearing loss ○ Student education about hearing ● Assessment <ul style="list-style-type: none"> ○ Helping districts select and maintain audiometric equipment ○ Comprehensive assessment of hearing ○ Analyze classroom noise and acoustics ○ Screen for auditory processing issues ○ Interpretation of test results ○ Referral to outside providers is needed ● Habilitation and Education Management <ul style="list-style-type: none"> ○ Monitoring of amplification, cochlear implants, and other hearing assistive technology ○ Aural/Audiologic habilitation ○ Self Advocacy Skills for students ● Hearing Prevention <ul style="list-style-type: none"> ○ Implement hearing conservation programs in the schools ● Counseling <ul style="list-style-type: none"> ○ Provide support for families and students in regard to hearing loss 	<p>SCKSEC Audiology services are provided to eligible students aged 3 to 21 with hearing loss as described in the Kansas State Eligibility Indicators.</p> <p>https://www.ksde.org/Portals/0/SES/misc/iep/EligibilityIndicators.pdf</p> <p>Sensory Impairments KAR 91-40-1</p> <p>"Hearing impairment" means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that does not constitute deafness as defined in this regulation.</p> <p>"Deafness" means a hearing impairment that is so severe that it impairs a child's ability to process linguistic information through hearing, with or without amplification, and adversely affects the child's educational performance.</p> <p>The Kansas Child Find process includes early childhood screening for birth to 5 and General Education Interventions (GEI) for kindergarten through 12th grade can identify DHH students and determine if a referral for an initial evaluation is necessary.</p> <p>Hearing screening requests can be from a teacher, school staff member or parent.</p>
<p>Contact, Shelly Harden, Au.D with questions - shelly.harden@scksec.com</p>	

Autism Interdisciplinary Team Support

Description

What does the support look like?	Who does the team serve?
<p>The SCKSEC Autism Interdisciplinary Team consists of teachers, related service providers, school psychologists and coaching specialists who provide support for individuals with Autism and those who work directly with them.</p> <p>The AIT offers three main areas of support:</p> <ul style="list-style-type: none"> • Conduct and monitor Autism screenings for students as requested by a parent or school team. • Provide professional development opportunities for staff to learn skills in supporting students with Autism. • Offer a technical assistance approach, consisting of a records review, observations, and team recommendations as requested by the MST team for students already identified with Autism. <p>The AIT provides teachers, students, and families with supports, interventions, tools, and strategies to support student success in the classroom, at home, and later in life.</p> <p>Ongoing support for teams is available as needed. AIT can attend IEP meetings as needed to share results of observations and recommendations.</p> <p>*Requests for assistance from the Autism Team should be submitted through the MST process. *Request for an Autism Screening should be sent directly to the autismteam@scksec.com</p>	<p>The SCKSEC Autism Interdisciplinary Team serves students with autism ages 3-21. Our Autism Team provides indirect and consultative services to identified students and special education teachers.</p> <p>Students with Autism show an elevated difficulty with social skills, communication, and display repetitive behaviors/restricted interests.</p> <p>Indicators of Autism Include:</p> <ul style="list-style-type: none"> - Difficulty relating to others - Avoids eye contact and/or wants to be alone - Repeats or echoes words/phrases said to them, or repeats words/phrases in place of normal language - Repeats actions over and over (finger movements, hand flapping, rocking, etc.) - Difficulty adapting to routine change - Appears unaware when people talk to them - Displays unusual reactions to the way things smell, taste, look, feel, or sound. <p>Our team offers several professional trainings throughout the year for both licensed and classified staff. Please refer to the professional development calendar to sign up to attend training.</p>
<p style="text-align: center;">For questions or concerns regarding the Autism Interdisciplinary Team, please contact autismteam@scksec.com.</p>	
<p style="text-align: center;">https://linktr.ee/scksecautism_team</p>	

Behavioral Support Description

What do supports look like?	Who does the program serve?
<p>Behavioral support within SCKSEC consists of a group of team members that include but are not limited to the following:</p> <ul style="list-style-type: none"> - Coaching Specialists - School Psychologist - Assistant Directors - Teachers - Building Administration - Social Workers - MST, Multidisciplinary Support Team <p>The SCKSEC Behavioral Support assists teachers, students, and families with supports and interventions, as well as, providing tools and strategies to support student success in the classroom, at home, and later in life.</p> <p>The behavior support team works collaboratively with the IEP team to provide individualized programming in the following areas:</p> <ul style="list-style-type: none"> ● Basic Behavioral Principles ● Behavior Observation ● Behavior Recommendation Based upon Behavioral Functions and Observations ● Collaboration & Consulting ● Connecting Resources with Staff ● Behavior Data Collection ● Behavior Data Interpretation ● Social/Emotional Support ● Communication ● Skill Generalization ● Family and School Partnerships ● Curriculum ● Paraprofessional Training ● Evidence - Based Practices ● Functional Behavioral Assessments ● Behavior Intervention Plan ● Co teaching ● Professional Development ● Shaping ● Reinforcement Procedures ● Classroom Management ● ESI training 	<p>Behavior support within SCKSEC helps serve identified students with behavior/social emotional deficits ages 3-21, including grades Preschool-12th+ who are currently enrolled in our cooperating districts.</p> <p>SCKSEC Behavior Supports provide direct services, indirect services, professional development training, coaching, and consultant services to identified students, staff and families.</p> <p style="text-align: center;"> Behavior Support Flow Chart SCKSEC Behavior Data Forms Behavior Framework for Placement Decisions Behavior Prevention Pre-Requisition Checklist </p>
For more information, reach out to your coaching specialist and school psychologist	

Behavior - Positive Behavior Intervention Support Classroom Program Description

What does the program look like?	Who does the program serve?
<p>The PBIS classroom is a specialized setting within a public school designed for students whose behavior interferes with their learning or that of others. Though separate from the general education environment, it is not a special day school. The focus is on helping students meet behavioral and academic goals, develop social-emotional skills, and ultimately reintegrate into general education classrooms.</p> <p>Mission: The mission of the PBIS Classroom is to ensure student safety through structured environments, support academic growth, and foster independence, self-regulation, and coping skills.</p> <p>Key Features</p> <ul style="list-style-type: none"> • Tailored interventions to help students manage challenging behaviors • Individualized academic and behavioral goals • Clear, consistent expectations and routines • Use of evidence-based strategies to teach self-control and re-engagement • Flexible approaches to balance emotional and academic needs • Emphasis on skill-building in executive functioning, emotion regulation, and behavior management • Strong collaboration with families & school staff • Relationships built on trust and understanding • Belief that behavior stems from skill deficits, not defiance <p>PBIS staff view maladaptive behaviors as signs of unmet needs and respond with supportive interventions—not punitive measures. The ultimate goal is to equip students with the tools they need for long-term success in school settings.</p>	<p>The PBIS Classroom serves students ages 3–21 (PreK–12+) with behavioral or social-emotional needs that require a special education setting for most of the school day. Students must be enrolled in a member district, have an IEP, a qualifying exceptionality (often Emotional Disability), and a current Behavior Intervention Plan (BIP).</p> <p>Eligibility Criteria Placement is considered when:</p> <ul style="list-style-type: none"> • General education supports have been implemented with fidelity for at least 4–6 weeks. • Behavior continues to interfere with learning despite repeated interventions. • The student needs more than half-day support outside general education. • Weekly behavior data has been collected/reviewed. • Coaching specialists, school psychologists, and the assistant director have been involved. • Relationship-building strategies have been tried. • The student struggles to follow procedures or complete non-preferred tasks. <p>Students are not appropriate for PBIS placement if:</p> <ul style="list-style-type: none"> • General education curriculum and behavioral supports have not yet been fully implemented. • Maladaptive behaviors are short-term or situational (e.g., sudden life change). <p>Curriculum & Instruction Instruction aligns with state standards but includes specialized strategies and materials tailored to students' social-emotional and behavioral development.</p> <p>Referral Process If you believe a student may benefit from the PBIS program, contact your coaching specialist or school psychologist and complete an MST form. The Multidisciplinary Support Team, Assistant Director, and IEP team will collaboratively review and determine placement based on individual needs.</p>
For more information or questions, reach out to your coaching specialist and school psychologist	
<p style="text-align: center;"> SCKSEC Behavior Data Forms Behavior Framework for Placement Decisions Behavior Change of Placement Referral </p>	

Behavior - Day School Program Description

What does the program look like?

The SCKSEC Day School Program is located at Haskins Learning Center in Pratt, KS.

The Day School Program is a specialized placement for students with significant behavioral and emotional disabilities.

The program consists of individualized and group instruction in the following areas:

- Safety
- Essential Social Skills
- Knowledge of Community Resources
- Educational Planning (transitioning back to home school)
- Appropriate academic instruction
- Self-Regulation
- Self-Efficacy
- Self-Awareness
- Assertiveness
- Conflict Management
- Empathy
- Crisis Management

Students exhibit extreme inappropriate reactions under normal circumstances. Staff has adequately documented that the student's inappropriate reactions differ significantly from expectations for the student's age across different environments.

Typically, individuals who attend the Day School Program will continue to receive instruction at their grade level. High School students will earn credits from their home school. Students will graduate from their home school, if the correct number of credits is earned. The Day School Program does not give diplomas, that is the responsibility of the home school.

It is always the intent that a placement in the Day School program is temporary, and the student will develop the skills necessary to be successful in a less restrictive environment.

The mission of the Day School Program:

Who does the program serve?

The Day School Program serves individuals who are in Kindergarten - 12th grade who would benefit from special education instruction in the area of Social, Emotional, and Behavioral skills. Individuals must be identified with a disability and have a current IEP. Placement into the Day School Program is an IEP team decision and is based on specific student needs and discussion regarding the placement that can meet those needs most appropriately.

Placement in the Day School Program is a decision that is considered after a thorough review of the IEP components which may include present levels of performance, goals/objectives, accommodations, modifications, supplementary aids and services, state and district assessments, behavior intervention plans, teacher and parental input, and results from any previous evaluations. A behavior plan needs to be in place before consideration for the program, except under extreme instances.

Typically, individuals that are referred for the Day School Program have worked their way through the continuum of services and reached an inability to be successful in a less restrictive environment. Most often, attendance in a Positive Behavior Support classroom environment and/or the team have been working on social, behavioral, and emotional skills within the special education school environment.

Some of the behaviors that might be seen from an individual who qualifies for the Day School Program could consist of: noncompliance that affects the safety of others, low to no frustration tolerance, overreactions and impulsivity, rapid changes in behavior and/or mood, unsuccessful social interactions, threatening language to peers and adults, requiring constant supervision, and/or unable to attend lunch, recess, and specials/elective with support.

<ul style="list-style-type: none"> - To provide the necessary environmental and physical structures for student safety and support. - To progress academically. - To support independence, self-regulation, and coping skills related to behavior and social emotional learning so students may integrate to a less restrictive setting. 	<p>While these are “typical” examples or suggestions for individual considerations for participants seeking attendance in the Day School Program, the information is not exhaustive nor does it include every possible variation of individual need that may qualify for the Day School Program. If you feel that an individual may benefit from the Day School Program, please reach out to your coaching specialist and school psychologist and complete an MST form (if not already completed). The team will work together to gain more information and work collaboratively with the Assistant Director and IEP team to make a determination.</p>
<p>Contact your coaching specialist and school psychologist for questions or more information regarding the Behavior Day School Program.</p>	
<p style="text-align: center;"> Behavior Support Flow Chart SCKSEC Behavior Data Forms Behavior Framework for Placement Decisions Behavior Change of Placement Referral </p>	

Coaching Specialist

Support Team Description

What is the Role of Coaching Specialist:

Coaching Specialists will help focus on student achievement in all areas and provide individualized support for special education teachers and students with exceptionalities. Coaching specialists will provide instructional and behavior support to staff and students, as well as collaborate and plan with building staff and administration to promote student success and ensure special education processes.

What support might look like:

- Support Conversations with Staff(admin, teachers, paras) and parents/guardians
- Support with IEPs and Progress Monitoring
- Support and Build Program Structure
- Support Lesson Planning
- Support Data/Documentation
- Support Inclusion Models/Co Teaching
- Support Differentiation/Modifications/ Accommodations
- Provide Transition Services support
- Connect with Outside Agency Support
- Observe behaviors and support behavior plans
- Provide professional development to SCKSEC staff and to the local district staff
- Provide academic, instructional, and behavior resources
- Additional supports are available and implemented based on student and staff needs

Who does this team serve:

Coaching Specialists within SCKSEC provide additional support within the special education continuum to the public school districts, administration, general education and special education teachers, students, and families.



How support might be given:

- Phone Calls
- Emails
- Virtual Meetings
- In Person Meetings
- Virtual/In Person Observations
- Providing Resources
- Professional Development
- In Person collaboration
- In Person Modeling
- Additional strategies could be used based on student and staff needs

If you have questions, concerns, or need additional information please email your district assigned coaching specialist or the coaching specialist team at

coachingspecialists@scksec.com


Functional Classroom Description

What does the program look like?	Who does the program serve?
<p>The SCKSEC Life Skills Programs are located at Stafford USD 349 in Stafford, KS. The program consists of individualized instruction as well as application of life skills into everyday learning experiences. Typically, students who attend a Functional Classroom, are able to focus on functional academics and functional life skills.</p> <p>Participants are taught skills pertaining to:</p> <ul style="list-style-type: none"> • Functional Academic Skills • Recognizing Money • Counting Money • Telling Time • Time Management • Organization • Safety • Meal Planning and Preparation • Personal Hygiene • Household Upkeep • Laundry • Cleaning Skills • Financial and Money Management • Essential Social Skills • Self Advocacy • Job Seeking and Job Maintenance • Career Planning • Community Based Training • Knowledge of Community Resources • Educational Planning • Self-Help 	<p>The Functional Classroom Program typically serves individuals who are 10-18 years of age who would benefit from special education instruction in basic living skills and functional academic skills.</p> <p>Individuals must be identified with a disability and have a current IEP. Typically, these individuals have severe disabilities and/or multiple disabilities that profoundly impact their ability to function independently and/or live independently. Examples of individual identifications that may require Functional Classroom Programming include (but not exhaustive):</p> <ul style="list-style-type: none"> • Autism • Intellectual Disability • Multiple Disabilities <p>Typically, individuals that are referred for the Functional Classroom struggle to continue education in the general education and special education classroom due to a deficit in basic functional/life skills.</p> <p>While these are “typical” or suggestions for individual considerations for participants seeking attendance in the Functional Classroom Program, the information is not exhaustive nor does it include every possible variation of individuals that may qualify for the Functional Classroom Program.</p> <p>If you feel that an individual may benefit from the Functional Classroom Program, follow the Functional Classroom Referral Flow Chart to gain more information and communicate the individual’s needs with the Student Services Coordinator and IEP team.</p>
For more information, reach out to your coaching specialist and school psychologist	
<div>  Functional Skills Inventory </div> <div>  Referral Flow chart-Functional Classroom </div>	

Gifted Identification Process

- 1) Referral: The Legal Education Decision Maker (LEDM) or Teacher recommends the student for testing.
If the LEDM recommends the student, skip to Step 3:PWNE.
- 2) SIT Forms: The Teacher fills out the SIT Forms. By the Second General Education Intervention (GEI) Meeting, the school psychologist obtains consent to administer the Raven, prior to the Third GEI Meeting.
- 3) Raven Testing: If the student does not score at the 90th percentile or higher on the Raven, they do not continue on with formal gifted testing. If the student is moving onto formal gifted testing, a new record is created in WebKIDSS and the PWNE is signed. GIFTED REFERRAL PROCESS
- 4) Formal Testing: The school psychologist administers formal gifted testing and if the student does not score at the 97th percentile or higher on one area of the intelligence test, no further testing is needed.
- 5) Achievement Testing: If the student scores at the 97th percentile or higher on one area of the intelligence test, then the school psychologist administers the achievement testing. The student must score at the 95th percentile or higher on one or more portion of the achievement test, in order to qualify for gifted services.
- 6) DNQ Meeting: If the student does not qualify (DNQ), then an initial evaluation meeting must be held to discuss the evaluation results with the team. The school psychologist uploads all DNQ paperwork (NOM,PWNE, Eligibility Report, Individual Report, and PWN) to WebKIDSS and marks that the student did not qualify.
- 7) Initial Eligibility: If the student qualifies for gifted services, then the school psychologist creates a new IEP for the student, sets a mutually agreed upon date for the initial eligibility meeting, and creates/sends out the Notice of Meeting (NOM).
- 8) Initial IEP Meeting: The school psychologist sends the individual psychologist report to the gifted facilitator. The gifted facilitator prepares the Draft IEP and the PWN. All required paperwork (NOM, PWNE, Eligibility Report, Individual Report, Draft IEP, Other Signature Pages, and PWN) are uploaded to WebKIDSS. The record is submitted by the primary provider.

Contact your School Psychologist with questions about this process

 Gifted Referral Process.pdf

Life Skills Program Description

What does the program look like?

The SCKSEC Life Skills Programs are located in Kingman, KS and also in Medicine Lodge, KS. The Life Skills Program is a specialized placement for students with significant intellectual disabilities who need opportunities to develop functional academic skills; along with skills that they will need in everyday life such as: self-care, vocational, functional reading and math, money management, self-advocacy, independence, and others. The program consists of individualized instruction as well as application of life skills into everyday learning experiences. Participants are taught skills pertaining to:

- Organization
- Safety
- Meal Planning and Preparation
- Personal Hygiene
- Household Upkeep
- Laundry
- Basic Cleaning Skills
- Financial and Money Management
- Essential Social Skills
- Self Advocacy
- Job Seeking and Job Maintenance
- Career Planning
- Community Based Training
- Knowledge of Community Resources
- Educational Planning
- Self-Help
- Vocational Skills
- Functional Academics

Who does the program serve?

The Life Skills Program typically serves individuals who are 18-21 years of age who would benefit from continuing special education instruction in the area of basic living skills up to age 21.


Individuals must be identified with a disability and have a current IEP. Placement into the Life Skills Program is an IEP team decision and is based on specific student needs and discussion regarding the placement that can meet those needs most appropriately. Placement in the Life Skills Program is a decision that is considered yearly by the IEP team. The decision is made after a thorough review of the IEP components which may include present levels of performance, goals/objectives, accommodations, modifications, supplementary aids and services, state and district assessments, behavior intervention plans, teacher and parental input, and results from any previous evaluations.

Typically, individuals that are referred for the Life Skills Program have attended a functional classroom environment and/or have been working on functional skills within the special education school environment.

These examples are “typical” suggestions for individuals seeking admission to the Life Skills Program but are not exhaustive and do not cover all possible qualifying needs.

If you feel that an individual may benefit from the Life Skills Program, follow the Life Skills Referral Flow Chart to gain more information and communicate the individual’s needs with the Transition Coach and IEP team.

For more information, reach out to [Tonya Applegarth](#) (transition coordinator/coach)

 [Functional Skills Inventory](#)

Multidisciplinary Support Team (MST)

Team Description

What does the program look like?


The SCKSEC Multidisciplinary Support Team (MST) provides additional support to teachers, students, and families with supports and interventions, as well as, providing tools and strategies to support student success in the classroom, at home, and later in life. The MST works collaboratively within IEP teams to provide individualized programming in the following areas:

- Behavior Resources
- Behavior Observations
- Collaboration
- Consulting
- Connecting Resources with Staff
- Coaching
- Basic Autism Awareness
- Autism Screening
- Academic Support
- Social Emotional Support
- Behavioral Support
- Communication
- Socialization
- Curriculum
- Functional Skills Support
- Life Skills Support
- Vocational Skills Support
- Paraprofessional Training
- Evidence - Based Practices
- Telemedicine Request
- Behavioral Psychology
- Medication Consultation
- Feeding Clinic
- Toileting Concerns
- Autism Specific Trainings
- Sharing and Exchanging Resource Materials
- Sharing and Exchanging Materials and References to Research

Who does the program serve?

The SCKSEC Multidisciplinary Support Team serves students ages 3–12 with an Individualized Education Program (IEP). The team collaborates with specialized groups such as the Autism Team, Coaches, and Functional/Life Skills Team to provide direct, indirect, and consultative services to students, special education teachers, and IEP teams.

If you have questions, concerns, or need additional information please email [Topaz Krehbiel](#)


 Updated 2025 Multidisciplinary Support Team Request For Assistance

Nursing Services Description

Service Description:	Essential performance Responsibilities:
<p>SCKSEC Nursing Services support students across all cooperative districts by bridging health care and education. School nurses play a vital role in leadership, public health, care coordination, and improving health outcomes in schools.</p> <p>Student health directly impacts learning. The school nurse promotes academic success by addressing physical, mental, emotional, and social health needs through assessment, intervention, and follow-up care.</p> <p>The Special Education Nurse helps remove health-related barriers to learning, manages services for students on IEPs, contributes to 504 and IEP teams, and ensures students' health needs are met to support full participation in school.</p>	<p>Health Services & Assessment</p> <ul style="list-style-type: none"> • Plan and provide nursing services for students with IEPs. • Perform vision, hearing, and health assessments for evaluations & screenings. • Interview families & gather student records. • Develop medical protocols & health plans as needed. • Contribute health-related input to IEPs. • Monitor medication administration per prescriptions. • Visit students with medical needs across assigned sites. • Maintain accurate health records per legal and district guidelines. • Submit Medicaid billing for eligible services. <p>Collaboration & Communication</p> <ul style="list-style-type: none"> • Attend IEP meetings to present health information. • Collaborate with teachers, administrators, and families. • Consult with special education staff as needed. • Communicate clearly with internal and external stakeholders. • Engage in professional development for student health and learning. <p>Training & Oversight</p> <ul style="list-style-type: none"> • Train staff on student health plans and protocols. • Provide health-related presentations and, if certified, CPR training. • Delegate tasks to support staff. <p>Professional Expectations</p> <ul style="list-style-type: none"> • Support student independence and access to education. • Handle health information with confidentiality. • Adapt to changes and perform additional duties as assigned. • Use equipment and technology responsibly. • Follow policies, maintain compliance, and manage caseload effectively. • Complete all required doc and reporting.
<p>Contact either Kristen Helm kristen.helm@scksec.com or Tracy Reynolds tracy.reynolds@scksec.com with questions</p>	

Occupational Therapy (OT) Program

Description

What does the program look like?	Who does the program serve?
<p>The Occupational Therapy Program is a specialized service for students with significant fine motor delay, visual motor delays, sensory processing issues, and physical disabilities.</p> <p>The program consists of individualized instruction as well as application of life skills into everyday learning experiences. Participants are taught skills pertaining to:</p> <ul style="list-style-type: none"> • Organization • Handwriting Strategies • Self Regulation • Sensory Strategies • Scissor Skills • Compensatory Methods • Basic clothing management (buttoning, zipping, etc) • Reflex integration • Fine Motor Coordination 	<p>Standardized test scores and/or educationally related functional skills are looked at when determining the need for related services. First, the student must have a disability as defined by the Individuals with Disabilities Education Improvement Act (IDEA 2004) and Kansas statutes and regulation. Second, the student has an educational need for the services. A deficit in one specific skill by itself (for example, poor handwriting skills) do not constitute an IDEA disability for which a student should be identified as eligible for special education services. Related services are not provided simply because they may be helpful. Eligibility is based on whether the service is essential for the student to receive FAPE, not just on potential benefit.</p> <p>Services that Require an IEP:</p> <ol style="list-style-type: none"> 1. Direct service aims to improve a child's functioning in the educational setting to support learning. It uses specific therapeutic techniques and may be delivered individually, in small groups, or in the classroom. The setting depends on the child's needs (e.g., gym, classroom, therapy area). 2. Consultation involves supervision, planning, teaching, and training to support a student's performance in the educational setting. Input from the IEP team and daily staff is essential, helping the therapist make informed recommendations to improve outcomes or address concerns. <p>Services That Do Not Require an IEP:</p> <ol style="list-style-type: none"> 1. Environmental Adaptation/Assistance is available to any teacher seeking help with classroom challenges. Suggestions may include handwriting supports (e.g., lined paper, pencil grips) or strategies to improve attention (e.g., seating changes, fidgets, movement breaks). 2. In-Service Training is provided for staff development and is not tied to any individual student's program.
<p>Contact your school's occupational therapist for concerns regarding a student's fine motor and sensory concerns.</p>	
<p> Referral Flow Chart-Occupational Therapy</p>	

Physical Therapy (PT) Program Description

What does the program look like?

Physical therapy (PT) in schools is a **related service** designed to support students' access to the educational environment and improve gross motor skills. It is not rehabilitative but serves as an **educational support**. PT services are provided only when they are **educationally relevant**—meaning they are necessary for the student to participate in their special education program or access the school environment and curriculum.

Examples of school-relevant PT services include:

- **Postural support and stamina** for sitting in a classroom chair and working effectively, or recommending environmental adaptations like specialized seating.
- **Mobility support**, such as walking safely inside and outside, navigating stairs or curbs, opening doors, carrying items (like lunch trays), or using playground equipment.
- **Wheelchair mobility**, including self-propelling on various surfaces, maneuvering in tight spaces, or safely transferring in and out of the wheelchair with or without assistance.
- **Participation in classroom and PE activities**, including skills like hopping, jumping, skipping, galloping, throwing, catching, and maintaining balance.
- **Sensory processing**, helping students manage and respond to sensory input from their environment (touch, movement, sound, etc.).
- **Equipment recommendations** to enhance student independence and access to educational settings.

The primary goal is to help students function and succeed within the school environment.

Who does the program serve?

To qualify for related services like physical therapy in schools, two criteria must be met:

1. The student must have a disability as defined by **IDEA 2004** and Kansas law.
2. There must be an **educational need** for the service.

A single skill deficit (e.g., difficulty hopping) is not enough to qualify under IDEA. Services are not provided just because they might help; they must be **necessary** for providing a **Free Appropriate Public Education (FAPE)**—not just beneficial.

Services Requiring an IEP

1. **Direct Service:** Designed to improve a student's functional abilities in school and support educational progress. It involves specific therapeutic interventions delivered 1:1, in small groups, or within the classroom. Locations may vary (e.g., gym, classroom, therapy room) based on student needs.
2. **Consultation:** Includes training, planning, and collaboration with staff to enhance student performance. The therapist uses team input from those who work with the student daily to make relevant recommendations.

Services Not Requiring an IEP

1. **Environmental Adaptations:** Offered to any teacher requesting help to improve a classroom setup. For example, strategies may be provided to support accessing the classroom environment..
2. **In-Service Training:** General instructional sessions provided to school staff; not tied to an individual student's plan.

These non-IEP services aim to improve overall classroom function and teacher support.

Contact your school's PT with questions about a student's gross motor concerns.

School Psychologist Description

What does the service look like?	Who does the program serve?
<p>SCKSEC school psychologists work to provide every student with what they need.</p> <p>“School psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.” (NASP)</p> <p>School psychologists work collaboratively within and outside of various school teams, including but not limited to MTSS teams, IEP teams, SITs, mental health teams, and crisis teams. They serve on autism, behavior, and assistive technology teams. They have knowledge and skills in the following areas:</p> <ul style="list-style-type: none"> • Data collection and analysis • Assessment • Progress monitoring • School-wide practices to promote learning • Resilience and risk factors • Consultation and collaboration • Academic/learning interventions • Mental health interventions • Behavioral interventions • Instructional support • Prevention and intervention services • Special education services • Crisis preparedness, response, and recovery • Family-school-community collaboration • Diversity in development and learning • Research and program evaluation • Professional ethics, school law, and systems 	<p>SCKSEC school psychologists serve students and families within the boundaries of our cooperative. Our school psychologists provide direct and indirect services that include screenings, evaluations, counseling/ psychotherapy, consultation, and professional development. We work with identified students, non-identified students, special education teachers, general education teachers, administrators, related service providers, school counselors, SIT coordinators, Title/MTSS coordinators, and outside providers.</p>
<p>For more information about School Psychologists, contact psychs@scksec.com.</p>	

Speech-Language Pathology (SLP) Program Description

What does the program look like?	Who does the program serve?
<p>A Speech-Language Pathologist (SLP) is a professional who addresses delays and/or disorders in the areas of speech:</p> <ul style="list-style-type: none"> • articulation/phonology • Voice • Fluency <p>and language:</p> <ul style="list-style-type: none"> • understanding and using vocabulary • sentence length • Grammar • answering questions • social communication <p>They are a part of the Individualized Education Program (IEP) team and offer expertise in a variety of modes of communication:</p> <ul style="list-style-type: none"> • Verbal • Sign language • Alternative or Augmentative Communication, or AAC). 	<p>SLPs in schools may serve children from age 3 to high school, and in some cases, up to age 21.</p> <p>At SCKSEC, preschool children may receive speech/language services through either a screening or a direct referral to the SLP (if student is already attending the district preschool).</p> <p>For school-age students, referrals for speech services are made directly to the SLP for consideration.</p> <p>When language concerns arise, the referral must go through the school's Student Improvement Team (SIT) process.</p> <p><i>*While school-based SLPs have the same education and training as medical-based or private practice SLPs, the criteria for services in schools is different. In order to receive services in schools, adverse educational impact must be documented.</i></p>
For questions or concerns, please email your building's Speech Language Pathologist.	