

## **OREGON SCHOOL DISTRICT SPECIAL EDUCATION and PUPIL SERVICES**

### **Student/Parent Support Services**

Pupil Services teams within each building consist of staff in guidance, school psychology and health services. These professionals work with staff, parents and community resources to assist students in personal, social, educational and health and career development. Services include:

- Individual counseling concerning social and personal issues
- Screening and assessments for academic, social and emotional needs
- Classroom discussions
- Consultations with teachers
- Developmental guidance activities covering topics such as decision-making, feelings, friendship, cooperation, conflict resolution, study strategies, drug awareness and safety issues
- Special education needs assessment which may include measurements of intellectual functioning, academic performance, social behavior, perceptual motor development and adaptive behavior functioning
- Small group work such as family change groups, friendship groups, social skills groups, anger management groups, problem solving, stress strategies and organizational skills groups
- Tobacco, alcohol and other drug screening or resource information
- Emergency health services and maintenance of immunization and health records
- Health promotion, disease prevention

If you do not want your child to participate in the small group pairings listed above, please contact your building administrator.

The Oregon School District has established problem-solving groups at each of the 6 school buildings. The teams are comprised of teachers, pupil services staff, health staff and administrative staff. When student concerns arise, the building team convenes to problem solve and discuss interventions to address individual student needs. This building team assists in clarifying concerns, brainstorming ideas to support students, reviewing information and discussing options for working with students in regular education, meeting with parents, teachers and other support personnel about student needs, coordinating the efforts of school staff in meeting student needs, and initiating referrals for special education or 504 eligibility and accommodation plans.

Parents may share concerns about a student in writing, verbally or by phone to the child's teacher, guidance counselor, the building principal, psychologist or the Director of Special Education. Students referred are reviewed at a building team meeting. The team may initiate a screening or a referral for a 504 or special education evaluation.

## **Section 504**

Section 504 prohibits discrimination against persons with disabilities by school districts receiving federal financial assistance. Each district must provide accommodations and services to allow students with disabilities to have access to equitable participation in programs and activities. Without these modifications and interventions, the student would not have an equal opportunity to receive and appropriate education. Referrals for an evaluation under section 504 may be made by parents, classroom teachers, other school personnel, students themselves or outside agencies who represent the student. For referral information, contact your child's counselor, school psychologist, building administrator or Director of Special Education.

## **Special Education Screening and Referral Procedures**

The parent or teacher of any child between the ages of 3 through 21 who may be experiencing physical, mental, emotional or learning problems may contact the Director of Special Education, School Psychologist or the building administrator to initiate screening services that will determine if a referral for special education is appropriate. In addition, any teacher or administrator would be able to assist in making a referral.

- Special education referrals are made in writing and include the date of referral
- Referrals include the child's and parent'(s) names
- Referrals also include reasons that a disability is suspected and/or an explanation of the areas of difficulty the child is or has been experiencing
- Prior to a referral being made, the person making the referral must inform the child's parents of the concerns and the pending referral.
- Referrals are sent to Candace Weidensee, Special Education Director at 200 N. Main Street, Oregon, WI 53575.

Specific state criteria will be adhered to in determining eligibility for specific disability categories and the need for special education services.

The Oregon school district shall solicit and receive referrals of student suspected of needing special education services from all persons who have reasonable cause to believe that such needs exists. Any health care professional, such as a physician, nurse, psychologist or social worker, including school staff who thinks the child has a disability is required to make a referral to the school. Other individuals, such as preschool/daycare providers or neighbors, including parents, who think a child might have a disability, may refer the child to the school.

## **IEP Team Evaluation**

Whenever a child is referred who is suspected of needing special education services, the school district shall establish an Individual Education Program (IEP) team of evaluators. The appointment of this team is based on the concerns about the child and includes district employees who are knowledgeable in assessment and programming for the suspected disability of the child being evaluated. The team also includes the general education teacher, a district employee knowledgeable about curriculum and resources of the district and the child's parent(s).

**Procedural Safeguards for evaluation including the following:**

The notice of intent to evaluate shall be sent to the parents/guardians that will include:

- A full explanation of the due process/procedural safeguards in their native language or other mode of communication;
- A description of the evaluation proposal, an explanation of why the evaluation is proposed, any options that were considered and the reasons why those options were rejected;
- A description of each evaluation procedure used as a basis for the evaluation;
- The type of professionals conducting the evaluation
- A description of any other relevant factors.

Written parental consent shall be obtained when a child is being evaluated for or reevaluated with the District. This consent form shall include:

- A statement documenting that the parent understands the content of the notice;
- Information on the general areas to be evaluated or reevaluated;
- Information on the general types of procedures to be used.

**Special Education Services**

The Oregon School District provides excellent special education services in the following areas: emotional behavioral disability, specific learning disability, speech and language disability, cognitive disability, visual impairment, hearing impairment, orthopedic impairment, other health impairment, autism and traumatic brain injury. If you have concerns about a child's development, contact the school psychologist and ask to have the student screened for an assessment of skills or a possible referral for a special education evaluation and services. If the student does not attend a district school but is a resident of the school district, please contact the director of Special Education at 835-4004 to request information on screenings or special education evaluations.

For additional information contact: Candace Weidensee, Director of Special Education, 835-4004. Information may also be found in the Oregon School District Board Policy at [www.oregon.k12.wi.us](http://www.oregon.k12.wi.us)