



## Services Offered

### **Assistive Technology**

IPS provides assistive technology to students with disabilities. Assistive technology is described as equipment or technology which can help a person perform functions that might otherwise be difficult or impossible, because of a disability.

The assistive technology staff provides equipment and software that is specific to helping a student access his/her educational curriculum and classroom. This equipment is specified in the student's Individual Education Plan (IEP). It may include such things as vision aids, word-prediction software, scan-and-read software, portable keyboards, noise-reduction headphone sets, visual timers, adaptive writing instruments, communication devices, touch-screen monitors, as well as cause-and-effect items, such as switches and switch-activated items.

Assistive technology can help students achieve greater independence within their educational environment, through the usage of this technology.

### **Occupational and Physical Therapy**

Occupational Therapy/Physical Therapy (OT/PT) are considered to be related services for students with an IEP. Per Indiana law, a physician must make a referral for physical therapy prior to an evaluation and before services can occur.

Medical and rehabilitative occupational and physical therapies are not the same as school-based services. School-based therapies are recommended for children when they can assist the student in accessing his/her educational program.

Typically, classroom teachers note concerns in a child's fine and/or gross motor skills and make a recommendation for a therapy screening/evaluation. Parent permission is obtained and the child's physician makes a referral before a physical therapy evaluation can be completed. Services are determined in a case conference.

### **Special Transportation**

Special curb-to-curb transportation can be provided by IPS Transportation for those students with Special Education IEPs who have transportation listed through their case conference as a related service.

Curb-to-curb transportation can also be provided for students with chronic medical conditions. A doctor's statement is required.

### **Audiology Services**

IPS provides a range of audiology services, which include the IPS Audiology Center. The Audiology Center provides comprehensive audiology evaluations to IPS students, Pre-K to Grade 12, to determine the degree and nature of hearing loss. Parents of IPS students may contact the Audiology Center and bring their child in for hearing testing any time they might have concerns about their child's hearing. IPS audiologists also provide follow up at IPS schools for students who fail hearing screens or have known hearing losses. In addition, IPS audiologists provide and oversee the use of FM systems (assistive listening devices) to any students requiring that related service in their IEPs.



### **Autism Services**

IPS is committed to providing personalized care for children and families touched by autism, helping them to become independent learners.

Through our past collaboration with Riley Hospital for Children and the Christian Sarkine Autism Treatment Center, IPS uses evidence-based practices to provide appropriate services and supports to students. Teachers and therapists modify programs and curriculum based on a child's strengths and needs.

The Autism Support Team was created to address the unique needs of our students. Team members help staff develop comprehensive interventions, model instructional strategies, and collaborate with school staff, families and community agencies. Our Autism Resource Center provides a plethora of books, videos and instructional supports available for check out by staff and families.

### **Deaf/Hard of Hearing (DHH) Services**

Services for DHH students are designed to meet the individual needs of each child. Services in IPS are designed to help students access auditory information and instruction and to provide instructional support in the areas of academics, communication and language development.

DHH services as recommended in each child's IEP may include: audiology services, itinerant services, interpreting services, assistive technology and academic supports. Most students are served in their neighborhood school. Those students who require more extensive supports receive services at either Stephen Foster School 67, Harshman Middle School or Arsenal Technical High School.

### **Elementary Education**

The Special Education Department is accountable for ensuring that all Special Education programs, regulations and procedures are in compliance with the Individuals with Disabilities Education Act (IDEA) and eligible children and youth with disabilities are receiving a Free Appropriate Public Education (FAPE).

Inclusion and Resource Room services, available in all IPS schools, provide students with disabilities with the support they need in order to be academically successful in the general education environment. Special Education teachers provide an array of services to students with disabilities, including direct instruction in reading/language arts, writing, mathematics and organizational skills.

### **Life Skills**

Life Skills classrooms are available at both the elementary and secondary levels within IPS. We have classes in ten (10) elementary schools and nine (9) secondary buildings. Each classroom has a certified teacher and two or more classroom assistants who have been trained to educate children with severe/profound and moderate cognitive disabilities, multiple handicaps, autism, and those who have a dual-sensory impairment. Central office staff assign each student to the classrooms while taking into consideration the need for a nurse, accessibility, distance from home and boundary school, and disability balance within the room.



The Life Skills classrooms within IPS are considered to be “community-based” so that each child has an opportunity to learn skills in the classroom and then access age-appropriate activities in the community, putting instruction into practice. The core curricular areas of focus are:

- Community Living — including self-management, vocational, recreational/leisure and general community functioning.
- Functional Academics — including reading and writing, money handling and time management.
- Embedded Skill Areas — including social skills, communication skills and motor skills.

### **Health Services**

IPS employs school nurses who are all registered nurses with a minimum of a bachelor’s degree in nursing. All nurses also have Indiana Department of Education school nurse licenses. Children with medical conditions requiring nursing services are transferred to the closest school with a nurse if their home school does not have a nurse. Nurses render first aid, dispense medications, care for children requiring medical treatments, and make health plans for students with chronic diseases. They also present one-on-one and group health education programs to staff, students and parents.

In addition, IPS partners with a number of local health care providers to offer health-clinic services in many IPS schools. These services may include access to a nurse practitioner who can provide advanced care.

### **Non-Public Services**

When parents make the decision to enroll their school-aged student in a private or religious school or facility within the IPS district boundaries, including home schools, it is the responsibility of IPS to locate, identify and evaluate all students with disabilities. IPS staff consult with non-public school representatives and make Special Education and related services available to all students with disabilities.

Students parentally placed in non-public schools generally receive a different level of service under a service plan. The full array of services that are part of a free appropriate public education, are not required to be made available as part of a service plan.

If your child is parentally placed in a non-public school and you suspect that he/she may have a disability, please call 317.226.3897 to make a referral.

### **School Psychology Services**

IPS provides psychological services to each of its schools through the Special Education Department. School psychologists assist in the identification of students with educational disabilities who may need Special Education services.

Each school psychologist serves as a member of the school’s Multidisciplinary Team and may serve on the school’s Intervention Team (Building-Based Team), Safety Team, Building Team or District Crisis Team. School psychologists help develop behavior intervention plans and academic intervention plans. This professional staff can provide school-based counseling for students in crisis and can also be utilized as a resource for staff, parents and students.



### **Programs for Young Children (PYC)**

The mission of PYC is to assess and provide quality intervention services and supports for children with special needs and their families. Assessments are completed on children ages three (3) to five (5) with suspected special needs who live within the IPS boundary. The Assessment Team may consist of a speech-language pathologist, Special Education teacher, school psychologist, occupational therapist and physical therapist based on each child's referral concerns. Children who meet eligibility guidelines under state mandates may be eligible for intervention services through developmental preschool, community preschool, language class, or walk-in speech therapy.

### **Secondary Education**

IPS provides a continuum of Special Education services and accommodations in our secondary schools. Middle school students with special needs receive the academic and developmental support that is critical to this age group. Our middle schools assist students in articulating their accommodations and taking the responsibility for their learning while helping them set high academic goals. The middle school curriculum offers students the learning environment necessary to build a foundation for a successful high school career.

### **Speech and Language Services**

Speech or language impairments are communication disorders such as a fluency impairment (stuttering), an articulation impairment, a language impairment, or a voice impairment that adversely affects a student's educational performance. Through the referral and evaluation process, the school's speech language therapist determines whether there are learning concerns in the classroom connected to a student's communication disorder and how those concerns can be addressed.

### **Transitional Services**

- **ARCHES**

ARCHES is an IPS high-school-to-work transition initiative in partnership with local employers. The purpose of this program is to assist students with disabilities who are struggling with the academic requirements of earning a high school diploma in order to move successfully from school to adult life. Students spend their days at school and in the community in student-driven schedules that include:

- Community service.
- Vocational internships.
- Recreation/leisure opportunities.
- Independent living skills.
- Utilization of the city bus system.
- High school classes.
- Employment.
- Linkages with community and adult services.
- Access to the local community (e.g., shopping, banking, etc.).



- **Project SEARCH**

Project SEARCH Indiana is a high school transition program targeted for students whose main goal is competitive employment. IPS, in partnership with state and local agencies, operates Project SEARCH at Community East Hospital where total immersion in the workplace occurs.

After receiving a certificate of completion from an IPS high school, students become Project SEARCH interns and are supported by an IPS teacher for one (1) hour a day in a classroom provided within the hospital and five (5) hours a day on internships throughout the various units of the hospital. Each intern completes three (3) internships in the course of one (1) school year.

While in their final year of high school, students apply to Project SEARCH. During the summer prior to Project SEARCH, accepted interns undergo community awareness, mobility safety, and extensive IndyGo bus training with an experienced job coach. IPS does not provide school bus transportation to the Project SEARCH site, but the IndyGo bus training the students receive enables them to utilize the transit system in the future.

- **Project SITE**

Project SITE (Skills for Independence, Transition and Employment) operates out of the IUPUI campus near the downtown area of Indianapolis.

Project SITE serves as a one (1)-year bridge between high school and the life that follows. Project SITE provides students with opportunities to develop skills and advance experiences to establish and exercise control over the circumstances of their lives as adult citizens of Indianapolis.

Young adults will complete their IPS education with a daily schedule and routine in place which suits their personal needs, interests and goals. Students will possess the ability to direct and manage their lives in the areas of work, service, lifelong learning and the pursuit of hobbies.

Students complete the traditional four (4) years of high school and receive a certificate of completion. They apply to Project SITE during their last year of high school. If accepted, they remain supported by IPS on the IUPUI campus. IPS does not provide school bus transportation to Project SITE, but trains students to ride the IndyGo city bus system, which they can utilize in the future.

### **Visual Impairment Services**

The students who are identified with blindness or low vision range in age from three (3) to twenty-two (22). The student may have only a visual impairment, or he/she could also have cognitive, physical and/or behavioral disabilities, or other sensory loss. The itinerant teacher for students with blindness or low vision travels to students' assigned schools and community sites to provide direct and consultative Special Education services relating to the vision loss. These services may include instruction in the expanded core curriculum such as Braille code, orientation and mobility, and assistive technology.



### **Kaleidoscope Partnership**

Kaleidoscope is a school and family partnership designed to reduce occurrences of challenging behaviors in children Grades K-6. Kaleidoscope works with students and families to find successful paths for academic success within their current school environment. Students are referred to the Kaleidoscope Program by school personnel. The Kaleidoscope Team is comprised of a behavior specialist and a social worker, with the assistance of a parent liaison when needed. Within two (2) days of the referral the team meets with the principal and staff to begin determining the needs of the student and family.