



Minooka Community Consolidated School District #201

Office of Special Education

305 Church Street, Minooka, IL 60447

Phone: 815-467-5042

Fax: 815-467-2616

Special Education Programming

Minooka CCSD 201 strives to provide quality education to all district students. Currently, the district serves nearly 4000 students in seven buildings: Aux Sable Elementary School (1-4), Minooka Elementary School (1-4), Minooka Intermediate School (5th & 6th grades), Minooka Junior High (7th & 8th grades), Minooka Primary Center (Early Childhood, Pre-Kindergarten & Kindergarten) in Minooka, Walnut Trails Elementary School (K-4) in Shorewood, and Jones Elementary School (K-4) in Joliet.

In order to best meet the needs of children with identified special needs, Minooka CCSD 201 has special education teams within each of the seven district buildings, utilizing the services of special education teachers, speech/language pathologists, school social workers, and school psychologists. For lower-incidence disabilities and service needs, Minooka CCSD 201 utilizes the services of Grundy County Special Education Cooperative (www.grundyspecial.org). Working with Grundy County Special Education Cooperative, Minooka CCSD 201 is able to offer diverse services for students identified as needing special education services.

If a child is referred to the building special education team, the team will review the child's academic, social/emotional, medical, and physical developmental information to determine the need for a special education evaluation. If the team feels that an evaluation is warranted, the team will set up a meeting to discuss the components of the evaluation and obtain parent consent to evaluate. Once an evaluation is complete, the team will reconvene to discuss the evaluation results and determine the child's eligibility for services. As each child is unique, individual goals and service plans are developed to meet each child's needs within the appropriate program.

If a parent/guardian would like more information on special education regarding their child, please contact the building principal.

Services and programming offered within Minooka CCSD 201:

- Adaptive Physical Education*
- Autism Spectrum Disorder*
 - Autism Consultation*
- Blind/Visual Impairment*
- Early Childhood (ages three to five)
- Hearing Impairment*
- Intellectual Disability Impairment*
- Occupational and Physical Therapy*
- Orthopedic Impairment*
- Social/Emotional Programming*
 - Behavioral Consultation*
- Special Education Instruction or Consult
 - Regular Education Classroom
 - Regular Education Classroom with Special Education Support
 - Special Education Classroom
- School Social Work
- Speech/Language Therapy
- Transition*

Individuals with Disabilities Education Act (IDEA) Categories for Eligibility

1. Autism
2. Deaf-blindness
3. Emotional Disturbance
4. Hearing Impairments (Including Deafness)
5. Intellectual Disability
6. Multiple Disabilities
7. Orthopedic Impairments
8. Other Health Impairments
9. Specific Learning Disabilities
10. Speech or Language Impairments
11. Traumatic Brain Injury
12. Visual Impairments (Including Blindness)
13. Developmental Delays (ages 3 through 9)

IDEA 2004 Regulations

-Sec. 300.8 Child with a disability, IDEA § 602 Definitions.

Child with a disability.—

1. In general.--The term 'child with a disability' means a child—
 - a. with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as 'emotional disturbance'), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and
 - b. who, by reason thereof, needs special education and related services.
2. Child aged 3 through 9.--The term 'child with a disability' for a child aged 3 through 9 (or any subset of that age range, including ages 3 through 5), may, at the discretion of the State and the local educational agency, include a child—
 - a. experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in 1 or more of the following areas: physical development; cognitive development; communication development; social or emotional development; or adaptive development; and who, by reason thereof, needs special education and related services.

Definitions of Disability Terms- The terms used in this definition of a child with a disability are defined as follows:

1. **Autism** is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. (A child who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the other criteria of this Section are satisfied.) Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.
2. **Deaf-Blindness** means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
3. **Developmental Delay** means a delay in physical development, cognitive development, communication development, social or emotional development, or adaptive development (may include children from three through nine years of age). (23 IAC 226.75)
4. **Emotional Disability** (includes schizophrenia but does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance) means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
 - a. An inability to learn that cannot be explained by intellectual, sensory, or health factors;
 - b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
 - c. Inappropriate types of behavior or feelings under normal circumstances;
 - d. A general pervasive mood of unhappiness or depression; or
 - e. A tendency to develop physical symptoms or fears associated with personal or school problems.

-Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.

5. **Hearing impairment** means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness.
Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.
6. **Intellectual Disability** means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.
7. **Multiple disabilities** means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.
8. **Orthopedic impairment** means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., Poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).
9. **Other health impairment** means having limited strength, vitality or alertness, including a heightened sensitivity to environmental stimuli, that results in limited alertness with respect to the educational environment that
 - a. Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
 - b. Adversely affects a child's educational performance.
10. **Specific learning disability** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage. [105 ILCS 5/14-1.03(a)]
 - a. In accordance with 23 Illinois Administrative Code 226.130, beginning with the 2010-2011 school year, Illinois districts are required to use a process that determines how a child responds to scientific, research-based interventions as part of the evaluation procedures to determine special education eligibility under the category of specific learning disability (SLD). While this requirement is specific to SLD, districts also have the option of using such a process as part of the evaluation procedures for other disability categories. For more information on RtI, please visit Illinois' Response to Intervention webpage.
11. **Speech or language impairment** means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.
12. **Traumatic brain injury** means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; psychosocial functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

13. **Visual impairment including blindness** means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.