



## **SPECIAL EDUCATION CHILD FIND PROCESS**

The Adlai E. Stevenson High School District #125 actively seeks out and attempts to identify all students in the district who have disabilities that significantly impact academic progress. When a concern is expressed either by school staff, student, or a parent, the student's academic and social/emotional status is reviewed through a problem-solving process. Teachers, Student Support Team, and support staff, along with the student and parents, may develop and implement interventions and strategies to address needs. When interventions/strategies adequately meet the needs of a student, no further action is indicated.

When strategies and intervention plans are not successful in appropriately supporting a student, an individual assessment to determine eligibility for Special Education services may be initiated.

An individualized assessment/case study evaluation is conducted with written parent/guardian consent and includes a series of diagnostic procedures that provide information about the student and the nature of the difficulties that affect educational success. During an Individualized Education Plan (IEP) domain meeting, the educational team, which includes the students and parents, determines the components of the case study evaluation. The assessment must be completed within a 60 school-day timeline. When the case study evaluation is completed, results are shared and eligibility for Special Education services is determined by the educational team.

Any private evaluations, provided by parents, are reviewed through the problem-solving process and are compared to the district's special education criteria and IDEA legislation. Within 14 days of receiving a private evaluation or other request for assessment, the educational team determines whether additional assessment or other steps are warranted.



To receive special education services, students must be determined to have one of the following exceptionalities [as defined by the Illinois State Board of Education](#):

- Autism (includes, but is not limited to, any Autism Spectrum Disorder)
- Deaf-blindness
- Deafness
- Emotional disability
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment

If the student is determined to be eligible for special education support, an Individualized Education Plan (IEP) is developed and reviewed annually. An educational program must be available to students eligible for special education services until the age of 21 years, inclusive, when appropriate to meet graduation requirements and address established goals and objectives. Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities must be shared with parents if a case study evaluation is initiated and provided annually to families if their child receives special education services. Complete safeguards are available on the SHS Special Education homepage.

Eligibility for special education services is reevaluated every three years.



Students with disabilities who do not qualify for an IEP may qualify for services under Section 504 of the Federal Rehabilitation Act of 1973, if the student: (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of a physical or mental impairment, or (3) is regarded as having a physical or mental impairment. A student may be eligible to receive mental health services from the school district under a federal Section 504 plan.

Questions regarding the above information about the 504 processes should be directed to the student's school psychologist/504 Coordinator.