

DISABILITIES / SPECIAL SERVICES - IDENTIFICATION OF STUDENTS: (Board of Education Policy 6:120) Students may be referred to the Director of Special Services for a full case study evaluation to determine eligibility for special services. Written referrals to the Director of Special Services may be made by faculty members (SOS Team) or parents/guardians. An initial screening of student data is completed by the director and appropriate staff members and, if a referral is indicated, a Child Review Team (CRT) meeting will be held to determine the components of the full case study evaluation. A full case study evaluation may include psychological assessment, academic assessment, social-developmental history, as well as other pertinent information required to make an appropriate determination for eligibility for special services. Upon completion of the full case study evaluation, a CRT meeting will be convened to discuss the evaluation results and to determine eligibility. If a determination of eligibility is made and services are indicated, then an Individualized Education Plan (IEP) will be written to establish placement and services required.

- **SPECIAL EDUCATION SERVICES** - O'Fallon Township High School District #203 is committed to the free, appropriate, public education in the least restrictive environment for all students with disabilities through age 21 who live within district boundaries and may be eligible for special education and/or related services. Therefore, specific policies and procedures have been established concerning the identification, evaluation, and educational placement of students with disabilities. Those who have questions about these policies and procedures are encouraged to speak to a school building administrator or to contact the District's Director of Special Education at 632-3507 for further information.

- **SECTION 504 POLICY STATEMENT (Board of Education Policy 6:120):** Students may be eligible for services under the provisions of Section 504 of the Rehabilitation Act of 1973 even though these services are not received under the Individuals with Disabilities Education Act (IDEA).

The school district has specific responsibilities under the Rehabilitation Act, which include the responsibility to identify, evaluate, and, if the student is determined to be eligible under Section 504, to afford access to appropriate educational services. A student who may need special services or programs within the intent of Section 504 is one who meets the following criteria:

- Has a mental or physical impairment that substantially limits one or more major life activities (major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, communicating, thinking, the operation of a major bodily function, eating, bending, sleeping, lifting, reading, standing, and concentrating);
- Has a record of such impairment; or
- Is regarded as having an impairment.

Upon determination of eligibility for 504 services, a 504 Plan will be written to document the appropriate accommodations based in each individual student's needs.

Due process rights of students with disabilities and their parents/guardians under Section 504 will be enforced. The Director of Special Services is the coordinator of Section 504 Activities for the district. 11

• **MULTI-TIERED SYSTEM OF SUPPORTS** - MTSS is a process designed to help schools focus on high quality interventions that are matched to student needs and monitored on a frequent basis. The information gained from an MTSS process is used by school personnel and parents/guardians to adapt instruction and to make decisions regarding the student's educational program. The MTSS process is initiated through the Staff Offering Support (SOS) Team at each building.

• **STAFF OFFERING SUPPORT** - The aim of the Staff Offering Support Team is to identify students who are struggling and connect them with the services available to them in school or in the community. At times, students bring personal issues with them to school. The weight of some of these issues can make it difficult to concentrate on academic and social responsibilities.

› The Staff Offering Support Program is: A school-based prevention, early intervention, and support program for students who are having difficulty being successful in school due to academics, behavior, attendance, or health issues. A core team consisting of:

- ☐ Administrators
- ☐ School Psychologist
- ☐ Teachers
- ☐ Social workers
- ☐ Nurse
- ☐ Guidance Counselors
- ☐ Other identified school personnel

› A core team who

- ☐ Works with referred/identified students to implement school-based strategies
- ☐ Connects students and families to community resources
- ☐ Makes referrals for special education or 504 Plans when progress has not been shown following interventions

› For additional information, please contact Mrs. Twana Dollison, Milburn Vice-Principal or Mrs. Martha Blackburn, Director of Special Services.

• **SPECIAL EDUCATION – DISCIPLINE**

A special education student may be suspended under this policy regardless of whether the student's gross disobedience or misconduct is related to his or her handicapping condition as defined by Article 14 of The School Code of Illinois. If exclusion of a special education student is warranted because of the student's physical danger to himself, other students, staff, or school property, the student may be temporarily excluded from school.

A special education student may not be expelled from school if the student's particular act of gross disobedience or misconduct is, or results from, a behavior or a condition defined as an exceptional characteristic in Article 14 of The School Code of Illinois. Any special education student whose gross misconduct or disobedience is unrelated to, or does not result from, his handicapping condition, as defined by Article 14 of The School Code of Illinois, may be expelled pursuant to this policy.