

Calumet City School District 155
Student Services Department Handbook

*"RAISING EXPECTATIONS, ACCESS, AND
OUTCOMES FOR ALL STUDENTS"*

TABLE OF CONTENTS

Introduction	4
Student Services Program Mission and Commitment	5
Student Services Organization	6
Student Services Department.....	7
Student Services Team Purpose.....	8-11
Meeting the Needs of All Students	12
Continuum of Placement Options.....	13
Team Meeting Participants.....	13
Services.....	14
Calumet City School District Special Education Programs & Placement Options Notice.....	15-16
Related Service Log, Letter and Template.....	17-19
Interpretation.....	20
Common Special Education Team Meeting Participants.....	21-22
SECTION 504 – Rehabilitative Act of 1973	23-24
Every Student Succeeds Act (ESSA).....	25
IDEA.....	26-27
Calumet City School District 155 IEP Process.....	28-29
Special Education Process.....	30
Evaluation Implementation	
The Classroom Teacher’s Role in Supporting Special Education Students.....	31
Annual Review.....	32-34
Initial Eligibility/Re-evaluation.....	35-39
8 th Grade Transition Checklist.....	40-41
Extended School Year.....	42-46

Appendices

Problem Solving Handbook.....	47-58
Administrative Procedure Adolescent Suicide and Crisis Intervention.....	59-65
Student Services Team Members roles at a glance.....	66-68
English Language Learners.....	69-72
Counseling Agencies.....	73
Food and clothing Resources.....	74
Screening Referral Packet.....	75-79
Notice of Procedural Safeguards.....	80-99

INTRODUCTION

This handbook is intended to provide Calumet City School District 155 stakeholders with guidance and information on best practices regarding the provision of special education services, supports to students with disabilities, transportation assistance, McKinney-Vento, English as a Second Language learners (ESL) and Alternative Placement. The handbook has been developed in accordance with federal and state mandates in conjunction with the Illinois State Board of Education (ISBE) policy and procedures.



Our Vision is RAISING EXPECTATIONS, ACCESS, AND OUTCOMES FOR STUDENTS WITH DISABILITIES

Our Mission is to meet the unique needs of each student by providing high-quality specialized services in collaboration with staff, families, and the community.

Our Purpose is to maximize students' potential as members of their community through the provision of an exceptional education.

STUDENT SERVICES PROGRAM MISSION AND COMMITMENT

The mission of Calumet City School District 155 is to meet the unique needs of each student by providing high-quality specialized services in collaboration with staff, families, and the community with a content-rich curriculum that emphasizes virtuous living, traditional learning, and civic responsibility.

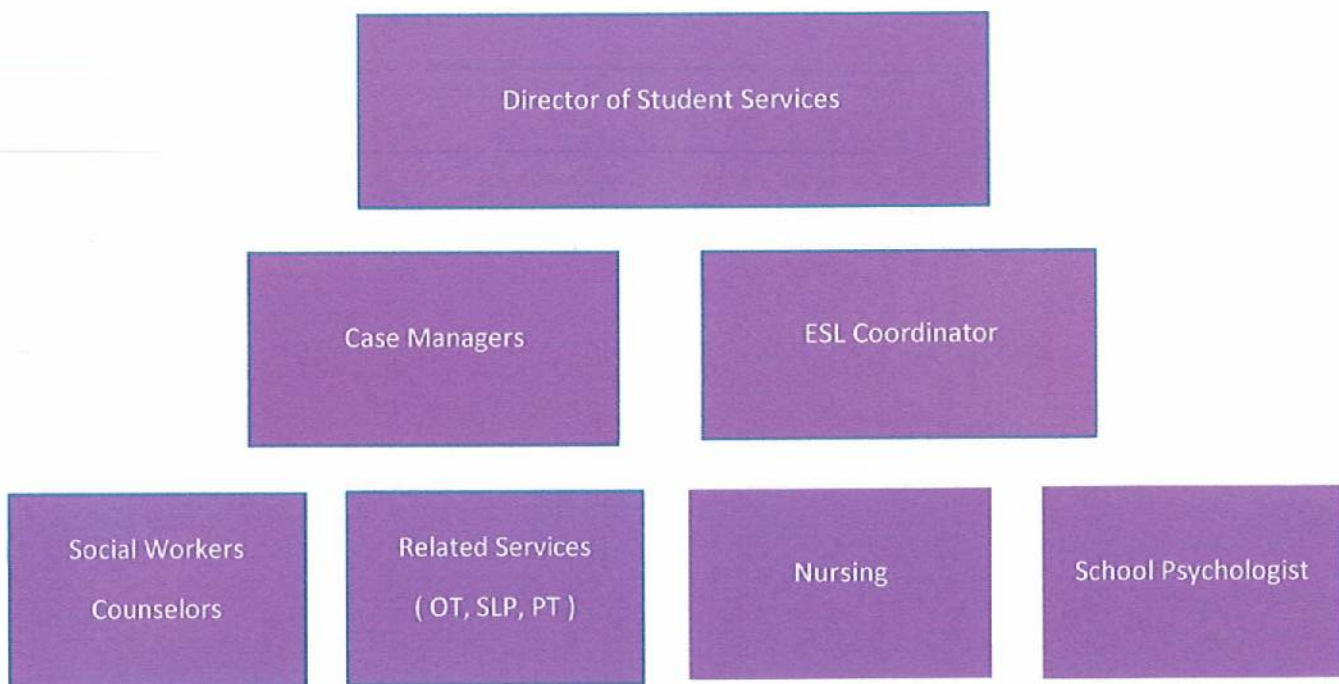
Furthermore, Calumet City School District 155 is committed to:

- Serving all students as they develop within themselves the intellect, virtues, and skills with which they can lead responsible, independent, and productive lives; ensuring that all students progress towards academic independence;
- Providing all students with a free appropriate public education in the least restrictive environment with data-driven, specialized instruction throughout the school setting;
- Abiding by federal and state laws governing the instruction and support of students with disabilities or learning differences, including but not limited to the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), Every Student Succeeds Act (ESSA), Equal Education Opportunities Act (EEOC);
- Helping all students make progress towards academic independence and success in their preferred career, training, and independent living plans after they complete their K-12 education; and
- Consistently providing teachers with professional development opportunities in areas including but not limited to pedagogy, differentiation, and classroom management.



STUDENT SERVICES ORGANIZATION

Calumet City School District 155 Student Services Team is organized around the idea that all students can make progress towards academic independence through excellent instruction, excellent content, school-wide collaboration, and mutual support between general education and student services teachers. We believe that supporting the solid foundation for learning offered by a content rich curriculum is essential to ultimately eliminating the development of struggling learners and learning disabilities. This proactive approach, with the partnered support of grade-level teachers, provides for the learning needs of students with disabilities, has the potential to greatly reduce the number of students identified for special education, and enhances the learning of all students. Calumet City School District employs highly qualified teachers and staff to meet the needs of students with special needs. All members of the Student Services Team provide instruction and support to ensure that students are making progress towards their goals and towards academic independence in their classrooms. The organizational chart of our team is below:



Student Services Department 2025-2026

Director of Student Services

Dr. Joyce L. Nelson

Student Services Office

Case Manager(s)	Helena Fields and TBD
EL Coordinator	TBD
Administrative Assistant of Student Services	Patricia McBride
School Psychologist	Kesia Taylor
COTA	Ayyana Hampton and Jody Panozzo ©
Occupational Therapist (Sup)	Karen Reichert ©

Woodrow Wilson Elementary

Speech Language Pathologist	TBD
Social Worker	James Duggan
School Health Aide/CNA	LaKrizza Henry
Resource Teacher	Amatullah Bevil Robinson
Special Education-Cross Categorical Teacher	Shanda Rose
Special Ed Para	Leah Thomas
Special Ed Para	Valerie Wilhoite
Bilingual Aide	Francesca Gaeta
Special Ed Cross-Cat Aide	Daisy Martinez
Special Ed Cross-Cat Aide	Benigna Palacios
Special Ed Cross-Cat Aide	Evangelina Perez
TBE Teacher	Angel Callabero

Wentworth Intermediate School

Speech Language Pathologist	TBD
Social Worker	Virni Webb
School Nurse	Lucinda Carruthers
Resource Teacher	Lynn Kooistra
Resource Teacher	Gail Batinick
Special Education-Cross Categorical Teacher	Laura Bello
Special Education-Cross Categorical Teacher	TBD
ESL Teacher	Grace Larson
Special Ed Para	Tina Lloyd
Special Ed Para	Toya Cook
Bilingual Aide	Janet Jaimes ©

Wentworth Junior High School

Speech Language Pathologist	TBD
Social Worker	Michelle Kirk
School Nurse	Nikki Ford (C)
Resource Teacher	Ashleigh Isherwood
Resource Teacher	Natasha Walker-Robinson
Resource Teacher	Adam Orze
Special Education-Cross Categorical Teacher	Amber Jackson
Special Education-Cross Categorical Teacher	Lisa Patlaba
Special Ed Para	Dawn Bartkiewicz
Special Ed Para	Jesus Unzueta
Special Ed Para	Shaunika Touissaint ©
EL Teacher	Shrouq Mansour
Bilingual Aide	Karina Garcia

STUDENT SERVICES TEAM MEMBERS PURPOSE

The Student Services Department provides comprehensive programs and services to promote the academic functioning and wellbeing of all students via collaboration with parents, students, and classroom teachers to track progress and success while honoring their multiple and diverse identities which ensures overall academic success.

STUDENT SERVICES DIRECTOR

The Student Services Director provides oversight and leadership for all areas within the Student Services Department including but not limited to: Special Education Services, English as a Second Language Program, Transportation, McKinney-Vento, Homebound Schools and all ISBE Grants connected to oversight programs. The Student Services Director reports to the Assistant Superintendent of Schools.

CASE MANAGER

The Case Manager evaluates, develops and coordinates the implementation of all Individual Education Programs (IEPs) in consultation with the Student Services Director. Leads the 504 committee to develop and implement appropriate 504 plans for students who qualify, monitors the implementation of 504s, and schedules the annual review meetings. Organizes and facilitates meetings that require alternative placement options and is a liaison for Early Intervention. This position reports to the Director of Student Services.

ESL COORDINATOR

The English as a Second Language (ESL) Coordinator develops and implements programs for students who qualify as ESL. This position is responsible for the screening and placement of students, the development and implementation of English Language Service Plans, and the scheduling and monitoring of annual mandated ESL assessments including but not limited to WIDA and ACCESS. This position reports to the Director of Student Services.

SOCIAL WORKER

The School Social Worker is a trained mental health professional who assists with the mental health and behavioral concerns displayed in the classroom. The social worker will provide consultations with teachers, parents, and administrators. The social worker will also provide individual and group counseling/therapy as needed. In addition, the Social Worker can assist students as follows:

- achieve maximum benefit from their educational opportunities
- understand themselves and others
- improve interpersonal relationships
- provide coping strategies for stress
- facilitate social-emotional skills lessons based on ISBE standards for Pre-k thru 8th grade (The five SEL competencies -self-awareness, self-management, responsible decision-making, social awareness, and relationship skills)
- develop decision-making skills

- understand and meet their social and emotional needs
- understand programs available to students with special needs
- utilize school and community resources effectively

PARAPROFESSIONALS

The Paraprofessional will work with students individually or in small groups by providing basic instruction on reading, writing, math, and other education-related activities as assigned by teacher.

- Working and assisting with the delivery of instructional and/or other direct or indirect services for eligible students with disabilities, per their IEPs;
- Providing instructional supports for students to reinforce learning concepts by reteaching, reviewing, drilling/ practicing, and reinforcing lessons;
- Progress monitoring and providing feedback to special education teacher regarding student academic performance and/or behavior;
- Under the direction of the teacher and/or related service providers, implementing accommodations and modifications, and other educational or behavioral strategies used in the classroom;
- Assisting teachers and related service providers in maintaining written student records;
- Facilitating communication with linguistically and culturally diverse parents/guardians;
- Supporting students with disabilities with the general education curriculum in alignment with student IEPs and/or per the direction of the teacher;
- Assisting students with assistive technology (AT), including computers, software programs, electronic learning tools, and communication devices;
- Collaborating and communicating with appropriate school personnel about the needs of students with disabilities;
- Working with a variety of students who may have diverse learning needs;
- Providing input to the teacher regarding the student's response to strategies that have been used in instruction or behavior management;
- Obtaining, preparing, and organizing instructional materials as directed by teacher;
- Maintaining and protecting students' right to confidentiality;
- Assisting with personal care needs (e.g., toileting) as identified in the student's IEP;
- Assisting students with orthopedic impairments by arranging and adjusting tools, work aids, and equipment used by students in classrooms, including but not limited to, specially equipped worktables, positioning equipment, and wheelchairs; and
- Documenting service delivery

- Communication with students' parents/guardians comes directly from classroom teacher and/or administration as needed

OCCUPATIONAL AND PHYSICAL THERAPY

Occupational and physical therapy are two of the related services within special education mandated by the Individuals with Disabilities in Education Act (IDEA). To receive services, students must have an Individualized Educational Program (IEP). School based therapy services strive to facilitate the students' potential for functional independence and participation in educational activities. This differs from the medical model of therapy services, which focuses on medical needs.

Occupational Therapy

Occupational therapy is the therapeutic use of purposeful and meaningful occupation or goal-directed activities to evaluate and provide interventions for individuals and populations who have a disease, disorder, impairment, activity limitation, or a participation restriction that interferes with their ability to function independently in their daily life roles and to promote health and wellness.

In the educational setting, the occupational therapist uses purposeful goal-directed activities and adapted techniques and equipment to improve the child's ability to participate effectively. The practice of occupational therapy in the educational setting consists of the following:

- Evaluating students with disabilities by performing and interpreting tests and measurements and/or clinical observations of neurophysiological, musculoskeletal, sensorimotor functions and daily living skills
- Planning and implementing treatment strategies for students based on evaluation findings
- Improving, developing, restoring, and maintaining functions impaired or lost through illness, injury, or deprivation
- Improving or maintaining the ability to perform tasks for independent functioning when functions are impaired or lost
- Administering and supervising therapeutic management of students with disabilities, recommending equipment, and providing training to parents and educational personnel

Physical Therapy

Physical therapy (PT) is one of the related services under Part B of the Individuals with Disabilities Education Act (IDEA) and is provided to support the Individualized Education Program (IEP) for students ages 3-21, who have a disability that interferes with their educational performance and ability to benefit from their education program. When the student's IEP identifies PT as a needed service, physical therapists will be integrated as members of a multidisciplinary school team. Using their unique expertise in movement and function, PTs ensure a free and appropriate education for students with disabilities to prepare them for further education, employment, and independent living. The school-based PT promotes motor development and the student's participation in everyday routines and activities that are a part of his or her program. The PT designs and performs therapeutic interventions, including compensation, remediation and prevention strategies and adaptations, focusing on functional mobility and safe, efficient access and participation in

educational activities and routines in natural learning environments. (*American Physical Therapy Association*)

In the educational setting, physical therapy consists of evaluation and, if appropriate, intervention to address concerns regarding the student's ability to:

- Maintain his or her posture as the student sits to attend to classroom instruction or to engage in seated work, as the student stands to wait in line or perform classroom tasks, and as the student moves about in the classroom or performs motor skills.
- Perform functional motor skills such as changing positions (getting up and down off the floor, maneuvering on and off of chairs, changing floor sitting positions, etc.) during various instructional times and negotiating the school building (through halls and around obstacles, either through ambulation or with a wheelchair)
- Maintain control of his or her body as the student moves on the playground or participates in physical education (performing various gross motor skills)

Speech and Language Therapy

Speech and language services are provided for students with an identified impairment in one or more of the following areas: articulation, voice, fluency and language delay/disorder, which adversely affects their educational performance.

Services for students in need of speech/language support are available at each school. Additional roles and responsibilities also include the following:

- **Working Across All Levels:** SLPs provide appropriate speech-language services to students in preschool, elementary, middle, high schools, and district transition programs.
- **Serving a Range of Disorders:** As delineated in the American Speech-Hearing Association (ASHA) Scope of Practice in Speech-Language Pathology and federal regulations, SLPs work with students exhibiting the full range of communication disorders, including those involving receptive and/or expressive language, articulation (speech sound disorders), fluency, voice/resonance, and swallowing.
- **Ensuring Educational Relevance:** SLPs address personal, social/emotional, academic, and vocational needs that have an impact on attainment of educational goals.
- **Providing Unique Contributions to Curriculum:** SLPs provide a distinct set of roles based on their focused expertise in language. They can assist in addressing the linguistic and metalinguistic foundations of curriculum learning for students with disabilities, as well as other learners who are at risk for school failure, or those who struggle in school settings.
- **Highlighting Language/Literacy:** Current research supports the interrelationships across the language processes of listening, speaking, reading, and writing. SLPs contribute significantly to the literacy achievement of students with communication disorders, as well as other learners who are at risk for school failure, or those who struggle in school settings.

MEETING THE NEEDS OF ALL STUDENTS

At Calumet City School District 155, we believe that all instruction should be rigorous and demanding and that students rise to the challenges given them. We accept that academic rigors can be especially challenging for our students with unique learning challenges, but that does not diminish our belief and expectation that all students should be challenged and can thrive in a classical school. The primary way to meet the needs of students with disabilities is by ensuring that all students receive sound classroom instruction that adheres to classical ideals and is driven by a commitment to high expectations. At Calumet City School District 155, our goal is not to change the curriculum to meet the students where they are, but rather to provide students with supplemental resources, additional support, and reteaching to help students access the curriculum at the highest level. This is done through the creation of well-crafted learning plans [AIP/BIP (RTI), IEP (SpEd), ELSP (ELL), or 504] and through collaborative planning between the Student Services Team and the general education faculty, to ensure all students are receiving the support they need to access the curriculum. The constituent pieces of Calumet City School District 155 Student Services team, and the way each functions to support students, are outlined below.



CONTINUUM OF PLACEMENT OPTIONS

This continuum represents a range of educational placements in which an IEP can be implemented to meet the individual needs of students with disabilities. These placement options range from the least restrictive setting (i.e., general education classroom) to the most restrictive ones (e.g., residential facility).

IEP TEAM MEETING PARTICIPANTS

By law, certain individuals must be involved in developing a child's Individualized Education Program. These are:

- The student's parents: parents are key members of the IEP team. They know their child very well and can talk about their child's strengths and needs as well as their ideas for enhancing their child's education. They can offer insight into how their child learns, what his or her interests are, and other aspects of the child that only a parent can know. They can listen to what the other team members think their child needs to work on at school and share their suggestions. They can also report on whether the skills the child is learning at school are being used at home.
- At least one of the child's special education teachers or providers
- At least one of the child's general education teachers (if the student is, or may be, participating in the general education environment)
- A representative of the school system
- An individual who can interpret the evaluation results
- Representatives of any other agencies that may be responsible for paying for or providing transition services (if the student is 16 years or, if appropriate, younger)
- The student, as appropriate
- Other individuals who have knowledge or special expertise about the child

Note that an IEP team member may fill more than one of the team positions if properly qualified and designated. For example, the school system representative may also be the person who can interpret the child's evaluation results.

This team must work together to develop the child's IEP. A meeting to develop the IEP must be held within 30 calendar days of deciding that the child is eligible for special education and related services.

Each team member brings important information to the IEP meeting. Members share their information and work together to develop the child's Individualized Education Program. Each person's information adds to the team's understanding of the child and what services the child needs.

SERVICES PROVIDED BY STUDENT SERVICES DEPARTMENT

Student Services provide the following supports:

- IEP and 504 Screenings
- Academic and Behavioral Assessments
- Social Work Services
- Transportation
- Audiology Services
- Occupational, Physical and Speech Therapy
- Alternative Placement
- Transitioning
- Medical
- Interpreting
- School Psychology
- McKinney-Vento
- Homebound



Calumet City School District Special Education Programs & Placement Options Notice

Early Childhood Special Education and Pre-K Blended

- The Early Childhood Program/Pre – K provides specially designed instruction to eligible students ages 3-5. Services are provided to students in a Pre-K blended classroom setting or Early Childhood special education classroom.
- Integrated services are provided by the speech-language pathologist, occupational therapists, and physical therapist.

Kindergarten – 8th Grade

Co-Taught

- Specially designed instruction in the general education classroom to meet individual student needs
- General Education Teacher and Special Education Teacher differentiate instruction for all students
- Accommodations and Modifications

Resource

- Direct instruction at student's individualized academic level using interventions, materials, and strategies to build foundational skills
- IEP goals and objectives are embedded into lesson planning and presented in a smaller group setting. These students could also receive a supplemental curriculum to build foundational skills.

Self-Contained Cross Categorical K-8

- The classroom has a smaller student to teacher ratio
- Academic instruction with alternative curricular materials to remediate deficits or modified general education curriculum
- Modifications and Accommodations

Out of District Placement Procedures in Development

Home/Hospital

Home or hospital services are provided to eligible students enrolled in the school district. Services are provided when, in the opinion of a qualified licensed medical physician, it is anticipated that the child will be unable to attend school due to a medical condition. Calumet City School District respects the confidentiality of any student who is homebound or hospitalized. We also recognize the need to support each student academically, socially, and emotionally.

The goal of homebound services is to keep the student current with classroom instruction and facilitate the student's return to the current classroom setting. Homebound instruction/tutoring is not intended to replace school services and is, by design, temporary. The awarding of grades is at the discretion of the classroom teacher.

In order to achieve a meaningful and beneficial educational program for students requiring homebound instruction, the following procedures for Calumet City School District 155 homebound/hospitalized students have been put in place:

- In order to establish eligibility for home or hospital services, a student's parent or guardian must request the **Medical Certification for Home/Hospital Instruction** form and then submit to the District Nurse. This form must be completed in its entirety and signed by a Physician.
- The District Nurse will return the form to the Director of Student Services for approval to schedule a meeting with the educational team. Sufficient documentation justifying the need for homebound/hospital services must be on the **Medical Certification for Home/Hospital Instruction**.
- Once approval is obtained, a 504 or IEP meeting will be scheduled by the Case Manager
- A homebound tutor will contact student family or parent(s) and arrange a time to provide services. An adult must be present during session(s).
- When the student is ready to attend school again, arrangements for re-entry to classes will be determined on an individual basis.



Related Service Logs

Calumet City School District 155 will maintain related service logs that record the type and number of minutes of the related service(s) administered to students. Copies of any related service logs will be available to parents/guardians at their child's annual review IEP meeting. Parents/guardians of students with disabilities may also request copies of their student's related service logs at any time.



Parent/Guardian Name:

Address:

RE: IEP Related Service Logs

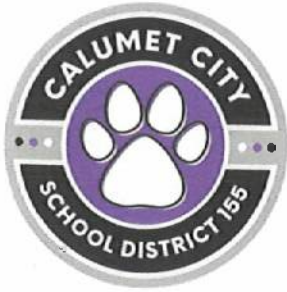
Dear: _____

You are receiving this letter because you have a child with an IEP which may include related services. Calumet City School District 155 will maintain related services logs that record the type and number of minutes of the related service(s) administered to your child. Copies of any related service logs will be available to you at your child's annual review IEP meeting. You may also request a copy of the related service logs at any time.

If you would like to receive copies of your child's related service logs, please send your written request to: Dr. Joyce L. Nelson, Director of Student Services at jnelson@calumetcity155.org or 540 Superior Avenue, Calumet City, Illinois 60409.

Educationally yours,

Dr. Joyce L. Nelson, Director of Student Services
Calumet City School District 155
(708) 868-7559 X2101



Calumet City School District 155
540 Superior Avenue, Calumet City, Illinois 60409
Phone (708) 868-7559 or Fax (708) 868-7555
Dr. Joyce L. Nelson, Director of Student Services
Related Service Log

Student Name: _____ Grade: _____

Date	IEP Goal(s)	Delivery Model	Minutes	Notes
	Goal #1			
	Goal #2			
	Goal #3			
	Goal #4			

IEP Parent Interpretation Service Notice

Interpretation services are available at IEP team meetings for parents/guardians whose native language is not English or for parents/guardians who are deaf. If a qualified interpreter is not available, the school may use outside vendors, including telephonic interpreters.

A parent/guardian requiring interpretation services at an IEP meeting may contact the Director of Student Services in writing at least five business days before the IEP meeting to request an interpreter at the meeting.

A parent/guardian has the right to request that the interpreter serve no other role in the IEP meeting other than as interpreter, and the school should make reasonable efforts to fulfill this request. A parent/guardian may contact Dr. Joyce L. Nelson, Director of Student Services, with any questions or complaints about interpretation services at (708) 868-7559 X2101.

Common Special Education Team Meeting Participants

Annual Reviews and Re-evaluations/Initials (Speech and Language Only)

Director of Student Services (as needed)
LEA Representative and Case Manager
Parent/Guardian
Special Education Teacher
General Education Teacher
Related Service Staff (OT, SLP, PT) and any listed on IEP
Nurse

Annual Reviews

Director of Student Services (as needed)
LEA Representative and Case Manager
Parent/Guardian
Special Education Teacher
General Education Teacher
Related Service Staff (OT, SLP, PT) and any listed on IEP
Nurse

Intake Meeting (transfer student)

Director of Student Services (as needed)
LEA Representative and Case Manager
Parent/Guardian
Special Education Teacher
General Education Teacher
School Psychologist
Related Service Staff (OT, SLP, PT) and any listed on IEP
Nurse

Initial Domain (review of existing data)

Director of Student Services (as needed)
LEA Representative and Case Manager
Parent/Guardian
Special Education Teacher
General Education Teacher
Related Service Staff (OT, SLP, PT) and any listed on IEP
Nurse
Social Worker

Initial/Re-evaluation eligibility

Director of Student Services (as needed)
LEA Representative and Case Manager
Parent/Guardian
Special Education Teacher
General Education Teacher
Nurse
School Psychologist

Re-evaluation Domain

LEA Representative and Case Manager
Parent/Guardian
Special Education Teacher
General Education Teacher
Related Service Staff (OT, SLP, PT)
School Psychologist

Early Childhood Intake Meeting

LEA Representative and Case Manager
Parent/Guardian
Special Education Teacher
General Education Teacher
Related Service Staff (OT, SLP, PT)
School Psychologist

8th Grade Transition Meeting

LEA Representative and Case Manager
High School Representative (Thornton Fractional SD 215)
Parent/Guardian
Special Education Teacher
General Education Teacher
Related Service Staff (OT, SLP, PT)
School Psychologist
Director of Student Services (as needed)

SECTION 504 – REHABILITATION ACT OF 1973

The purpose of Section 504 of the Rehabilitation Act of 1973 is to (1) eliminate discrimination on the basis of disability in any program or activity provided by school districts and other educational providers that receive federal financial assistance, and (2) ensure that students who are Section 504-eligible have equal educational opportunities equivalent to those of their nondisabled peers. Unlike the IDEA, Section 504 does not limit coverage to certain specific categories of disabilities and no categorical labels are necessary. Instead, a student with a disability under Section 504 is defined as one who (1) has a physical or mental health impairment that substantially limits a major life activity, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. NOTE: This Procedural Manual is intended to provide guidance.

Calumet City School District 155 complies with the federally mandated services and protections of students with disabilities as it pertains to Section 504 of the Rehabilitation Act of 1973, a law that protects the rights of individuals with disabilities to access programs and instruction. Not all students with disabilities require specifically designed instruction; some may only need accommodations to be able to access school programs and curriculum. An example of this would be a student with a hearing impairment who needs preferential seating and an FM system to hear instruction better. Another example would be a student with ADHD who needs assignments and homework individually explained and a desk or locker check for organization. A third example of a possible 504-qualifying impairment would be a student who has difficulty with incontinence and requires an extra restroom break and a reminder to use the restroom. The physical needs of students vary, and it is the school's obligation to make reasonable accommodations for a student with identified disabilities so that the student has the same access to a Free and Appropriate Education as a student without identified disabilities.

THE 504 PROCESS

1. Parent/Teacher Request
2. Eligibility Determination
3. Development/Implementation
4. Annual Renewal

The 504 process is initiated upon the request of a parent/guardian or classroom teacher. Upon receiving a 504 request, the 504 Coordinator ensures a response within 10 school days to schedule a meeting. The 504 Coordinator creates the individual student 504 team consisting of the classroom teacher(s), parents/guardians, RTI Coordinator, the Dean of Students, the Student Services Director, and the student (5th grade and above) who collaborates to collect data and qualitative information regarding the child's academic or social functioning pertinent to the area(s) of concern. Once data is collected, the team meets to determine the eligibility of the student for a 504 plan. By reviewing various data including teacher and parent input, the team determines whether or not the child has a physical or mental impairment that substantially limits academic or social functioning within the school setting. Given that the child is found eligible, the team develops a 504 plan with individualized accommodations that ensures the child receives equal access to education.

Upon development, the 504 Coordinator will collaborate with classroom teachers to ensure that identified accommodations are being implemented according to the 504 plan. The 504 Coordinator and classroom teacher will collaborate with the TVCA testing coordinator to ensure any testing accommodations are implemented with fidelity. The individual student 504 team will meet annually to review the efficacy of the plan and to determine appropriate (if any) amendments to accommodations. Prior to the start of each new school year, the 504 Coordinator will provide classroom teachers with rosters of their incoming 504 students and hard copies of student accommodation plans. This practice ensures that teachers are fully aware of how to implement their students' accommodations beginning the first day of school. See Appendix 3 for 504 Plan templates.

EVERY STUDENT SUCCEEDS ACT

The Every Student Succeeds Act (ESSA) governs K–12 public education policy. This law replaced the No Child Left Behind Act (NCLB) and modified, but did not eliminate, NCLB’s provisions relating to periodic standardized testing. The main purpose of ESSA is to ensure that public schools provide a quality education for all students. ESSA gives states greater flexibility in accounting for student achievement, including the achievement of disadvantaged students. ESSA identifies four groups of disadvantaged students:

- Students in poverty
- Minorities
- Students who receive special education
- Students with limited English language skills

Under ESSA, states determine the education plans for their schools within a framework provided by the federal government. ESSA also offers parents the chance to weigh in on these plans. The plans must include a description of the following:

- Academic standards
- Annual testing
- School accountability
- Goals for academic achievement
- Plans for supporting and improving struggling schools
- State and local report cards

Although there are several more requirements for states and school districts, the above most directly affect the areas addressed by Student Services. ESSA also provides funding for literacy programs and other grants that can help students succeed.

IDEA AND MAJOR PRINCIPLES

Individuals with Disabilities Education Act (IDEA) and Article 14 of the Illinois School Code and 23 Illinois Administrative Code Part 226 Under the IDEA and Article 14 of the Illinois School Code and implementing regulations, students with disabilities have a right to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). The IDEA defines students with disabilities as students who: • are ages 3 through 21 (until the day before the 22nd birthday), unless their birthday occurs during the school year, in which case they are eligible for services through the end of the school year; and • have been identified with one of the disabling conditions identified in the statute that adversely affect educational performance and require special education. The IDEA and its implementing regulations provide students with disabilities and their parents/guardians with procedural safeguards regarding the identification, evaluation, educational placement of, and the provision of FAPE to students with disabilities. Meaningful parent/guardian involvement is an essential part of these procedural safeguards. The Illinois rules provide further specificity regarding requirements for the identification, evaluation, educational placement, and provision of FAPE to students with disabilities. In addition, rules are provided for the administration of special education, the design of special education programs (including class size), home or hospital programs, State-operated or private programs, special education personnel, transportation, and residential-care facilities.

Principles of IDEA

Below are the major principles of the IDEA, which pertain to the rights of students and the responsibilities of public schools regarding children with disabilities:

Child-Find/Zero Reject: Every school district has a responsibility to seek out and identify students who have a disability and require special education. With parental permission, the school must provide appropriate education and related services. A school does not have the right to reject a student from attendance based upon disability.

Free Appropriate Public Education (FAPE): FAPE assures that all children with disabilities have available to them an appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living at no cost to them or their family.

Appropriate and Comprehensive Evaluation: The eligibility of each student for Special Education services will be determined by assessments conducted by trained and qualified professionals focused on the needs of the student. Students will not be subjected to unnecessary testing or evaluations. Assessments must be non-discriminatory in nature or presentation. All assessments must center upon the purpose of eligibility and service determination. Continued eligibility is considered on a triennial basis.

Individualized Education Plan (IEP): Once a student is determined to be eligible for Special Education services, the IEP team meets to develop a written document that outlines the student's needs, present level of performance, goals and objectives, measurement devices, and the amount

and placement of service for the education program. This document is revised annually at a minimum.

Least Restrictive Environment (LRE): IDEA guarantees that students will be educated in the Least Restrictive Environment and emphasizes placement in the general education classroom as much as possible. It is imperative that IEP teams consider many alternative accommodations before placing a student outside the general classroom. IEP teams must be able to justify the reason for placement.

Parent Participation: Calumet City School District 155 will make every effort for parents to participate in the process of writing the IEP and educational placement of their student. Parents must consent to assessment and initial placement. Parents will be provided prior written notice of any changes to the IEP or placement of their student.

Procedural Safeguards: Parents are protected by written procedural safeguards which guarantee parent access to information and written notice concerning their student's evaluation, eligibility, and placement. Parents can request an independent educational evaluation and have the right to seek arbitration or file a complaint if they disagree with a school district's decision.

Confidentiality: Special education files are stored separately from general education files. Parents have the right to reasonable access to all files related to special education that a school district has maintained on their child. Access to special education files is strictly monitored and general education personnel should exercise the utmost discretion in discussing students with disabilities.

Family Educational Rights and Privacy Act: FERPA is a Federal Law that protects the rights and privacy of student educational records. All records for students receiving services through RTI, 504, and Special Education must remain private and confidential. Paperwork you receive from the Student Service Director or Case Manager, whether in person or in Google Drive, must never be seen by any other individual.

This means paper records need to be locked away in classrooms and records should never be up on screens where they could be viewed by other staff or students.

Student information is private and confidential and should not be shared either in person or in writing with anyone not directly involved in the student's education.

Calumet City School District 155 IEP Process

The Calumet City School District Special Education (SpEd) team, with leadership from the Special Education Teacher and oversight from the Student Services Director, strives to support all students while developing and implementing specialized instruction for students with identified disabilities. SpEd staff aim to deliver content and material in an accessible way, considering specific strengths and weaknesses of each student, as outlined in his or her Individualized Education Program (IEP). The SpEd team collaborates with classroom teachers, who should consistently demonstrate a strong commitment to delivering best classroom practices, actively providing accommodations, and working with the SpEd team to implement IEPs to drive student progress towards academic independence.

The Special Education program at Calumet City School District 155 is a combination of “push-in” and “pull-out” models. We recognize that for most students, learning alongside grade-level peers is generally the least restrictive environment and the best setting for learning. For this reason, Calumet City School District 155 students are served by SpEd staff in the general education classroom to the greatest extent possible. When the general education classroom does not provide a particular student with the most conducive learning environment, he or she is taught in a one-one or small-group setting.

Calumet City School District 155 provides independently contracted service providers in the areas of Speech, Language, Occupational and Physical Therapy services. These therapies are provided as outlined by individual student IEPs.

The Calumet City School District 155 SpEd team utilizes the school’s academically rigorous curriculum and adapts it to meet the individualized learning needs of SpEd students. IEPs are crafted with our curriculum in mind to alleviate the need for additional measurement tools. Behavior plans are created with reference to the school’s core virtues, as delineated on student character cards.

IEP Meetings

Classroom teachers will be asked to attend IEP meetings for the annual review of students’ Individualized Education Programs (IEPs). As a member of this student’s team, teachers will be asked to complete a form in regard to the student’s performance titled ‘IEP Development Teacher Input.’* This form will ask the following in regard to the student’s performance:

1. Areas of Strength
2. Areas of Concern
3. Academic and Functional Performance
4. Parent Contact
5. Interventions/Accommodations
6. Goal Suggestions
7. Other Notes

When requested to complete this form by the Student Services Department, it is due for return within one week of receipt. When asked to attend a meeting (every meeting must have a general education teacher present) teachers will also informally and briefly share with the committee their experience with the student and their progress. At the end of each meeting, a new IEP is created and will be distributed and signed by all teachers and staff who work directly with the special education student. A teacher's signature is legally binding, as the implementation of a student's Individualized Education Program is mandated by Federal Law.

Implementation of the IEP: It is the job of the General Education Teacher, in collaboration with the Special Education Teacher/Case Manager, to implement the Individualized Education Program within the classroom. This is done in several key areas (outlined below).

Classroom Accommodations: Each student will have accommodations/modifications that they must receive within the classroom (i.e. preferential seating, small group testing, repeated instructions, class notes, etc.) It is the general education teacher's job, as the primary educator, to provide these accommodations and document them. If a teacher is struggling with how to implement and/or document an accommodation, they should contact the Special Education Teacher and ask for assistance and collaboration. If a student receives accommodations for assignments or assessments (i.e. extra time, multiple choice only, and/or small group testing) teachers must ensure they provide the accommodations and keep a record of having done so.

This ensures that the student and parent know that accommodations were given in accordance with the IEP and provides documentation that the school is in compliance with IDEA mandates.

Goals: Each student who receives special education services has goals specifically written to help the student achieve individual success academically, behaviorally, and socially. These goals are written to address a student's individual needs (no two students' goals will be alike). Students will only have goals for their area(s) of academic need. Some students will only have one or two goals; whereas, others may have more. Each quarter, concurrent with report cards, the special education teacher will complete and send home a progress report of the student's achievement toward their IEP goals. In this process, the special education teacher will be in contact with the classroom teacher to obtain information on how the student is progressing toward their goal within the general education classroom.

Testing: Students in special education will often have special accommodations for assessments and these apply to class exams, universal screeners, and state testing. Collaboration with the special education teacher to make them aware of when a test is impending will help them coordinate their schedules for students who have small group testing, extra time, etc. If teachers have a student with testing accommodations regarding format (multiple choice only, chunking, etc.) or content (i.e.: number of questions reduced to show mastery) collaboration with the special education teacher is key to implement these in a way most effective for the student. The special education teacher is the expert and is here to support general education teachers and our special education students in accordance with the IEP.

SPECIAL EDUCATION PROCESS

The Special Education process consists of two key parts: Evaluation and Implementation.

EVALUATION The evaluation process begins with the formation of an eligibility team comprised of people involved with the student: parent(s), classroom teacher(s), specialist teacher(s), special education teacher, clinicians who perform assessments, school administrator, and the student (as appropriate). This team obtains consent from the parent(s) to begin the assessments, schedule assessments with the appropriate clinicians, and compiles data collected on the student in the classroom and during RTI interventions. The student is then evaluated using psychological, academic and behavioral instruments by qualified, licensed professionals. School and classroom data, as well as teacher, student, and parent input are used to identify the extent of the student's disability. Once a parent gives consent for an evaluation, the team has 60 days to complete the evaluation and to make a determination of eligibility.

A student must meet three criteria to qualify for Special Education services:

1. The student must be determined to have a disability as defined by federal & state laws.
2. The disability must have an adverse effect on the student's educational performance.
3. The student must require specially designed instruction to ensure his or her access to the general education curriculum or to meet the educational standards that apply to all students.

IMPLEMENTATION: Once a student is determined to be eligible for Special Education Services, the eligibility team has 30 days to reconvene to discuss and develop a complete Individualized Education Program (IEP) based on the evaluation to help the student achieve success academically and/or behaviorally. This plan includes a detailed explanation of the student's needs, goals to help the student to make progress, a unique set of services (specifying times and places), and classroom and testing accommodations or modifications. The IEP team works together to ensure that the program developed in the IEP is implemented adequately. Each team member enacts and monitors their portion of the IEP to ensure the student is successful. The IEP in its entirety is monitored by the Special Education Teacher and regular progress is reported to the student's parents. If at any time a member of the team is concerned that a component of the IEP is not working, an amendment meeting is called to consider adjusting the IEP for the student's benefit.

CLASSROOM TEACHER'S ROLE IN SUPPORTING SPECIAL EDUCATION STUDENTS

All classroom teachers are responsible for teaching the students in their charge. Special education supports classroom instruction. It is the goal of the Calumet City School District 155 Special Education team to help each student it serves to be a successful member of his or her general education classroom. This requires careful planning and continual communication to ensure that SpEd service time is maximized and to ensure that students are getting what they need to be successful. Classroom teachers and other faculty members are legally obligated to ensure that students with disabilities at Calumet City School District 155 are successful by: • communicating with a member of the SpEd team when there is indication that a student is having difficulty keeping up with the rigors of classroom instruction; • consistently providing instruction and curriculum content information to the SpEd team working within the classroom to ensure they are able to support the student inside and outside the classroom (class notes, lesson outlines, etc.); • ensuring they know the accommodations and procedures for implementing them as prescribed by the student's IEP; • actively monitoring their students so as to provide quality information regarding the students' present level of performance at IEP meetings and needs in order to improve the quality of support; • continually developing instruction per IEP accommodations and modifications to ensure that the student's needs, as identified in the IEP, are being supported; • maintaining the same high expectations for students with learning differences as for general education students; and by • continually working to improve instruction, allowing access to the greatest number of students possible while also maintaining the rigor and pace expected at Calumet City School district 155.

² See the Educating and Supporting Our Children: A Guide to Education for Children and Youth in DCFS Care in Illinois: https://www2.illinois.gov/dcf/brighterfutures/growingminds/Documents/CFS1050-90-5_A_Guide_to_Education.pdf

Annual Review

IEP Meeting Checklist Annual Review

Introduction

Have all individuals present sign-in on the Conference Report page (signature page)
You will sign in under your current title

If parents are not present write Parent Invited Unable to Attend. Please note, if parents are not present at the IEP meeting please call the parent to include them in a conference call. If there is no response, documentation must be provided on the Conference Report page under "Document the attempts made to arrange a mutually agreeable time and place to meet, if parents did not attend" by listing your attempts. (At least 3 attempts are required).

Review strengths (this should include academic and functional strengths)

Have parents share their concerns about their child's education and progress/Document concerns

Review Considerations of special factors

Review/complete Autism considerations as needed

Special Education teachers review progress on previous goals

Special Education Teacher reviews recent testing or screenings

Special Education Teacher reviews recommended goals and objectives for upcoming IEP cycle

Have related services follow the same format

Review Classroom, District & State Accommodations

Share the accommodations and modifications that will be provided

Discussion of recommended minutes and how and where services will be provided.

Review transportation

Review ESY (ensure data has been documented and submitted to determine if necessary)

Have parent sign Consent for Reimbursement

Make sure the Recommendations page is attached

Make a copy of the IEP for the parent and give it to them at the end of the meeting

- Ask parents if they have any questions
- Adjourn the meeting by thanking the parents for participating in the meeting.
- Provide the original IEP, any protocols, closed-out goals (previous year goals), and any other additional documentation to America Echeverria, Student Services Administrative Assistant.

**Initial
Eligibility/Re-evaluation**

Determination of Eligibility

1. No later than 60 school days following the date of receiving informed written consent to conduct an evaluation (or prior to the first day of the next school year if there are less than 60 school days remaining at the time informed written consent is received), an IEP meeting will be held to consider the results of the evaluation and, if the child is determined to be eligible for special education and related services to develop an IEP.
2. The team shall consist of a group of qualified professionals and the parent(s).
3. The IEP Team, after considering the evaluation and other information available regarding the child, shall determine whether the child is or continues to be eligible for special education and related services as a child with a disability as defined by federal and state law and the child's educational needs. In making this determination, the IEP Team shall:
 - a. Draw upon information from a variety of sources, including aptitude and achievement tests, parental input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;
 - b. Ensure that information obtained from all of these sources is documented and considered, and
 - c. Ensure that a psychological evaluation has been conducted and a recommendation for eligibility has been made by a school psychologist for all children determined to have a cognitive disability.

Evaluation and Determination of Eligibility

4. A child may not be determined eligible if the determinant factor for that determination is lack of instruction in reading or math or limited English proficiency, and the child does not otherwise meet the School District's eligibility criteria.
5. At the conclusion of the meeting convened to consider the results of the evaluation, the team shall prepare a report describing its consideration of pre-existing information about the child, all new evaluation reports obtained, and any other information relevant to the decision about the child's eligibility. This description shall relate the information considered to the child's needs and shall further conform to the requirements relating to identifying students suspected of or having a specific learning disability, if applicable. The IEP Team's report shall also include:
 - a. The date of the meeting;

- b. The signatures of the participants, indicating their presence at the meeting; and
- c. Any separate written statement provided by a participant who wishes to be on record as disagreeing with the conclusions expressed in the team's report.

6. If an assessment is conducted under nonstandard conditions, a description of the extent to which the assessment varied from standard conditions shall be included in the evaluation report. This information is needed so that the team of evaluators can assess the effects of these variances on the validity and reliability of the information reported and determines whether additional assessments are needed.

7. If any needed portion of the evaluation cannot be completed due to lack of parental involvement, religious convictions of the family or inability of the child to participate in an evaluative procedure, Calumet City School District 155 shall note the missing portions in the child's evaluation report and state the reasons why those portions could not be completed.

Evaluation and Determination of Eligibility

8. In the event that the student is determined to be eligible for special education and related services, the IEP meeting shall be conducted within 30 days (and no later than 60 school days from the date Calumet City School District 155 receives the informed written consent for the evaluation or reevaluation from the parent(s)) after the date of that determination.

9. A copy of the IEP Team's report, together with all documentation upon which it is based, will be maintained in the child's temporary education record in accordance with confidentiality requirements.

10. A copy of the completed document will be provided to the parent(s). If requested, a copy of any evaluation reports will also be provided.

11. No later than ten school days following the IEP meeting, the parent(s) will be provided a written notice of the determination of the team, in compliance with 23 Ill. Admin. Code § 226.520. A copy of the Procedural Safeguards Statement will also be provided to the parent(s) no later than 10 school days following the meeting.

Additional Department Procedures

1. Once completed, the District Case Manager will complete a FACT form. This form will include the day of parent consent and clearly state the initial evaluation date along with the initial IEP date. The FACT form will be submitted to the Department administrative assistant and information will be documented based on the form.
2. The district team will focus on completing all assessments in person. In case of catastrophe (ie. COVID-19 pandemic) that may cause the school district to temporarily close, the IEP team will evaluate students and provide the parent with information within the 60-day timeline via online or by telephone.

3-year Initial and Reevaluation/ Annual Review

Agenda

Welcome-Sign In, complete paperwork, hand out Procedural Safeguards and Behavior Intervention pamphlet

- Introductions: Roles and Functions
- Purpose, Outcome, and Review Agenda
By the end of the meeting we will have
 - An understanding of present levels of performance
 - An understanding and agreement on goals and objectives
 - An understanding and agreement on placement and services
- Agreement on Ground Rules for the Meeting
 - Communicate clearly and listen carefully
 - Respect the views of others
 - Share your views willingly
 - Ask and welcome questions for clarification
 - Honor time and stay on task

Present Levels of Performance (what the student knows, understands and is able to do)

- Results of the Evaluation (Strengths & Areas of Need)
 - Nurse
 - Related Service Providers as Applicable
 - Social Worker
 - Occupational Therapist
 - Physical Therapists
 - Hearing and Vision Itinerant
 - Speech Language Pathologist
 - Special Education Teacher
 - School Psychologist

Determine Disability and Eligibility for Special Education Services

After Eligibility is Determined, Move to IEP and/or Annual Review

- Wrap up Conference Notes (if needed)
- Acknowledgment

8th Grade Transition Checklist

Welcome

- **Introductions: Roles and Functions**
- **Purpose, Outcome, and Review Agenda**
By the end of the meeting we will have
 - An understanding of present levels of performance
 - An understanding and agreement on goals and objectives
 - An understanding and agreement on placement and services
- **Agreement on Ground Rules for the Meeting**
Communicate clearly and listen carefully
Respect the views of others
Share your views willingly
Ask and welcome questions for clarification
Honor time and stay on task

Present Level of Performance

- Student Strengths (Teacher Observation & Anecdotes)
- Student Present Level of Academic Achievement
- Student Present Level of Functional Performance (Teacher Observation & Anecdotes)
- Students learning style and study habits

Parental Concerns

Elementary-Special Education Services

- Special Education Goals/Objectives and minutes (discuss current service delivery model (ie co-teaching, resource, self contained)
- Related Services Goals/Objectives and Minutes
- Review of medical history
- Accommodations/Modifications
- Behavior Plan (as applicable)
- ESY

Wentworth Jr. High School-Special Education Services

- Describe program and course offerings
- Discuss recommendations for classes and related services

- **Transportation:** To promote increased independence, participation in afterschool activities, and promotion of developmentally appropriate supports, transportation is generally to students with significant physical, cognitive and/or medical issues

Closing Remarks: Review conference notes, finalize amendment/document

Extended School Year

ESY is defined as special education and related services in accordance with the child's IEP that is provided to a child with a disability beyond the normal school year. This service is provided at no cost to the parents of the child. The purpose of ESY is to ensure the maintenance of skills learned during the school year. A student with a disability is entitled to the District 155 ESY when the combination of regression and the recoupment time required to regain lost skills is excessive and/or when the benefits accrued during the school year would be significantly jeopardized in the absence of an extended school year

Eligibility

Extended School Year services must be provided if the IEP team, on an individual basis and in accordance with district IEP procedures, determines that ESY services are necessary to ensure a free appropriate public education (FAPE). A variety of factors should be considered when determining eligibility for ESY including but not limited to the following: degree of impairment, child's skill level and rate of progress, areas of learning crucial to the goals of self-sufficiency and independence, the extent of regression caused by an interruption in education and the rate of recoupment. Sources of information for determining these factors may include progress, progress reports, classroom formative assessments, and STAR data. The district requires documentation of data courses used to determine eligibility for ESY in the Iep conference notes.

Eligibility Timeline

ESY eligibility should be determined and documented at all IEP meetings held after winter break each school year. At IEP meetings held from August through December, the IEP should document that ESY eligibility will be discussed and determined in the spring. An amendment to these IEP's must be completed and returned to the district office by April 1st of each year. Case managers must send an ESY Student Information form to the Student Services Office for those students whose IEP meetings are held after April 1st of each year and are expected to be eligible for ESY.

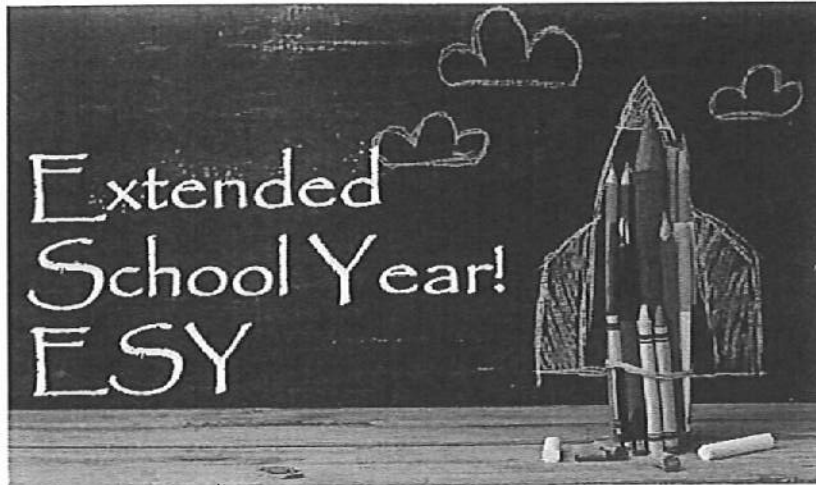
Support for Ineligible Students

A student who does not qualify for ESY may be recommended for the District 155 Summer School Program. This recommendation can be discussed at the IEP meeting and noted in the conference notes. Summer School is a separate program from ESY; the recommendation should not be noted on the ESY page in the IEP. Transportation is not available for students recommended for the Summer School Program

Transportation

Transportation is a related service that should be considered by the IEP team.

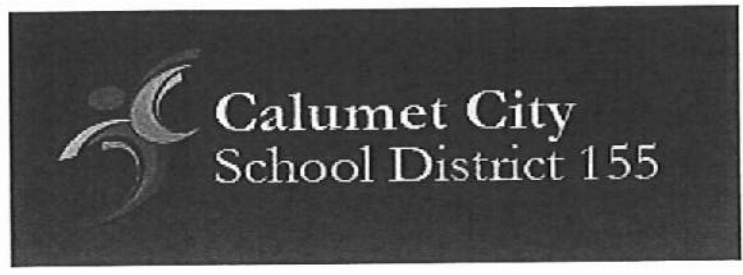
Transportation is offered as a related service to ensure student access to FAPE and is considered on an individual basis.



Extended School Year Program Procedures

- **ESY Goals:** It is the ESY teachers and/or related services staff's responsibility to address each student's ESY goals for the duration of the ESY program. IEP goals are NOT required for students recommended for the Summer School Program. Upon completion of the program, the ESY teacher and/or related service staff will update all ESY goals on the hard copy of the 4th quarter report card with measurable and objective data. A copy of each updated goal will be sent home to parents/guardians with the student during the last week of ESY. The original copy of each goal update, and all student data collected will be returned to the district office with the ESY Student Information file contents provided at the ESY,
- **Behavior Intervention Plans/Tier 2 Behavior Supports:** It is the ESY teachers and/or related services staff's responsibility to implement each student's Behavior Intervention Plan/behavior supports as outlined in the IEP with fidelity. The teacher will collect behavior progress monitoring data and return all data at the conclusion of the program. The ESY administrator will ensure all data is returned to the Student Support Services office for dissemination to the student's classroom teacher prior to the start of school in the fall.
- **ESY Staffing:** ESY teachers must hold Illinois special education certification or endorsement and grade level certification consistent with their assignment. Teacher assistants must have an Illinois-issued paraprofessional certificate

- **ESY Classrooms:** The maximum number of students in each ESY classroom is the same as during the school year.
- **Occupational Therapy equipment:** The OT department will receive a copy of each student's ESY/Summer School Information Form from the program administrator prior to the last week of school. All required student materials will be gathered, labeled, and sent to the program location prior to the last day of school.
- **Health Needs:** A registered nurse will be on staff during ESY student attendance hours to perform the following: medication administration monitoring and implementation of individual student health plans, routine office visits, and emergency medical assistance. The nurse will serve as the "delegated care aid" for all students with diabetic care needs due ESY/Summer School Programs. At the conclusion of each school year, the Summer Nurse will work with the other school nurses to collect, deliver and securely store student medications at the program site to be administered or have on hand for students attending summer programs. The nurse on duty will be responsible for ensuring all medications are returned to parents at the conclusion of ESY.
- **Return of Materials:** At the conclusion of the ESY/Summer School Program teachers will be responsible for labeling and packing up all student materials and the Student ESY Folder contents provided at the beginning of ESY. The ESY administrator will provide information as to where the materials should be delivered. The ESY administrator will ensure all student materials are delivered to the student's classroom teacher prior to the start of school in the fall.
- **ESY for 8th-grade students:** If the current IEP team determines a student is eligible, document eligibility in the IEP. The receiving High School will need to determine how to address the need.



Problem Solving Handbook

“The Calumet City School District 155 staff mission will be to strengthen its partnership with children, parents, and community to provide an optimum climate for learning in which children may reach their true potential and pursue their life goals”.

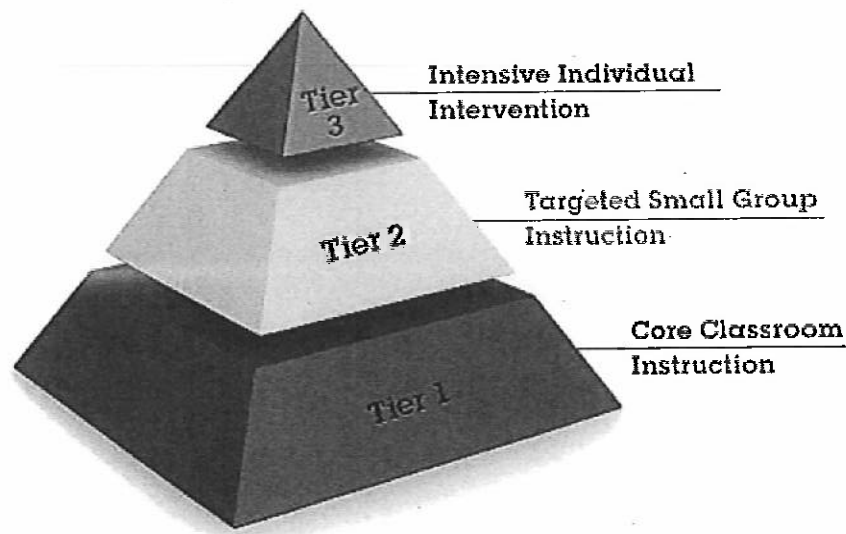
Goals:

- **Collaboration among staff for the benefit of all students**
- **Provide high quality, research-based instruction/intervention**
- **Provide parent involvement in the educational process**

Overview
RtI/Multi-Tier System of Supports

RtI/MTSS has three essential components:

- Providing high-quality, research-based instruction/intervention matched to student needs in academic and social-emotional needs.
- Frequent use of data to determine student rate of learning and progress
- Making educational decisions based upon student's response to instruction/intervention



3 Tiers of Support

Tier 1

The curriculum meets the needs of 80% of students.

Tier 1 is commonly identified as the core instructional program provided to **ALL Students** by the general education teacher in the general education classroom. Research-based instruction and positive behavior intervention and supports are an essential part of the program.

Tier 2

Up to 15% of students may be identified as at-risk and in need of additional intervention in conjunction with the core curriculum.

It may occur in the general education classroom or an alternate location outside of the general education classroom. The problem-solving team makes the determination of which interventions will be provided to an individual student. In Tier 2, direct instruction provides more teacher-directed instruction, carefully structured and sequenced to an individual student, than was provided in Tier 1. Progress monitoring occurs more frequently in Tier 2 and may vary from once every two weeks or once a week. Fidelity check should be conducted during Tier 2 to ensure that instruction is provided as the problem-solving team intended it. Tier 2 interventions should be conducted in a small group setting. This intervention is **provided in addition** to, and not in place of, the core instruction provided in Tier 1. Time: 20-30 minutes, three to five days per week for 6-7 weeks.

Tier 3

Up to 5% of students are identified as needing more intensive intervention; a small group of individual instruction to supplement the core curriculum.

Tier 3 differs from Tier 2 instruction regarding time, duration, group size, frequency of progress monitoring, and focus. This intervention is **provided in addition** to, and not in place of, the core instruction provided in Tier 1. This Tier offers greater individualized instruction in a small group setting (generally one to two students at a time) anywhere from 30 to 60 minutes at a minimum of four days per week for 6-7 weeks. The progress of students at Tier 3 is monitored more frequently, at least once a week, to determine the student's response to intervention.

District procedures for problem-solving teams

Step 1

The classroom teacher should complete the Individual Student Problem Solving Request Form and submit it to the building principal to be submitted to the problem-solving team to schedule meetings/discussions.

Step 2

Problem-solving meeting

- The teacher/team will have discussions based on data that the student has demonstrated. During this time, the team should complete the **Problem Solving Data Discussion Form**.
- The team will determine which skills and teaching strategies will be used. During this time, the **instructional planning form** should be utilized.

Step 3

Tiered (Tier II & Tier III) services should be provided to the student. During this time, the following should be completed:

- Ongoing parent communication/involvement
 - Conversation with the parent(s)/ guardian regarding additional interventions
 - Documentation of parent contact should be kept.
- Intervention Integrity Log
 - Fidelity will be monitored using weekly Integrity Log and/or observations of intervention by the building administrator or other designated staff.
- Progress monitoring in Tier II and Tier III
 - Progress monitoring for Tier II should occur at least every 1-2 weeks
 - Progress monitoring for Tier III should occur at least one time per week

Note: Follow-up problem-solving meetings should use questions 6 and 7 to lead the discussion regarding student progress and next steps.

Step 4 (if necessary)

A referral for special education should be completed.

- Student Services Referral Forms should be completed and submitted to the building principal and approved by signature.
- All documentation should be attached to the referral form
 - Referral Form, STAR data, classroom assessments, attendance, behavior (ISS/OSS), grades, information regarding prior schooling, integrity logs, instructional planning forms, etc.)

Problem Solving Data Discussion and Decision Form

School: _____

Date: _____

Grade Level: _____

Meeting Type: _____ (Initial, Tier II/ Tier III)

Referring Teacher _____

Home Language _____

Attendees:

1. Identified student strengths

2. Identify Area of Concern (please check all that apply)

Academic Behavioral Social-Emotional Attendance Medical

(Observable, measurable description of the problem)

Please describe.

3. What is the student's present level of performance in the area of concern? Attach the following information.

Progress Report Progress Monitoring Chart Work Sample Current Progress-Gradebook Detail Print Out

4. Pertinent student background information that may be a contributing factor towards student difficulties.

5. Date of last hearing screening _____ Pass / Fail
Notes/Comments _____

Date of last vision screening _____ Pass / Fail
Notes/Comments _____

6. What instructional programs and strategies have you used with the student? How have these worked? How long were these strategies used? What were the outcomes? Please describe in full detail.

7. What type of assessments were used? Please describe the results.

Next Steps: _____

Date of Next Meeting: _____

Instructional Planning Form

Student: _____ Teacher: _____ School Year: _____

Goal: _____

Participants in Planning Process (Name and Title)

Skill	Teaching Strategy	Materials	Arrangement	Time	Motivational Strategies	Assessment

Source: Adapted from University of Oregon

Intervention Integrity Log

Student Name: _____ Class: _____ Person Providing Support: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Total # of Weekly Minutes
Week of:	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____
Week of:	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____
Week of:	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____
Week of:	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____
Week of:	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____
Week of:	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____	T _____ P _____ F _____

Legend: T= Time (Minutes per session)
 P= Program (Name of Intervention)
 F= Focus (Phonics, Fluency, Vocabulary, Comprehension, Math)

**Calumet City School District 155
Individual Student Problem Solving Request**

Student's Name _____ Date of Referral: _____
 DOB: _____ Male/Female _____ School/Grade: _____
 Parent/Guardian Name(s): _____
 Address: _____ Phone Number: _____
 Does the parent require a translator: _____

Student Attendance: Days Absent _____ Days Tardy: _____

Is the student's progress in acquiring English significantly different than peers who started at about the same level of English proficiency and have had comparable instruction? Yes/No If yes, please explain.

What are the student's strengths?

List any services the student is currently receiving or has received in the past.

<u>Service</u>	<u>Date(s) of service</u>
_____	_____
_____	_____
_____	_____

Reason for Referral (check the Primary Concern)

Academic

<input type="checkbox"/> Early Literacy Skills	<input type="checkbox"/> Early Numeracy Skills	<input type="checkbox"/> Other _____
<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Math Applications	
<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Number Sense	
<input type="checkbox"/> Phonemic awareness	<input type="checkbox"/> Concepts & Operations	
<input type="checkbox"/> Phonics	<input type="checkbox"/> Geometry and spatial sense	
<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Patterns & Algebraic thinking	
<input type="checkbox"/> Spelling	<input type="checkbox"/> Data Analysis/Probability	
<input type="checkbox"/> Writing	<input type="checkbox"/> Measurement	

Social/Emotional/Behavioral

<input type="checkbox"/> Attention	<input type="checkbox"/> Self Control	<input type="checkbox"/> Work Habits
<input type="checkbox"/> Following Directions	<input type="checkbox"/> Anxiety	<input type="checkbox"/> Peer Relationships/Social Skills
<input type="checkbox"/> Verbal Aggression	<input type="checkbox"/> Physical Aggression	<input type="checkbox"/> Other

Does the student have any medical concerns and taking any medications?

Please include in this referral copies of all pertinent documentation

- Instructional Planning Forms
- Intervention Integrity Logs
- Report Card Information
- Assessment data (ie. STAR, classroom assessments)
- Student work samples
- Attendance
- Behavior Referrals
- School History Information

Referring Teacher Signature & Date

Building Principal Signature & Date

**Administrative Procedure
Adolescent Suicide and Crisis
Intervention**

Identification of the At Risk Student

1. An employee having any reason to believe a student is considering or threatening suicide is to contact the Building Principal and Building Social Worker/Psychologist.
2. A student should never be left alone if an employee reasonably believes the student is in imminent risk of suicide.
3. The social worker/psychologist or Principal will meet with the student to assess suicide risk. (Please see attached)
4. The social worker/psychologist will call the student's parent(s)/guardian(s) and arrange a meeting. The student will be released to the parent.
5. The social worker/psychologist will suggest to the parent(s)/guardian(s) that the State or community mental health agency be contacted. This suggestion shall be a part of the documentation sent to the parent(s)/guardian(s).
6. The documentation will state that the district recommends that any student determined to be at risk of suicide complete an evaluation prior to returning to school. The documentation should be presented to the social worker/psychologist or Building Principal upon the student's return.
7. The social worker/psychologist will provide continued support as needed.

Documentation Regarding the At Risk Student

1. District employees shall take notes on any conversations which involve or relate to the at risk student. The notes shall become a part of a written report to the Building Principal.
2. Conversations that involve or relate to the at-risk student shall be confirmed in writing to the parent(s)/guardian(s).
3. The Superintendent shall receive a copy of all reports regarding the at-risk student.
4. The social worker/psychologist shall prepare a report of the situation for the student's records.

Other available resources include:

The Illinois Suicide Prevention Project <https://illinois.kognito.com/>

The Suicide Resource Center www.itonlytakesone.org

National Suicide Prevention Center www.suicidepreventionlifeline.org

Assessing Tips for Suicide Risk

[http://www.suicidepreventionlifeline.org/App Files/Media/PDF/NSPL WalletCard AssessingRisk GREEN.pdf](http://www.suicidepreventionlifeline.org/App%20Files/Media/PDF/NSPL%20WalletCard%20AssessingRisk%20GREEN.pdf)

Documentation of Suicide Risk Intervention

Student Name: _____ Date: _____

Grade: _____ Special Education: Y N Disability Category: _____

Form Completed By: _____

Reason for Assessment (Please be specific):

Actions Taken:

Parent contacted Time: _____ Spoke to: _____

Discussion of home safety/supervision

- Level of concern Low Medium
- Safety plan established with: Student
- CPI restraint was required
- Bus driver contacted if riding home on the bus

Mental Health provider contacted

- SASS
- Social worker
- Psychologist
- Other _____

Student supervised until released

Student released to

- Parent Name: _____
- ER/Hospital Name: _____

Other: _____

Additional Comments:

61

Suicide Risk Assessment

Student Name _____

Evaluator Date: _____

Time: _____

Pre-questions

- How is school going for you?
- Have there been any stressors or life crises recently (i.e. Breakdown of close relationships, legal programs, death of family member or friend)
- Have you ever talked to anyone about these problems or feelings before (i.e. parent, counselor/therapist)?

Behavior/Symptom	Question	Level of Risk
Sadness/ Depressed Mood	How have you been feeling lately? More sad/depressed or moody than usual	<ul style="list-style-type: none"> • None or mild • Moderate • Severe nearly every day
Hostility/ Irritability	Do you become angry or irritable easily?	<ul style="list-style-type: none"> • Little or none • Moderate • Severe/chronic
Lack of motivation/ Poor concentration	Do you have trouble keeping your mind on things (concentration on school/work/activities)	<ul style="list-style-type: none"> • None or mild • Moderate • Severe/significant decline in grades
Loss of interest in pleasurable activities	Do you have problems with not having enough energy to do the things you want to do?	<ul style="list-style-type: none"> • None or mild • Moderate • Severe/chronic - isolates at home avoids peers
Isolation/ withdrawal	How are your relationships with family and friends?	<ul style="list-style-type: none"> • No withdrawal • Moderate • Severe
Hopelessness/ Helplessness	Do you feel things will get better in the future? What makes you feel better?	<ul style="list-style-type: none"> • None/has plans for the future • Moderate sees problems for the future • Severe sees no future
Worthlessness/ Excessive Guilt	Do you ever feel like you don't matter? Do you blame yourself?	<ul style="list-style-type: none"> • None or mild • Moderate • Severe

Changes in appetite	Do you notice any changes in appetite or weight?	<ul style="list-style-type: none"> • None or mild • Moderate • Severe significant weight gain/loss
Alcohol/ Drug Abuse	Do you use alcohol or drugs and if so, for how long and how frequently?	<ul style="list-style-type: none"> • None/infrequent • Moderate/significant • Continuous abuse patterns of binge frequent excess
Previous Attempts/ Timeline	Have you ever attempted to harm/kill yourself before? If so, when and how?	<ul style="list-style-type: none"> • Never • One of low to moderate lethality more than 6 months ago • Multiple attempts of any lethality within the last 6 months
Suicide Plan	Do you have a plan to harm/kill yourself currently?	<p>Low/Mild</p> <ul style="list-style-type: none"> • Few behaviors/ symptoms of concern • Fleeting thoughts of ideation • No concrete plan <p>Moderate</p> <ul style="list-style-type: none"> • Some reported behaviors/ symptoms of concerns • Plausible/ reasonable plan • Does not possess means <p>High</p> <ul style="list-style-type: none"> • Multiple behaviors / symptoms of concern • Well thought out immediate plan • Lethal means • Suicide attempt imminent

Suicide Plan	Low/Mild	Moderate	High
<i>Method</i>	Unclear	Somewhat developed	Well developed
<i>Time</i>	In future	Within a few hours	Immediately
<i>Availability of means</i>	Not available	Easily available	Has available
<i>Possibility of Rescue</i>	Likely	Difficult	Unlikely
<i>Final Arrangements</i>	Vague	Made some plans	Written note gave possessions away

ACTION TAKEN AND FOLLOW UP

- Call parent/guardian
- Provide letter summarizing assessment and recommendations
- Have student picked up from school
- Provide supervision at all times
- Send student for immediate assessment
- Suggest mental health assessment
- Provide resources
- Suggest connection with mental health professional
- Consultation with administration

Signature

Date

Parent Initials: _____

Sample Parent Letter

Dear _____,

I am writing this letter to you as a follow-up to the suicide assessment completed on (name of student) on (date). As we discussed in our conference, I consider (name of student) to be at risk for suicide and believe (name of student) is in urgent need of a mental health evaluation by a qualified mental health professional. These services are strongly recommended before (name of student) returns to school.

Calumet City 155 procedure for students at risk for suicide has been to release the student to their parent and advise them to seek an evaluation prior to returning to school. A qualified mental health provider (SASS) or a physician should evaluate (student's name) and provide written documentation that (student's name) is no longer at risk of harm to self or others. When documentation is received, please call _____ to schedule a reentry conference to create a plan of action for (name of student) in order to provide the mental health support necessary for academic success and safety in the school environment.

I will continue to maintain contact with you throughout this process. Please provide the school with updated information on (name of student's) progress. If you have not already signed a consent for release of information for us to communicate with (name of student's) mental health supporters, please consider doing so in order to help provide the most integrated support network for (name of student). If you have any questions or need assistance in securing community resources, please contact me at

Sincerely,

(Name and Title)

cc:

Principal

65

Embrace Section	Case Manager	Psychologist	Social Worker	Speech	OT/PT	Sped Teacher	Nurse	Other
Notice of Conferences	X							
(EVALUATION FORMS)								
Consent for Initial-Re Evaluation:	X							
Domain/Doc of Evaluation Results Sections:								
Academic Achievement		X						
Functional Performance		X						
Cognitive Functioning		X						
Communication Status				X				
Health							X	
Hearing/Vision							X	(VI)
Motor Abilities					X			
Social Emotional Status			X					
ELL Status	X	X		X				
Consent for Services:	X							
Embrace Section	Case Manager	Psychologist	Social Worker	Speech	OT/PT	Sped Teacher	Nurse	Other
Eligibility Determination (SLD/Non SLD):	X	X						
(ANNUAL FORMS)								
Conference Summary Report/Conference Recommendations	X							

Present Levels of Performance Sections:								
Student Strengths				X		X		
Parental Concerns	X							
Health Concerns	X						X	
Student Present Level of Academic Achievement (Strengths/Areas of Need)/Results of Initial/Recent Eval - SLD ONLY				X (Speech Only)		X		
Student Levels of Functional Performance(Strengths/Areas of Need)			X	X		X		
Adverse Effects	X			X		X		
Embrace Section	Case Manager	Psychologist	Social Worker	Speech	OT/PT	Sped Teacher	Nurse	Other
Goals and Objectives/Benchmarks:			X	X	X	X		(VI)
Educational Accommodations:								
Considerations of Special Factors	X							
Linguistic/Cultural Factors	X			X				
Supplementary Aids, Accommodations, and Modifications	X (At Meeting)			X (Speech Only)		X		
Supports for School Personnel	X							
Assessments:	X (At Meeting)			X (Speech Only)		X		
Educational Services & Placement: (Incl Service Provider Min)	X		X	X	X			(VI)
Autism Considerations:	X (At Meeting)	X	X	X	X	X	X	
Speech and Language Referral:				X				

37

OT/PT Prescription					X			
Summary of Performance/Secondary Transition:	X			X (If appropriate)		X		
BIP/FBA:	X		X			X (Collab w/ Gen Ed)		
Indicator 13:	X							
Excusal of Team Member:	X							
Revocation of Consent:	X							
Consent to Waive 10 Days:	X							
Parents Rights:	X							
Medical Consent:	X							
IEP Copy to Parent:	X							
IEP Summary Copies:				X If Applicable		X (To Support Staff)		

English Language Learners

Vision Statement

Our vision is to ensure that our English Language Learners have meaningful access to rigorous instruction, and materials and to ensure that our students will become lifelong learners. We will ensure equity for English Learners while maintaining their cultural and linguistic identity.

Mission Statement

The Calumet City School District 155 Bilingual Education Department will offer equal access to education to English Language Learners. Our goal is to ensure English Language Learners feel welcome, respected, and prepared with skills to enable them to be successful.

Home Language Survey (HLS) Procedures for School Registrars

All parents/guardians enrolling a student in the District for the first time must complete the online registration information which includes the Home Language Survey (HLS) questions. All parents/guardians must sign and date the HLS.

- Give all parents/guardians the registration packet/online information which includes the Home Language Survey in English and Spanish.
- If a parent/ guardian lists a language other than English or Spanish on the HLS, ask if they would prefer to fill out the Home Language Survey in their native language or if they prefer to complete the English version.
 - If they prefer to fill out the HLS in their native language and it is one of the languages for which ISBE has provided HLS translations, give them the language-appropriate HLS.
 - If it is a low-incidence language for which there is not an ISBE translation, continue to use the English version. See if they have an interpreter to assist them in completing the HLS and the rest of the registration packet. Contact the Bilingual Program Director if an interpreter is needed.
- If parents fill out the Spanish version of the Home Language Survey, ask them if they would prefer to use the Spanish registration packet or if they would prefer the English version. Whichever one they prefer, give it to them.
- Make sure that the Home Language Survey is completed, signed, and dated by the parent/guardian.
- Give the Coordinator a copy of all completed Home Language Surveys **that say another language is spoken in the home or if the student speaks a language other than English.** (Those forms indicate that the student may be an EL. The English Language screener will be administered to the student. The result of the screener will determine whether or not the student is an EL and eligible for EL services.)
- The EL teacher will administer EL Screener.

- EL program eligible students are identified through the results of the EL Screener. EL students are not identified through their first or last names or the physical appearances of the students or their parents.
- The registrar or person handling registration paperwork should put the HLS of students for whom no language other than English is indicated in the HLS into the individual student's CUM file.
- The HLS of students who are eligible for EL services will be put in the green EL file that is in each individual student's CUM file. The screener or proof of EL status should also be placed in the green folder inside the CUM file.
- The HLS of each student to whom an English Language screener is administered but is not determined to be an EL (and is not eligible for EL program services), will be placed in that student's individual CUM file with the EL screener showing that the student is English Language proficient. Students who are screened but are English Language

Please forward the packet of information to the Student Services Department

- Copy of the Home Language Survey
- Copy of student's screening results
- Start date at Calumet City District 155
- First year in the US (if known)
- If newly transferred into the district, what is the first day of services from the previous district?

The Student Services department will input all information into PowerSchool, once received.

Counseling Agencies

Grand Prairie Services
16278 Prince Drive
South Holland, IL 60473
708-754-8815

Aunt Martha's /South Holland Community Center
52 West 162nd Street
South Holland, IL 60473
877-692-8686

Thornton Township Youth and Family Services
708-596-6046

333 East 162nd Street
South Holland, IL 60473

14323 Halsted Street
Riverdale, IL 60827

Christian Community Health Center
354 Torrence Avenue
Calumet City, IL 60409
708-868-9457

Mid-America Psychological and Counseling Services
1600 Torrence Avenue
Calumet City, IL 60409
708-895-4427

Food and Clothing

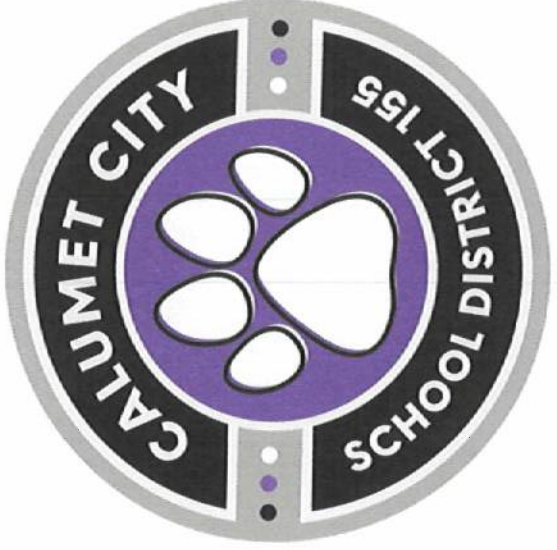
Calumet City Resource Center
202 155th Place
Calumet City, IL 60409
708-891-9330
Open Monday and Tuesday 9:30 am - 11:00am

Thornton Township Food Pantry
333 East 162nd Street
South Holland, IL 60473
708-596-6040
Open Monday and Friday 10-12 and 1-3
Open Wednesday 10-12 and 4:30

Administration Reviewed _____ Date: _____

Vision and Hearing has been completed: Yes: _____ No: _____

Received by: _____



SCREENING REFERRAL PACKET

Dr. Joyce L. Nelson, Director of Student Services

July 16, 2025

What happens at a referral/domain meeting? 1) When you come to the meeting, everyone is introduced to one another identifying who is on the team. Typically there will be an administrator, the school psychologist, a grade level representative, a resource teacher and any related service staff (Occupational, Physical, Speech, and Social Worker staff etc.) who have been invited to attend). 2) At the meeting, the following functioning (domains) within the school setting will be reviewed: Academic Performance, Functional Performance, Cognitive, Communication, Health, Hearing/Vision, Motor, and Social Emotional skills.

In each domain, staff will share what information we already know and determine additional information that needs to be collected to identify the need for appropriate support services. There will also be information regarding which staff members will be gathering this additional information. 3) Some examples of additional information to be gathered include: a social/medical history of the student, updated hearing and vision information, updated progress monitoring data, updated teacher reports and assessments, rating scales, testing, etc. This gathering of information is called a case study evaluation. 4) At the conclusion of the meeting, the parent will be asked to sign their consent for the gathering of additional information. 5) Parent(s) will receive a phone call to schedule a follow-up meeting.

Eligibility Determination

Once all evaluative assessments have been compiled, the parent will be contacted by the case manager to schedule the **Eligibility Determination** meeting. The purpose of the follow-up meeting will be as follows: Report on the findings of the case study evaluation if necessary; Determine whether or not the student is eligible for special education services; Discuss the appropriate eligibility category for special education services; and Develop the Individual Education Plan (IEP) if eligible. Keep in mind, the parent(s) are always allowed to have people attend the meeting on their behalf.

After services are initiated, parents will be provided progress updates specific to students growth towards achieving his or her IEP goals and each year, the team will come together to complete an **Annual Review**, in which no evaluation is completed. However, goals along with accommodations and minutes are updated as necessary. Every three years, there is a **Three Year Re-Evaluation**, in which the team meets to re-assess each necessary domain. They will also determine if your child remains eligible for special education services.

Lastly, it is important to know and understand that the IEP is a working document and that the parent(s) are just as influential of a team member as any educational representative. At any time throughout the IEP process, the parent(s) have the right to call a meeting to change goals. Always remember that the IEP can be altered and changed to meet the students unique educational needs.



Screening Referral for Student Services

Date: _____ Date received by Student Services: _____

I would like to request a special education screening for the following student: Enrolled in district date: _____

Student Name: _____ Birthdate: _____ Grade: _____ Age: _____

School Name: _____ Language Spoken: _____

Referral Name: _____ Relationship to student: _____

How many times have you contacted parent/guardian? Please provide dates: _____

Have you consulted with building administration? If so, please provide dates: _____

Has the student been evaluated for special education in the past? Yes _____ No _____ I do not know _____

Did you seek out alternative support from School Psychologist or Social Worker? No _____ Yes _____ If Yes, Name: _____

My concerns for the student are: (check all that apply)

<i>Academic Concerns</i>	<i>Physical/Behavioral Concerns</i>
<input type="checkbox"/> Reading or understanding what is read	<input type="checkbox"/> Attention and concentration
<input type="checkbox"/> Writing putting thoughts/ideas into written words and sentences	<input type="checkbox"/> Complying with adult directives
<input type="checkbox"/> Math (calculating or problem solving)	<input type="checkbox"/> Easily frustrated
<input type="checkbox"/> Following directions	<input type="checkbox"/> Extreme mood swings
<input type="checkbox"/> Putting thoughts into spoken words (expressive communication)	<input type="checkbox"/> Social/peer interaction skills
<input type="checkbox"/> Understanding spoken word (receptive communications)	<input type="checkbox"/> Motivational issues
<input type="checkbox"/> Pronouncing words and sounds (articulation)	<input type="checkbox"/> Physical/motor concerns (holding a pencil, walking upstairs, bouncing a ball)
<input type="checkbox"/> Other:	<input type="checkbox"/> Adaptive skills (toileting, hygiene, personal safety skills, managing)
<input type="checkbox"/> Other:	<input type="checkbox"/> School attendance
<input type="checkbox"/> Other:	<input type="checkbox"/> Other

In this section below, please provide additional information that you would like Student Services to know. This information is not required, but would be helpful to Student Services when determining whether to evaluate and investigate further.

Tell us more about the student current academic abilities/goals. What strengths does the student possess? Where do you see the student struggling?

What has already been tried to help the student? Ex. could included interventions implemented as part of a multi-tiered system of supports (MTSS) Learning Assistance Program (LAP) etc.

Support	Did this support help the student? Please provide dates and times attempted.
<input type="radio"/> Tutoring	
<input type="radio"/> Instruction Tier I (15-30 days)	
<input type="radio"/> Instruction Tier II (15-30 days)	
<input type="radio"/> Instruction Tier III (15-30 days)	
<input type="radio"/> Behavioral Plan	
<input type="radio"/> Other	

Is there medical or health information about the student that Student Services should know about? Does the student take any medications or have any diagnoses, hearing and or vision deficits?

Is there any other information you would like to share? Is there paperwork or other records you can share?

Attendance	Grades	Discipline (BIP/PIP)	STAR (English/Spanish)	CBM	EL Program	ACCESS

For teacher use only: Please note the most current academic data and level of progress

For Administrators use only:

NOTICE OF PROCEDURAL SAFEGUARDS FOR PARENTS/GUARDIANS OF STUDENTS WITH DISABILITIES (December 2021)

The following procedural safeguards apply to all eligible students with disabilities, including eligible students who require continued public school educational experience to facilitate his or her successful transition and integration into adult life through age 21, inclusive -- unless his or her 22nd birthday occurs during the school year, in which case he or she is eligible for such services through the end of the school year. In addition, beginning January 1, 2022, children who received early intervention services prior to their third birthday and are found eligible for an Individualized Education Program (IEP) and whose birthday falls between May 1 and August 31 may continue to receive early intervention services until the beginning of the school year following their third birthday. As the parent/guardian, you have the right to choose to take the extended option and then reverse your decision and deny this option at a later date, so that your child will start early childhood education services prior to the beginning of the school year.

As the parent/guardian of a student or adult student with a disability who is receiving or may be eligible to receive special education and related service, you have rights that are safeguarded by state and federal law. Part B of the Individuals with Disabilities Education Act (IDEA), the federal law concerning the education of students with disabilities, requires schools to provide parents of a child with a disability with a notice containing a full explanation of the procedural safeguards available under IDEA and U.S. Department of Education regulations. The rights to which you are entitled are included in this document. A full explanation of these rights is available from your child's school district. Please review this document carefully and contact the district if you have questions or need additional clarification regarding your child's services or the procedural safeguards available to you.

The notice of your procedural safeguards must be made available to you only one time a year. However a copy also must be given upon an initial request for an evaluation, upon receipt of the first written complaint or first due process complaint to the Illinois State Board of Education (ISBE), upon a disciplinary removal that constitutes a change in placement, or upon request.

Additional information about your rights is available on the ISBE website in a document entitled [The Parent Guide](#).

PRIOR WRITTEN NOTICE

General Information

The local district is required to provide you with prior written notice (certain information in writing):

- When the district proposes to initiate or change the identification, evaluation, educational placement, or the provision of a free and appropriate public education (FAPE) to your child; or
- When the district refuses to initiate or change the identification, evaluation, educational placement, or the provision of FAPE to your child; or
- One year prior to your child reaching the age of majority (18 years of age). All educational rights transfer from parent(s)/guardian(s) to the student unless determined otherwise.

The written notice must be provided at least 10 days prior to the proposed or refused action and must include:

- 1) A description of the action proposed or refused by the agency;
- 2) An explanation of why the agency proposes or refuses to take the action;
- 3) A description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action;

- 4) A statement that the parents of a child with a disability have protection under the procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
- 5) Sources for parents to contact to obtain assistance in understanding the provisions of this part;
- 6) A description of other options that the IEP team considered and the reasons why those options were rejected; and
- 7) A description of other factors that are relevant to the agency's proposal or refusal.

A public agency may use the IEP as part of the prior written notice as long as the document(s) that you receive meet all of the requirements listed previously.

If the IEP team determines at a meeting to develop or revise your child's IEP that a certain service is required in order for your child to receive FAPE -- and that service is not implemented within 10 school days after the service was to be initiated as set forth by your child's IEP -- then the local school district shall provide you with written notification that the service has not yet been implemented. The notification must be provided to you within three school days of the local school district's non-compliance with your child's IEP and must inform you about the school district's procedures for requesting compensatory services. For the purpose of this section, "school days" does not include days when a child is absent from school for reasons unrelated to a lack of IEP services or when the service is available, but the child is unavailable.

At any time, you may request an IEP meeting to be held at a time convenient for both you and the school. Within 10 days after receipt of a request, the district shall either agree and notify you in accordance with IDEA regulations or notify you in writing of its refusal, including an explanation of the reason no meeting is necessary to ensure the provision of FAPE for your child.

Notice in an Understandable Language

The notice must be written in language understandable to the general public and provided in the native language or other mode of communication used by you, unless it is clearly not feasible. If your native language or other mode of communication is not a written language, the local district shall take steps to ensure that: (a) the notice is translated orally or by other means to you in your native language or other mode of communication, (b) that you understand the content of the notice, and (c) that there is written evidence that these requirements have been met.

Electronic Mail

You may choose to receive the following by email if your school district offers such a choice:

- Prior written notice;
- Procedural safeguards notice; and
- Notices related to a due process complaint.

PARENTAL CONSENT

Overview

Your informed consent indicates that you were given all the relevant information in your native language or other mode of communication. It also indicates that you understand and agree in writing to the activity. The local district must obtain your informed written consent (using state-mandated forms) in the following instances:

- Initial Evaluation - Conducting an initial evaluation to determine eligibility for special education services,
- Initial Services/Placement - Initially providing special education and related services to your child, or
- Reevaluation - Reevaluating your child.

Your consent is not required before your school district reviews existing data as part of an evaluation or reevaluation or before your school district administers a test or other evaluation that is administered to all children, unless consent is required from the parents of all children before that test or evaluation.

Consent is voluntary on your part and you may withdraw your consent at any time. Your withdrawal of consent does not negate (undo) an action that has occurred after you gave your consent and before you withdrew it. For more information on the revocation of consent, please refer to the "Revocation of Consent" section on page 4 of this document.

Special Rules for Initial Evaluation for Wards of the State or Youth in Care

In Illinois "Ward of the State" may be referred to as "Youth in Care"

Ward of the State, as used in the IDEA, means a child who is:

- 1) A foster child, unless the child's foster parent has been assigned the right to make educational decisions on the child's behalf by a judge overseeing the child's case or a public agency with responsibility for the general care of the child;
- 2) Considered a ward of the state under state law;
- 3) Considered a ward of the court under state law; or
- 4) In the custody of a public child welfare agency.

For initial evaluations only, if the child is a ward of the state and is not residing with the child's parent, the public agency is not required to obtain informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability if –

- 1) Despite reasonable efforts to do so, the school district cannot find the child's parent;
- 2) The rights of the parents have been terminated in accordance with state law; or
- 3) A judge or a public agency with responsibility for the general care of the child has assigned the right to make educational decisions and to consent for an initial evaluation to an individual other than the parent.

ABSENCE OF PARENTAL CONSENT

Certain conditions are applicable if you refuse to provide consent for the following:

- **Initial Evaluation** - If you do not provide consent for an initial evaluation or fail to respond to a request to provide consent, the district may, but is not required to, pursue having an initial evaluation conducted using mediation and/or due process hearing procedures.

If a due process hearing is held, a hearing officer may order the school district to proceed in conducting an initial evaluation without your consent. This is subject to your right to appeal the decision and to have your child remain in his/her present educational placement pending the outcome of any administrative or judicial proceeding.

- **Initial Services/Placement** – If you refuse to provide consent for the initial provision of special education and/or related services, the district will not provide these services. Furthermore, the district may not pursue mediation or due process procedures in order to obtain a ruling that services may be provided.

In the event that you refuse to consent to the initial provision of special education and/or related services, the district will not be considered to be in violation of its requirement to make FAPE available to your child. Nor is the district required to convene a meeting to develop an IEP for your child.

Reevaluation – If you refuse to provide consent for a reevaluation, the school district may, but is not required to, pursue override procedures through mediation or a due process hearing. However, the school district may pursue the reevaluation if it made reasonable efforts to obtain your consent and you failed to respond. If the school district chooses not to pursue such procedures, the school district is not in violation of providing FAPE to your child.

REVOCATION OF CONSENT

If your child is currently receiving special education and related services, you have the right to revoke (take back) your consent for such services at any time. You may revoke consent either orally or in writing. If you revoke your consent orally, the district must provide you with written confirmation within five days of your oral revocation. When you revoke your consent, either orally or in writing, the district must provide you with prior written notice to acknowledge your revocation and the date upon which all special education and related services will cease.

When you revoke consent, your school district:

- 1) May not continue to provide special education and related services to your child;
- 2) Must provide you with timely prior written notice, consistent with IDEA regulations, of its proposal to discontinue special education and related services based on receipt of your written revocation of consent;
- 3) May not use due process procedures (i.e., mediation, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the services may be provided to your child;
- 4) Is not in violation of the requirement to make FAPE available to your child for its failure to provide further special education and related services to your child;
- 5) Is not required to have an IEP meeting or develop an IEP for your child for the further provision of special education and related services; and
- 6) Is not required to amend your child's education records to remove any reference to your child's receipt of special education and related services because of the revocation of consent.

Once services have ceased, your child will be considered to be a general education student. All rights and responsibilities previously held by your child (as described in this document), including special education disciplinary protections, will also cease.

NOTE: The effect of your revocation will result in a complete termination of all special education and related services to your child. However, if you are in a disagreement with the type or amount of services your child is receiving, but believe that your child should continue to receive special education and related services, please review the "Complaint Resolution," "Mediation," and "Due Process Hearing" sections to learn about your rights in the case of a disagreement over services.

PARENT PARTICIPATION IN MEETINGS

You must be afforded the opportunity to participate in meetings regarding the identification, evaluation, eligibility, reevaluation, and educational placement of your child. The school district must provide you with a 10-day written notice of the meeting. The notice must inform you of the purpose, be held at a mutually agreeable place and time, and inform you who will be in attendance. The notice for the IEP meeting must also include a statement that you have the right to invite individuals with special knowledge or expertise about your child to attend the IEP meeting with you. You have the right to request that the school district provide an interpreter for the meeting. You have the right to request that the interpreter serve no other role in the IEP meeting other than as an interpreter, and the school district should make reasonable efforts to fulfill this request.

As a parent, you are an important member of your child's IEP team and are encouraged to be involved in meetings where decisions are made regarding the educational placement of your child. However, if you cannot attend the meeting, the school district must use other methods to ensure your participation, including individual or conference telephone calls. Decisions about your child's services and placement can be made by the IEP team even if you do not attend the meeting, but the district must maintain a record of its attempts to arrange a mutually agreed-upon time and place for the meeting that includes evidence, such as detailed telephone calls made or attempted and the results of those calls, copies of correspondence sent to you and any responses received, or detailed records of visits made to your home or workplace and the results of those visits.

The notice for a child beginning at age 14½ (or younger if determined appropriate by the IEP team) must indicate that one purpose of the meeting will be the development of a statement of the transition service needs of your child and that the school district will invite your child to the meeting and indicate any other agency that will be invited to send a representative to the meeting. The district must take whatever action is necessary to ensure that you and your child understand the proceedings at a meeting, which may include arranging for an interpreter if you or your child is deaf or your native language is not English.

The IEP team must meet at least once a year and must have an IEP for your child in effect by the beginning of each school year. After the annual meeting, you and the school may agree not to convene an IEP meeting for the purpose of amending your child's IEP. Instead, the IEP may be amended or modified via a written document. The IEP team members must be informed of the changes.

No later than three school days prior to a meeting to determine your child's eligibility for special education and related services or a meeting to review your child's IEP (or as soon as possible if an IEP meeting is scheduled within three school days with your written consent), the local school district must provide you with copies of all written material that will be considered by the IEP team at the meeting so that you may participate in the meeting as a fully informed team member. You have the option of choosing from the available methods of delivery, which must include regular mail and picking up the materials at the school.

You must be informed of your right to review and copy your child's school student records prior to any special education eligibility or IEP review meeting, subject to the requirements of applicable federal and state law.

EVALUATION PROCEDURES

Your school district must use a variety of evaluation tools and strategies when conducting an evaluation of your child. The evaluation must assess your child in all areas related to the suspected disability. The school district must use technically sound instruments and procedures that are not biased against your child because of race, culture, language, or disability. The materials and procedures must be provided and administered in the language and form most likely to provide accurate information on what your child knows and can do.

Initial Evaluation

Either you or the school district may initiate a request for an initial evaluation of your child. Within 14 school days after receiving a request for an evaluation, the district shall determine whether an evaluation is warranted. If the district determines not to conduct an evaluation, it shall provide written notice to you.

If the district determines that an evaluation is to be conducted:

- A) The district shall convene a team of individuals (including you) having the knowledge and skills necessary to administer and interpret evaluation data. The composition of the team will vary depending upon the nature of the child's symptoms and other relevant factors.
- B) The team shall identify the assessments necessary to complete the evaluation and shall prepare a written notification for you. The notification shall either describe the needed assessments for each domain or explain why none are needed.
- C) The district shall ensure that the notification of the team's conclusions is transmitted to you within the 14-school day timeline, along with the district's request for the parents' consent to conduct the needed assessments.

If it is determined that an evaluation is necessary, the district must complete the evaluation no later than 60 school days following the date you signed the written consent to perform the needed assessments. If fewer than 60 school days remain in a school year after the date you have provided consent, the eligibility determination shall be made, and the IEP meeting shall be completed prior to the first day of the following school year.

The evaluation must be conducted by a team of qualified individuals and include your input. Your child will not be determined to be a child with a disability if lack of appropriate instruction in reading, math, or limited English proficiency are judged to be determinant factors.

If a district fails to conduct the evaluation, you may appeal this failure in an impartial due process hearing, request consideration of this failure using the state complaint procedures, or request mediation.

Reevaluation

The school must reevaluate your child at least every three years after the initial evaluation, unless you and the school agree a reevaluation is unnecessary.

Independent Educational Evaluation

General

You shall be given a copy of the *Parent/Guardian Notification of Conference Recommendations* form at the conclusion of an IEP meeting. This specifies the options considered by the team and informs you of your right to obtain an independent educational evaluation (IEE) if you disagree with the findings.

Definitions

- An *independent educational evaluation* means an evaluation conducted by a qualified person who is chosen by you and is not employed by your school district.
- *Public expense* means that the district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you.

Parent Right to Evaluation at Public Expense

You have the right to obtain an IEE at public expense if you disagree with evaluation findings conducted or obtained by the school district. You must initiate the request in writing and submit the request to the local school district superintendent.

Once the request is received, the district must either:

- Agree to the request and provide an IEE at public expense, or
- Initiate an impartial due process hearing within five days of the written request to show that the district's evaluation was appropriate.

The school district may ask you why you object to its evaluation, but it cannot unreasonably delay or deny the evaluation by requiring you to explain your disagreement.

If the district agrees to pay for the IEE, it must provide information to you upon your request about where an independent educational evaluation may be obtained. Whenever an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the district uses when it initiates an evaluation.

If the district initiates a due process hearing and the hearing officer orders an evaluation, the cost of the evaluation must be at public expense. If the final decision of the hearing officer is that the district's evaluation is appropriate, you still have the right to an IEE, but at your own expense.

If you obtain an IEE at public expense or share with the district an evaluation obtained a private expense, the results of the evaluation must be considered by the public agency, if it meets agency criteria, in any decision made with respect to the provision of FAPE to your child.

You may also present the IEE as evidence in a due process hearing.

Within 10 days after receiving a report of an IEE conducted at either public or private expense, the district shall provide written notice stating the date upon which the IEP team will meet to consider the results.

REQUIREMENTS FOR UNILATERAL PLACEMENT BY PARENTS OF CHILDREN IN PRIVATE SCHOOLS

This section describes your child's rights when you voluntarily place him/her in a private (including religious) school/facility.

Overview

All children with disabilities residing in the state who are in need of special education and related services, including children attending private schools, must be located, identified, and evaluated. This process, called *Child Find*, is the responsibility of the public school district where your child's private or home school is located. If your child is determined eligible for special education services, *Child Find* includes the right to a reevaluation, which must occur once every three years. The rights described in this document related to identification and evaluation apply even when you place your child in a private school/facility.

However, when you choose to place your child with a disability in a private school, your child does not have a right to receive any of the special education or related services he or she would receive if enrolled in the public school. Some special education services may be available to your child while enrolled in the private school, but the type and amount will be limited by how the public school where your child's private school is located decides to serve private school students. The school's decision is made after consulting with representatives of private schools and a representative group of parents of private school children with disabilities. The school determines how to use the limited federal funds that are designated for private school services. If a public school elects to provide any type of service to your child, then a *services plan* must be developed and implemented.

Services Plan

The services plan must include the "how, where, and by whom" special education and related services will be provided for your child. A services plan must reflect only the services offered to a parentally placed private school child with a disability designated to receive services, and must, to the extent appropriate, meet the IEP content requirements in IDEA. Since students with disabilities who are entitled to FAPE must receive the full range of services under Part B, their IEPs generally will be more comprehensive than the more limited services plans developed and implemented for those parentally placed private school children with disabilities designated to receive services from a Local Education Agency (LEA). The requirement that a services plan meet the requirements of an IEP, to the extent appropriate, will ensure that the services actually provided to a parentally placed private school child with a disability will meaningfully address the child's individual needs.

Reimbursement for private school placement

If you enroll your child in a private elementary or secondary school due to your belief that a FAPE was not being provided by the public school, the following may be applicable:

- A court or hearing officer may require the district to reimburse you for the cost of that enrollment if it is found that the district did not make a FAPE available in a timely manner prior to that enrollment.

The amount of reimbursement awarded by the hearing officer may be reduced or denied:

- If, at the most recent IEP meeting you attended prior to the removal of your child from the public school, you did not inform the IEP team that you were rejecting the placement proposed by the district, including stating your concerns and intent to enroll your child in a nonpublic school or facility;
- If 10 business days (including any holidays that occur on a business day) prior to the removal of the student from the public school, you did not give notice to the district of the information mentioned above;

- If prior to your removal of your child from the public school, the school district informed you of its intent to evaluate your child, but you did not make him/her available for such evaluation; or
- Upon a judicial finding of unreasonableness with respect to actions taken by you.

The cost of reimbursement may **not** be reduced or denied for failure to provide such notice if:

- A parent/guardian cannot read and write in English;
- Compliance with the notice requirements would likely result in physical or serious emotional harm to your child;
- The school prevented you from providing such notice; or
- You were not made aware of the notice requirement mentioned above.

DISCIPLINE OF STUDENTS WITH DISABILITIES

If your child's behavior impedes his/her learning or the learning of others, strategies that include positive behavioral interventions and supports must be considered in the development of your child's IEP. If your child violates the student code of conduct, school personnel may remove him/her from the current placement.

Definition of Suspensions

When you, as the parent, are asked to come to the school and pick up your student due to a disciplinary infraction, this removal is counted as a "suspension" under the regulations. ***Suspension or expulsion may include suspension or expulsion from school and all school activities and a prohibition from being present on school grounds.***

Short-Term Removals (Less than 10 School Days Over the Course of a School Year)

If your child violates the student code of conduct, school personnel may remove him/her from the current placement for 10 days or fewer in a school year. The school district is not required to provide educational services during these removals unless services are provided to students without disabilities under similar circumstances.

Long-Term Removals (For a Total of 10 Days or More Within a School Year)

A removal of a child with a disability from the child's current educational placement is a **change of placement** if:

- 1) The removal is for more than 10 consecutive school days; or
- 2) The child has been subjected to a series of removals that constitute a pattern because:
 - a) The series of removals total more than 10 school days in a school year;
 - b) The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
 - c) Of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the school district and, if challenged, is subject to review through due process and judicial proceedings.

Once the disciplinary removals total more than 10 school days, the school district must continue to provide educational services. School personnel, in consultation with at least one of your child's teachers, must determine the extent to which services are needed so as to enable your child to continue to participate in the general education curriculum -- although in another setting, -- and to progress toward meeting the goals set out in the IEP during the removals.

Disciplinary removals beyond a total of 10 school days during the school year may be considered a change in placement by school officials. If this occurs, the school district must notify you of its decision and provide

you with a copy of the procedural safeguards on the same day that the decision to remove is made. School personnel, in consultation with at least one of your child's teachers, must determine the extent to which services are needed during the period of removal. Your child shall receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not recur. Additionally, an IEP meeting must be convened as soon as possible, but no later than 10 school days after the decision to remove has been made, in order to conduct a manifestation determination review (MDR).

Manifestation Determination Review

When conducting an MDR, the IEP team shall consider all relevant information in your child's file, including your child's IEP, staff observations, and any relevant information supplied by you. The IEP team determines:

- If the behavior was caused by or had a direct and substantial relationship to your child's disability, or
- If the behavior was the direct result of the school district's failure to implement your child's IEP.

If the team determines that either of the above statements is applicable, then your child's behavior must be considered a manifestation of his/her disability.

The district shall be required to review the student's behavioral intervention plan or, if a behavioral intervention plan has not yet been developed, to develop one.

A. Manifestation of the Disability

Upon determination that the behavior was a manifestation of your child's disability, the IEP team shall:

- Conduct a functional behavioral assessment and implement a Behavioral Intervention Plan (BIP), provided that the school district had not already conducted such an assessment prior to the determination of the behavior that resulted in change of placement,
- In the situation where a BIP is in place, review the it and/or modify the plan as necessary to address the behavior; and
- Return your child to the placement from which he/she was removed, unless you and the school district agree to a change of placement, except when the student has been removed to an interim alternative education setting for drugs, weapons, and/or serious bodily injury. (See the next page for more information on interim alternative educational setting [IAES].)

B. Not a Manifestation of the Disability

If it is determined that the behavior of your child was not related to his/her disability, pertinent disciplinary procedures may be applied in the same manner they would be for students without disabilities — **except** that students with disabilities must continue to receive a FAPE if removed for more than 10 school days in that school year.

If the local district initiates pertinent disciplinary procedures that apply to all students, the district must ensure that special education and disciplinary records of your child are transmitted for consideration by the person(s) making the final determination about the action.

Expedited Due Process Hearing

If you disagree with any decision regarding disciplinary placement or the MDR, you have the right to request an expedited due process hearing. The local district or ISBE must arrange for an expedited hearing when you make a request in writing.

Additionally, if the school district believes that maintaining your child in his or her current placement is substantially likely to result in injury to your child or to others, the school may request an expedited due process hearing to change your child's placement to an IAES. The hearing officer may order the placement even if your child's behaviors are a manifestation of his or her disability.

The expedited hearing must occur within 20 school days of the date the hearing is requested and must result in a determination within 10 school days after the hearing.

Interim Alternative Educational Setting

An IAES is a different location where educational services are provided for a specific time period for disciplinary reasons. This setting will be determined by the IEP team and must be selected so as to enable your child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications including those described in the current IEP that will enable him or her to meet IEP goals. The alternative setting must also include services and accommodations to address the behavior that resulted in the removal.

School personnel may remove your child from his/her current educational placement to an IAES without your consent if he/she:

- Carries a weapon to school or to a school function;
- Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or at a school function; and/or
- Has inflicted serious bodily injury upon another person while at school or at a school function.

Removal to an IAES shall not be more than 45 school days without regard to whether the behavior is determined to be a manifestation of his/her disability.

If you disagree with the decision and request an expedited due process hearing to challenge the decision, your child will remain in the interim alternative educational setting during the pendency of the hearing unless you and the school district agree otherwise or until the 45-school day time period expires. A school district may seek subsequent expedited hearings and alternative placements if after the first 45-school day term has expired the school district believes your child is still dangerous.

Protections for Students Not Yet Eligible for Special Education and Related Services

If your child has not been found eligible for special education but the district has knowledge that your child is disabled before a behavior occurred for which disciplinary action is being taken, you may assert the same protections in discipline afforded to a student with a disability.

The school district is considered to have knowledge of a disability if:

- You have expressed concerns in writing that your child needs special education and related services;
- Your child's behavior or school performance shows the need for special education;
- You have requested an evaluation to determine if your child needs special education; or
- One of your child's teachers or other district staff has made a request for special education services to the special education director or other appropriate district personnel.

The school district is not considered to have knowledge of a disability if:

- You have not allowed an evaluation of your child;
- You have refused services;
- An evaluation was conducted, and it was determined that your child does not have a disability; or
- It was determined that an evaluation was not needed, and you were informed in writing of the determination.

If, prior to taking disciplinary action against a student, the local district had no knowledge that the student was a student with a disability, the student may be subjected to the same disciplinary procedures as those applied to students without disabilities who engaged in comparable behaviors.

An evaluation requested during the time period in which the student is subjected to disciplinary procedures must be conducted in an expedited manner. However, the student must remain in the educational placement

determined by school authorities pending results of the evaluation. If the student is determined to be a student with a disability based on the evaluation, the local district must provide appropriate special education and related services.

Referral to and Action by Law Enforcement and Judicial Authorities

Local districts or other agencies are not prohibited from reporting a crime committed by a student with a disability to appropriate authorities. In addition, state law enforcement and judicial authorities are not prevented from exercising their responsibilities regarding the application of federal and state law to crimes committed by a student with a disability.

Local districts or other agencies reporting a crime committed by a student with a disability must ensure that copies of the special education and disciplinary records of the student are transmitted to the appropriate authorities for their consideration.

COMPLAINT RESOLUTION

Concerns with respect to any matter relating to the identification, evaluation, or educational placement of a student or the provision of FAPE to a student should be directed to the local school district.

You may file a signed, written complaint with ISBE, alleging that the rights of your child or several children with disabilities have been violated. The following information must be included in a formal complaint:

- A statement alleging that a responsible public entity has committed a violation of a special education requirement;
- The facts on which the statement is based;
- The names and addresses of the involved students and schools of attendance;
- The signature and contact information for the complainant;
- A description of the nature of the problem, including the facts relating to the problem; and
- A proposed resolution for the problem, to the extent known.

The complaint must allege that the violation occurred not more than one year prior to the date on which the complaint is received. Within 60 days after receiving a complaint that meets the requirements listed above, ISBE shall:

- Carry out an independent on-site investigation, if deemed necessary by ISBE. Give you an opportunity to submit additional information regarding the allegations.
- Require that the public entity that is the subject of the complaint submit a written response to the complaint. The public entity shall submit its response and all other documentation, including corrective action compliance documentation, to ISBE and the parent, individual, or organization filing the complaint no later than 45 days from the date our agency receives the complaint.
- Provide the public entity, during the complaint process, with the opportunity to offer a proposal to resolve the complaint and/or offer to engage you in mediation or alternative means of dispute resolution.
- Review all relevant information and make a determination as to whether the public entity violated a special education requirement.
- Issue a written decision that addresses each allegation and includes findings of fact and conclusions, the reasons for ISBE's decisions, and orders for any corrective actions.

These actions will be conducted within a 60-day timeline, unless that time limit is extended under exceptional circumstances or if you and the district engage in another method of dispute resolution, such as mediation.

If a complaint is filed involving one or more issues that are also the subject of a due process hearing, those portions of the complaint will be held in abeyance pending the completion of the hearing. In addition, if an

issue has been previously decided in a due process hearing involving the same parties, the decision from the hearing will be binding and that issue will not be investigated through the complaint process.

Further information on the dispute resolution processes and resources can be found on ISBE's at the following link: <https://www.isbe.net/Pages/Special-Education-Effective-Dispute-Resolution.aspx>

MEDIATION

Illinois' mediation service is designed as a means of resolving disagreements regarding the appropriateness of special education and related services to children. You may request mediation whether or not there is a pending due process hearing, but mediation cannot be used to delay or deny a due process hearing. Both you and the school district must *voluntarily* agree to participate in the mediation process. This service is administered and supervised by the ISBE and is provided at no cost to either you or the school district.

The mediation will be conducted by a qualified and impartial mediator who is trained in effective mediation techniques and is knowledgeable in laws and regulations relating to the provision of special education and related services. The mediator is an impartial third party and has no authority to force any action by either party.

The number of participants shall generally be limited to three persons per party. You may bring an attorney, advocate, interpreter, and other relevant parties. All discussions that occur during the mediation process shall be confidential and may not be used as evidence in *any subsequent due process hearing or civil proceeding*.

You will not be asked to abandon basic beliefs about your child's ability during mediation; rather you will be asked to (a) consider alternatives which could be included in your child's program, (b) listen to the concerns expressed by the other party, and (c) be realistic about your child's capabilities and the local district's obligations and resources.

If you resolve a dispute through the mediation process, an agreement will be written and signed by both you and a representative of the school district who has the authority to bind such agreement. Mediation agreements are legally binding and enforceable in any state court of competent jurisdiction or in a district court of the United States.

A request for mediation by a parent challenging a district proposal to change the child's educational placement shall invoke the "stay-put" provision. The "stay-put" placement shall be the last agreed-upon placement between the parties. In the event a party declines to use mediation, the parent (or student if 18 years of age or older or emancipated) shall have 10 days from the date of the refusal to request a due process hearing in order to continue the "stay-put" placement. If mediation fails to resolve the dispute between the parties, the parent (or student if 18 years of age or older or emancipated) shall have 10 days after the mediation concludes to file a request for a due process hearing in order to continue to invoke the "stay-put" provision.

Efforts to mediate the disagreement will not be admissible as evidence at any subsequent administrative or civil proceeding except for the purpose of noting the mediation that did occur and the terms of any written agreement(s) that were reached as a result of mediation. The mediator may not be called as a witness at *any subsequent administrative or civil proceeding*.

If you wish to request mediation services or to learn more about the mediation system, you may contact the ISBE Special Education Department at (217) 782-5589 or toll-free for parents at (866) 262-6663.

Further information on the dispute resolution processes and resources can be found on ISBE's at the following link: <https://www.isbe.net/Pages/Special-Education-Effective-Dispute-Resolution.aspx>

DUE PROCESS HEARING

Requesting a Due Process Hearing

In addition to the use of mediation and the state complaint procedures, you also have the right to request an impartial due process hearing. A due process hearing is a legal process in which a hearing officer gathers evidence and hears testimony from both you and the school district in order to make a legally binding decision. You may initiate a due process hearing regarding the district's proposal or refusal to initiate or change the identification, evaluation, or educational placement of a student or the district's provision of FAPE. Your request for a due process hearing must discuss matters that have occurred within the past two years or within two years of the date you reasonably should have known about the district's actions concerning your child's placement of services. **You may request that your school district provide a list of free or low-cost legal and other relevant services available locally to assist you in initiating an impartial due process hearing.**

A request for a hearing must be made in writing to the superintendent of the district in which you and your child reside and must include the following information:

- The name and address of the student;
- The name of the school attended;
- A description of the nature of the problem about which you are complaining that relates to the proposed initiation or change, including facts relating to the problem; and
- A proposed resolution of the problem to the extent known and available to you at the time.

Within five school days of receipt of the request for a hearing, the district will contact ISBE by certified mail to request the appointment of an impartial due process hearing officer. A model form for requesting a due process hearing shall be made available upon request.

Within five calendar days of filing your hearing request with the district, you are permitted the right to file an amended hearing request that may cover issues that were not raised in your initial hearing request. After five calendar days, you will only be allowed to file an amended hearing request with the agreement of the district or with the authorization of the hearing officer. If you file an amended hearing request that raises issues other than issues in your initial hearing request, you will be required to restart all hearing timelines and potentially complete new resolution sessions and prehearing conferences. (See below.)

Resolution Meetings

Prior to the impartial due process hearing, the district will convene a meeting with you and relevant members of the IEP team who have specific knowledge of the facts identified in the request for a due process hearing. The purpose of the resolution meeting is for you to discuss your request for the hearing and the facts that form the basis of the request so that the school district has the opportunity to resolve the dispute.

The resolution meeting shall:

- Be conducted within 15 days of receiving the district's notice of the request for a due process hearing;
- Include a representative of the district who has decision-making authority;
- Not include district attorney unless you are also accompanied by an attorney;
- Allow you to discuss your request for a due process hearing.

You and the district may mutually agree in writing to waive the resolution meeting or agree in writing to use the mediation process as described previously. Please note that you may use mediation at a later date if the resolution session proves unsuccessful.

If a resolution is reached, the parties must execute a legally binding agreement that is signed by both you and a representative of the district who has the authority to bind the district. The signed agreement is normally

enforceable in any state court of competent jurisdiction or in a district court of the United States. However, either party may void such agreement within three business days of signing the agreement by providing notice of the intent to void the agreement in writing to the other party.

If the school district has not resolved the request for due process hearing to your satisfaction within 30 days of the receipt of the request, the due process hearing will continue. The due process hearing timelines will begin at the expiration of the 30-day period.

Your failure to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the meeting is held unless you and the school district have jointly agreed to waive the resolution meeting or have agreed to use mediation and you have filed a request for a due process hearing. In rare instances, a hearing officer could dismiss your hearing request if it is determined that you have intentionally hindered the district's ability to conduct the resolution session.

Appointment of an Impartial Due Process Hearing Officer

An impartial hearing officer will be appointed by ISBE to conduct the hearing. The hearing officer cannot be an employee of any agency involved in the education or care of your child and cannot have any personal or professional interest that would conflict with objectivity in the hearing.

A party to a due process hearing will be permitted one substitution of a hearing officer as a matter of right. A request for a substitute hearing officer must be made in writing to ISBE within five days after you receive notification of the hearing officer's appointment. In the event that you and the district submit written requests on the same day -- and these are received simultaneously -- ISBE will consider the substitution to have been at the request of the party initially requesting the hearing. The right of the other party to a substitution will be absolutely protected. When a party to the hearing submits a proper request for substitution, ISBE will select and appoint another hearing officer at random within three days.

ISBE will appoint a new hearing officer if the appointed hearing officer is unavailable or removes himself/herself before the parties are notified of his/her appointment.

Prehearing Conference

If you and the district are unable to reach an agreement through the resolution process, the due process hearing requirements shall proceed. Unless a permissible extension of time is granted by the hearing officer, a hearing decision must be rendered within 45 days after the close of the resolution session process described previously. Prior to conducting the hearing, the hearing officer must conduct a prehearing conference with the parties.

Within five days after receiving written notification by ISBE, the appointed hearing officer must contact the parties to determine a time and place to convene the prehearing conference. The prehearing conference may be conducted by telephone or in-person at the discretion of the hearing officer in consultation with both you and the district. At the prehearing conference, you, as well as the district, will be expected to disclose the following:

- 1) The issues believed to be in dispute at the hearing;
- 2) The witnesses that may be called at the hearing;
- 3) The list of documents that may be submitted to present the case at the hearing.

Please note that if you raise issues at the prehearing conference that were not included in your hearing request, you may be required to submit an amended hearing request and to complete a new resolution session and prehearing conference at a later date. An amended hearing request may also result in a delay of the hearing. (See "Requesting a Due Process Hearing" on page 13.)

At the conclusion of the prehearing conference, the hearing officer must prepare a report of the conference and enter it into the hearing record. The report must include, but need not be limited to:

- The issues, the order of presentation, and any scheduling accommodations that have been made for the parties or witnesses;
- A determination of the relevance and materiality of documents or witnesses, if raised by a party or the hearing officer; and
- A listing of the stipulated (or agreed) facts as discussed during the prehearing conference.

Rights Prior to the Hearing

You have the right to:

- Be accompanied and advised by counsel and by individuals with special knowledge with respect to the problems of students with disabilities;
- Inspect and review all school records pertaining to the student and obtain copies of any such records;
- Have access to the district's list of independent evaluators and obtain an independent evaluation of the student at your own expense;
- Be advised at least five days prior to the hearing of any evidence to be introduced;
- Compel the attendance of any local school district employee at the hearing, or any other person who may have information relevant to the needs, abilities, proposed program, or the status of the student;
- Request that an interpreter be available during the hearing;
- Maintain the placement and eligibility status of the student until the completion of all administrative and judicial proceedings; and
- Request an expedited hearing to change the placement of your child or if you disagree with the district's manifestation determination or the district's removal of the student to an interim alternative educational setting.

Rights During the Hearing

You have the right to:

- Have a fair, impartial, and orderly hearing;
- Have the opportunity to present evidence, testimony, and arguments necessary to support and/or clarify the issue in dispute;
- Close the hearing to the public;
- Have your child present at the hearing;
- Confront and cross-examine witnesses; and
- Prohibit the introduction of evidence not disclosed at least five days prior to the hearing.

The Hearing

ISBE and the hearing officer must ensure that a hearing is held within 45 days after receipt of a request for a hearing, unless the hearing officer grants a specific time extension at the request of either party. Within 10 days after the conclusion of the hearing, the hearing officer must issue a written decision that sets forth the issues in dispute, findings of fact based upon the evidence and testimony presented, and the hearing officer's conclusions of law and orders. The hearing officer must make a determination about all issues raised in the hearing request (unless settled by the parties prior to hearing) as well as the overall determination of whether the district has provided the student FAPE based on the facts of the case.

Expedited Hearings

As described in the "Discipline of Students with Disabilities" section starting on page 8, an expedited hearing may be requested when you have a disagreement about the district's decision to remove your child from the current educational placement due to disciplinary issues. Expedited hearings have a number of similarities with, but several major differences from, regular due process hearings. The principal differences with regular due process hearings are the following:

- The resolution session must be convened within seven calendar days of the filing of the expedited hearing request;

- The hearing must be conducted within 20 school days of the filing of the hearing request;
- The hearing decision must be rendered within 10 school days of the close of the hearing;
- No substitution of the appointed hearing officer may be requested.

Request for Clarification

After a decision is issued, the hearing officer will retain jurisdiction over the case for the sole purpose of considering a request by either party for clarification of the final decision. You may request clarification of the final decision by submitting the request in writing to the hearing officer within five days after receipt of the decision. The request for clarification must specify the portions of the decision for which you seek clarification. A copy must be mailed to all parties involved in the hearing and to ISBE. The hearing officer must issue a clarification of the specified portion of the decision or issue a denial of the request in writing within 10 days of receipt of the request.

Appealing the Decision

Following a due process hearing, a party dissatisfied with the hearing officer's final order has the right to initiate a civil action. Civil action can be brought in any state court of competent jurisdiction or a United States District Court within 120 days after a copy of the decision is mailed to the parties. Procedures for filing such actions are available from the office of the clerk for the court in which the filing is to be made.

Stay of Placement

During a pending due process hearing or any judicial proceeding, your child must remain in his/her present educational placement with the eligibility status and special education and related services that were provided at the time of the filing of the hearing request. However, if the district changed the student's placement in response to a disciplinary incident and this placement is subject to an expedited hearing, the district's new placement will be maintained pending the final decision in the expedited hearing. (Please see the "Discipline of Students with Disabilities" section starting on page 8.)

Award of Attorneys' Fees

In any action or proceeding brought under IDEA, a court of competent jurisdiction may award reasonable attorneys' fees. These are fees incurred by your attorney (not including an unlicensed advocate or other non-attorney representative) in connection with his or her representation of your interests in the due process hearing proceedings. A court may award such fees:

- To the parent or guardian of a student with disabilities who is the prevailing party;
- To the prevailing party that is a State Education Agency (SEA) or district against the attorney of a parent who files a complaint or subsequent case of action that is frivolous, unreasonable, or without foundation;
- To a prevailing SEA or district against the attorney of a parent, or against the parent, if the parent's complaint or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation.

Fees awarded shall be based on rates prevailing in the community in which the action or proceeding arose for the kind and quality of services furnished. Attorney fees may be reduced by the court based on a number of factors, including unreasonable rates charged, unnecessarily protracted proceedings, or the existence of a settlement agreement between the parties. You are urged to discuss these matters with your attorney.

Further information on the dispute resolution processes and resources can be found on ISBE's at the following link: <https://www.isbe.net/Pages/Special-Education-Effective-Dispute-Resolution.aspx>

EDUCATIONAL SURROGATE PARENTS

Upon enrollment of a student, the resident school district must make reasonable attempts to contact the parent of a child who has been referred for, or needs, special education and related services. If the parent cannot be identified or located or the child is a ward of the state residing in a residential facility and the residential facility has not done so already, a representative of that facility shall submit to ISBE a request for an appointment of

a surrogate parent to ensure the educational rights of the child are protected. If the child is a ward of the state, a surrogate parent may alternatively be appointed by the judge overseeing the child's care. In the case of an unaccompanied homeless student, the district will appoint a surrogate parent.

A child residing in a foster home or relative caretaker setting no longer requires the appointment of an educational surrogate parent. The foster parent or relative caretaker will represent the educational needs of each child placed in his/her home.

If your school appointed you to be a surrogate parent, all of the rights explained in this document belong to you. You may not be an employee of a public agency that is involved in the education or care of the child, may have no conflict of interest with the child, and must have the knowledge and skills necessary to ensure adequate representation of the child. If you are an employee of a residential facility, you may be selected as an educational surrogate parent for a child residing in that facility if that facility only provides non-educational care for the child.

As an educational surrogate parent, you may represent the child in all matters relating to the identification, evaluation, educational placement, and the provision of FAPE.

ACCESS TO EDUCATIONAL RECORDS

Your local district is responsible for protecting the confidentiality of your child's educational records.

Definitions

- *Destruction* means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- *Education records* – The Family Educational Rights and Privacy Act (FERPA) defines "education records" as records that are directly related to a student and maintained by an educational agency or by a party acting for the agency.
- *Participating agency* means any school district, agency, or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained.
- *Personally identifiable* means information that has:
 - a) Your child's name, your name as the parent, or the name of another family member;
 - b) Your child's address;
 - c) A personal identifier, such as your child's Social Security number or student number; or
 - d) A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

Access Rights

As a parent, you have a right to inspect and review any educational records relating to your child that are collected, maintained, or used by the district. The district shall comply with a request to review the educational record without unnecessary delay and before any meeting relating to the identification, evaluation, or placement of the student. The request to inspect and copy records must be granted within 10 business days after the request has been received by the official records custodian. The school district may extend this by not more than an additional five business days for one of the following reasons:

- The records are stored off site or at multiple locations;
- The request requires the collection of a substantial number of specified records;
- The request requires an extensive search;
- Additional efforts are needed to locate the records;
- The request creates an undue burden on the school district; or
- There is a need for consultation with another public body or school district regarding the request.

In no case will a request to inspect and copy records be granted more than 15 business days after the request is made unless the parent and the school district have agreed in writing to an extension of the time period.

The right to inspect and review educational records includes:

- The right to a response from the school district to reasonable requests for explanations and interpretations of the records;
- The right to have your representative inspect and review the records; and
- The right to request that the school district provide copies of education records, if failure to provide those copies would effectively prevent you from exercising your right to inspect and review the records at a location where they are normally maintained.

A local school district may presume that you have authority to inspect and review records relating to your child unless the school district has been advised that you do not have the authority under applicable state law governing such matters as guardianship, separation, and divorce.

A local school district must provide you, upon request, a list of the types and locations of the educational records collected, maintained, or used by the district.

Local school districts must make logs that record the delivery of related services administered under your child's IEP and the minutes of each type of related service that has been administered available to you at any time upon your request. The local school district must inform you within 20 school days from the beginning of the school year or upon establishment of an IEP that you have the option to request those related service logs. A local school district must make logs for speech and language services, occupational therapy services, physical therapy services, school social work services, school counseling services, school psychology services, and school nursing services.

You shall be provided all data collected and reviewed by the school district with regard to your child in the scientific, research-based intervention or multi-tiered system of support process.

Fees for Searching, Retrieving, and Copying Records

A local school district may not charge a fee to search for or retrieve information. However, a local school district may charge a reasonable cost (but not more than \$.35 per page) for the copying of a student's school records. No parent or student shall be denied a requested copy of records due to the inability to bear the cost of such copying.

Record of Access

A district may only release information with your consent unless otherwise allowed by state or federal law. A local school district must keep a record of parties obtaining access to educational records collected; maintained; or used (except for parents and authorized employees of the local district), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Records on More Than One Child

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

Amendment of Records at Parent's Request

If you believe that information in your child's records are inaccurate, misleading, or violates the privacy or other rights of your child, you may ask the school district to amend the record. The local school district must decide whether to amend the information within 15 school days from the date of receipt of your request. If the district refuses to amend the information in accordance with the request, the district must inform you of the refusal and advise you of your right to a record's hearing as set forth below.

Record's Hearing

The school district must, upon request, provide you with an opportunity for a record's hearing to challenge information in your child's records. This is not a due process hearing and is not held before a hearing officer appointed by ISBE; rather, it is a hearing held at the local level.

If, as the result of a records hearing, it is decided that the information is inaccurate, misleading, or violates your child's rights, the school district must amend the information and inform you in writing that it has done so.

If, as a result of the records hearing, it is decided that the information is not inaccurate, misleading, or violates your child's rights, the school district must inform you of your right to place a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the school district. Any explanation placed in the records of your child must be maintained by the school district as part of your child's records for as long as the record or contested portion is maintained by the school district. If the records are disclosed by the district to any party, the explanation must also be disclosed.

Consent for Disclosure of Personally Identifiable Information

Your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies unless disclosure of such information contained in education records is authorized under FERPA.

Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of IDEA.

- Your consent, or consent of an eligible child who has reached the age of majority under state law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.
- If your child is enrolled or is going to enroll in a private school that is not located in the same school district that you reside in, your consent must be obtained before any personally identifiable information about your child is released between officials in the school district where the private school is located and officials in the school district where you reside.

Safeguards

The following safeguards are in place for maintaining the confidentiality of student's records:

- Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
- One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information.
- All persons collecting or using personally identifiable information must receive training or instruction regarding confidentiality under Part B of IDEA and FERPA.
- Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

Destruction of Information

Your school district must inform you when personally identifiable information collected, maintained, or used under Part B of IDEA is no longer needed to provide educational services to your child.

- Each school shall maintain student permanent records and the information contained therein for not less than 60 years after the student has transferred, graduated, or otherwise permanently withdrawn from the school.

- Each school shall maintain student temporary records and the information contained in those records for not less than five years after the student has transferred, graduated, or otherwise withdrawn from the school

Student's Rights

FERPA specifies that the rights of parents regarding education records are transferred to the student at age 18. The rights of parents under Part B of IDEA regarding education records are also transferred to the student at age 18. However, a public agency must provide any notice required under Part B of IDEA to both the student and to the parents.

TRANSFER OF PARENTAL RIGHTS

Your child becomes an adult student at the age of 18. All of the parental rights discussed in this document will transfer to him/her at that time unless the school district is notified otherwise. You will share the right to receive all of the required prior written notices and the school will provide these notices to both you and your child.

On or before your child's 17th birthday, the IEP must include a statement that you and your child were informed that these rights will transfer at the 18th birthday. Additionally, at this meeting, you will receive a *Delegation of Rights to Make Educational Decisions* form.

Your child may decide to use this form to delegate you or another individual to represent his/her educational interests upon his or her reaching the age of majority. This form must then be presented to the local school district.

The *Delegation of Rights to Make Educational Decisions* form must identify the individual designated to represent your child's educational rights and include both the individual's signature as well as your child's signature (or by other means, such as audio or video format compatible with his/her disability). Your child may terminate the Delegation of Rights at any time and begin making his/her own educational decisions. The Delegation of Rights will remain in effect for one year after signing it and may be renewed annually.

This statement of parental rights was developed by the U.S. Department of Education Office of Special Education Programs and modified by the Illinois State Board of Education to comply with Illinois rules.

The reauthorized Individuals with Disabilities Education Act of 2004 (IDEA 2004) was signed into law on December 3, 2004. The provisions of the Act became effective on July 1, 2005. ISBE has provided this Notice of Procedural Safeguards to inform you of your rights under the changes to the federal law.