



Special Education Team

Parents

Administrator

School Psychologist

School Social Worker

Special Education Teacher

General Education Teacher

Occupational Therapist

Speech Pathologist

Physical Therapist

School Nurse



Special Education Resources

**U.S Department of Education
Office of Special Education Programs
(OSEP)**

Information about IDEA
<http://idea.ed.gov/explore/home>

Illinois State Board of Education (ISBE)

Parent Information
<http://www.isbe.net/special-ed/html/parents.htm>

New Lenox School District 122
Special Education Department and

Resources
www.nlsd122.org

**NEW LENOX
SCHOOL
DISTRICT 122**

*Special Education
Department*



**NEW LENOX SCHOOL
DISTRICT 122**

102 S. Cedar Rd.
New Lenox, IL 60451

Referral Process

A referral process is initiated when a student's parent or school team has concerns about academic or functional progress. The team meets or discusses the need to complete an evaluation of the student's skills and collects data. If an evaluation is warranted, a case study (eligibility) will be initiated.

Domain Meeting

The team discusses information known about the student and what needs to be collected through assessment, data collection, or a file review. Eight "domains" are explored and information is documented in the areas of: academic, cognitive, functional, motor, hearing, vision, health, and social/emotional skills. Signed parent consent is required to complete the evaluation.

Eligibility Meeting

The student's school team including parents meet to discuss the results of recent assessments within 60 school days. Reports and all data are provided and discussed. All possible eligibility categories are reviewed and the team decides which eligibility criteria are met. The team will document if the student is eligible or not eligible to receive special education supports and services. Re-evaluation meetings to determine eligibility (for students in special education) will be completed every three years unless requested earlier.

Individualized Education Plan (IEP) Meeting

Once the team determines that a student is eligible for special education services, an IEP is written to outline how services will be provided within the school setting. The student's present level of performance is stated and goals are written based on the student's deficit areas. Service minutes are recommended to appropriately address each goal area. The student's goals, services, and accommodations lead the discussion about placement in the least restrictive environment (LRE). Signed consent for placement is required for *initial* placement.

Annual Review

Student's team meets to discuss goal progress once each school year (at a minimum). The team reviews goals, service minutes, accommodations, and placement.

Transition Meeting

Transition plans will be included as part of the IEP in the year before a student turns age 14 ½. The team, including the student, plans for the student's high school, post-secondary, and career choices.



Manifestation Determination (MD)

Students, who receive special education and have been suspended from school for 10 days, will have an MD meeting. The purpose is to discuss if the student's behavior is related to their disability. The team will decide if a change of placement or evaluation is needed.