

JUDAH CHRISTIAN SCHOOL

SPECIAL NEEDS HANDBOOK



908 N. PROSPECT AVENUE
CHAMPAIGN, IL 61820

MAIN OFFICE: 217.359.1701
SCHOOL FAX: 217.359.0214

judah@judah.org
www.judah.org

Table of Contents

ORGANIZATIONAL COMPLIANCE	2
SCHOOL PHILOSOPHY	2
Our Tag Line	2
Our Mission	2
Our Vision	2
Our Core Values.....	3
Statement of Faith	3
Non- Discriminatory Policy.....	3
Rationale for Special Needs Program at Judah	4
Role of Special Needs Program at Judah	4
Special Needs Program Terms	5
SPECIAL NEEDS PROGRAM SERVICES PROVIDED	5
Admission of Special Needs Students:.....	5
Academic Success Program-(P-8), Secondary resource services (9-12).....	5
Life Foundations Program- Certified Special Education Teacher services- (7-12 grades).....	6
Speech and Language Pathologist Services: (P-12).....	6
SERVICES FOR REFERRAL	7
Occupational Therapy Services, Physical Therapy, Vision and Hearing Services:	7
Family and Child Counseling Services:	7
Psychological Evaluation/ADHD screening or other diagnosis.	7
Tutoring:.....	7
SUMMARY OF SPECIAL NEEDS PROCEDURES	7
New Student	7
Current Student	8
DESCRIPTION OF EDUCATIONAL PLANS.....	9
Intervention Plan (IP).....	9
Individual Service Plan (ISP)	9
Individual Service Plan Speech (ISP-S).....	9
504 Plan	9
JUDAH CHRISTIAN SCHOOL COMMITMENT TO STUDENTS WITH SPECIAL NEEDS	10
PARENTS RIGHTS	10
SPECIAL NEEDS PROGRAM CONTACT NUMBERS	10
Counseling Services.....	11
Educational Testing and Diagnosis	11
Tutoring Services	11
Websites for Educational Support	12

Websites for Speech and Language Support.....	Error! Bookmark not defined.
Special Needs Referral Process New Judah Student	13
Special Needs Referral Process Current Judah Student	14
Speech Referral Process	15
Parent Referral for Special Services.....	17
Staff Referral for Special Services	19
Special Needs Parent Consent Form.....	21

Judah Christian School Administration reserves the right
to amend or revise any policy or procedure in this handbook at any time
in its sole
discretion after reasonable notice to parents or guardians.

ORGANIZATIONAL COMPLIANCE

School policies, procedures, and protocols are in general compliance as applicable with the following agencies, organizations, codes, as well as applicable statutory and case law:

- Illinois School Code [105 ILCS 5]
- Plyler v Doe, 457 U.S.202, 102 S Ct 2382 (1982)
- 23 Ill Adm. Code Part 425
- Illinois State Board of Education
- Association of Christian Schools International

SCHOOL PHILOSOPHY

Our Tag Line

Academically Excellent, Christ-Centered

Our Mission

To partner with families, and the local church, in providing an academically excellent, Bible-based education, preparing students for a Christ-honoring life of service.

Our Vision

To provide life-transforming experiences through authentic relationships in a Christ-centered, family friendly, and vibrant learning environment.

Our Core Values

1. Academic Excellence - We are committed to providing an excellent educational experience for each individual learner through a relational model that is rooted in God's Word.
2. Spiritual Formation - We are committed to creating a learning environment where a passionate relationship with Jesus Christ is evidenced in each student through discipleship, fellowship, and service.
3. Growing Relationships - We are committed to fostering and growing authentic relationships with, and between, all members of the Judah Christian School family.
4. Leadership Development - We are committed to developing the next generation of Christian leaders to have an eternal impact on their families, society, and God's kingdom.

Statement of Faith

1. We believe the Bible is the only written Word of God; it is inspired by Him and is wholly trustworthy and authoritative. (2 Tim. 3:15-16)
2. We believe in one God, eternally manifested and existent as Father, Son, and Holy Spirit. (Matt. 28:19, John 10:30, John 16:13-15)
3. We believe in the deity of our Lord Jesus Christ (John 1: 1,14), in His virgin birth (Isaiah 7:14, Luke 1:34-35), in His miracles (John 2:11, Acts 10:38), in His vicarious and atoning death (I Cor. 15:3, Heb. 2:9, Heb. 10:10, 14), in His bodily resurrection (I Cor. 15:4, John 2:21-22, Luke 24:6), in His ascension to the right hand of the Father (Acts 1:9, Eph.1:20, Col. 3:1), and in His personal future return to the earth in power and glory. (Mk 13:26, Matt. 16:27)
4. We believe in the necessity of regeneration by the Holy Spirit because of man's sinful nature inherited from Adam; we believe that man is justified only through God's grace by personal repentance and faith in Jesus Christ and His shed blood. (John 3:16-19, Rom. 3:23-24, Rom. 5:8-9, Eph. 2:8-10, Titus 3:5)
5. We believe in the resurrection of all persons; those who are saved unto the resurrection of life, and those who are lost unto the resurrection of damnation. (John 5:28-29)
6. We believe in the spiritual unity of believers in our Lord Jesus Christ. (Rom. 8:9, I Cor. 12:12-13, Gal. 3:28-28)
7. We believe in the present, active ministry of the Holy Spirit by whose indwelling the believer receives sanctification and the power to live a Godly life. (Rom. 8:13-14, I Cor. 3:16, I Cor. 6:19-20, Eph. 5:18, Eph. 4:30)
8. We believe that God wonderfully and immutably creates each person as male and female. These two distinct, complementary genders together reflect the image and nature of God (Gen. 1:26-27). Rejection of one's biological sex is a rejection of the image of God within that person.
9. We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Gen. 2:18-25).
10. We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God (Matt. 15:18-20; I Cor. 6:9-10).

Non- Discriminatory Policy

Judah Christian School admits students of any race, color, nationality, and ethnic origin with all the rights, privileges, programs and activities generally accorded or made available to JCS students. We do not discriminate based on sex, race, color, national or ethnic origin in the administration of our educational policies, admission procedure, scholarship awards, athletic and other school administered programs. Judah Christian School reserves the right to make the decision, regarding admittance, if a student can or cannot be supported by our Special Needs Program through the

services we have, or whose personal life-style is not in harmony with the stated philosophy and purpose of Judah Christian School.

Rationale for Special Needs Program at Judah

At Judah Christian School, we realize that all children do not learn in the same way. Because of this fact, and our commitment to supporting students and promoting their educational, spiritual, and physical growth, we understand that there will be times when certain supports and accommodations will need to be made to their educational environment to allow these students to grow to their full potential.

Role of Special Needs Program at Judah

The role of the Special Needs Program is to support students in their individual learning styles, create classroom environments that foster success, and help prepare students for their educational future. We believe in a team approach in addressing each individual student's needs. The primary avenue in which Special Needs students are supported at Judah is through an inclusion setting. This means that students with special needs are supported in the regular educational environment with their age appropriate peers. There are times when students are "pulled-out" of the regular classroom for more intensive tutoring, Speech, or other support services, as designated by the student's Section 504 Plan or Individual Service Plan, but the majority of instruction occurs in the regular classroom. In high school, we do have a self-contained classroom for students who are significantly below grade level academically. More information on this program is listed in the Special Needs Services Provided section of this manual. It is our philosophy to accept students that we can effectively serve with the programs and services we offer. There will be a variety of individuals involved with the Special Needs Program. The role of each participant is defined below:

- **Director of Special Needs:** Responsible for overseeing the special needs program in addition to the identification and evaluation of students with possible learning difficulties, along with creating an Intervention Plan, Individual Service Plan, or 504 Plan, specified to the student as needed. The Director also helps to implement these plans through individual or group instruction in the classroom or a separate environment to students in P-7 grades. The Director is also responsible for communicating all necessary information between those involved with the student.
- **Life Foundations Teacher/High school Resource Teacher:** Responsible for creating and implementing core curriculum for up to 3 high school students in the Life Foundations Program (LFP). This curriculum may include Math, Reading and Language, Life Skills, and may include Bible or other subjects as decided by the needs of the students in the program. This teacher will also provide high school resource services to student's grades 9-12 as designated in each student's plan.
- **Speech and Language Pathologist (SLP):** Responsible for the identification and evaluation of students with speech-language impairments, in addition to the development and implementation of an Individual Service Plan-Speech, to address these deficits. The SLP is also responsible for the communication with the SNC, parents, and staff, regarding the student's communication needs and goals. The SLP is employed by Judah Christian School and is a Licensed Speech Pathologist working through this private school.
- **Classroom Teacher:** Responsible for creating a positive classroom learning environment and for implementing accommodations, interventions, and classroom strategies for students as needed according to their IP (Intervention Plan), 504 Plan, ISP (Individual Service Plan), or ISP-Speech. The classroom teacher also maintains continued collaboration and communication with parents and special needs staff regarding the use and effectiveness of these plans.
- **Administrator:** Responsible for the operation and function of the Special Needs Program by supervision of the Special Needs Team and collaboration with SNC.
- **Other Support Staff:** Responsible for implementing parts of the student's IP or ISP as designated and collaborating with the SNC to best meet the student's needs.

- **Parent and Student:** Responsible for keeping open communication between school and home so the needs of the student can continue to be supported.

Special Needs Program Terms

SLP- Speech and Language Pathologist

OT- Occupational Therapy or Therapist

SNT- Special Needs Team-can include but is not limited to: parents, teachers, SNC, SLP, Administrators, other staff

IP- Intervention Plan- a plan created by the SNT as a first response to a referral before an ISP is created

ISP- Individual Service Plan- a plan created by the SNT and parents describing accommodations, supports and goals to be made for the student's academic success in the classroom

ISP-Speech- Individual Service Plan for students receiving speech services

504 Plan- An individual accommodation plan used for Elementary and Secondary students describing the accommodations needed for the student to be successful in the classroom; plan can be transitioned to college

Transition Plan- An individual plan created by the SNT and parents to help guide a high school student through the transition to college

ADHD- Attention Deficit Hyperactivity Disorder (includes ADD category)

LRE- Least Restrictive Environment

F.A.P.E. - Free and Appropriate Public Education

LFP- Life Foundations Program

LRT- Learning Resource Teacher

SPECIAL NEEDS PROGRAM SERVICES PROVIDED

Admission of Special Needs Students:

Several policies and procedures assist Judah Christian School in its Special Needs Department to provide an appropriate level of service to students with special needs. Enrollment is limited to those students who can be effectively served. At the present time, Judah Christian School is not equipped to serve children who would have difficulty functioning in an inclusion environment, even if they had extra support services or tutoring. Judah Christian School reserves the right to make the decision if a student can or cannot be supported by our Special Needs Program. Judah Christian School admits students of any race, color, nationality, and ethnic origin with all the rights, privileges, programs and activities generally accorded or made available to JCS students. We do not discriminate on the basis of sex, race, color, national or ethnic origin in the administration of our educational policies, admission procedure, scholarship awards, athletic or other school administered programs.

Academic Success Program-(P-8), Secondary resource services (9-12)

- Identification and evaluation of students who may need additional support in the classroom
- Evaluation of each referred student for: learning style, present academic performance, and identification of possible learning disabilities in reading, math, executive functioning skills, or other areas of difficulty
- Development of an Intervention Plan, Individual Service Plan (ISP) or 504 Plan for students as needed
- Individual tutoring or instruction for students as stated in ISP or 504 Plan
- Development of transition plan for high school students before they graduate
- Assistance to teachers and parents about the special needs process, and recommendation and referrals, per parent permission, to outside agencies and professionals for further diagnostic testing/services.

For a student to be eligible for these services, the following criteria must be met:

- The student must be enrolled at JCS in grades Pre-K-12.
- For a 504 plan, student must have an identified learning disability or other identified diagnosis as given by a doctor or an educational psychologist, or enter Judah as a new student with a previous IEP, 504 Plan or ISP, and must show significant academic, social, or executive function delay as documented by the teacher and Director of Special Needs for a period of at least 4-6 weeks.
- For an intervention plan, the student must show significant academic, social, or executive function delay as documented by the teacher and Director of Special Needs for a period of at least 4-6 weeks
- The interventions and plans developed for students who qualify for special needs services must follow the special needs referral process outlined in this manual.

Life Foundations Program- Certified Special Education Teacher services- (7-12 grades)

A program offering an alternative classroom setting and curriculum for students in 7th-12th grades who are significantly below grade level academically (2+ years). An individual service plan (ISP) will be developed for each student in this program developed around their own individual educational needs and goals. These services will be provided by a certified Special Education teacher with collaboration from the Director of Special Needs.

For a student to be eligible for this program, the following criteria must be met:

- The student must be chronologically in grades 7-12.
- The student's academic functioning level is more than 2 years below his/her current grade level.
- The students need is primarily academic and does not include significant emotional or behavioral concerns.
- The student can function independently in classes such as band, P.E. and other electives as determined by the student's schedule.
- The student does not have any significant health related concerns that would require individual care above and beyond what is typically provided by Judah.
- Program will accommodate up to 3 students
- Student can function in electives/study hall independently without 1:1 aide support; the student may use modifications/accommodations as needed for these electives as determined by the student's plan and the LFP/High school resource teacher.

Speech and Language Pathologist Services: (P-12)

- Identification and evaluation of students who are having trouble in the following areas: language comprehension and processing, language expression, pragmatics and social skills, articulation/phonology, oral-motor functioning, fluency and voice.
- Development and implementation of a service plan which may include individual or small group speech sessions, within the classroom collaboration, and/or consultative services.
- Collaboration with Director of Special Needs to best meet needs of students identified for services
- Collaboration with parents and teachers as needed to best meet the needs of the student
- Ongoing assessment of student progress and goal achievement, development and revision of service plan and speech goals/objectives as needed.

SERVICES FOR REFERRAL

Occupational Therapy Services, Physical Therapy, Vision and Hearing Services:

- Judah does not have Occupational Therapy, or Physical Therapy on site, at this time, but we will work to refer Judah families to professionals in the area who can provide these services.

Family and Child Counseling Services:

- While our faculty and staff possess Biblical wisdom and life experience, Judah does not have an official school counselor. Judah staff will collaborate with parents to help find a local school/educational counselor or a clinical counselor as needed.

Psychological Evaluation/ADHD screening or other diagnosis.

- Judah does not have a school psychologist; psychological assessments must be initiated by the parents.
- Most psychological evaluations are done by an educational psychologist, or medical doctor. (See community resources and support section for evaluation options.)

Tutoring:

- Besides the tutoring that may be included in a child's ISP or 504 Plan, from the Director of Special Needs, Judah does not provide extra tutoring in specific subjects during or after the school day through the special needs program.

SUMMARY OF SPECIAL NEEDS PROCEDURES

New Student

1. If student has an Individualized Education Plan, Individual Service Plan, or 504 Plan from previous school, meet with parents to discuss previous plan and the needs of the potential student.
2. Review of student's needs by Special Needs Team (SNT) which can include but is not limited to:
 - a. Review of medical reports, psychological evaluations and reports, grade reports, parent and student interviews, previous teacher reports or evaluations, contact with previous school and other reports as needed
 - b. Judah may initiate additional assessments, evaluations and/or screenings to gather information about student's current needs
3. Meeting of SNT to decide if the needs of the student can/cannot be met at Judah Christian School.
 - a. If yes, SNT, including parents, collaborate to create an, ISP, ISP-Speech or 504 Plan or Intervention Plan, as needed for the student
 - i. More evaluations and assessments may need to be completed before plan can be created and implemented*
 - ii. The SNT may meet several times before the plan is completed*
 - iii. Creation of the student's plan is a collaborative effort between the Judah staff, the parents and the student.*
 - b. If no, meeting with parents to discuss decision and give educational options
4. After ISP, ISP-Speech, 504 Plan, or Intervention Plan (IP) is created, meeting with parents and SNT to review and sign
5. Begin implementing the plan with continued collaboration and evaluation of student progress.

6. ISP, 504 Plans, and Intervention Plans will be reviewed annually at minimum, or more frequently as needed, to review data, goal achievement and update the plan if needed

Current Student

1. Referral made by parent, teacher, Director of Special Needs, Speech & Language Pathologist (SLP) or other staff member
2. Referral form completed by person making the referral
 - a. Parent/Guardian Form
 - b. Pre-school, Elementary, Secondary, Director of Special Needs, SLP, Administrator, other staff use same form
 - c. Form is turned in to the Director of Special Needs, or Speech Pathologist if it is a referral for speech concerns
 - d. Director of Special Needs contact parents regarding the referral, set up time to meet with SNT or get permission to do some assessments with the student
3. Parents, teacher, Director of Special Needs and other staff as needed, meet to discuss needs of student and decide if an Intervention Plan is appropriate before proceeding with evaluation for ISP or 504 Plan; testing may also be done at this time to assess the need of the student; parent/guardian must sign permission form for testing
 - a. If appropriate, team creates an IP for student
 - b. Implementation begins as soon as plan is made
 - c. Director of Special Needs, parents, and teachers monitor progress of student (at least 1 month of intervention to monitor progress)
 - d. If no improvement, or student still falls below the average range of performance, proceed with evaluation process for ISP or 504 Plan
 - e. Contact parents concerning decision, parent sign Special Needs Consent form
4. Director of Special Needs review the original referral and the Intervention Plan, and begin gathering data for the student which can include, but is not limited to:
 - a. Classroom observation
 - b. Meeting with teacher(s)
 - c. Teacher rating scales
 - d. Student interviews and assessments
 - e. Student work samples
 - f. Parent Interviews
 - g. Requests for evaluation by medical doctor or psychologist
 - h. Speech /OT evaluations or concerns
 - i. Other assessments as needed determined by the Director of SN
 - j. Medical reports and evaluation from any other outside sources (speech evaluation, psychological evaluation etc. done through Carle or other medical facility)
 - k. Grade/Attendance Reports
5. Evaluation
 - a. Director of Special Needs gather all data and create a data summary for SNT meeting
6. Meet with parents and SNT (Director of Special Needs, teacher, administrator, other staff as applicable)
7. Discuss all data and decide if ISP, 504 Plan or an Intervention Plan is appropriate for this student
 - a. If yes, discuss accommodations/strategies, and/or goals for ISP, 504 Plan or IP
 - b. If still no, can create another IP as needed
8. Implement ISP, 504 Plan or IP for the student

- a. Give copies to Administrators and all necessary teachers/ Director of Special Needs discuss and clarify plan with teachers/other support staff
- 9. Re-evaluate plan quarterly, by semester, or yearly as needed
 - a. Communication continue between teachers/SNT and parents about student's progress
 - b. Transition plan for college may be needed for high school students

****Flow charts of the Speech and Language Process are on pages 13-15 ****

DESCRIPTION OF EDUCATIONAL PLANS

Intervention Plan (IP)

For students who are performing below the average student, but who have not been diagnosed with a specific learning disability or other diagnosis, an Intervention Plan may be created. This plan is like Response to Intervention and will briefly describe the challenge area for the student and will list several interventions to be implemented. The progress on this plan will be monitored by the teacher, the LRT and parents to determine if the interventions are effective for supporting the student, or if the student should progress to an evaluation for Special Services.

Individual Service Plan (ISP)

This is Judah Christian School's plan which can be used for students who have been diagnosed with a Specific Learning Disability, or other learning impairment. An ISP will be developed for each student according to the school Special Needs Procedures. This plan includes student current academic performance, evaluations completed, and documentation of these evaluations. It also includes an individual plan for each student, with listed accommodations/strategies, possible goals, and who will implement these for each student. ISP's can be used for all grade levels. This plan will be used primarily for students in the Life Foundations Program but can be used for other students if the student's needs require a more in-depth plan than an Intervention Plan or 504 Plan or students who need individualized instruction for a certain subject/grade level. This plan is also used for those students receiving speech services.

Individual Service Plan Speech (ISP-S)

This is Judah's plan for students who need support in Speech and Language and for students who have been diagnosed with a Speech and Language Impairment. It is similar to the Individual Service Plan, but it includes goals and specific times/duration of speech services for each student. This plan can also be used for all grade levels.

Section 504 Plan

This is a State accommodation plan based on Section 504 of the *Rehabilitation Act of 1973*, appropriate for students who have a mental or physical impairment, have record of such impairment, or are regarded as having such an impairment which substantially limits one or more major life activities which include, but are not limited to the following:

- Caring for oneself
- Performing manual tasks
- Seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

This plan is used for elementary and secondary students. This plan can transition with a high school student as they graduate and attend college. This plan includes only classroom accommodations and does not include student goals.

JUDAH CHRISTIAN SCHOOL COMMITMENT TO STUDENTS WITH SPECIAL NEEDS

As is consistent with the beliefs of our school as a whole, we are committed to helping every student at Judah Christian School be successful in their educational experience. We will strive to identify, support, and accommodate for students with special needs to the best of our resources. We are also committed to helping parents advocate for their children and give them the resources needed to help their children through the educational process. As part of this commitment, there are certain circumstances in which Judah Christian School may not be the best environment for a student with Special Needs. These circumstances are as follows:

- Students that pose a viable risk to others, including physical, verbal, and /or emotional risk
- Students whose behavior significantly and continuously disrupts the learning environment
- Students performing significantly below grade level without tutoring (except those eligible for the LFP)
- Students with severe medical conditions that would require support from a skilled, medical professional

PARENTS RIGHTS

As a parent at Judah Christian School, you are the final decision maker for services for your child. In the event that there is a disagreement between the school and you, as the parent, you have the right to request a re-evaluation of your child or an additional meeting with the school personnel to discuss your concerns with the decisions made for your student. This request should be made, in writing, to the Administrator over the Special Needs program.

As the decision to attend a private school is an option each parent has chosen for their student, parents do have a right to choose the local public school district they reside in for their student to attend if they feel that Judah Christian School will not be able to provide the services needed for their student. Students have a right to a Free and Appropriate Public Education in their local school district and this may be the Least Restrictive Environment for some students. All parents have the right to a screening done by Champaign, Unit 4 school district for their students if requested. Please refer to the letter in the appendix from Champaign, Unit 4 School District.

SPECIAL NEEDS PROGRAM CONTACT NUMBERS

*Elementary and Secondary Principals oversee the Special Needs Program in conjunction with the Director of Special Needs

Cheryl Black

Preschool and Elementary Principal
217-359-1701 Ext: 109

Jim Moxley

Secondary Principal
217-359-1701 Ext. 197

Becky Fredrick

Director of Special Needs /P-8th resource teacher
217-359-1701 Ext: 187

Kim Miller

Life Foundations Teacher/High School Resource Teacher (grades 9-12)
217-359-1701 Ext: 186

Ginger Hubner

Speech & Language Pathologist
217-359-1701 Ext: 122

Community Resources and Supports for Families

Counseling Services

Sara Yant
Elghammer Family Center, Ltd.
2500 Galen Drive, Champaign, IL 61821
217-363-3400
Family, Adolescent, and Child Counseling

Kevin Elliot
Counselor
Kevin@untaptcounseling.com
www.untaptcounseling.com

Educational Testing and Diagnosis

Dr. Elghammer
Elghammer Family Center, Ltd.
2500 Galen Drive, Champaign, IL 61821
217-363-3400
Testing and Diagnosis of possible learning disabilities or cognitive delays.

The Able Center
103 N. Regency Drive
Bloomington, IL 61701
(309) 661-8046

Carle Diagnostic Clinic
Carle Clinic in Champaign, IL
(217) 365-6206

Illinois NeuroBehavioral Assessment Laboratory (INBAL)
301 North Neil Street, Suite 210
Champaign, IL 61820
217-244-4597
inbal@illinois.edu

Tutoring Services

The Reading Group
3011A Village Office Place
Champaign, IL 61822 217-351-9144
readinggroup.org

Sylvan Learning Center 1907
W. Springfield Ave.
Champaign, IL 61821 217-355-0008
tutoring.sylvanlearning.com
sylvan.champaign.com

Reading Tutoring
Leslie Sullivan
217-621-8369

Websites for Educational Support

National Institute for Learning Development

<https://www.nild.org>

National Center for Learning Disabilities

www.nclld.org

Learning Ally-Audio Books

<http://www.learningally.org>

Learning Disabilities Association of America

<http://www.ldanatl.org>

Understood-Resources for Parents and Teachers

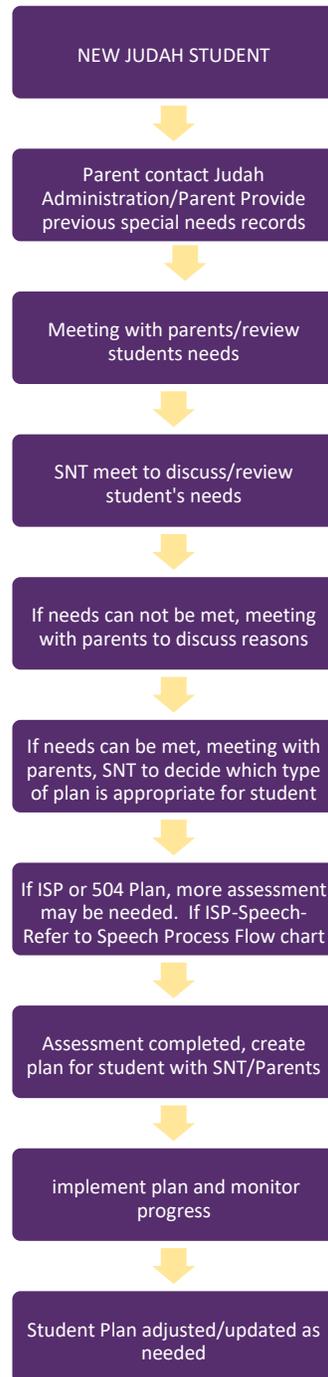
www.understood.org

Websites for Speech and Language Support

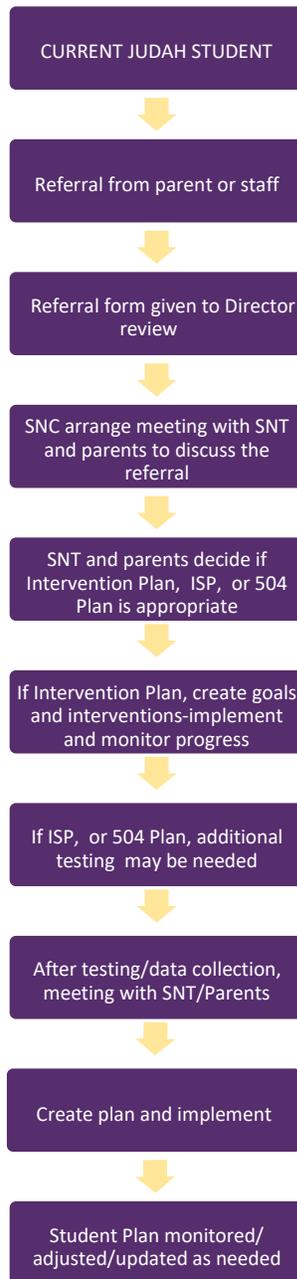
www.asha.org/public/speechdevelopment

www.speechforchildren.com/links

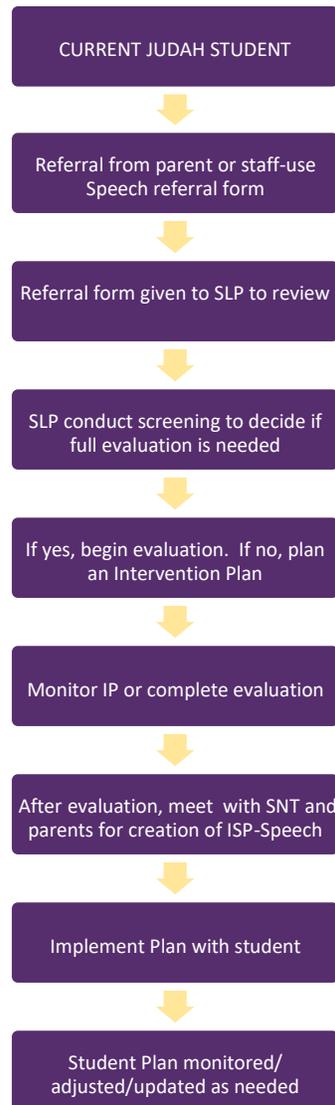
Special Needs Referral Process New Judah Student



Special Needs Referral Process Current Judah Student



Speech Referral Process



Updated 8/4/20



Special Education

DISTRICT 703 South New Street
Champaign, Illinois 61820-5818

Telephone: (217) 3841
FAX: (217) 351-3824

June 1, 2018

Dear Parents and Guardians:

The Champaign Unit #4 School District is responsible for seeking out and evaluating all students with disabilities who attend school within the District's geographical boundaries. There are specific requirements for this evaluation, including that it be completed according to federal and state guidelines and district criteria. In order to be eligible for special education services, a student must be evaluated by the District.

Judah Christian School has elected to support students through classroom interventions and conduct its own evaluations for students suspected of having speech or language disabilities. This means that Judah will not refer students for special education evaluations through Champaign Unit #4 School District. It also means that students who qualify for classroom interventions or speech or language disabilities services through an evaluation by Judah staff would need to participate in an additional evaluation in the event that they would enroll in another private or public school and wish to continue eligibility for special education services.

Champaign Unit #4 and Judah have worked together for many years to meet the needs of our students with disabilities, and this work will continue. This letter serves to notify parents and guardians of their right to request an evaluation of the District if they suspect that their child has a disability. That request may be made by contacting the Special Education Department at the number listed above. Sincerely,

Elizabeth DeGruy, Ed.D.

Director of Special Education

cc: Dr. Susan Zola, Superintendent, Champaign Unit #4 School District
Becky Fredrick, Director of Special Needs, Judah Christian School
Better Schools Build Better Communities

Parent Referral for Special Services

Student's Name _____

Grade/Teacher: _____

Pre-school Class _____ Day of week attending and time _____

Birth Date: _____ Age: _____

Person Making Referral: _____ Date of Referral: _____

_____ Pre-school teacher _____ Elementary Teacher _____ Junior High teacher

_____ High school teacher _____ SNC _____ SLP _____ Other Staff (specify) _____

Area(s) of Concern (check all that apply):

_____ Reading _____ Math _____ Written Expression _____ Communication (Speech)

_____ Behavior/Executive Functioning _____ Other (Explain) _____

Have parents/guardians been contacted regarding these concerns? _____

If yes, when? _____

Reason for referral _____

Is this student age-appropriate for grade level? _____ Yes _____ No

If not, check all that apply:

_____ Retained (specify grade) _____

_____ Skipped grade (specify grade) _____

_____ Enrolled late in school

Educational History:

_____ Regular Attendance

_____ Irregular Attendance

_____ Attended schools other than Judah: list grade levels _____

_____ Received tutoring services in the past: list grade levels _____ **Medical**

Data:

Does the student take prescription medication? _____

If yes, specify type and purpose: _____

Please list student strengths/challenges: _____

List any interventions attempted and the results: _____

Other Relevant information /comments: _____

Office use:

_____ Original to Special Needs Coordinator

_____ Copy to parents

_____ Copy to Administrator

Staff Referral for Special Services

Student's Name _____

Grade/Teacher: _____

Pre-school Class _____ Day of week attending and time _____

Birth Date: _____ Age: _____

Person Making Referral: _____ Date of Referral: _____

____ Pre-school teacher ____ Elementary Teacher ____ Junior High teacher

____ High school teacher ____ SNC ____ SLP ____ Other Staff (specify) _____

Area(s) of Concern (check all that apply):

____ Reading ____ Math ____ Written Expression ____ Communication (Speech)

____ Behavior/Executive Functioning ____ Other (Explain) _____

Have parents/guardians been contacted regarding these concerns? _____

If yes, when? _____

Reason for referral _____

_____ Is

this student age-appropriate for grade level? ____ Yes ____ No

If not, check all that apply:

____ Retained (specify grade) _____

____ Skipped grade (specify grade) _____

____ Enrolled late in school

Educational History:

____ Regular Attendance

____ Irregular Attendance

____ Attended schools other than Judah: list grade levels _____

____ Received tutoring services in the past: list grade levels _____

Medical Data:

Does the student take prescription medication? _____

If yes, specify type and purpose: _____

Please list student strengths/challenges: _____

List any interventions attempted and the results: _____

Other Relevant information /comments: _____

Office use:

_____ Original to Special Needs Coordinator

_____ Copy to parents

_____ Copy to Administrator

Special Needs Parent Consent Form

Student Name: _____ DOB: _____

Grade: _____

I hereby give permission for the exchange of information between myself and the staff at Judah Christian School, and also include permission for the staff to conduct an evaluation of my child for eligibility for Special Needs Services which includes the following (check all that apply):

- Review of previous/existing IEP/ISP/504 Plan
- Review of Psychological Report
- Review of grade reports
- Contact with previous school
- Student testing/evaluation
- Permission for Contact with Outside Agencies
- Classroom Observation
- Student Interview
- Speech Screening
- OT Screening
- Other _____

I understand that this consent is in effect through ____/____/____.

Parent/Guardian Signature: _____

Date _____