STUDENTS

Student Support Services

The following student support services may be provided by the School District:

1. Health services supervised by a qualified nurse.

   The Superintendent or designee may implement procedures to further a healthy school environment and help to prevent or reduce the spread of disease, including head lice (Pediculus Humanus Capitis).

2. Educational and psychological testing services and the services of a psychologist as needed.

   In all cases, written permission to administer a psychological examination must be obtained from a student’s parent(s)/guardian(s). The results will be given to the parent(s)/guardian(s), with interpretation, as well as to the appropriate professional staff.

   A student’s parent(s)/guardian(s) must consent to regular or continuing services from a psychologist and/or social worker.

3. The services of a social worker.

   A student’s parent(s)/guardian(s) must consent to regular or continuing services from a social worker.

4. Guidance and counseling services.

   The Superintendent or designee shall develop protocols for responding to students with social, emotional, or mental health problems that impact learning ability. The District, however, assumes no liability for preventing, identifying, or treating such problems.

   This policy shall be implemented in a manner consistent with State and federal laws, including the Individuals with Disabilities Educational Act, 42 U.S.C. 12101 et seq.

LEGAL REF.: A
CROSS REF.: 630.02

Page 1 of 3

APPROVED: MAY 2007
STUDENTS

Administrative Procedure – Protocol for Responding to Students with Social, Emotional, or Mental Health Problems

Student Services Committee

Committee members must be school staff members who are qualified by professional licensing or experience to address issues concerning students who may have social, emotional, or mental health problems. As needed on a case-by-case basis, the Student Services Committee may request the involvement of the Building Principal, relevant teachers, and the parents/guardians. Records produced and shared among Committee members may be subject to laws governing student records. Confidential information given by a student to a therapist is governed by the Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/1 et seq.

Referrals

Staff members should refer a student suspected of having social, emotional, or mental health problems to the building-level Student Services Committee. The Student Services Committee will review information about a referred student, including prior interventions, and suggest appropriate steps for referral and follow-up. The Student Services Committee may offer strategies to a referred student’s classroom teachers and parents/guardians about ways they can manage, address, and/or enhance the student’s social and emotional development and mental health. In addition, the Student Support Committee may recommend coordinated educational, social work, school counseling, and/or student assistance services within the school as well as referrals to outside agencies.

Referrals under this procedure are unrelated to the special education evaluation process and do not trigger the District’s timeline for evaluations. However, the use of these procedures shall not circumvent the special education process.

School Counseling, Social Work, and Psychological Services

The Student Services Committee may request school counselors, social workers, psychologists, and school nurses to provide support and consultation to teachers and school staff about strategies to promote the social and emotional development and mental health of all students. They may also be requested to provide screening and early detection approaches to identify students with social, emotional, and mental health problems.
STUDENTS

Administrative Procedure – Protocol for Responding to Students with Social, Emotional, or Mental Health Problems

Written permission from the parent/guardian is required for any on-going social work and psychological services. “On-going” is defined as more than five contacts in which the student received these services. Written consent may be obtained through an IEP or other designated form. That consent does not entitle parents/guardians to know the contents of all that is discussed. School counselors, social workers, and psychologists will inform parents/guardians of all issues that pose a health and/or safety risk; they will inform the Building Principal of any health or safety risks that are present in the school.

Psycho-Education Groups

As appropriate, the Student Services Committee may recommend that a student participate in a variety of social-emotional educational groups. These groups are typically led by school counselors, social workers, or psychologists, but are not structured as therapeutic services. Groups are designed to help students better understand issues and develop strategies to manage issues of concern to them that may, if not addressed, interfere significantly with the students’ educational progress or school adjustment. Groups have a written curriculum that guides discussion over a set period of time, generally five weeks. A student may participate in a group without parent/guardian permission for one such time period; subsequent enrollment in the same group requires parent/guardian permission.

Students in a group who present significant concern and for whom therapeutic services must be considered will be referred to the social workers, psychologists, or school counselors for individual consultation.

School and Community Linkages

When possible, the Student Services Committee shall seek to establish linkages and partnerships with diverse community organizations to provide a coordinated approach to addressing children’s social and emotional development and mental health needs.

Page 3 of 3

APPROVED: MAY 2007