

## **ADMINISTRATIVE PROCEDURES FOR RESPONDING TO STUDENTS WITH SOCIAL, EMOTIONAL, OR MENTAL HEALTH PROBLEMS**

### **1. Student Support Team**

Each building principal shall annually appoint a Round Table and Teacher Assistance Team (TAT) that shall have the tasks described in this Administrative Procedure. Team members must be school staff members who are qualified by professional certification, 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 support team may request the involvement of the building principal, relevant teachers, and the parents/guardians. Records produced and shared among team 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.

### **2. Request for Assistance**

Team members, parents, or interested third parties may refer a student suspected of having social, emotional, or mental health problems and are not currently subject to an individual education program or Section 504 plan to the building-based student support team. The student support team will review information about a referred student, including prior interventions, and determine which, if any, interventions are appropriate including possible referral for an evaluation to determine eligibility for special education and related services. The student support team 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 team may recommend coordinated educational, social work, school counseling, and/or student assistance services within the school as well as referrals to outside agencies. These interventions may be provided without referring the student for special education services and do not initiate the district's special education evaluation timelines. These interventions cannot preclude or delay special education referral when the student support team determines that the student performance data suggests such a referral would be appropriate. The use of these interventions shall not be used to inhibit the right of a parent to request a special education evaluation of their child. The school district retains the right to accept or reject a special education referral by any person on behalf of a student. See 6:120-AP, *Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities and Suspect Disabilities*.

**3. School Counseling, Social Work and Psychological Services**

The student support team 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.

**4. School and Community Linkages**

When possible, the student support team 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.