

Glenbrook High School District #225BOARD POLICY: **PROGRAMS FOR EDUCATION OF STUDENTS
WITH DISABILITIES**

7110

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Section A - Philosophy

The Board of Education of District #225 seeks to meet the educational needs of Glenbrook's students with disabilities by identifying and evaluating such students and providing them with special programs, services and procedural guidelines for educating all students identified as disabled education and related aids and services as required by federal and State law. The District may maintain membership in one or more cooperative associations of school districts that shall assist the District in fulfilling its obligations to the District's students with disabilities. When it is not possible to provide an appropriate meet the individual needs of a student with disabilities in an existing in-district program, the district shall assume the responsibility for placement of the student in an appropriate out-of-district program.

Section B - Guidelines & Procedures

1. Glenbrook shall provide a free appropriate public education in the least restrictive environment and necessary special education and related aids and services to all children with disabilities who reside in or attend secondary schools within the District as required by the Individuals with Disabilities Education Act (IDEA), The Illinois School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The term "children with disabilities" means children between the ages of 3 and 21 inclusive for whom it is determined, through definitions and procedures described in federal and State laws, regulations, and rules, that special education and related aids and services are needed in order for the student to receive educational benefit.
2. District #225 shall be financially responsible, to the extent required by The School Code of Illinois, for the education of all students with disabilities who are residents of District #225 who have graduated eighth grade and/or who are at least 15 years of age, but may admit students with disabilities into special education programs without regard to graduation from the eighth grade after such pupils have reached the age of 14.5 years.
3. Glenbrook High School District #225, pursuant to the 23 Illinois Administrative Code Subtitle A, through the adoption by the Board of the North Suburban Special Education District (NSSSED) special education cooperative, endorses and adopts the current written policies and procedures in accordance with the requirements of the Individuals With Disabilities Act. The procedures titled "Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities" are available upon request or can be downloaded on the District 225 website (www.glenbrook225.org) or the NSSSED website (www.nssed.org). This document may be amended or revised from time to time.

Section C

~~The superintendent or the superintendent's designated representative is authorized to apply for state or federal funds which are available for students with disabilities.~~

Section D

1. ~~Anyone who has knowledge of a student's educational progress and school adjustment who believes the student may need special education or individualized educational accommodations may make such a request to the student's guidance counselor. Requests made to other school personnel will be redirected to the guidance counselor. The Student Review Board shall conduct a screening of the request. If the Student Review Board determines that there is reason to suspect the student may have a disability which requires special education services or individualized education accommodations, the Student Review Board shall recommend to the student's parents that a case study evaluation be conducted for the student. Written consent from the student's parents shall be required before the case study evaluation is conducted. No student shall receive special education services or individualized educational accommodations without a case study evaluation and a Student Review Board determination that the student is eligible for such services or accommodations. A student shall be considered "referred for special education services" or for individualized educational accommodations on the first date when one of the following occurs:~~

- 1) ~~the parents request a case study evaluation,~~
 - 2) ~~the Student Review Board recommends a case study evaluation or,~~
 - 3) ~~someone who has significant knowledge of the student requests an evaluation.~~
2. ~~Once a case study evaluation is completed, the Student Review Board shall conduct an IEP Conference to determine whether or not the student is eligible for special education placement or for individualized educational accommodations. The IEP Conference shall be convened within sixty school days of the student being referred for special education services or for individualized educational accommodations.~~

~~In order to afford the student and parents an opportunity to participate in the IEP Conference, they shall be provided a written notice of the IEP Conference at least ten calendar days prior to the date of the conference.~~

3. ~~The Student Review Board shall determine whether the student is eligible for the special education by utilizing the criteria specified in the 23 Illinois Administrative Code, Subtitle A, Subchapter F, Section 226.160 and .170. The Student Review Board shall determine whether the student is eligible for individualized educational accommodations by utilizing the criteria specified in Section 504 of the Rehabilitation Act of 1973 and its regulations.~~

Section E

~~No student shall be provided special education or individualized educational accommodations until the Student Review Board has determined that the student is eligible for special education or for individualized educational accommodations, and the student's parents and the student have been provided written notice of the decision of the Student Review Board and written notice of their rights including the right to request a review of the decision by an impartial due process hearing officer.~~

Section F

~~Within thirty school days after a student has been determined eligible for special education or for individualized educational accommodations by the Student Review Board, the special education staff shall design and implement an Individualized Educational Plan (IEP) for that student. The Student Review Board shall design and the Section 504 Coordinator shall monitor necessary individualized educational accommodations for a student with a disability who does not need special education but who requires an Individualized Educational Accommodation Plan (IEAP).~~

Section G

1. ~~An IEP is a management document designed to assure that the education received by each special education student is tailored to meet the unique educational needs of that student, that the IEP is actually delivered, and that it is monitored. The IEP is not an instructional plan nor does it constitute a contractual undertaking by or on behalf of the Board of Education.~~
2. ~~An IEAP is a management document designed to assure that the educational opportunity received by each Section 504 eligible student is adapted to meet the unique needs of that student, that the necessary adaptations are actually made, and that the student's progress is monitored. The IEAP is not an instructional plan nor does it constitute a contractual undertaking by or on behalf of the Board of Education.~~

Section H

~~A review meeting shall be conducted annually for each student with a disability who has been determined eligible for special education or individualized educational accommodations. This meeting shall review a student's progress toward his/her goals and the appropriateness of special education services and/or individualized educational accommodations. For IDEA eligible students, an eligibility review shall be conducted at least triennially at the student's annual IEP conference or at a meeting of the Student Review Board. For Section 504 eligible students, the eligibility review shall be conducted as necessary, but not less than every three years, and may be conducted in the Student Review Board or in a parent conference in the Guidance Department. The student and the student's parents shall be provided written notice to participate in the annual and/or eligibility review at least ten days in advance of the meeting. After the meeting, the student's parents and the student shall be provided a copy of the minutes as well as written notice of the decision concerning the student's continuing special education placement or continuing provision of individualized educational accommodation, and written notice of their rights including the right to request a review of the decision by an impartial due process hearing officer.~~

Legal Reference: Americans With Disabilities Act, 42
U.S.C. 12101 et seq.
Individuals With Disabilities Education
Improvement Act of 2004, 20 U.S.C. 1400 et seq.
105 ILCS 5/14-1.01 et seq., 5/14-7.02 and 5/14-7.02a
23 Illinois Administration Code Part 226

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Glenbrook High School District #225

Section A – Introduction Administrative Procedure – Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities

1. ~~Glenbrook High School District #225, pursuant to the 23 Illinois Administrative Code Subtitle A, adopts the following formal substantive and procedural steps in regard to providing a case study evaluation and/or possible special education placement or individualized educational accommodations.~~
2. ~~No student may be provided special education or an individualized educational accommodation in advance of the Student Review Board declaring the student to be eligible for special education or for individualized educational accommodation. Written parental consent shall be required for special education placements or for individualized educational accommodations. Written parental notification shall be required in order to continue special education placement or individualized educational accommodations from one school year to the next school year (ISBE form 34-57F).~~

Section B – Screenings

1. ~~Anyone who has knowledge of a student's educational progress and school adjustment may refer a student for special education or for individualized educational accommodation.~~
2. ~~A referral shall be made in writing to the student's guidance counselor, using the district's case study evaluation referral form. (See appendix B.) Parents may make referrals. Requests made to other school personnel will be redirected to the guidance counselor. The person making the referral shall provide all of the information requested on the District's case study evaluation referral form. The guidance counselor shall provide any assistance that may be necessary to enable persons making referrals to meet any of the referral requirements established by the District. Upon receipt of a referral, the guidance counselor shall provide the parents with notice of their rights with respect to procedural safeguards.~~
3. ~~The student's guidance counselor shall conduct a preliminary investigation and may identify and resolve concerns, such as inappropriate class level assignments, peer conflicts, teacher-student conflicts, and concerns involving the student's class schedule.~~
4. ~~If the student's counselor cannot resolve the concern after the preliminary investigation, the counselor shall schedule a screening in the Student Review Board.~~
5. ~~In preparation for the screening, the student's guidance counselor shall:~~
 - 1) ~~review the student's current and past academic progress;~~
 - 2) ~~review the student's comprehensive records;~~
 - 3) ~~confer with the student;~~
 - 4) ~~confer with the student's parents;~~

- 5) — determine the student's and parent's primary language;
 - 6) — complete the Student Review Board screening request form; and
 - 7) — document interventions attempted with this student and summarize the outcomes of those interventions.
- ~~6. — For screenings the Student Review Board shall include the assistant principal of student personnel services, the instructional supervisor of special education, the school psychologist, the school social worker, the student's guidance counselor and others, as appropriate.~~
- ~~7. — The assistant principal of pupil personnel services or designee shall chair the Student Review Board.~~
- ~~8. — The chairperson of the Student Review Board shall appoint a recorder from the participants.~~
- ~~9. — The Student Review Board shall consider the results of the student's guidance counselor's preliminary investigation and shall attempt to resolve the concern.~~

Section B — Screenings (continued)

10. — If the Student Review Board cannot resolve the concern, a case study evaluation may be initiated by requesting parent consent for the evaluation.
11. — The chairperson of the Student Review Board shall appoint a case study evaluation coordinator for each case study evaluation.
12. — The referral date shall be the date on which written parental consent to complete an evaluation is obtained or provided.
13. — Whenever the Student Review Board determines that a case study evaluation is necessary, parent consent must be obtained. The case coordinator must document having given the parents a written explanation of procedural safeguards available to parents of children with

Section B – Screenings (continued)

~~disabilities and further shall inquire as to whether the parents have understood those procedural safeguards as set out in the written statement. When the Student Review Board decides that a case study evaluation is not necessary, the guidance counselor must document having given the parents a written statement describing the decision and supporting data. (ISBE Form 34-57A)~~

- ~~14. The student's guidance counselor shall provide the individual who submitted the referral (if other than the parents) a written notification of the resolution of the request (ISBE form 34-57A).~~

Section C – Case Study Evaluation

- ~~1. The case study evaluation coordinator shall arrange for the case study evaluation to be presented to the Student Review Board within sixty school days of the referral date. If the referral for a case study evaluation is received with fewer than 60 school days remaining in the District's regular school year, the case study evaluation, IEP Conference, IEP development and placement determination must be completed by the first day of the next regular school year.~~
- ~~2. Case study evaluations for determining IDEA eligibility shall be designed by the Student Review Board sitting as the IEP Team and shall cover all domains that are relevant to the individual child under consideration. The Team shall determine the specific assessments needed to evaluate the individual needs of the child in the following domains: health, vision, hearing, social and emotional status, general intelligence, academic performance, communication status and motor abilities. Such assessments may include:
 - ~~1) an interview with the student;~~
 - ~~2) consultation with the student's parents;~~
 - ~~3) a social developmental study, including an assessment of the student's adaptive behavior and cultural background;~~
 - ~~4) medical history and a report of the student's current health status;~~
 - ~~5) a vision and hearing screening conducted within the last six months;~~
 - ~~6) a review of the student's academic history;~~
 - ~~7) a review of the student's current educational functioning;~~~~

~~Section C – Case Study Evaluation (continued)~~

- ~~8) — an evaluation of the student's learning processes;~~
 - ~~9) — an evaluation of the student's level of academic achievement;~~
 - ~~10) — an assessment of the student's school learning environment;~~
 - ~~11) — a psychological evaluation; and~~
 - ~~12) — other evaluations as appropriate.~~
- ~~3. Evaluations to determine Section 504 eligibility shall be designed to represent the issue under consideration.~~
 - ~~4. The Student Review Board shall determine whether or not the case study evaluation shall also include for diagnostic purposes one or more of the following:~~
 - ~~1) — a psychiatric evaluation;~~
 - ~~2) — a neurological evaluation;~~
 - ~~3) — a speech and language evaluation;~~
 - ~~4) — an audiological evaluation;~~
 - ~~5) — a medical evaluation;~~
 - ~~6) — an occupational evaluation; or~~
 - ~~7) — other evaluations as appropriate.~~
 - ~~5. The Student Review Board shall consider privately completed evaluations and determine whether the private evaluations shall be accepted as its own evaluation or whether the district shall conduct its own evaluation. The Student Review Board shall advise the parents and the student in writing of their rights to due process review of the determination.~~
 - ~~6. The duties of the case study evaluation coordinator are to:~~
 - ~~1) — secure written parental consent to conduct the case study evaluation (ISBE form #34-57B);~~
 - ~~2) — provide the parents and the student a written statement of their rights;~~
 - ~~3) — monitor the timely progress of each required component;~~

Section C—Case Study Evaluation (continued)

- 4) ~~schedule the case study evaluation so that the findings are presented to the Student Review Board within sixty school days of the referral date;~~
- 5) ~~provide the student and the student's parents a written notice to participate in the Student Review Board Multidisciplinary Staff Conference at least ten calendar days prior to the Conference; and~~
- 6) ~~advise the parents that if the parents do not give consent for the case study evaluation, the district may request an impartial due process hearing, and that no special education or individualized educational adaptation shall be provided to the student prior to the completion of the case study evaluation.~~

Section D—IEP Conference (Staffing)

1. ~~The completion of the case study evaluation and the IEP Conference must be held within sixty school days of the referral date. If the referral for a case study evaluation is received with fewer than 60 school days remaining in the District's regular school year, the case study evaluation, the IEP Conference, the IEP development and the placement determination must be completed by the first day of the next regular school year.~~
2. ~~The student and the student's parents shall be given a written notice of their right to join the Student Review Board at least ten calendar days prior to the Conference (ISBE form #34-57E).~~
3. ~~The purpose of the Conference shall be to determine whether the student, as a result of a disability, is eligible for special education. An additional purpose of the staffing shall be to determine whether the student, as a result of a disability which does not require special education, is eligible for individualized educational accommodations.~~
4. ~~For Conferences, the Student Review Board shall include the assistant principal of pupil personnel services, the director of special education, the instructional supervisor of special education, the student's guidance counselor, the school social worker, the school psychologist, regular education teacher, and others, as appropriate.~~
5. ~~The chairperson shall appoint a recorder from the participants.~~
6. ~~Each component of the case study evaluation shall be presented and the Student Review Board members shall determine whether the student, as a result of a disability, is eligible for special education or for individualized educational accommodations.~~
7. ~~If the student is found to be eligible for special education or for individualized educational~~

Section D – IEP Conference (Staffing) (continued)

~~accommodations, the Student Review Board shall review the student's educational needs, develop an appropriate plan, and shall recommend a plan which is as much like a standard program as possible for the student. Services or accommodations which are considered but rejected shall be identified and recorded, with supporting rationale.~~

- ~~8. The chairperson shall give parents a copy of the Student Review Board minutes.~~
- ~~9. The instructional supervisor of special education or the Section 504 coordinator shall provide the parents written notice of the proposed plan (ISBE form 34-57F) and shall secure written parent permission for initial special education placements (ISBE form 34-57G) or for individual accommodations.~~
- ~~10. The director of special education, the director's designated representative, or the Section 504 coordinator shall advise the parents and the student in writing of their rights, including the right to request a review of the decision by an impartial due process hearing officer.~~
- ~~11. The director of special education or the Section 504 coordinator shall seek to arrange mediation for disagreements and shall advise the parents of low-cost legal services.~~

Section E – Case Study Reevaluation

- ~~1. Every student who has been declared eligible for special education must be reevaluated every three years.~~
- ~~2. Every student who has been declared to be eligible under Section 504 must be reevaluated as necessary but not less than every three years.~~
- ~~3. For special education students, the special education case manager bears the responsibility for coordinating the reevaluation.~~
- ~~4. For Section 504 eligible students, the Section 504 Coordinator bears the responsibility for coordinating the reevaluation.~~
- ~~5. Evaluations should also be updated whenever the data in the evaluation fails to describe the observed student, when the parent requests a substantial change in placement or when District personnel believe a substantial change in placement may be appropriate, when the existing reports fail to incorporate educational criteria and when independent educational evaluations have been submitted by parents.~~
- ~~6. Written parental consent must be secured prior to conducting a reevaluation.~~

Section F – Annual Review

- ~~1. The progress of each student receiving special education or individualized educational accommodations shall be reviewed at least annually. The student and the student's parents shall be provided a written notice of the annual eligibility review conference at least ten calendar days prior to the conference (ISBE# 34-57E).~~
- ~~2. The purpose of the annual review shall be to evaluate the student's educational progress and to recommend either continuation, substantial program change or termination of the plan (IEP or IEAP).~~
- ~~3. The annual review shall occur either in the student's annual IEP conference (See Board Policy Graduation Guidelines for Special Education Students 7320) or in the Student Review Board.~~

Section G – Continuation

- ~~1. If the student continues to be eligible for special education, the individual educational program goals for the next school year shall be written, and special education shall continue to be provided. (See Board policy Graduation Guidelines for Special Education Students 7320). If the student continues to be eligible for individualized educational accommodations, the accommodations plan for the next school year shall be written, and individualized educational accommodation shall continue to be provided.~~
- ~~2. The instructional supervisor of special education or Section 504 coordinator shall provide the parents a written notice of continuing special education or continuing educational accommodations at least ten calendar days in advance of the first day of the school year (ISBE form #34-57F).~~
- ~~3. The instructional supervisor of special education or the Section 504 coordinator shall send copies of the updated IEP or IEAP to the director of special education, the student's case manager, the assistant principal of student personnel, and the student's parents.~~
- ~~4. If the parents or the student object to the student continuing to receive special education or individualized educational accommodations the Glenbrook staff shall follow procedures outlined in Section J of these procedures.~~

Section H – Termination

- ~~1. If eligibility review occurs in the student's annual IEP review conference and the participants recommend that the student is no longer eligible for special education, then the~~

Section H – Termination (continued)

~~instructional supervisor of special education shall arrange for a Student Review Board review of the recommendation. For students who have been determined to be eligible for individualized educational accommodations, annual reviews may be scheduled in the Student Review Board or in a parent conference in the Guidance Department. A case study reevaluation shall be conducted before the Student Review Board determines that the student is no longer eligible for special education.~~

- ~~2. The student and the student's parents shall be given a written notice to participate in the Student Review Board review at least ten calendar days prior to the review (ISBE form #34-37E).~~
- ~~3. The chairperson of the Student Review Board shall appoint a recorder from the participants who shall provide the parents a copy of the handwritten notes.~~
- ~~4. If after reviewing the case study reevaluation, the Student Review Board determines that the student is no longer eligible for special education or for individualized educational accommodations, the instructional supervisor of special education or the Section 504 coordinator shall provide the parents and the student a written notice at least ten calendar days prior to terminating services (ISBE form #34-57F).~~
- ~~5. If the parents or the student object to the proposed termination of special education or individualized educational adaptation, the Glenbrook staff shall follow the procedures outlined in Section J of these procedures.~~

Section I – Substantial Program Change

- ~~1. If an eligibility review occurs in the student's annual IEP review conference and the annual eligibility review leads district personnel to believe a substantial change in placement may be appropriate, then the instructional supervisor of special education shall arrange a Student Review Board review of the question.~~
- ~~2. The student and the student's parents shall be given written notice to participate in the Student Review Board review at least ten calendar days prior to the review (ISBE #34-37E).~~
- ~~3. The chairperson of the Student Review Board shall appoint a recorder from the participants who shall provide to the parents a copy of the meeting notes.~~
- ~~4. If after reevaluation the Student Review Board recommends a substantive program change, the instructional supervisor of special education shall provide the parents and the student written notice at least ten calendar days in advance of the change being implemented (ISBE form #34-57F)~~

Section I – Substantial Program Change (continued)

5. If the parents or the student object to the proposed substantial program change, the Glenbrook staff shall follow the procedures outlined in Section J of these procedures.

Section J – IDEA/Section 504 Due Process Procedures

1. If the parents or the student do not agree with the Student Review Board's proposed continuation, substantive program change or termination of special education or of the proposed individualized educational accommodations, the director of special education or the director's designated representative or the Section 504 coordinator shall advise the parents and the student in writing of their rights including the right to request a due process hearing as outlined in 23 Illinois Administrative Code, Subpart J, Section 226.605. or in Section 504 of the Rehabilitation Act of 1973.
2. The director of special education or the Section 504 coordinator shall provide the parents information on low cost legal services and a written overview of their rights.
3. The director of special education or the Section 504 coordinator shall assist the parents to access their due process and other rights.
4. If the parents or the student initiate a due process hearing procedure, a substantial change in placement shall not be implemented before the hearing procedure is completed unless the parents and district agree to a change.
5. If the parents or the student does not initiate a due process hearing within ten school days of the Student Review Board's decision, the Student Review Board's program recommendation(s) shall be implemented.
6. The director of special education or the Section 504 coordinator shall seek to arrange mediation in all such disagreements referred to in this section and in all matters relating to the implementation of this Board policy and procedure.

Section K – Guidelines for Eligibility

1. Section 504 students are those who have been determined by the Student Review Board to meet the eligibility requirements of Section 504. The Student Review Board determines whether the student is disabled and is eligible under Section 504. Independent evaluations may be considered during eligibility decision making. The Student Review Board shall determine the parameters of the evaluation.

Section 504 students are students who have, have had or are regarded as having a physical or mental impairment which substantially limits a major life activity such as walking, seeing,

hearing, speaking, breathing, learning, working, caring for oneself and performing manual tasks. Examples of conditions which may make a student eligible for a Section 504 plan include (A) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory, including speech, organs, cardiovascular, reproductive, digestive, genito-urinary, hemic and lymphatic, skin and endocrine or (B) any mental or psychological disorder, such as, mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

2. IDEA/ 105 ILCS 5/14 identified students are those students who have been determined by the Student Review Board to meet the eligibility requirements of the IDEA and/or 23 Illinois Administrative Code. The Student Review Board determines whether the student is disabled and is eligible for special education and related services. Independent evaluations shall be considered during eligibility decision making. The Student Review Board shall determine whether the district shall conduct additional evaluations.

The following disabilities shall be considered for eligibility according to the IDEA:

1) Visual Impairment

An impairment in vision that, even with correction, adversely affects a child's educational performance (includes both partial sight and blindness).

2) Hearing Impairment

An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness.

3) Other Health Impairment

Limited strength, vitality or alertness, including a heightened sensitivity to environmental stimuli, that results in limited alertness with respect to the educational environment, that:

is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and adversely affects a child's educational performance.

4) ~~Mental Impairment~~

~~Significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.~~

5) ~~Specific Learning Disabilities~~

~~A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. (The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.)~~

6) ~~Emotional Disturbance (includes schizophrenia but does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance):~~

~~A condition exhibiting one or more of the following characteristics over an extended period of time and to a marked degree that adversely affects a child's educational performance:~~

~~An inability to learn that cannot be explained by intellectual, sensory, or health factors;~~

~~An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;~~

~~Inappropriate types of behavior or feelings under normal circumstances;~~

~~A general pervasive mood of anxiety or unhappiness or depression; or~~

~~A tendency to develop physical symptoms or fears associated with personal or school problems.~~

7) ~~Autism~~

~~A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.~~

8) ~~Traumatic Brain Injury~~

~~An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reason; abstract thinking; judgement; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.~~

9) ~~Speech and/or Language Impairment~~

~~A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.~~

10) ~~Multiple disabilities~~

~~Concomitant impairments (such as mental retardation blindness, mental retardation orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments (does not include deaf blindness).~~

11) ~~Orthopedic Impairment~~

~~A severe orthopedic impairment that adversely affects a child's educational performance; includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and~~

12) ~~Deaf Blindness~~

~~Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.~~

13) ~~Deafness~~

~~A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.~~

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BOARD POLICY: GRADUATION REQUIREMENTS

7300

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Section A - Course Requirements

The following units of credit are required for graduation from the Glenbrook High Schools for students entering as ninth-graders in the 2006-07 school year:

1.	English (1)	4.00
2.	Physical Education (2)	3.50
3	Mathematics (3)	3.00
4.	Social Studies (4)	2.00
5	Science (5)	1.00
6.	Applied Arts (6)	0.50
7.	Consumer Education	0.50
8.	Driver Education (7)	0.25
9.	Fine Arts (8)	0.50
10.	Health	0.50
11.	Electives	8.25

TOTAL NUMBER OF UNITS: 24.0

The following units of credit are required for graduation from the Glenbrook High Schools for students entering as ninth-graders in the 2007-08 school year:

1.	English (1)	4.00
2.	Physical Education (2)	3.50
3	Mathematics (3)	3.00
4.	Social Studies (4)	2.00
5	Science (5)	2.00
6.	Applied Arts (6)	0.50
7.	Consumer Education	0.50
8.	Driver Education (7)	0.25
9.	Fine Arts (8)	0.50
10.	Health	0.50
11.	Electives	7.25

TOTAL NUMBER OF UNITS: 24.0

NOTES:

- (1) Two years of writing intensive courses are required by the State of Illinois, effective for students entering as ninth-graders in the 2006-2007 school year. At least one of these classes must be in English. Classes which meet this requirement will be so identified in the course enrollment guide.

Section A - Course Requirements (continued)

- (2) Physical Education - The principal/designee can substitute up to two credits of Physical Education for students enrolled in grades 11 and 12 if those ~~pupils~~ students request to be excused for any of the following reasons: (1) for ongoing participation in an interscholastic athletic program or a marching band program for credit ~~as per Section B of this policy~~; (2) to enroll in academic classes which are required for admission to an institution of higher learning, provided that failure to take such classes will result in the ~~pupil~~ student being denied admission to the institution of his or her choice; or (3) to enroll in academic classes which are required for graduation from high school, provided that failure to take such classes will result in the ~~pupil~~ student being unable to graduate. In addition, a student in any of grades 9 through 12 who is eligible for special education may be excused if the student's parent or guardian agrees that the student must utilize the time set aside for physical education to receive special education support and services or, if there is no agreement, the individualized education program team for the student determines that the student must utilize the time set aside for physical education to receive special education support and services, which agreement or determination must be made a part of the individualized education program. However, a student requiring adapted physical education must receive that service in accordance with the individualized education program developed for the student. If requested, the principal/designee is authorized to excuse the student from engaging in a physical education course if the student has an individualized educational program under Article 14 of Illinois State Code, is participating in an adaptive athletic program outside of the school setting, and documents such participation as determined by the principal/designee. If a waiver is approved in accordance with the policy, the graduation requirement for physical education will be reduced accordingly. Procedures for an approved physical education waiver are listed in Section B of this policy.
- (3) Mathematics - Three units of credit of mathematics are required, one of these courses must be Algebra I, and one must include geometry content.
- (4) Social Studies - One unit of credit in U.S. History must be earned as part of the two units of credit required in Social Studies.
- (5) Science - Two units of credit are required in Science.
- (6) Applied Arts - The Applied Arts shall include courses in applied technology, business education (excluding Consumer Education), family and consumer sciences, designated courses in computer technology, the Beginning Photography course, and the Introduction to Broadcasting course.
- (7) Driver Education - The classroom phase of driver education is required for graduation; the behind-the-wheel phase is not required. This graduation requirement may be met by the student successfully completing a driver education program offered by a state-accredited private driver education school, however high school credit will not be granted for such completion.
- (8) Fine Arts - The Fine Arts shall include courses in art, drama, music designated courses in the English department, the Beginning Photography course, and the Introduction to Broadcasting course.

Section A - Course Requirements (continued)

In addition to the above-listed units of credit, students shall be required to:

1. Be enrolled in a minimum of six courses for credit during each semester they are enrolled in the district. The principal may waive the six-course requirement, on a case-by-case basis, if the needs of the student are best served by such action;
2. Be enrolled in an English course during each semester while enrolled in high school;
3. Pass a qualifying examination covering the proper use and display of the U.S. flag, American patriotism, and representative government as shown in (1) the Declaration of Independence, (2) the U.S. Constitution, (3) the Illinois State Constitution and (4) voting procedures.
4. Meet state requirement for taking the Prairie State Achievement Examination (PSAE) unless a student is exempted because:
 - a) The student's Individualized Education Program (IEP) developed under Article 14 of the School Code identifies the PSAE as inappropriate, even with accommodations - - and the student is eligible to take, and takes the Illinois Alternate Assessment (IAA) instead; or
 - b) The student is enrolled in an Adult or Continuing Education program as defined in the Adult Education Act - - and the student is not dually enrolled in his/her local school district.
5. Acceptable Proof That a Student Has Taken the PSAE

For grade 11 testing in the spring or for the grade 12 retake in the fall during the spring administration, a student has taken the PSAE if - - for the relevant test administration - -

- a) The student's name appears on one of the following:
 - 1) PSAE School Roster for Day 1 and/or Day 2
 - 2) PSAE score label (on the student's transcript) for Day 1 and/or Day 2
 - 3) ACT Assessment High School List Report for students who are scheduled to receive a regular high school diploma prior to the Spring 2010 PSAE administration.
 - 4) ACT Assessment High School Report (for the individual student) for students who are scheduled to receive a regular high school diploma prior to the Spring 2010 PSAE administration.
 - 5) ACT Assessment score label (on the student's transcript), or for students who are scheduled to receive a regular high school diploma prior to the Spring 2010 PSAE administration.

- b) The student provides a copy of one of the following:
 - 1) PSAE Individual Student Report
 - 2) ACT Assessment Student Report for students who are scheduled to receive a regular high school diploma prior to the Spring 2010 PSAE administration.

Section B - Physical Education Waiver Procedures

1. Students shall be required to be enrolled in a Physical Education course during each semester they are enrolled in the district; enrollment in the required Health course shall satisfy this requirement for the semester during which the student is enrolled in the required Health course.
2. Junior and senior students who participate ~~in a~~ on an interscholastic athletic team that is either an IHSA sanctioned and/or Board of Education approved sport interscholastic athletic team, or who are enrolled in a marching band course offered for credit, shall be eligible to substitute the athletic team or marching band participation for enrollment in one semester of Physical Education, during the semester in which the student is participating in the athletic team or marching band. Marching band participation will begin with the 2007-2008 school year. Eligibility for such substitutions shall be subject to the following conditions:
 - a) The student shall continue to be required to be enrolled in a minimum of six courses during the semester in which the athletic team or marching band participation is substituted for participation in Physical Education.
 - b) To substitute athletic or marching band participation for enrollment in physical education for an entire semester, the student must replace the physical education course with another course for credit.
 - c) A student may substitute athletic or marching band participation when offered for academic credit during the official season for participation in the physical education class in which they are enrolled. They will remain enrolled in the physical education class and will be expected to fully participate at all times during the semester that are outside of the official athletic or marching band season. Students electing this option will be expected to follow the established policies of the physical education department for attendance during the official athletic or marching band season.
 - d) A student who voluntarily discontinues participation on an athletic team may be required to re-enroll in a physical education class or be required to make up the enrollment in and credit for Physical Education for that semester. Students removed from a team may be re-enrolled in Physical Education as determined by the school administration.
 - e) Students who are not able to continue their participation on a athletic team because of injury shall not be required to re-enroll in Physical Education.

Section B - Physical Education Waiver Procedures (continued)

- f) A student on a winter season athletic team, i.e., a team with schedule that spans first and second semester who elects to substitute athletic participation for enrollment in Physical Education, must do so during the first semester.
- g) A student participating in athletic teams in two separate seasons (fall, winter, spring) may elect to substitute athletic participation for enrollment in Physical Education during each semester, provided that the two separate seasons are a combination of a fall or winter sport and a spring sport.
- h) If a student requests the substitution of participation in a athletic team for enrollment in Physical Education at registration time, indicating an intention to be a part of an athletic team later in the year, and that student subsequently does not go out for the team or does not fill the other conditions listed above, the student shall be required to make up the enrollment in and credit for Physical Education for that semester.
- i) Credit toward graduation will not be given for the semester during which athletic team or marching band participation is substituted for physical education.

Section C

A unit of credit has traditionally been an arbitrary measure of learning expected for a class meeting daily for the entire school year. However, under our present programs, it is possible for students to complete successfully this learning in less than one full year. Thus, units of credit become measures of successful learning accomplished rather than arbitrarily assigned time in class. With performance being the significant factor in determining progress, it is possible for some students to complete the graduation requirements in less than four years.

Section D - Early Graduation

- 1. Upon application, the Board of Education authorizes early graduation for students who meet the following criteria:
 - a) Have satisfied all requirements for graduation as contained in Section A of this policy.
 - b) Have demonstrated that an alternative to continuing their high school education would be more productive to them and in the respective student's best interests.
 - c) Have parental/legal guardian permission for early graduation, for students under 18 years of age as of the date of graduation.

Section D - Early Graduation (continued)

2. A faculty committee chaired by the assistant principal for student services or designee shall be appointed by the principal in each school. The committee shall process all petitions for early graduation and shall recommend to the principal as to whether or not the petitioner fulfills the aforementioned criteria. Requests for early graduation shall be granted only if approved by the committee, the principal, and the superintendent.
3. As part of the application procedure, students and their parents shall be required to certify that the student will remain in attendance at the Glenbrook High Schools through the regularly-scheduled final examination period of the student's last semester. Exceptions to this requirement must be approved by the assistant principal for student services.

Section E - Social Promotion

Students shall not be promoted to the next higher grade level or approved for graduation based upon age or any other social reasons not related to the academic performance of the students.

Reference: Section 105 ILCS 5/10-20.9a of the School Code.

Approved: December 4, 1972

Revised: May 1, 1978; March 5, 1979; March 24, 1980; February 10, 1986; March 10, 1986; June 23, 1986; May 29, 2001, October 9, 2001; December 13, 2004; July 10, 2006; February 8, 2010;

Glenbrook High School District #225

BOARD POLICY: GRADUATION GUIDELINES FOR SPECIAL EDUCATION STUDENTS 7320

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Section A - Introduction

It is the policy of the Board of Education of District #225 that all students who possess an IEP (special education students), ~~including special education students~~ must satisfy all requirements of the State of Illinois and Board of Education policy on Graduation Requirements 7300, prior to ~~the student~~ being granted a District #225 diploma, unless ~~the a~~ student is unable to meet the requirements due to the student's disability. It is the responsibility of an IEP team to identify when a special education student, because of his/her disability, is unable to satisfy the graduation requirements described in Board policy 7300 and to develop an Alternative Graduation Plan as part of the IEP for each student so identified. If a special education student is unable to meet the regular graduation requirements, the student shall be provided an Alternative Graduation Plan. The Alternative Graduation Plan/IEP shall specify the coursework and level of performance necessary for the student to be granted a diploma. Students with disabilities who satisfy all requirements contained in their Alternative Graduation Plan/IEP shall be granted a regular District #225 diploma.

Section B

~~It is the responsibility of the Student Review Board to identify a special education student who, because of his/her disability, is unable to satisfy the graduation requirements described in Board policy 7300 and to approve an Alternative Graduation Plan for each student so identified. The Plan shall specify the coursework and level of performance necessary for the student to be granted a diploma. The student's parents shall be invited to participate in the Student Review Board's discussion. The Plan shall be developed as soon as practical, but no later than the end of the student's junior year. The Plan shall be reviewed annually. At least one year prior to a student's anticipated graduation, both the parent and the student shall receive written notification in conformance with 23 Illinois Administrative Code that eligibility for public school special education services ends following the granting of a diploma and that the parent (or the student if parent rights have transferred to the student under 23 Illinois Administrative Code) may request a review of the recommendation for graduation.~~

Section C - Notification to Parents

~~Students who satisfy all the requirements contained in their Alternative Graduation Plan shall be granted a standard District #225 diploma. At least one year prior to a student's anticipated graduation with a regular District #225 diploma, both the parent and the student shall receive written notification in conformance with 23 Illinois Administrative Code Part 226 that eligibility for public school special education services ends following the granting of a regular high school diploma, and that the parent (or the student if parent rights have transferred to the student under The School Code and 23 Illinois Administrative Code Part 226) may request a review of the recommendation that the student receive a regular high school diploma.~~

Section D - Duration of Services

~~Parents of a special education student for whom an Alternative Graduation Plan has been approved by the Student Review Board, shall be provided written notification of the student's graduation status as recommended by the special education staff, by the end of February of the student's fourth year of high school attendance. Students who do not satisfy all the graduation requirements of the State of Illinois and Board of Education Policy 7300 or their Alternative Graduation Plan shall be provided continued educational services until the requirements are met, or until the end of the school year in which the student reaches the day before the student's 21st 22nd birthday, whichever comes first.~~

Section E - Appeal Process

~~Parents of special education students who disagree with the Student Review Board's IEP team's recommendations pertaining to graduation or the continuation of the educational program, may request an informal meeting with the special education staff to discuss their concerns, request an IEP. If agreement between parents and special education staff is not reached, following the informal meeting, the parents may and/or request an impartial due process hearing as described in Board of Education procedures Special Programs for Students with Disabilities (7110), Section IV: Due Process Hearing Procedures, the Illinois State Board of Education's current "Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities," in order to resolve the disagreement.~~

Section F - Graduation Participation

If a student has completed 4 years of high school at the end of a school year but his/her IEP calls for the student to continue to receive special education, transition planning or services, the student may participate in the District's graduation ceremony and receive a certificate of completion.

Students with disabilities who have participated in the District's graduation ceremony but have not been awarded a regular high school diploma continue to be eligible to receive a free appropriate public education through the day before the student's 22nd birthday.

Approved: October 3, 1978
Revised: April 23, 1984
Revised: June 8, 1987
Revised: May 29, 2001
Revised:

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Section A – Introduction

~~These procedures apply to special education students whose handicap renders them unable to meet District #225 graduation requirements as described in Board Policy 7300. The determination that a student is unable to meet District #225 graduation requirements described in Board Policy 7300 shall be made in an IEP Conference.~~

Section B – Initial IEP Conferences

- ~~1. When a student is initially declared eligible to receive special education, the instructional supervisor of special education shall schedule an IEP conference within thirty (30) school days of the eligibility determination date.~~
- ~~2. The instructional supervisor of special education shall invite parent(s), regular education teacher (as indicated in 23 IAC 226.210(6), special education teacher, other special education staff and student as appropriate, to the IEP conference.~~
- ~~3. The instructional supervisor of special education and the case manager shall develop a proposed IEP for consideration by team members in advance of the IEP conference.~~
- ~~4. The participants of the IEP conference shall finalize the IEP during the IEP conference.~~

Section C – Review IEP Conferences

- ~~1. By the end of the school year, the special education staff and the instructional supervisor of special education shall provide each special education student's parent(s) an opportunity to participate in an IEP review conference. The student may be invited, if appropriate.~~
- ~~2. By the end of the school year, the special education staff and the instructional supervisor of special education shall review and revise, when appropriate, the IEP for each continuing special education student.~~
- ~~3. The participants of the IEP review conference shall finalize any revisions during the IEP conference. The IEP shall be signed & dated by all participants.~~

Section C – Review IEP Conferences (continued)

4. ~~The special education staff and the instructional supervisor of special education shall describe in the IEP for third year, fourth year, and continuing students, the level of student performance necessary for graduation.~~
5. ~~The parent(s) shall be provided a copy of the IEP.~~
6. ~~By the end of January, the special education staff and the instructional supervisor of special education shall meet, and shall recommend either graduation, or retention for fourth year special education students.~~

Section D – Retention

1. ~~By the end of February, the special education staff and the instructional supervisor of special education shall meet with the parents of fourth year special education students who have been recommended for retention, and together, they shall revise the IEP to indicate the level of student performance necessary for graduation at the end of the fifth year. The IEP shall be signed and dated by the all participants.~~
2. ~~The instructional supervisor of special education shall provide a copy of the IEP to the parent(s).~~
3. ~~Should the parent(s) disagree with the decision of the special education staff relative to his/her (their) child's graduation status, the parent(s) may appeal through the normal due process procedure.~~

Section E – Graduation

1. ~~At least one year prior to a student's anticipated graduation, both the parent and the student shall receive written notification in conformance with 23 Illinois Administrative Code that eligibility for public school special education services ends following the granting of a diploma and that the parent (or the student if parent rights have transferred to the student under 23 Illinois Administrative Code) may request a review of the recommendation for graduation.~~

~~By the end of February of the school year of anticipated graduation, the special education staff instructors and the instructional supervisor of special education shall meet with the parents of special education students or students if parent rights have transferred, who have been recommended for graduation and shall again advise the parent(s) (or students) in writing, that by issuing a diploma, Glenbrook terminates its educational responsibilities to their child (34 CFR 300.122(a) (3)).~~

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2. — Should the parent(s) or student if parent rights have transferred, accept the graduation recommendation, the instructional supervisor of special education shall advise the parent(s) (or student) of District #225's graduation procedures.

3. — Should the parent(s) or student if parent rights have transferred, disagree with the decision of the special education staff relative to his/her (their) child's graduation status, the parent(s) (or student), may appeal through the normal due process procedure.

Revised: May 29, 2001