

PROCEDURES FOR IMPLEMENTING BOARD POLICY:

ITINERANT INSTRUCTION

FOR SPECIAL
6:122

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Section A - Introduction

Should a student's exceptional characteristics restrict or prohibit school attendance, District 225 may provide the student with itinerant instruction.

Section B - Referral

1. Examples of circumstances under which itinerant instruction is appropriate include but are not limited to the following:
 - 1) An interim program while private school arrangements are being processed.
 - 2) An alternative program when neither private nor public school enrollment is possible.
 - 3) An interim program when severe acting out or school phobia preclude in-school participation for a program of the school year.
2. Any individual listed below may request a multidisciplinary case review to consider itinerant placement for a District 225 exceptional student who is experiencing extreme school difficulty.
 - 1) District 225 personnel
 - 2) Community service agent
 - 3) Parent
 - 4) Guardian
 - 5) The student
 - 6) Illinois Office of Education
 - 7) Others having knowledge of the student's problem
3. Referrals for students who are currently enrolled in District 225 shall be made to the student's guidance counselor.
4. Referrals for students who are eligible to enroll in District 225 but who are not currently enrolled shall be made to the director of special education.
5. Upon receiving the request, the guidance counselor (students who are enrolled), or the director of special education (students who are not enrolled) shall complete a preliminary investigation which shall include the following:
 - 1) Perusal of a case study evaluation
 - 2) Conference with instructors
 - 3) Conference with the referring individual
 - 4) Conference with the parent

6. Upon completing the preliminary investigation the student's guidance counselor may solve the problem by modifying the student's daily schedule or make other appropriate recommendations designed to resolve the problem.
7. Should the guidance counselor or director of special education be unable to resolve the problem, the guidance counselor or director of special education shall refer the case to the Student Review Board for a multidisciplinary case review. (See Procedures for Implementing Board Policy: Section E Programs for Students With Disabilities (IDD).

Section C - Placement

1. Should the Student Review Board recommend itinerant instruction, the chairperson of the Student Review Board shall provide to the parent a copy of the Student Review Board report and the director of special education shall confer with the parent regarding the recommendation.
2. Should the parent accept the recommendation, the director of special education shall arrange the itinerant instruction.
3. Should the parent fail to accept the Student Review Board's recommendation for itinerant instruction, the director of special education shall explain to the parent impartial due process procedures. (See Procedures for Implementing Board Policy: Programs for Students With Disabilities (7110).
4. Should the parent request an impartial due process hearing, the child's program shall not be changed until the hearing is complete unless the child is considered a danger to others, school property or him/herself.
5. Should the child be considered a danger to others, school property or him/herself, the director of special education shall implement itinerant instruction until the due process hearing procedures are finished.

Adopted: 1977

Revised: May 29, 2001