

SHILOH COMMUNITY UNIT SCHOOL DISTRICT #1
SCHOOL BOARD POLICY MANUAL
TABLE OF CONTENTS
SECTION 6 - INSTRUCTION

Philosophy and Goals

- 6:10 Educational Philosophy and Objectives
- 6:15 School Accountability

Educational Calendar and Organization

- 6:20 School Year Calendar and Day
- 6:30 Organization of Instruction

Curriculum

- 6:40 Curriculum Development
- 6:50 School Wellness
- 6:60 Curriculum Content
- 6:65 Student Social and Emotional Development
- 6:70 Teaching About Religions
- 6:80 Teaching About Controversial Issues
- 6:90 **OPEN**
- 6:100 Using Animals in the Educational Program

Special Programs

- 6:110 Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program
- 6:120 Education of Children with Disabilities
 - 6:120-AP2 Administrative Procedure – Access to Classrooms and Personnel
 - 6:120-AP2, E1 Exhibit – Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes
 - 6:120-AP3 Administrative Procedure – Service Animal Access Request
 - 6:120-AP3, E1 Exhibit – Request for a Service Animal to Accompany Student in School Facilities
 - 6:120E Exhibit – Notice to Parents/Guardians Regarding Section 504 Rights
- 6:130 Program for the Gifted
- 6:140 Education of Homeless Children
 - 6:140-AP Administrative Procedure – Education of Homeless Children
- 6:145 Migrant Students
- 6:150 Home and Hospital Instruction
- 6:160 English Language Learners

- 6:170 Title I Programs
- 6:180 Extended Instructional Programs
- 6:185 Remote Educational Program
- 6:190 Extracurricular and Co-Curricular Activities

Instructional Resources

- 6:200 **OPEN**
- 6:210 Instructional Materials
- 6:220 **OPEN**
- 6:230 Library Media Program
- 6:235 Access to Electronic Networks
- 6:240 Field Trips
- 6:250 Community Resource Persons and Volunteers
- 6:255 Assemblies and Ceremonies
- 6:260 Complaints About Curriculum, Instructional Materials, and Programs
- 6:260-E Exhibit – Curriculum Objection

Guidance and Counseling

- 6:270 Guidance and Counseling Program

Achievement

- 6:280 Grading and Promotion
 - 6:280-AP Administrative Procedure – Evaluating and Reporting Student Achievement
- 6:290 Homework
- 6:300 Graduation Requirements
 - 6:300-E2 Exhibit – State Law Graduation Requirements
- 6:310 Credit For Alternative Courses and Programs, and Course Substitutions
- 6:320 High School Credit For Proficiency
- 6:330 Achievement and Awards
- 6:340 Student Testing and Assessment Program

Instruction

Educational Philosophy and Objectives

The District's educational program will seek to provide an opportunity for each child to develop to his or her maximum potential. The objectives for the educational program are:

1. Foster students' self-discovery, self-awareness, and self-discipline.
2. Develop students' awareness of and appreciation for cultural diversity.
3. Stimulate students' intellectual curiosity and growth.
4. Provide students' with fundamental career concepts and skills.
5. Help students' develop sensitivity to the needs and values of others and a respect for individual and group differences.
6. Help each student strive for excellence and instill a desire to reach the limit of his or her potential.
7. Encourage students to become life long learners.
8. Provide an educational climate and culture free of bias concerning the protected classifications identified in policy 7:10, *Equal Educational Opportunities*.

In order for the School Board to monitor whether the educational program is attaining these objectives and to be knowledgeable of current and future resource needs, the Superintendent shall prepare an annual report that includes:

1. A review and evaluation of the present curriculum.
2. A projection of curriculum and resource needs.
3. An evaluation of, and plan to eliminate, any bias in the curriculum or instructional materials and methods concerning the classifications referred to in item 8, above.
4. Any plan for new or revised instructional program implementation.
5. A review of present and future facility needs.

CROSS REF.: 1:30 (School District Philosophy), 3:10 (Goals and Objectives), 6:15 School Accountability, 7:10 (Equal Educational Opportunities)

ADOPTED: May 15, 2000

AMENDED: April 19, 2010

Instruction

School Accountability

According to the Illinois General Assembly, the primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose, the State Board of Education prepared State Goals for Learning with accompanying Illinois Learning Standards.

The School Board gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

Quality Assurance

The Board continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State statute and State Board of Education rules, and continuously keep the Board informed:

1. Prepare each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's continuous school improvement.
2. If applicable, implement a No Child Left Behind Act plan, including the completion of the NCLB Consolidated Application, and seek Board approval where necessary or advisable.
3. Continuously assess whether the District and its schools are making adequate yearly progress as defined by State law.
4. If applicable, develop District and School Improvement Plans, present them for Board approval, submit them to the State Superintendent for verification, and supervise their implementation. If applicable, develop a restructuring plan for any school that remains on academic watch status after a fifth annual calculation.
5. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law.

School Choice for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring

This section applies to only those students enrolled in a school identified by the Board for school improvement, corrective action, or restructuring as defined by federal law. Those students may transfer to another public school within the District, if any, that has not been so identified. If there are no District schools available into which a student may transfer, the Superintendent or designee shall, to the extent practicable, establish a cooperative agreement with other districts in the area. A student who transfers to another school under this policy may remain at that school until the student completes the highest grade at that school. The District shall provide transportation only until the end of the school year in which the transferring school ceases to be identified for school improvement or subject to corrective action or restructuring. All transfers and notices provided to parents/guardians and transfer requests are governed by State and federal law.

Students from low-income families shall be provided supplemental educational services as provided in federal law if they attend any District school that: (1) failed to make adequate yearly progress for 3 consecutive years, or (2) is subject to corrective action or restructuring.

LEGAL REF.: No Child Left Behind Act, §1116, 20 U.S.C. §6316
34 C.F.R. §§200.32, 200.33, 200.42, and 200.43
105 ILCS 5/2-3.25d, 5/2-3.63, 5/2-3.64, 5/10-21.3a, and 5/27-1.
23 Ill. Admin. Code Part I, Subpart A: Recognition Requirements.

CROSS REF.: 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program), 7:10
Equal Educational Opportunities)

ADOPTED: May 15, 2000

AMENDED: July 19, 2004
October 19, 2009
April 19, 2010

Instruction

School Year Calendar and Day

Please refer to the current “Collective Bargaining Agreement Between Community Unit School District #1 and the C.U.S.D. #1 Education Association, IEA-NEA”

School Calendar

The School Board, upon the Superintendent’s recommendation and subject to State regulations, annually establishes the dates for opening and closing classes, teacher institutes and in-services, the length and dates of vacations, and the days designated as legal school holidays. The school calendar shall have a minimum of 185 days to ensure 176 days of actual student attendance.

Commemorative Holidays

The teachers and students shall devote a portion of the school day on each commemorative holiday designated in The School Code to study and honor the commemorated person or occasion. The Board may, from time to time, designate a regular school day as a commemorative holiday.

School Day

The Board establishes the length of the school day with the recommendation of the Superintendent and subject to State law requirements. The Superintendent or designee shall ensure that observances required by State law are followed during each day of school attendance.

LEGAL REF.: 105 ILCS 5/10-19, 5/10-24.46, 5/18-8.05, 5/18-12, 5/18-12.5, 5/24-2, 5/27-3, 5/27-18, 5/27-19, 5/27-20, 5/27-20.1, 5/27-20.2 and 20/1.

23 Ill. Admin. Code §1.420(f).

Metzl v. Leininger, 850 F. Supp. 740 (N.D. Ill. 1994), *aff’d* by 57 F.3d 618 (7th Cir. 1995).

CROSS REF.: 2:20 (Powers and Duties of the School Board), 5:200 (Terms and Conditions of Employment and Dismissal), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 6:60 (Curriculum Content), 6:70 (Teaching About Religions), 7:90 (Release During School Hours)

ADOPTED: May 15, 2000

AMENDED: July 19, 2004

April 18, 2005

January 22, 2008

August 18, 2008

April 19, 2010

May 16, 2011

Instruction

Organization of Instruction

The School District has instructional levels for grades kindergarten through twelve. The Superintendent shall annually present to the School Board a plan for organizing instructional levels and assigning them to school facilities in order to:

1. Support the District's educational program,
2. Maximize facility usage without undue overcrowding, and
3. Provide substantially comparable instructional programs across the District.

Students, for instructional purposes, may be placed in groups within a school that do not necessarily follow grade level designations. For purposes of attendance reporting and other records, however, each student is assigned a grade-level placement.

Kindergarten

The District maintains a full-day kindergarten with an instructional program that fulfills the District's curriculum goals and objectives and the requirements of the State law.

LEGAL REF.: 105 ILCS 5/10-20.19a, 5/10-20.37, and 5/10-22.18.
23 Ill.Admin.Code §1.420.

CROSS REF.: 6:40 (Curriculum Development), 6:170 (Title I Programs), 7:30 (Student Assignment), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students)

ADOPTED: May 15, 2000

AMENDED: November 20, 2006
April 19, 2010

Instruction

Curriculum Development

Adoption

The Superintendent shall recommend a comprehensive curriculum that is aligned with:

1. The District's educational philosophy and goals,
2. Student needs as identified by research, demographics, and student achievement and other data,
3. The knowledge, skills, and abilities required for students to become life-long learners,
4. The minimum requirements of State and federal law and regulations for curriculum and graduation requirements,
5. The curriculum of non-District schools that feed into or from a District school, provided that the necessary cooperation and information is available,
6. The Illinois State Learning Standards and any District learning standards, and
7. Any required State or federal student testing.

The School Board will adopt, upon recommendation of the Superintendent, a curriculum that meets the above criteria.

Experimental Educational Programs and Pilot Projects

The Superintendent may recommend experimental educational programs and/or pilot projects for Board consideration. Proposals must include goals, anticipated expenses, and an evaluation process. The Superintendent shall submit to the Board periodic progress reports for programs that exceed one year in duration and a final evaluation with recommendation upon the program's completion.

Single-Gender Classes and Activities

The Superintendent may recommend a program of nonvocational single-gender classes and/or activities to provide diverse educational opportunities and/or meet students' identified educational needs. Participation in the classes or activities must be voluntary, both genders must be treated with substantial equality, and the program must otherwise comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*. The Superintendent must periodically evaluate any single-gender class or activity to ensure that: (1) it does not rely on overly broad generalizations about the different talents, capabilities, or preferences of either gender, and (2) it continues to comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*.

Development

The Superintendent shall develop a curriculum review program to monitor the current curriculum and promptly suggest changes to make the curriculum more effective, to take advantage of improved teaching methods and materials, and to be responsive to social change, technological developments, student needs, and community expectations.

The Superintendent shall report to the Board as appropriate, the curriculum review program's efforts to:

1. Regularly evaluate the curriculum and instructional program.
2. Ensure the curriculum continues to meet the stated adoption criteria.
3. Include input from a cross-section of teachers, administrators, parents/guardians, and students, representing all schools, grade levels, disciplines, and specialized and alternative programs.

4. Coordinate with the process for evaluating the instructional program and materials.

Curriculum Guides and Course Outlines

The Superintendent shall develop and provide subject area curriculum guides to appropriate staff members.

LEGAL REF.: 34 C.F.R. Part 106
105 ILCS 5/10-20.8 and 5/10-19.

CROSS REF.: 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:70 (Teaching About Religions), 6:80 (Teaching About Controversial Issues), 6:100 (Experiments Upon or Dissection of Using Animals in the Educational Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:130 (Program for the Gifted), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:150 (Home and Hospital Instruction), 6:160 (English Language Learners), 6:170 (Title I Programs), 6:180 (Extended Instructional Programs), 7:15 (Student and Family Privacy Rights)

ADOPTED: May 15, 2000

AMENDED: October 15, 2007
April 19, 2010

Instruction

School Wellness

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004.

Goals for Nutrition Education

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive health education curriculum. See Board policy 6:60, *Curriculum Content*.

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. See Board policy 6:60, *Curriculum Content*.
- During the school day all students will be required to engage in a daily physical education course, unless otherwise exempted. See Board policy 6:60, *Curriculum Content*.
- The curriculum will be consistent with and incorporate relevant Illinois Learning Standards for Physical Development and Health as established by the Illinois State Board of Education.

Nutrition Guidelines for Foods Available in Schools During the School Day

Students will be offered and schools will promote nutritious food and beverage choices consistent with the current Dietary Guidelines for Americans and Food Guidance System published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall control food sales that compete with the District's non-profit food service in compliance with the Child Nutrition Act. Food service rules shall restrict the sale of foods of minimal nutritional value, as defined by the U.S. Department of Agriculture, in the food service areas during the meal periods and comply with all applicable rules of the Illinois State Board of Education.

Guidelines for Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

Monitoring

The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy.

Community Input

The Superintendent or designee will invite suggestions and comments concerning the development, implementation, and improvement of the school wellness policy from community members, including parents, students, and representatives of the school food authority, school administrators, and the public.

LEGAL REF: Child Nutrition and WIC Reauthorization Act of 2004, PL 108-265, Sec. 204.
Child Nutrition Act of 1996, 42 U.S.C. §1771 et seq.
National School Lunch Act, 42 U.S.C. §1758.
42 U.S.C. §1779, as implemented by 7 C.F.R. §210.11
105 ILCS 5/2-3.39.
23 Ill. Admin. Code Part 305, Food Program.
ISBE's "School Wellness Policy" Goal, adopted Oct. 2007

CROSS REF: 4:120 (Food Services)

ADOPTED: April 18, 2006

AMENDED: April 19, 2010
May 16, 2011

Instruction

Curriculum Content

The curriculum shall contain instruction on subjects required by State statute or regulation as follows:

1. In kindergarten through Grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention.

In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive course, (c) science, (d) mathematics, (e) social studies including U.S. history, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) vocational education..

Students otherwise eligible to take a driver education course must receive a passing grade in at least 8 courses during the previous 2 semesters before enrolling in the course. The Superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest. The course shall include classroom instruction on distracted driving as a major traffic safety issue. Automobile safety instruction covering traffic regulations and highway safety must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle. The eligibility requirements contained in State law for the receipt of a certificate of completion from the Secretary of State shall be provided to students in writing at the time of their registration.

3. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.
4. In grades 4 through 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.
5. In grades 3 or above, the curriculum contains a unit on Internet safety, the scope of which shall be determined by the Superintendent or designee.
6. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship, in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage.
7. In all schools, citizenship values must be taught, including: (a) patriotism, (b) democratic principles of freedom, justice, and equality; (c) proper use and display of the American flag; (d) the Pledge of Allegiance, and (e) the voting process.
8. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage daily during the school day in a physical education course. For exemptions and substitutions, see 6:310, *Credit for Alternative Courses and Programs, and Course Substitution*, and 7:260, *Exemption from Physical Activity*.
9. In all schools, health education must be stressed including: (a) proper nutrition; (b) physical fitness; (c) components necessary to develop a sound mind in a healthy body; and (d) dangers

and avoidance of abduction. The Superintendent shall implement a comprehensive health education program in accordance with State law.

10. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.
11. In grades 9 through 12, consumer education must be taught, including: financial literacy; installment purchasing; budgeting; savings, and investing; banking; simple contracts; income taxes; personal insurance policies; the comparison of prices; homeownership; and the roles of consumers interacting with agriculture, business, labor unions, and government in formulating and achieving the goals of the mixed free enterprise system.
12. In all schools, conservation of natural resources must be taught, including: (a) home ecology; (b) endangered species; (c) threats to the environment; and (d) the importance of the environment to life as we know it.
13. In all schools, United States history must be taught, including: (a) the principles of representative government, (b) the Constitution of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, and (e) the role and contributions of ethnic groups, including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics, (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State.

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.
14. In grade 7 and all high school courses concerning U.S. history or a combination of U.S. history and American government, students must review a Congressional medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.
15. In all schools, the curriculum includes a unit of instruction on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945. Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
16. In all schools, the curriculum includes a unit of instruction on the history, struggles, and contributions of women.
17. In all schools, the curriculum includes a unit of instruction on Black History, including the history of the African slave trade, slavery in America, and the vestiges of slavery in this country, as well as the struggles and contributions of African-Americans.
18. In all schools offering a secondary agriculture education program, the curriculum includes courses as required by 105 ILCS 5/2-3.80.
19. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.

LEGAL REF.: 5 ILCS 465/3 and 465/3a.
20 ILCS 2605/2605-480.
Public Law 108-447, Section 111 of Division J.
105 ILCS 5/27-3.80(e) and (f), 5/27-3, 5/27-3.5, 5/27-5, 5/27-6, 5/27-7, 5/27-12,
5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-21, 5/27-22,
5/27-23, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-24.2, 435/, and 110/3.
625 ILCS 5/6-408.5.
23 Ill.Admin.Code §§1.420,1.430, and 1.440.

CROSS REF.: 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70
(Teaching About Religions), 7:190 (Student Discipline), 7:260 (Exemption from
Physical Activity)

ADOPTED: May 15, 2000

AMENDED: July 19, 2004
November 21, 2005
January 16, 2007
January 22, 2008
April 19, 2010
May 16, 2011

Instruction

Administrative Procedure - Comprehensive Health Education Program

The major educational areas of the District's comprehensive health education program are described below:

1. In all elementary and secondary schools the health program shall include human ecology and health; human growth and development; the emotional, psychological, physiological, hygienic, and social responsibilities of family life (including sexual abstinence until marriage); prevention and control of disease, and course material and instruction to advise students of the Abandoned Newborn Infant Protection Act. The program shall include information about cancer, including without limitation, types of cancer, signs and symptoms, risk factors, the importance of early prevention and detection, and information on where to go for help.
2. The grades 6-12 health program shall include the prevention, transmission and spread of AIDS; public and environmental health; consumer health; safety education and disaster survival; mental health and illness; personal health habits; alcohol and drug use and abuse (including the medical and legal ramifications of alcohol, drug, and tobacco use and abuse during pregnancy); sexual abstinence until marriage; tobacco; nutrition; and dental health. Secondary schools shall include sexual assault awareness.
3. The following areas may also be included as in the curricula: basic first aid (including cardiopulmonary resuscitation and the Heimlich maneuver); heart disease; diabetes; stroke; the prevention of child abuse, neglect, and suicide; and teen dating violence in grades 8 through 12.
4. In grades 5-12, the health program shall include instruction on alcohol and drug use and abuse, including the consequences of drug and substance abuse.
5. In grades K-8, students should be provided with age-appropriate information about the dangers of drug abuse. The District's educational program shall offer drug education units that are integrated into the curricula and are designed to promote effective methods for the prevention and avoidance of drug and substance abuse.
6. In grades 7-12, the program shall include the prevention of abuse of anabolic steroids. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students participating in these programs.
7. The family life and sex education program shall be developed in a sequential pattern and related in depth and scope to the students' physical, emotional, and intellectual maturity level. Family life courses offered in grades 6-12, shall include information regarding the alternatives to abortion and information regarding the prevention, transmission, and spread of AIDS. Course content shall be age-appropriate.

Class sessions which deal exclusively with human sexuality may be conducted separately for males and females.
8. The health program in grades K-8 shall include annual instruction on the danger of and how to avoid abduction as part of the District's regular curriculum. Students shall be given, as appropriate, information on child sexual abuse.

9. Students shall be provided parenting education in grades 6-12.
10. Students shall be provided safety education in all grades.
11. All students shall receive age-appropriate instruction on motor vehicle safety and litter control.
12. Students in grades 9 or 10 shall receive instruction on donations and transplants of organs/tissue and blood.

No student shall be required to take or participate in any class or course on AIDS, family life instruction, sex abuse, or organ/tissue transplantation, if his or her parent/guardian submits a written objection to the Building Principal. Parents/guardians of students in grades kindergarten through 8 shall be given at least 5 days written notice before instruction on avoiding sex abuse begins. Refusal to take or participate in any such course or program shall not be reason for disciplinary action or academic penalty.

Parents/guardians shall be provided the opportunity to preview all print and non-print materials used for instructional purposes.

LEGAL REF.: 105 ILCS 5/27-9.1, 5/27-9.2, 5/27-13.2, 5/27-17, 5/27-23, 5/27-23.1, 5/27-23.3, 5/27-23.5, 5/27-26, and 110/3.

ADOPTED: May 16, 2011

Instruction

Student Social and Emotional Development

Student social and emotional development shall be incorporated in the District's educational program and shall be consistent with the social and emotional development standards to be contained in the Illinois Learning Standards. The objectives for addressing the needs of students for social and emotional development through the educational programs are to:

1. Enhance students' school readiness, academic success, and use of good citizenship skills;
2. Foster a safe, supportive learning environment where students feel respected and valued;
3. Teach social and emotional skills to all students;
4. Partner with families and the community to promote students' social and emotional development; and
5. Prevent or minimize mental health problems in students.

LEGAL REF.: Children's Mental Health Act of 2003, 405 ILCS 49/1 et seq.

CROSS REF.: 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations, Immunizations, and Exclusion of Students), 7:250 (Student Support Services)

ADOPTED: September 20, 2004

AMENDED: April 19, 2010

Instruction

Teaching About Religions

The School District's curriculum may include the study of religions as they relate to geography, history, culture, and the development of various ethnic groups. The study of religions shall give neither preferential nor derogatory treatment to any single religious belief or to religion in general. The study of religions shall be treated as an academic subject with no emphasis on the advancement or practice of religion.

LEGAL REF.: School District of Abington Twp v. Schempp, 374 U.S. 203 (1963).
Allegheny County v. ACLU Pittsburgh Chapter, 492 U.S. 573, 109 S.Ct. 3086, 106 L.Ed.2d 472 (1989).

CROSS REF.: 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:255 (Assemblies and Ceremonies)

ADOPTED: May 15, 2000

AMENDED: November 20, 2006
April 19, 2010

Instruction

Teaching About Controversial Issues

The Superintendent shall ensure that all school-sponsored presentations and discussions of controversial or sensitive topics in the instructional program, including those made by guest speakers, are:

- Age-appropriate. Proper decorum, considering the students' ages, should be followed.
- Consistent with the curriculum and serve an educational purpose.
- Informative and present a balanced view.
- Respectful of the rights and opinions of everyone. Emotional criticisms and hurtful sarcasm should be avoided.
- Not tolerant of profanity or slander. Disruptive conduct is prohibited and may subject a student to discipline.

The District specifically reserves its right to stop any school-sponsored activity that it determines violates this policy, is harmful to the District or the students, or violates State or federal law.

CROSS REF.: 6:40 (Curriculum Development, 6:255 (Assemblies and Ceremonies)

ADOPTED: May 15, 2000

AMENDED: November 20, 2006

April 19, 2010

Instruction

Using Animals in the Educational Program

Animals may be brought into school facilities for educational purposes according to procedures developed by the Superintendent assuring: (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety are permissible. The dissection of dead animals or parts of dead animals shall be allowed in the classroom only when the dissection exercise contributes to or is a part of an illustration of pertinent study materials. All dissection of animals shall be confined to the classroom and must comply with The School Code.

Students who object to performing, participating in, or observing the dissections of animals are excused from classroom attendance without penalty during times when such activities are taking place. No student will be penalized or disciplined for refusing to perform, participate in, or observe a dissection. The Superintendent or designee shall inform students of: (1) their right to refrain from performing, participating in, or observing dissection, and (2) which courses contain a dissection unit and which of those courses offers an alternative project.

LEGAL REF.: 105 ILCS 5/2-3.122, 5/27-14, and 112/1 et seq.

CROSS REF.: 6:40 (Curriculum Development)

ADOPTED: May 15, 2000

AMENDED: May 15, 2006

April 19, 2010

Instruction

Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program

The Superintendent or designee shall develop, maintain, and supervise a program for students at risk of academic failure or dropping out of school. The program shall include education and support services addressing individual learning styles, career development, and social needs, and may include:

- Parent-teacher conferences
- Counseling services by social workers and/or guidance counselors
- Counseling services by psychologists
- Psychological testing
- Truants' alternative and optional educational programs
- Alternative school placement
- Community agency services
- Alternative learning opportunities program, in conformity with the Alternative Learning Opportunities Law, as it may be amended from time-to-time
- Graduation incentives program
- Illinois Hope and Opportunity Pathways through Education (IHOPE) Program

Any student who is below the age of 20 years is eligible to enroll in a graduation incentives program if he or she:

1. Is considered a dropout according to State law;
2. Has been suspended or expelled
3. Is pregnant or is a parent;
4. Has been assessed as chemically dependent; or
5. Is enrolled in a bilingual education or LEP program.

Illinois Hope and Opportunity Pathways through Education (IHOPE) Program

The Superintendent or designee shall develop the required partnerships necessary to build a comprehensive plan to re-enroll high school dropouts in the District through the IHOPE Program. The IHOPE Program shall include all components required by State law and regulations. Any student who wishes to earn a high school diploma must meet the prerequisites to receiving a high school diploma in policy 6:300, *Graduation Requirements*.

LEGAL REF.: 105 ILCS 5/2-3.41, 5/2-3.66, 5/2-3.66b, 5/13B-1 et. seq., 5/26-2a, 5/26-13, and 5/26-16.
23 Ill.Admin.Code Part 210

CROSS REF.: 6:300 (Graduation Requirements), 7:70 (Attendance and Truancy)

ADOPTED: May 15, 2000

AMENDED: September 19, 2005
April 19, 2010
April 18, 2011

Instruction

Education of Children with Disabilities

The School District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of The School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term “children with disabilities,” as used in this policy, means children between ages 3 and 21 (inclusive) for whom it is determined, through definitions and procedures described in the Illinois State Board of Education’s *Special Education* rules, that special education services are needed.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's *Special Education* rules. For those students who are not eligible for services under IDEA, but, because of a disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parents/guardians to examine relevant records, an impartial hearing with opportunity for participation by the student's parents/guardians, and representation by counsel, and a review procedure.

The District may maintain membership in one or more cooperative associations of school districts which shall assist the School District in fulfilling its obligations to the District's disabled students.

If necessary, students may also be placed in nonpublic school education programs or education facilities.

LEGAL REF.: 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.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.
105 ILCS 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02a.
23 Ill. Admin. Code Part §226.

CROSS REF.: 2:150 (Committees), 7:230 (Misconduct by Students with Disabilities)

ADOPTED: May 15, 2000

AMENDED: January 21, 2002
November 19, 2007
November 17, 2008
April 19, 2010

Instruction

Administrative Procedure - Access to Classrooms and Personnel

Access to classrooms and personnel is permitted in limited situations by Section 105 ILCS 5/14-8.02(g-5), amended by P.A. 96-657. Guidelines follow:

1. These guidelines apply to access requested by the parent/guardian of a student receiving special education services or being evaluated for eligibility, an independent educational evaluator, or a qualified professional retained by or on behalf of a parent/guardian or child. A *qualified professional* means “an individual who holds credentials to evaluate the child in the domain or domains for which an evaluation is sought or an intern working under the direct supervision of a qualified professional, including a master’s or doctoral degree candidate.” These individuals are referred to in this procedure as *visitors*.
2. Visitors will be afforded reasonable access to educational facilities, personnel, classrooms, and buildings and to the child. To minimize disruption, reasonable access means that the parent(s)/guardian(s) or qualified professional retained by or on behalf of a parent/guardian or child is allowed access once per school quarter for up to one hour or one class period. A visitor may request the authorized administrator to grant longer or additional observations based on individual circumstances and provide any supporting documentation in support of such a request. A professional evaluator can request longer or additional observations in his or her initial request. The administrator may grant, deny, or modify the request, and the administrator’s decision shall be final.
3. Visitors must comply with:
 - a. School safety, security, and visitation policies at all times.
 - b. Applicable privacy laws, including those laws protecting the confidentiality of education records such as the federal Family Educational Rights and Privacy Act and the Illinois School Student Records Act.
 - c. Board policy 8:30, *Visitors to and Conduct on School Property*. Visitors may not disrupt the educational process.
4. If the visitor is a parent/guardian, he or she will be afforded reasonable access as described above for the purpose of:
 - a. Observing his or her child in the child’s current educational placement, services, or program, or
 - b. Visiting an educational placement or program proposed for the child by the IEP team.
5. If the visitor is an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child, he or she must be afforded reasonable access of sufficient duration and scope for the purpose of conducting an evaluation of the child, the child’s performance, the child’s current educational program, placement, services, or environment, or any educational program, placement, services, or environment proposed for the child, including interviews of educational personnel, child observations, assessments, tests, or assessments of the child’s educational program, services, or placement or of any educational

program proposed by the IEP team, services, or placement. If one or more interviews of school personnel are part of the evaluation, the interviews must be conducted at a mutually agreed upon time, date, and place that do not interfere with the school employee's school duties. The Building Principal or designee may limit interviews to personnel having information relevant to the child's current educational services, program, or placement or to a proposed educational service, program, or placement.

6. Prior to visiting a school, school building, or school facility, a visitor must complete 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*. This form serves to:
 - a. Inform the Building Principal or designee in writing of the proposed visit(s), the purpose, and the duration, and
 - b. Identify requested dates/times for the visit(s) to facilitate scheduling.
7. The student's parent/guardian must consent in writing to the student being interviewed by the named evaluator as part of a visit. The parent/guardian will grant this consent by completing 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*.
8. The student's parent/guardian, or the student, if he or she is over the age of 18, must execute an Authorization to Release Student Record Information before an independent educational evaluator or a qualified professional retained by or on behalf of a parent/guardian or child will be given access to student school records or to personnel who would likely release such records during discussions about the student. If a student is over the age of 12 and the records contain mental health and/or developmental disability information, the student must also be requested to sign the Authorization to Release information before any observation by or disclosure of school student records or information to a visitor.
9. The visitor must acknowledge, before the visit, that he or she is obligated to honor students' confidentiality rights and refrain from any re-disclosure of such records. The visitor will provide this acknowledgment and agreement by completing 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*.
10. The Building Principal or designee will attempt to arrange the visit(s) at times that are mutually agreeable. The Building Principal or designee will accompany any visitor for the duration of the visit, including during any interviews of staff members.
11. If the visitor is a professional retained by the parent/guardian, the visitor must provide identification and credentials before the visit.
12. This procedure applies to any public school facility, building, or program and to any facility, building, or program supported in whole or in part by public funds. The student's case manager or other District designee must facilitate such visit(s) when the student attends a program outside of the School District, such as at a private day program or residential program, provided it is supported in whole or in part by public funds.

Instruction

Exhibit - Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes

Student name: _____ DOB: _____

School attending: _____ Grade: _____

The following information must be completed by individuals requesting to access a school building, facility, and/or educational programs or to interview District personnel or the student named above for the purpose of assessing the student’s special education needs. Please complete this form and return it to the Building Principal or Program Director where the student is enrolled. He or she will contact you to coordinate your visit:

Parent/Guardian *(Complete this section if the person making the request is the parent/guardian.)*

Name: _____ Title: _____ Phone: _____

Address: _____

I am the parent/guardian of the above-named student and wish to observe my child in the following classroom/settings: _____
for the purpose of: _____

I am the parent/guardian of the above-named student and wish to observe the following classroom/settings which have been recommended for my child: _____

for the purpose of: _____

Observations are limited to one hour or one class period per school quarter.

Parent’s Independent Evaluator or Other Qualified Professional *(Complete this section if the person making the request is not the parent/guardian.)*

Name: _____ Agency/Company: _____

Phone: _____ Email address: _____

Address: _____

My professional training and/or licensure or certification, if applicable, is (check all that apply):

- Teacher, certified in the areas of: _____ Illinois certified?
 Y N
- Clinical Psychologist
- Licensed Clinical Social Worker
- School Social Worker
- Physical Therapist
- Audiologist
- Registered Nurse
- Other qualified professional (list credentials): _____
- School Psychologist
- Licensed Social Worker
- Occupational Therapist
- Speech/Language Pathologist
- Psychiatrist
- Certified School Nurse

I have been requested by the above named student’s parent/guardian to conduct an evaluation of the student for the purpose of: _____

As part of this evaluation, I am requesting the following for the length of time noted (check all that apply):

- Observation of student in the following classroom(s)/setting(s): _____
 _____ Duration: _____
- Opportunity to interview the following personnel believed to work with the student: _____
 _____ Duration: _____
- Opportunity to interview the student.
- I will need more than one hour or one class period for my visit for the following reason(s): ____

- Student records, as noted in the attached, signed Authorization to Release Student Record Information.

Acknowledgement *(To be completed by the person making the access request.)*

I understand that the School District will allow me reasonable access to the school, school facilities, or educational programs or individual(s) I have requested as related to the purpose of my visit. I have been provided with a copy of 6:120-AP2, *Access to Classrooms and Personnel*, and agree to comply with its terms and conditions. I further understand that during my visit, I must honor all students' confidentiality rights and refrain from any re-disclosure of such records.

 Individual Requesting Access Signature

 Date

Parent/Guardian Verification *(Must be completed whenever an independent evaluator or other qualified professional requests access.)*

I, _____, am the parent/guardian of the above-named student, and I confirm that I have requested an evaluation of my child by the individual named herein, for the stated purpose(s). If requested above, I consent to my child being interviewed by the named evaluator as part of this visit understanding that the District has not conducted a background check on the evaluator. I have no reason to believe the evaluator poses a safety risk to my child or others. I further understand and agree that it is my responsibility to notify the School District in writing if I end my working relationship with the named evaluator prior to the completion of the tasks outlined herein and that the School District otherwise will work with the evaluator to provide reasonable access to the school, school building, school facility, personnel, or my child at mutually agreed upon times and in a manner that is least disruptive to the school setting or my child's academic program.

 Parent/Guardian Signature

 Date

ADOPTED: March 21, 2011

Instruction

Administrative Procedure - Service Animal Access Requests

A service animal that is individually trained to perform tasks for the benefit of a student with a disability is permitted to accompany that student to all school functions, whether in or outside the classroom. The student's right to have a service animal in the educational setting must be carefully balanced with the rights of other students who are equally entitled to receive educational benefits at the school. Use this procedure to evaluate and manage legal and practical issues when the District receives a request for a service animal to accompany a disabled student at school.

Definitions

Service Animal - An animal such as a guide dog, signal dog, or any other animal that is individually trained to perform tasks for the benefit of a student with a disability. 105 ILCS 5/14-6.02. While The School Code and the Americans with Disabilities Act both use the word *animal*, research identifies that dogs are the most commonly used service animals.

Adult Handler - The adult who has been trained to handle a service animal and has agreed to handle the service animal in the educational setting.

Actor	Action
Parent/Guardian	<p>Informs the School District of the need for a service animal to accompany their disabled child to school.</p> <p>Completes 6:120-AP3, E1, <i>Request for a Service Animal to Accompany a Student in School Facilities</i>.</p>
Superintendent or designee	<p>Discusses this procedure with the Building Principal, other appropriate administrative and special education staff, and the Board Attorney.</p> <p style="padding-left: 40px;">The Board Attorney will be a necessary participant in the District's efforts to manage the issues presented by a request for service animal access. The Superintendent may want to authorize the Building Principal to consult with the Board Attorney as needed.</p> <p>Contacts the District's insurance carrier(s) to assess appropriate coverage for issues involving service animals, including the adult handler.</p> <p>Consults with the Building Principal and Special Education Coordinator to determine whether the student has the right to be accompanied by a service animal.</p> <p style="padding-left: 40px;">105 ILCS 5/14-6.02 only grants students with a disability the right to bring a service animal to school.</p>
IEP and/or 504 Team	<p>For a student who is not already identified as disabled, follows the District's evaluation procedures for determining whether a student is a student with a disability within the meaning of IDEA or Section 504. See Board policy 6:120, <i>Education of Children with Disabilities</i>.</p>

Actor	Action
	<p>If a student does not qualify as a student with a disability, denies the service animal access request unless special circumstances exist and the Board Attorney advises that the request be granted.</p> <p>For a student with an IEP or Section 504 plan, or who qualifies for one, determines:</p> <ol style="list-style-type: none"> 1. Whether the service animal is a required <i>related service</i> to ensure the provision of a “free appropriate public education” (FAPE), and/or 2. Whether the service animal is an appropriate <i>reasonable accommodation</i> for the student’s disability. <p>Conditionally approves the request if the answer to either of the above questions is positive (i.e., determines that the service animal will perform tasks for the benefit of a student with a disability). The service animal will be allowed to accompany the student to school, provided the service animal meets the criteria in 6:120-AP3, E1, <i>Request for a Service Animal to Accompany a Student in School Facilities</i>.</p> <p>If the request is denied, notifies the parent/guardian in writing of the reasons for the denial and the right to appeal. Provides any required procedural safeguard notices. See 23 Ill.Admin.Code Part 226; Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Parts 104 and 300); and 6:120-AP1, E1, <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>.</p>
<p>Building Principal</p>	<p>When service animal access is allowed:</p> <p>Permits the service animal to accompany the student to school if: (1) the IEP and/or 504 Team determined that the service animal will perform tasks for the benefit of a student with a disability, and (2) all of the criteria are met in 6:120-AP3, E1, <i>Request for a Service Animal to Accompany a Student in School Facilities</i>.</p> <p>Ensures that the District conducts a criminal background check on the adult handler. See 6:250-AP, <i>Securing and Screening Resource Persons and Volunteers</i>, and 6:250-E, <i>Volunteer Information Form and Waiver of Liability</i>.</p> <p>The ADA regulation, 28 C.F.R. §35.130(f), and the Illinois White Cane Act, 775 ILCS 30/, both prohibit charging a disabled individual a deposit or a surcharge as a condition to allowing a service animal to accompany the disabled individual. Consult the Board Attorney about payment of any criminal background screening fees for an adult handler.</p> <p>Creates a plan with the student’s parent/guardian and the adult handler for:</p> <ol style="list-style-type: none"> 1. Integrating the animal into the classroom and school

Actor	Action
	<p>environment (assemblies, cafeteria, library, etc.), and</p> <ol style="list-style-type: none"> 2. Meeting the service animal’s basic needs during the school day. <p>Any plan depends on the individual student’s service animal arrangement, any management issues, and the schedules within each individual building. The school staff is not required to provide care or assistance except in special circumstances (see 28 C.F.R. Part 35, App.A). Consider addressing: where the animal will urinate and defecate, who disposes of the waste, where the animal drinks water, and who provides it, etc.</p> <p>Checks with the school nurse regarding any known allergies among students attending the school.</p> <p>Manages identified students’ competing educational interests by:</p> <ol style="list-style-type: none"> 1. Consulting the Board Attorney. 2. Minimizing contact between any allergic students and the service animal. 3. Creating a method to monitor identified competing educational interests between students. 4. Responding to future unidentified competing educational interests and managing them immediately. 5. Modifying any other conditions as the facts of the situation require. <p>See <u>Kalbfleisch ex rel. v. Columbia Community Unit School District</u>, Ill.App.3d 1105, for a discussion about the balancing of interests. Other helpful publications include:</p> <p>The U.S. Department of Education’s “Reasonable Accommodation Handbook,” Section C10, provides information about balancing competing interests in the context of a service animal’s presence in the work environment. It is available at: www2.ed.gov/policy/gen/leg/foia/acshbom3.pdf</p> <p>The Ill. Attorney General Office’s “Disability Rights Service Animals: A Guide for Illinois Businesses and Other Public Accommodations,” available at: www.illinoisattorneygeneral.gov/rights/servanimals.html.</p> <p>The U.S. Dept. of Justice’s “Commonly Asked Questions about Service Animals in Places of Business,” available at: www.ada.gov/qasrvc.htm.</p> <p>Facilitates the dissemination of accurate information about the presence of the service animal at school while respecting privacy rights.</p>

Actor	Action
	<p>Creates a joint communication from the Building Principal and the parent/guardian of the student using a service animal. The communication should inform other students and their parents/guardians about the placement of a service animal in their educational setting.</p> <p>Providing a joint communication allows the school to exchange the information needed to balance competing educational interests without violating federal or State laws that govern student records. See Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, and its implementing rules at 34 C.F.R. Part 99; Ill. School Student Records Act, 105 ILCS 10/, and its implementing rules at 23 Ill.Admin.Code Part 375. FERPA prohibits schools from disclosing personally identifiable information from students' education records without the consent of a parent or eligible student, unless an exception applies. See policy 7:340, <i>Student Records</i>.</p> <p>Prepares a list of answers to anticipated questions.</p> <p>Educates students, staff, and the community about the rights of students to use service animals in the school and the consequences for mistreatment of animals. See Humane Care of Animals Act (510 ILCS 70/4.03, 70/4.04, and 70/7.15 make it unlawful to meddle or tamper with a service dog or to tease, strike or mistreat one); White Cane Law (775 ILCS 30/3 makes it unlawful to interference with the rights of a disabled person); Guide Dog Access Act (720 ILCS 630/1 makes it unlawful to deny right of entry and use of facilities of any public place of accommodation).</p> <p>When a service animal arrives at school without notice:</p> <p>Requests the parent/guardian to retrieve the animal. Keeps the animal with the student until the parent/guardian removes the animal from school property.</p> <p>Informs school personnel that the animal may not be taken away from the student.</p> <p>Contacts animal control if the Principal or designee believes the animal may be dangerous or sick.</p> <p>Informs the parent/guardian upon retrieval of the animal of the requirements in this procedure.</p>

LEGAL REF.: 105 ILCS 5/14-6.02.
Humane Care for Animals Act, 510 ILCS 70/.
Guide Dog Access Act, 720 ILCS 630/.
Illinois White Cane Act, 775 ILCS 30/.
28 C.F.R. Part 35.
28 C.F.R. §36.104.
34 C.F.R. Parts 100 and 300.

ADOPTED: March 21, 2011

Instruction

Exhibit - Request for a Service Animal to Accompany a Student in School Facilities 1

This form identifies criteria to help the District minimize risks that a service animal poses to students, staff, and the educational environment. It is not based on speculation, stereotypes, or generalizations about students with disabilities. Each criterion includes guidelines and explanations with resources. A service animal that meets the criteria may accompany a student to all school functions in or outside the classroom.

Parent/guardian Complete this form and return it to the Building Principal. It will be used during the Individual Education Plan or Section 504 plan meeting.

Student name <i>(please print)</i>	DOB
School attending	Grade
Parent/Guardian name <i>(please print)</i>	Contact number
Animal owner's name <i>(if other than parent/guardian; please print)</i>	Contact number
Animal handler's name <i>(if other than owner's name; please print)</i>	Contact number

Please initial before each of the following statements if the statement is true.

_____ **The animal has completed a professional service animal training program.**
(Initials)

Guidelines	Explanation
<p>Trained service animals generally include:</p> <ul style="list-style-type: none"> • Hearing dog • Guide dog • Assistance dog • Seizure alert dog • Mobility dog • Psychiatric service dog • Autism service dog (could be same as therapy dog) <p>Trained service animals generally do not include:</p> <ul style="list-style-type: none"> • Skilled Companion Animal • Social Dog • Facility Dog • Trained Agility Dog • Police Dog • Search And Rescue Dog 	<p>To minimize risks, a service animal should be professionally trained. This training is different from and in addition to the <i>individualized training</i> to perform tasks for the benefit of the student.</p> <p>Assistance Dogs International, Inc. (ADI) is a coalition of not-for-profit organizations. Its purpose is to improve the areas of training, placement, and utilization of service dogs. See its website for service animal training programs at: www.assistancedogsinternational.org/Standards/ServiceDogStandards.php.</p>

Guidelines	Explanation
<ul style="list-style-type: none"> Helping Dog 	

The animal meets minimum standards for a service animal in public.

(Initials)

Guidelines	Explanation
<p>Public appropriateness standards:</p> <ul style="list-style-type: none"> Clean, well-groomed with no offensive odor. Does not urinate or defecate in inappropriate locations. <p>Behavior standards:</p> <ul style="list-style-type: none"> Does not disrupt the normal course of school business; solicit attention, visit or annoy, solicit or steal food or other items from any member of the staff or student population; or vocalize unnecessarily, i.e., barking, growling or whining, etc. Shows no aggression towards people or other animals, i.e., showing teeth, barking, growling, jumping on individuals, etc. <p>General training standards:</p> <ul style="list-style-type: none"> Works calmly and quietly on harness, leash, or other tether. Performs tasks in the school setting and lies quietly beside the student or adult handler without blocking aisles, doorways, etc. Trained to urinate and defecate on command. Stays within 24 inches of the student or adult handler at all times unless the nature of a trained task requires it to be working at a greater distance. 	<p>Requiring “minimum standards for a service animal in public” ensures that the school provides reasonable accommodations without fundamentally altering the nature of the school environment. No State laws or agency rules address specific minimum standards for a service animal. This list follows the ADI’s “minimum standards for a service animal in public,” available at: www.assistedogsinternational.org/Standards/ServiceDogStandards.php.</p> <p>Additional standards may be appropriate to meet a school building’s and its students’ needs. The ADI’s sample public access test ensures that an animal has appropriate behavior for a public setting. Available at: www.assistedogsinternational.org/publicaccesstest.php</p>

The animal is *individually trained* to perform tasks for the benefit of a student with a disability.

(Initials)

Guidelines	Explanation
<p>A service animal must perform individualized tasks to mitigate aspects of the student's disability.</p> <p>Identify individualized tasks:</p>	<p>105 ILCS 5/14-6.02 requires the service animal to be <i>individually trained</i> to perform tasks for the benefit of a student with a disability. This verification of training helps the school identify necessary IEP related services or 504 plan reasonable</p>

Guidelines	Explanation
1. _____ 2. _____ 3. _____	accommodations. Tasks may include, but are not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items. 28 C.F.R. §36.104.

_____ The animal has a current rabies vaccination tag.

(Initials)

Guidelines	Explanation
A service animal’s vaccinations must be current and filed in the student’s temporary record.	Illinois law only requires a current rabies vaccination, which is verified through a current rabies vaccination tag. 510 ILCS 5/8. Local municipalities, cities, or villages within the District’s boundaries may have additional registration requirements. Require proof of those if they exist.

_____ The adult handler(s) may lawfully: 1. Be on school property, and 2. Have contact with children.

(Initials)

Guidelines	Explanation
Identify adult handler(s): 1. _____ 2. _____ The animal handler must not be a person who is a “sex offender,” as defined by the Sex Offender Registration Act, or a “violent offender against youth,” as defined in the Child Murderer and Violent Offender Against Youth Registration Act.	At a minimum, 720 ILCS 5/11-9.3 prohibits a child sex offender from being present on school property when persons under the age of 18 are present. Note that some school boards forbid the use of convicted felons as volunteers. Board policy 6:250, <i>Community Resource Persons and Volunteers</i> , requires the Superintendent to establish procedures for securing and screening resource persons and volunteers. 6:250-AP, <i>Securing and Screening Resource Persons and Volunteers</i> , requires criminal history records checks for individuals who work in direct contact with students or where a check would be prudent.

Acknowledgement

- I. I understand that the presence of a service animal may present competing educational rights between my student and other students at school. These issues may present at any time, and I understand that the Building Principal must manage them immediately. I will:
 - a. Participate in any meetings requested of me by the Building Principal;
 - b. Participate in drafting a joint communication to notify other students and their parents/guardians about the placement of the service animal; and
 - c. Authorize the school to disclose information as necessary to balance competing educational interests and integrate the animal into the classroom and the school environment.

- II. I understand that for the safety and protection of students and staff, which is necessary for the safe operation of the school, the school may revoke access because:
 - a. One of the criteria above is not present.
 - b. The service animal displays aggression or appears to be an imminent threat to the safety or health of any person in the school. If this occurs, the Building Principal will immediately contact me to remove the animal from school property and summon Animal Control.
 - c. The adult handler fails to follow the Building Principal's instructions.
- III. I understand that a service animal's owner is solely liable for any damage to persons, premises, or facilities that were caused by the service animal. I will hold the District, its employee, agents, and assigns harmless for any injury to, including death of, the service animal. I understand that the Local Governmental and Governmental Employees Tort Immunity Act protects staff members from liability arising from actions consistent with Board policies and administrative procedures.

Parent/guardian signature	Date
Animal owner's signature	Date

The Building Principal and, if applicable, the IEP or 504 team, based this decision on the information provided in this request. *(Note to Building Principal: return a copy of this form to the individual(s) making the request, file the original in the student's temporary record, and send a copy to the District's main office.)*

Approved **Denied**

Building Principal or designee	Date
--------------------------------	------

ADOPTED: March 21, 2011

Instruction

Exhibit – Notice to Parents/Guardians Regarding Section 504 Rights (On District letterhead)

Date:

Dear Parent/Guardian:

Re: Section 504 Rights

The Rehabilitation Act of 1973, commonly referred to as “Section 504,” is a nondiscrimination statute enacted by the U.S. Congress. The Act’s purpose is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

An eligible student under Section 504 is a student who: has, has a record of having, or is regarded as having, a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. Many students will be eligible for educational service under both Section 504 and the Individuals with Disabilities Education Act (IDEA). Students who are eligible under IDEA have many specific rights that are not available to students who are eligible solely under Section 504.

This notice describes the rights assured by Section 504 to those disabled students who do not qualify under IDEA. The intent of this notice is to keep you fully informed concerning decisions about your student and to inform you of your rights if you disagree with any decisions in reference to Section 504.

Please keep this explanation for future reference.

Parents/Guardians and/or students have the right to:

1. Be informed by the School District of your rights and procedural safeguards under Section 504 in an understandable language. 34 C.F.R. Parts 104 and 300. The purpose of this notice is to advise parents/guardians and/or students of these rights. 23 Ill.Admin.Code §§226.500, 510 and 610.
2. An appropriate education designed to meet a student’s individual educational needs as adequately as the needs of non-disabled students are met. 34 C.F.R. §104.33.
3. Free educational services except for those fees that are imposed on non-disabled students or their parents/guardians. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 C.F.R. §104.33.
4. A placement in the least restrictive environment. 34 C.F.R. §104.34.
5. Facilities, services, and activities that are comparable to those provided for non-disabled students. 34 C.F.R. §104.34.
6. An evaluation prior to an initial Section 504 placement and any subsequent significant change in placement. 34 C.F.R. §104.34.
7. Testing and other evaluation procedures conforming to the requirements of 34 C.F.R. §104.35 as to validation, administration, areas of evaluation, etc. The District shall consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical conditions, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, parent/guardian observations, anecdotal reports and standardized test scores. 34 C.F.R. §104.35.
8. Placement decisions made by a group of persons, i.e., a Section 504 committee, including the parents/guardians persons knowledgeable about the student, the meaning of the evaluation

data, the placement options and the legal requirements for the least restrictive environment and comparable facilities. 34 C.F.R. §104.35.

9. Periodic reevaluations. 34 C.F.R. §104.35.
10. A notice prior to any action by the District in regard to the identification, evaluation, or placement of the student. 34 C.F.R. §104.36.
11. Examine relevant records. 34 C.F.R. §104.36.
12. An impartial due process hearing regarding the student's identification, evaluation or educational placement including an opportunity for parental participation in the hearing and representation by an attorney. 34 C.F.R. §104.36.

You must file a written *Parental Request for an Impartial Due Process Hearing* with the District Section 504 compliance coordinator or designee. If you disagree with the decision of the Section 504 committee. The request must be submitted to the District Section 504 compliance coordinator within 10 calendar days from the time you received the written notice of the District's Section 504 committee decision. A copy of a *Parental Request for an Impartial Due Process Hearing* is available online at: www.isbe.state.il.us/spec-ed/pdfs/dp_parental_19-86a.pdf.

The hearing will be scheduled before an impartial hearing officer and you will be notified in writing of the date, time, and place for the hearing. The hearing will conform to the requirements of 34 C.F.R. §300.512 and Section 14-8.02a of The School Code (105 ILCS 5/14-8.02a.). 34 C.F.R. §104.36; 23 Ill.Admin.Code §226.625. The impartial hearing officer shall issue a written decision, including findings of fact and conclusions of law, within 10 days after the conclusion of the hearing and send by certified mail a copy of the decision to the parents/guardians or student (if the student requests the hearing), the School District, the Director of Special Education, legal representatives of the parties, and the State Board of Education. 105 ILCS 5/14-8.02a(h)

13. A review by a court of competent jurisdiction of the impartial hearing officer's decision. 34 C.F.R. §104.36. Any appeal must be filed in a court of competent jurisdiction within 120 days after the impartial due process hearing officer's decision is mailed to the party. 105 ILCS 5/14-8.02a(i).
14. File a complaint with the District's Section 504 coordinator or designee concerning Section 504 matters other than your student's identification, evaluation and/or placement. The Section 504 coordinator or designee will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.
15. File a complaint with the Office of Civil Rights. The Illinois regional Office of Civil Rights is located in Chicago at:
 - Chicago Office for Civil Rights
 - U.S. Department of Education Citigroup Center
 - 500 West Madison Street, Suite 1475
 - Chicago, IL 60661
 - Phone: 312/730-1560
 - Fax: 312/730-1567
 - TDD: 877/521-2172
 - Email: OCR.Chicago@ed.gov

Sincerely,
Superintendent

ADOPTED: October 15, 2007

AMENDED: April 19, 2010

Instruction

Program for the Gifted

The Superintendent or designee shall implement an education program for gifted and talented learners. If the State Superintendent of Education issues a Request for Proposals because sufficient State funding is available to support local programs of gifted education, the Superintendent or designee shall inform the Board concerning the feasibility and advisability of developing a “plan for gifted education” that would qualify for State funding.

Eligibility to participate in the gifted program shall not be conditioned upon race, religion, sex, disability, or any factor other than the student’s identification as gifted or talented learner.

In order to allow the School Board to monitor this policy, the Superintendent or designee shall report at least annually on the status of the District’s gifted program.

LEGAL REF.: 105 ILCS 5/14A-5 et seq.
23 Ill.Admin.Code Part 227.

ADOPTED: May 15, 2000

AMENDED: December 19, 2005

April 19, 2010

February 22, 2011

Instruction

Education of Homeless Children

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. A "homeless child" is defined as provided in the McKinney Homeless Assistance Act and State law. The Superintendent shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation.

A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school.

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.
105 ILCS 45/1-1 et seq.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students)

ADMIN.PROC.: 6:140-AP (Education of Homeless Children)

ADOPTED: November 21, 2005

AMENDED: April 19, 2010
February 22, 2011
April 18, 2011

Instruction

Administrative Procedure - Education of Homeless Children

Actor	Action
<p>Superintendent</p> <p>Preliminary Steps</p>	<p>Serve as or designate an appropriate staff person, who may also be a coordinator for other federal programs, to serve as a Liaison for Homeless Children. 42 U.S.C. §11432 (g)(1)(J)(ii).</p> <p>Under the McKinney Homeless Assistance Act (42 U.S.C. §11434a), “homeless children” means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of Section 11302(a)(1)). The term includes: 42 U.S.C. §11434a.</p> <ol style="list-style-type: none"> 1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; 2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of Section 11302(a)(2)(C)); 3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and 4. Migratory children (Sec. 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless under this subtitle because the children are living in clauses (1) through (3) above. <p>Under State law, 105 ILCS 45/1-5, “homeless person, child, or youth” includes, but is not limited to, any of the following:</p> <ol style="list-style-type: none"> 1. An individual who lacks a fixed, regular, and adequate nighttime place of abode. 2. An individual who has a primary nighttime place of abode that is: <ol style="list-style-type: none"> a. A supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing); b. An institution that provides a temporary residence for individuals intended to be institutionalized; or c. A public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
<p>Liaison for Homeless Children</p> <p>Duties</p>	<p>Review the information provided at www.isbe.net/homeless/default.htm in order to become aware of the resources and training materials provided by the Illinois State Board of Education with regard to the education of homeless children.</p> <p>Ensure that homeless children are identified by school personnel and</p>

Actor	Action
	<p>through coordinated activities with other entities and agencies. 42 U.S.C. §11432(g)(6)(A)(i).</p> <p>Ensure that homeless children enroll in, and have full and equal opportunity to succeed in District programs. 42 U.S.C. §11432(g)(6)(A)(ii).</p> <p>Ensure that homeless families and children receive educational services for which they are eligible and make referrals to health, mental health, dental, and other appropriate services. 42 U.S.C. §11432(g)(6)(A)(iii).</p> <p>Inform parent(s)/guardian(s) of educational and related opportunities available to their child or ward, and provide them with meaningful opportunities to participate in their child or ward's education. 42 U.S.C. §11432(g)(6)(A)(iv).</p> <p>Disseminate public notice of the educational rights of homeless students in the location where homeless children receive services (such as schools, family shelters, and soup kitchens). 42 U.S.C. §11432(g)(6)(A)(v).</p> <p>Mediate enrollment disputes to: 42 U.S.C. §11432(g)(3)(E) and 42 U.S.C. §11432(g)(6)(A)(vi).</p> <ol style="list-style-type: none"> a. Ensure the child is immediately admitted to the school in which enrollment is sought, pending resolution of the dispute; b. Provide the homeless child's parent/guardian with a written explanation of the school's decision regarding school selection or enrollment, including their rights to appeal the decision; c. Complete the dispute resolution process as expeditiously as possible; and d. In the case of an unaccompanied youth, ensure that the youth is immediately enrolled in school pending resolution of the dispute. <p>Fully inform the parent/guardian of a homeless child, and any unaccompanied youth, of all transportation services and assist in accessing transportation services. 42 U.S.C. §11432(g)(6)(A)(vii).</p> <p>Assist unaccompanied youth in placement/enrollment decisions, consider the youth's wishes in those decisions, and provide notice to the youth of the right to appeal such decisions. 42 U.S.C. §11432(g)(3)(B)(ii).</p> <p>Assist children who do not have immunizations or medical records in obtaining necessary immunizations and/or medical records. 42 U.S.C. §11432(g)(3)(C)(iii).</p> <p>Collaborate with State and local social service agencies that provide services to the homeless as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths. 42 U.S.C. §11432(g)(5)(A) and (g)(6)(C).</p> <p>Conduct a hardship review whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing; a hardship review should be performed after the</p>

Actor	Action
	<p>passage of 18 months and annually thereafter. 105 ILCS 45/1-25(a-5).</p> <p>Refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent whenever a school denies a homeless child enrollment or transportation, and provide the child or his or her parent/guardian with a written statement of the basis for the denial. 105 ILCS 45/1-25(a).</p>
<p>Parent(s)/guardian(s)</p> <p>Assignment</p>	<p>Choose the child’s attendance center between the following options (105 ILCS 45/1-10 controls because it exceeds the rights granted to parent(s)/guardian(s) in federal law.):</p> <ul style="list-style-type: none"> a. Continuing the child’s education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or b. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend. <p>The term “school of origin” means the school that the student attended when permanently housed or the school in which the student was last enrolled. 42 U.S.C. §11432(g)(3)(G) and 105 ILCS 45/1-5.</p>
<p>Building Principal Where Homeless Student Will be Enrolled</p> <p>Enrollment</p>	<p>Shall immediately enroll the homeless child, even if the child is unable to produce records normally required for enrollment, e.g., previous academic records, medical records, proof of residency, or other documentation. 42 U.S.C. §11432(g)(3)(C)(i) and 105 ILCS 45/1-20.</p> <p>Shall immediately contact the school last attended by the child to obtain relevant academic and other records. 42 U.S.C. §11432(g)(3)(C)(ii) and 105 ILCS 45/1-20.</p> <p>If the child needs to obtain immunizations, or immunization or medical records, shall immediately refer the child’s parent/guardian to the Liaison for Homeless Children. 42 U.S.C. §11432(g)(3)(C)(iii) and 105 ILCS 45/1-20.</p> <p>Maintain records for the homeless student that are ordinarily kept for students according to District policy and procedure on student school records. 42 U.S.C. §11432(g)(3)(D).</p> <p>Ensure each homeless student is provided services comparable to services offered to other students including the following: 42 U.S.C. §11432(g)(4).</p> <ul style="list-style-type: none"> a. Transportation services; b. Educational services for which the student meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs; c. Educational programs for children with disabilities and educational programs for students with limited English

Actor	Action
	<p>proficiency;</p> <p>d. Programs in vocational and technical education as well as programs for gifted and talented students; and</p> <p>e. School nutrition programs.</p> <p>Shall require a parent/guardian of a homeless student, if available, to submit contact information. 42 U.S.C. §11432(g)(3)(H) and 105 ILCS 45/1-20.</p>
<p>Transportation Director and Building Principal Where Homeless Student Will be Enrolled</p> <p>Transportation</p>	<p>Ensure transportation is provided to a homeless student, at the request of the parent/guardian (or in the case of an unaccompanied youth, the Liaison), to and from the school of origin. 42 U.S.C. §11432(g)(1)(J)(iii); State law, found at 105 ILCS 45/1-15, is superseded by federal law. The term “school of origin” means the school that the student attended when permanently housed or the school in which the student was last enrolled. 42 U.S.C. §11432(g)(3)(G). Transportation shall be arranged as follows: 42 U.S.C. §11432(g)(1)(J)(iii).</p> <ol style="list-style-type: none"> 1. If the homeless student continues to live in the area served by the school district in which the school of origin is located, the student’s transportation to and from the school of origin shall be provided or arranged by the district in which the school of origin is located. 2. If the homeless student’s living arrangements in the area served by the district of origin terminate and the student, though continuing his or her education in the school of origin, begins living in an area served by another school district, the district of origin and the district in which the homeless student is living shall agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.
<p>Superintendent or Designee</p> <p>Dispute</p>	<p>If a dispute arises, shall inform the homeless child’s parent(s)/guardian(s) of the availability of an investigator, sources for low-cost or free legal assistance, and other advocacy services in the community.</p> <p>Each Regional Superintendent appoints an ombudsperson to provide resource information and resolve disputes at schools within his or her jurisdiction relating to the rights of homeless children under this Act. 105 ILCS 45/1-25. The Homeless Family Placement Act governs shelter placement. 310 ILCS 85/1 <i>et seq.</i></p>

ADOPTED: January 18, 2011

Instruction

Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Migrant Education Program for Parents/Guardians Involvement

Parents/guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parents/guardians of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.: 20 U.S.C. §6391 et seq.
34 C.F.R. §200.80 et seq.
105 ILCS 5/14B-6.

CROSS REF.: 6:170 (Title I Programs)

ADOPTED: April 19, 2010

Instruction

Home and Hospital Instruction

A student who is absent from school or whose physician anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services. Appropriate educational services from qualified staff will begin no later than 5 school days after receiving a physician's written statement. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before the birth of the child when the student's physician indicates, in writing, that she is medically unable to attend regular classroom instruction as well as for up to 3 months after the child's birth or a miscarriage.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

LEGAL REF.: 105 ILCS 5/10-22.6a, 5/14-13.01, 5/18-4.5, and 5/18-8.05.
23 Ill.Admin.Code §§1.610 and 226.300.

CROSS REF.: 6:120 (Education of Children with Disabilities), 7:10 (Equal Educational Opportunity), 7:280 (Communicable and Chronic Infectious Disease)

ADOPTED: May 15, 2000

AMENDED: November 20, 2006

April 19, 2010

November 21, 2011

Instruction

English Language Learners

The District offers opportunities for resident English Language Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain. The Superintendent or designee shall develop and maintain a program for English Language Learners that will:

1. Assist all English Language Learners to achieve English proficiency, facilitate effective communications in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Language Learners.
2. Appropriately identify students with limited English-speaking ability.
3. Comply with State law regarding the Transitional Bilingual Educational Program and Transitional Program of Instruction.
4. Comply with any applicable State and federal requirements for the receipt of grant money for English Language Learners and programs to serve them.
5. Determine the appropriate instructional program and environment for English Language Learners.
6. Annually assess the English proficiency of English Language Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment.
7. Include English Language Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts, and mathematics.
8. Provide information to the parents/guardians of English Language Learners about: (1) the reasons for their child's identification, (2) their child's level of English proficiency, (3) the method of instruction to be used, (4) how the program will meet their child's needs, (5) specific exit requirements of the program, (6) how the program will meet their child's individualized education program, if applicable, and (7) information on parent/guardian rights. Parent/guardians will be regularly apprised of their child's progress and involvement will be encouraged.

Parent Involvement

Parents/guardians of English Language Learners will be: (1) given an opportunity to provide input to the program, and (2) provided notification regarding their child's placement in, and information about, the District's English Language Learners programs.

LEGAL REF.: 20 U.S.C. §§6312-6319 and 6801
34 –C.F.R. Part 200
105 ILCS 5/14C-1 et seq.
23 Ill.Admin.Code Part 228.

CROSS REF.: 6:15 (School Accountability, 6:170 (Title I Programs), 6:340 (Student Testing
and Assessment Program)

ADOPTED: May 15, 2000

AMENDED: January 21, 2002

June 25, 2007

April 19, 2010

Instruction

Title I Programs

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived students.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Title I Parental Involvement

The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

District-Level Parental Involvement Compact

The Superintendent or designee shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parental Involvement Compact

Each Building Principal or designee shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

LEGAL REF.: Title I of the Elementary and Secondary Education Act, 20 U.S.C. § 6301-6514

CROSS REF: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 5:190 (Teacher Qualifications), 5:280 (Duties and Qualifications), 6:15 (School Accountability), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:160 (English Language Learners), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 8:95 (Parental Involvement)

ADOPTED: May 15, 2000

AMENDED: January 21, 2002
April 18, 2005
November 21, 2005
April 19, 2010

Instruction

Extended Instructional Programs

The District may offer the following programs in accordance with State law and the District's educational philosophy:

1. Nursery schools for children between the ages of 2 and 6 years.
2. Before-and after-school programs for students in grades K-6.
3. Child care and training center for pre-school children and for students whose parents work.
4. Model day care program in cooperation with the State Board of Education.
5. Tutorial program.
6. Adult education program.
7. Pre-apprenticeship programs.
8. Outdoor education program.
9. Summer school, whether for credit or not.
10. Independent study, whether for credit or not.
11. Chemically dependent prevention program for students who are, or whose parents/guardians are, chemically dependent.
12. Activities to address intergroup conflict.
13. Volunteer service credit program.
14. Vocational academy.

LEGAL REF.: 105 ILCS 5/10-22.18a, 5/10-22.18b, 5/10-22.18c, 5/10-22.20, 5/10-22.20b, 5/10-22.20c, 5/10-22.22a, 5/10-22.29, 5/10-22.33A, 5/10-22.33B, 5/10-23.2, 5/27-22.1, 5/27-22.3, 5/27-23.6, 110/3, and 433/1 et seq.
23 Ill.Admin.Code §1.450(b).

CROSS REF.: 6:310 (Credit for Alternative Courses and Programs, and Course Substitutions),
6:320 (High School Credit for Proficiency)

ADOPTED: April 19, 2010

Instruction

Remote Educational Program

The Superintendent shall develop, maintain, and supervise a remote educational program consistent with Section 10-29 of The School Code. The remote educational program shall provide an opportunity for qualifying students to participate in an educational program delivered by the District in a location outside of a school.

The remote educational program shall:

1. Align its curriculum with the Illinois State Learning Standards and Board policies 6:10, *Educational Philosophy and Objectives* and 6:15, *School Accountability*.
2. Offer instruction and educational experiences consistent with those given to students at the same grade level in the District through compliance with Board policies 6:30, *Organization of Instruction* and 6:300, *Graduation Requirements*.
3. Provide instructors that meet the teacher qualifications in Board policy 5:190, *Teacher Qualifications*. Instructors are responsible for the following elements of the program:
 - a. Planning instruction,
 - b. Diagnosing learning needs,
 - c. Prescribing content delivery through class activities,
 - d. Assessing learning,
 - e. Reporting outcomes to administrators and parents/guardians, and
 - f. Evaluating the effects of instruction.
4. Follow the District's regular school term that is established by Board policies 2:20, *Powers and Duties of the School Board* and 6:20, *School Year Calendar and Day*.
5. Calculate the number of clock hours a student participates in instruction in alignment with Board policy 6:20, *School Year Calendar and Day*.
6. Limit participation to students who are juniors or seniors or demonstrate individual educational need(s). Approval of students in the program will be on a space-available basis.
7. Authorize the Superintendent or designee to approve students for participation in the program when the student shows evidence of:
 - a. Enrollment in the District pursuant to Board policies 7:60, *Residence* and 7:30, *Student Assignment and Intra-District Transfer*.
 - b. Prior approval from their individualized educational program (IEP) team, if applicable.
 - c. How the remote educational program best serves the student's individual learning needs.
 - d. A consistent, appropriate attendance record, no disciplinary record, and a 2.5 minimum grade point average.
8. Include a process for developing and approving a written remote educational plan for each student participating in the program.
9. Require students to complete their participation in the program within 12 months, unless the student's participation is extended by the District.
10. Require students to participate in all assessments administered by the District pursuant to State and federal law and Board policy 6:340, *Student Testing and Assessment Program*.
11. Align with the requirements of Board policy 7:340, *Student Records*.

12. Comply with other State and federal laws and align with all applicable Board policies. This includes the Superintendent submitting a copy of this policy to the Illinois State Board of Education along with any amendments to it and any data on student participation.
13. Be monitored by the Board pursuant to Board policy 2:240, *Board Policy Development* and included as an topic for discussion in the annual report required by Board policy 6:10, *Educational Philosophy and Objectives*. It shall include a discussion of the process for renewal of the program when applicable.

LEGAL REF.: 105 ILCS 5/10-29.

CROSS REF.: 2:20 (Powers and Duties of the School Board), 2:240 (Board Policy Development), 5:190 (Teacher Qualifications), 6:10 (Educational Philosophy and Objectives) 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:30 (Organization of Instruction), 6:300 (Graduation Requirements), 6:340 (Student Testing and Assessment Program), 7:30 (Student Assignment and Intra-District Transfer), 7:60 (Residence), 7:340 (Student Records)

ADOPTED: April 19, 2010

Instruction

Extracurricular and Co-Curricular Activities

The Superintendent must approve an activity in order for it to be considered a District-sponsored extracurricular and co-curricular activity, using the following criteria:

1. The activity will contribute to the leadership abilities, social well-being, self-realization, good citizenship, or general growth of members.
2. Fees assessed students are reasonable and do not exceed the actual cost of operation.
3. The District has sufficient financial resources for the activity.
4. Student body desires are considered.
5. The activity will be supervised by a school-approved sponsor.

Non-school sponsored student groups are governed by the District's policy, 7:330, *Student Use of Buildings – Equal Access*.

Academic Criteria for Participation

For students in kindergarten through 8th grades selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code.

For high school students, selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Participation in co-curricular activities is dependent upon course selection and successful progress in those courses. In order to be eligible to participate in any school-sponsored or school-supported athletic or extracurricular activity, a student must maintain a passing grade in each course. Any student-participant failing to meet these academic criteria shall be suspended from the activity until the specified academic criteria are met.

LEGAL REF.: 105 ILCS 5/10-20.30, and 5/24-24.

CROSS REF.: 4:170 (Safety), 7:40 (Nonpublic School Students, Including Parochial and Home-School Students), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:300 (Extracurricular Athletics), 7:330 (Student Use of Buildings – Equal Access); 8:20 (Community Use of School Facilities)

ADOPTED: May 15, 2000

AMENDED: April 19, 2010

Instruction

Instructional Materials

All District classrooms and learning centers should be equipped with an evenly-proportioned, wide assortment of instructional materials, including textbooks, workbooks, audio-visual materials, and electronic materials. These materials should provide quality learning experiences for students and:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards;
3. Provide background information to enable students to make informed judgments; and promote critical reading and thinking;
4. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society; and
5. Contribute to a sense of the worth of all people regardless of sex, race, religion, nationality, ethnic origin, sexual orientation, disability, or any other differences that may exist.

The Superintendent or designee shall annually provide a list of textbooks and instructional materials used in the District to the School Board. Anyone may inspect any textbook or instructional material.

Teachers are encouraged to use supplemental material only when it will enhance, or otherwise illustrate, the subjects being taught and to ensure it is age-appropriate. No R-rated movie shall be shown to students unless prior approval is received from the Superintendent or designee, and no movie rated NC-17 (no one 17 and under admitted) shall be shown under any circumstances. These restrictions apply to television programs and other media with equivalent ratings.

Instructional Materials Selection and Adoption

The Superintendent shall approve the selection of all textbooks and instructional materials according to the standards described in this policy. The School Code governs the adoption and purchase of textbooks and instructional materials.

LEGAL REF.: 105 ILCS 5/10-20.8, 5/10-20.9, and 5/28-19.1.

CROSS REF.: 6:30 (Organization of Instruction), 6:40 (Curriculum Development), 6:80 (Teaching About Controversial Issues), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs); 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 8:110 (Public Suggestions and Complaints)

ADOPTED: May 15, 2000

AMENDED: November 20, 2006
April 19, 2010

Instruction

Library Media Program

The Superintendent or designee shall manage the District's library media program to comply with (1) State law and Illinois State Board of Education rule, and (2) the following standards:

1. The program includes an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served
2. Financial resources for the program's resources and supplies are allocated to meet students' needs.
3. Students in all grades served have equitable access to library media resources.
4. The advice of an individual who is qualified according to ISBE rule is sought regarding the overall direction of the program, including the selection and organization of materials, provision of instruction in information and technology literacy, and structuring the work of library paraprofessionals.
5. Staff members are invited to recommend additions to the collection.
6. Students may freely select resource center materials as well as receive guided selection of materials appropriate to specific, planned learning experiences.

LEGAL REF.: 23 Ill.Admin.Code §1.420(o).

CROSS REF.: 6:60 (Curriculum Content), 6:170 (Title I Programs), 6:210 (Instructional Materials)

ADOPTED: May 15, 2000

AMENDED: December 18, 2006

April 19, 2010

Instruction

Access to Electronic Networks

Electronic networks, including the Internet, are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. The Superintendent shall develop an implementation plan for this policy and appoint system administrator(s).

The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Use

All use of the District's electronic network must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic network or District computers. General rules for behavior and communications apply when using electronic networks. The District's *Authorization for Electronic Network Access* contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Ensure staff supervision of student access to online electronic networks.
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials.
3. Ensure student and staff privacy, safety, and security when using electronic communications.
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Authorization for Electronic Network Access

Each staff member must sign the District's *Authorization for Electronic Network Access* as a condition for using the District's electronic network. Each student and his or her parents/guardians must sign the *Authorization* before being granted unsupervised use.

All users of the District's computers who access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

The failure of any student or staff member to follow the terms of the *Authorization for Electronic Network Access*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

LEGAL REF.: No Child Left Behind Act, 20 U.S.C. §6777.
Children's Internet Protection Act, 47 U.S.C. §254(h) and (I)
Enhancing Education Through Technology Act, 20 U.S.C §6751 et seq.
7:20 ILCS 135/0.01.

CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum Development), 6:210 (Instructional Materials), 6:230 (Library Media Program), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:310 (Restrictions on Publications and Written or Electronic Material)

ADOPTED: May 15, 2000

AMENDED: May 21, 2007

October 15, 2007

April 19, 2010

Instruction

Field Trips

The School Board encourages field trips when the experiences are a part of the school curriculum and/or contribute to the District's educational objectives.

All field trips must have the Superintendent's prior approval, except that out of state and/or overnight trips must have the prior approval of the School Board. School Board approval may be waived at the Superintendent's discretion. The Superintendent shall analyze the following factors to determine whether to approve a field trip: educational value, student safety, parent concerns, heightened security alerts, and liability concerns. On all field trips, a bus fee set by the Superintendent may be charged to help defray the transportation costs.

Parents/guardians of students: (1) shall be given the opportunity to consent to their child's participation in any field trip, and (2) are responsible for all entrance fees, food, lodging, or other costs, except that the District will pay such costs for students who qualify for free or reduced-price school meals. All non-participating students shall be provided an alternative experience. Any field trip may be cancelled without notice due to an unforeseen event or condition.

LEGAL REF.: 105 ILCS 5/29-3.1

CROSS REF.: 6:10 (Educational Philosophy and Objectives), 7:270 (Administering Medicines to Students)

ADOPTED: May 15, 2000

AMENDED: January 21, 2002

June 27, 2005

April 19, 2010

Instruction

Community Resource Persons and Volunteers

The School Board encourages the use of resource persons and volunteers to: (1) increase students' educational attainment, (2) provide enrichment experiences for students, (3) increase the effective utilization of staff time and skills, (4) give more individual attention to students, and (5) promote greater community involvement.

Resource persons and volunteers may be used:

1. For non-teaching duties not requiring instructional judgment or evaluation of students;
2. For supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media (such as computers, video, and audio), detention, and discipline areas, and school-sponsored extracurricular activities;
3. To assist with academic programs under a certificated teacher's immediate supervision;
4. As a guest lecturer or resource person under a certificated teacher's direction and with the administration's approval.
5. As supervisors, chaperones, or sponsors for non-academic school activities.

The Superintendent shall establish procedures for securing and screening resource persons and volunteers. A person who is a "sex offender," as defined by the Sex Offender Registration Act, or a "violent offender against youth," as defined in the Child Murderer and Violent Offender Against Youth Registration Act, is prohibited from being a resource person or volunteer.

LEGAL REF.: 105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b.
730 ILCS 152/101 et seq. and 154/75-105.

CROSS REF.: 4:170 (Safety), 5:280 (Duties and Qualifications), 8:30 (Visitors to and Conduct on School Property), 8:95 (Parental Involvement)

ADOPTED: May 15, 2000

AMENDED: March 19, 2007

April 19, 2010

Instruction

Assemblies and Ceremonies

Assemblies must be approved by the Superintendent and be consistent with the District's educational objectives.

The District shall not endorse or otherwise promote invocations, benedictions, and group prayers at any school assembly, ceremony, or other school-sponsored activity.

- LEGAL REF.: Lee v. Weisman, 112 S.Ct. 2649 (1992).
 Santa Fe Independent School District v. Doe, 120 S.Ct. 2266 (2000)
 Jones v. Clear Creek Independent School District, 977 F.2d 963 (5th Cir. 1992),
 reh'g denied, 983 F.2d 234 (5th Cir. 1992) and *cert. denied*, 113 S.Ct. 2950
 (1993).
- CROSS REF.: 6:70 (Teaching About Religion), 6:80 (Teaching About Controversial Issues)
- ADOPTED: May 15, 2000
- AMENDED: April 19, 2010

Instruction

Complaints About Curriculum, Instructional Materials, and Programs

Persons with suggestions or complaints about curriculum, instructional materials, and programs should complete a curriculum objection form and use the Uniform Grievance Procedure. A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a curriculum objection form.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 8:110 (Public Suggestions and Complaints)

ADOPTED: May 15, 2000

AMENDED April 19, 2010

Instruction

Exhibit - Curriculum Objection

Please complete this form and return it to the Building Principal who will submit it to the District Complaint Manager. Please print.

Subject area

Classroom teacher

Please state, as precisely as possible, the specific curriculum area, instructional material, or program to which the user objects (*include name, title, author, and any other identifying information*).

How did you become aware of the curriculum area, instructional material, or program?

- by classroom observation by review
- by word-of-mouth other _____

To what in the curriculum area, instructional material, or program do you object? Be specific.

Do you want your child excluded from participation? Yes No

In place of participation in the curriculum area, what course of study would you recommend for your child?

Complainant name (*please print*)

Telephone

Complainant represents: Student Parent/guardian of student
 Other _____

Complainant address

Signature of complainant

Date

ADOPTED: April 19, 2010

Instruction

Guidance and Counseling Program

The School District provides a guidance and counseling program for students. The Superintendent or designee shall direct the District's guidance and counseling program. School counseling services, as described by State law, may be performed by a qualified guidance specialist or any certificated staff member.

Each staff member is responsible for effectively guiding students under his/her supervision in order to provide early identification of intellectual, emotional, social, or physical needs, diagnosis of any learning disabilities, and development of educational potential. The District's counselors shall offer counseling to those students who require additional assistance.

The guidance program will assist students to identify career options consistent with their abilities, interests, and personal values. Students shall be encouraged to seek the help of counselors to develop specific curriculum goals which conform to the student's career objectives. High school juniors and seniors will have the opportunity to receive career-oriented information. Representatives from colleges and universities, occupational training institutions, and career-oriented recruiters, including the military, may be given access to the school campus in order to provide students and parents/guardians with information.

LEGAL REF.: 105 ILCS 5/10-22.24a and 5/10-22.24b.

23 Ill.Admin.Code §§1.420(q) .

CROSS REF.: 6:50 (School Wellness), 6:65 (Student Social and Emotional Development), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduations Incentives Program), 6:120 (Education of Children with Disabilities), 6:130 (Programs for the Gifted), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:250 (Student Support Services)

ADMIN. PROC.: 7:340-AP (Student Records), 7:340-E (Notice to Parents/Guardians and Students of Rights Concerning a Student's School Records)

ADOPTED: May 15, 2000

AMENDED: April 19, 2010

Instruction

Grading and Promotion

The Superintendent shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The system shall also determine when promotion and requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, performance based on the Illinois Standards Achievement Tests, or other testing. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

Every teacher shall maintain an evaluation record for each student in the teacher's classroom. A District administrator cannot change the final grade assigned by the teacher without notifying the teacher. Reasons for changing a student's final grade include:

- A miscalculation of test scores,
- A technical error in assigning a particular grade or score,
- The teacher agrees to allow the student to do extra work that may impact the grade,
- An inappropriate grading system used to determine the grade, or
- An inappropriate grade based on an appropriate grading system.

Should a grade change be made, the administrator making the change must sign the changed record.

LEGAL REF.: 105 ILCS 5/10-20.9a, 5/10-21.8, and 5/27-27.

CROSS REF.: 6:300 (Graduation Requirements), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

ADOPTED: May 15, 2000

AMENDED: December 18, 2006

August 17, 2009

September 21, 2009

April 19, 2010

February 22, 2011

Instruction

Administrative Procedure - Evaluating and Reporting Student Achievement

Actor	Action
Teacher	<p>Informs students about the grading system at the beginning of each school year or term, whichever is applicable.</p> <p>Explains that grades: (1) assess progress toward education goals and assist in the improvement of that progress, (2) will be given by the teacher, using his or her professional judgment, in an impartial and consistent manner, and (3) will reflect excessive, unexcused absences.</p> <p>Assesses student achievement as demonstrated through such performance indicators as the following (these are not listed in order of importance):</p> <ol style="list-style-type: none"> 1. Preparation of assignments, including completeness, accuracy, legibility, and promptness. 2. Contribution to classroom discussions. 3. Demonstrated understanding of concepts. 4. Application of skills and knowledge to new situations. 5. Organization, presentation, and content of written and oral reports. 6. Originality and reasoning ability when working through problems. 7. Accomplishment in class presentations and projects. 8. Performance on tests, quizzes, and final examinations. <p>Assigns grades for academic improvement and achievement using standardized criterion-referenced test scores, letter grades, and/or other assigned numerical criteria.</p> <p>A grade of “incomplete” should be assigned when a student experiences an excused, extended absence at the end of the term or during final examinations; an incomplete grade, if not satisfied within 2 weeks, will be changed into an “F” grade.</p> <p>Whenever it becomes evident that a student is in danger of failing, arranges a special conference with the parent(s)/guardian(s) or sends the parent(s)/guardian(s) a written report.</p>
Building Principal or designee	<p>Supervises implementation of this administrative procedure.</p> <p>Insures that parent(s)/guardian(s) are informed of their student’s progress at regular intervals, but at least 4 times a year, and whenever the student’s performance requires special attention.</p> <p>Divorced or separated parents will both be informed unless a court order requires otherwise. All grades and symbols must be appropriately explained.</p> <p>Establishes an appropriate means of communication whenever he or</p>

Actor	Action
	<p>she becomes aware that a parent/guardian is unable to understand written communications from the school or oral communications made during conferences related to the student's progress or school activities.</p> <p>Develops a timetable for deficiency reports.</p> <p>Supervises the various methods for communicating with parents/guardians including:</p> <ol style="list-style-type: none"> 1. Parent-teacher conferences, conducted on a regular basis. They may be scheduled on different days and at different times to accommodate the various grade levels and attendance centers. 2. Open houses, parent education meetings, and newsletters. 3. Interim reports, through which teachers contact parents/guardians whenever teachers believe additional information should be shared. Teachers shall try to be available to meet with parents/guardians at a mutually agreed upon time.
<p>Building Principal or designee <i>[Elementary schools]</i></p>	<p>Makes the final decision for a student's retention with input from the classroom teacher, parent/guardian, and other school personnel as appropriate.</p> <p>Retention decisions are based on quantitative measures (e.g., maturity level, ability, and level of academic achievement), supplemented by a qualitative assessment of the student's motivation, self-image, and social adjustment. Students shall not be promoted for purely social reasons.</p> <p>Recommends placement, promotion, or retention based on the student's best interests after a careful evaluation of the advantages and disadvantages of alternatives.</p> <p>For students demonstrating a proficiency level one or more grades below current placement, arranges for an individual remediation plan developed in consultation with the parents/guardians. The remediation plan may include summer school, extended school day, special homework, tutorial sessions, modified instructional materials, other modifications in the instructional program, reduced class size, or retention in grade.</p>
<p>Building Principal or designee <i>[Secondary schools]</i></p>	<p>Implements a 4.0 system for calculating grade point average (GPA).</p> <p>All advanced placement, honors, and accelerated courses will add one point toward calculating GPA and class rank.</p> <p>105 ILCS 5/22-22 defines secondary education as the curriculum offered by a school district or an attendance center serving grades 9 through 12 or grades 10 through 12.</p> <p>Supervises the computation of class rank.</p> <p>Grades in all courses are used in computing GPA and class rank. In computing class rank, all students at a given grade level are included.</p>

Actor	Action
	<p>Designates academic scholars from each year's senior class whose academic rank places them in the top 10% of the class.</p> <p>Administers the pass/fail option in which students may choose to take a one-year course or one course in each semester for credit on a pass/fail basis.</p> <p>A student may only take 8 semesters using this option. The option may not be carried into another year if not used. Prerequisites must be completed before the student's schedule may include a course with the pass/fail arrangement. No more than a one-year course of each general subject area may be taken using the option.</p>
Parents/Guardians	<p>Attend parent-teacher conferences.</p> <p>Provide a study-conducive atmosphere and supervises their child's completion of course work.</p> <p>Sign their student's report cards and other assessment notices and provides appropriate feedback to their child.</p> <p>Whenever a question or concern arises, leave a phone message at the school for the appropriate teacher or other school staff member.</p> <p>In order to object to a grade or retention decision, first confer with the appropriate teacher and, if still not satisfied, contact the Building Principal.</p>
Building Principal or designee	<p>Confers with any parent/guardian and/or student who objects to a grade or retention decision.</p> <p>Discusses with the teacher the reasons why the parents/guardians and/or student objects to a grade or retention decision and requests the teacher's perspective.</p> <p>Determines whether to change the grade based on the existence of any of the following:</p> <ul style="list-style-type: none"> • A miscalculation of test scores; • A technical error in assigning a particular grade or score; • The teacher agrees to allow the student to do extra work that may impact the grade; • An inappropriate grading system used to determine the grade; or • An inappropriate grade based on an appropriate grading system. <p>Decides whether to change the grade and, if so, notifies the teacher of the nature and reason for the change and signs the changed record.</p>

Adopted: February 22, 2011

Instruction

Homework

Homework is a necessary part of the District's instructional program. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. The Superintendent shall provide guidance to ensure that homework:

1. Is used to reinforce and apply previously covered concepts, principles, and skills;
2. Is not assigned for disciplinary purposes;
3. Serves as a communication link between the school and parents/guardians;
4. Encourages independent thought, self-direction, and self-discipline; and
5. Is of appropriate frequency and length, and does not become excessive, according to the teacher's best professional judgment.

ADOPTED: May 15, 2000

AMENDED: December 18, 2006

April 19, 2010

Instruction

Graduation Requirements

To graduate from high school, unless otherwise exempted, each student is responsible for:

1. Completing all District graduation requirements that are in addition to the State requirements.
2. Completing all courses as provided in The School Code, 105 ILCS 5/27-22, according to the year in which a student entered the 9th grade.
3. Completing all minimum requirements for graduation as specified by Illinois State Board of Education rule, 23 Ill.Admin.Code §1.440.
4. Completing all District course requirements listed below:
 - A. Student has earned a minimum of twenty-eight (28) credits.
 - B. One-half (1/2) unit of credit is awarded for the successful completion of each semester of school work
 - C. With the twenty-eight (28) credits required for graduation, a minimum number of credits must be earned in the following areas or courses:

English	4
Social Studies	2
(Includes 1 in U.S. History and ½ in American Government)	
Math	3
Science	2
P.E.	3
Music, Art, Foreign Language, or Vocational Education	1
Consumer Education	½
Driver Education	½
Health	½
Keyboarding	½
Computer Applications	½

- D. Eight semesters of attendance are required for completion of the high school program.
(No early graduation allowed.)
4. Passing an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.
5. Taking the Prairie State Achievement Examination, unless the student is exempt according to 105 ILCS 5/2-3.64.

A high school diploma will be awarded to students attending the Kansas Treatment and Learning Center who meet the minimum requirements set by the Illinois State Board of Education.

The Superintendent or designee is responsible for:

1. Maintaining a description of all course offerings that comply with the above graduation requirements.

2. Notifying students and their parents/guardians of graduation requirements.
3. Developing the criteria for #4 above.
4. Complying with State law requirements for students who transfer during their senior year because their parent(s)/guardian(s) are on active military duty. This includes making reasonable adjustments to ensure graduation if possible, or efforts to ensure that the original (transferor) school district issues the student a diploma.
5. Taking all other actions to implement this policy.

Certificate of Completion

A student with a disability who has an Individualized Education Program prescribing special education, transition planning, transition services, or related services beyond the student's 4 years of high school, qualifies for a certificate of completion after the student has completed 4 years of high school. The student is encouraged to participate in the graduation ceremony of his or her high school graduation class. The Superintendent or designee shall provide timely written notice of this requirement to children with disabilities and their parents/guardians.

Veterans of World War II, the Korean Conflict, or the Vietnam Conflict

Upon application, an honorably discharged veteran of World War II, the Korean Conflict, or the Vietnam Conflict will be awarded a diploma, provided that he or she: (1) resided within an area currently within the District at the time he or she left high school, (2) left high school before graduating in order to serve in the U.S. Armed Forces, and (3) has not received a high school diploma or General Educational Development (GED) diploma.

LEGAL REF.: 105 ILCS 5/2-3.64, 5/22-27, 5/27-3, 5/27-22, 5/27-22.10, and 70/
23 Ill.Admin.Code §1.440.

CROSS REF.: 6:30 (Organization of Instruction), 6:320 (High School Credit for Proficiency),
7:50 (School Admissions and Student Transfers To and From Non-District
Schools)

ADOPTED: May 15, 2000

AMENDED: January 17, 2005
March 21, 2005
September 19, 2005
November 21, 2005
October 15, 2007
April 19, 2010
June 21, 2010
March 21, 2011
April 18, 2011

Instruction

Exhibit - State Law Graduation Requirements

The School Code, 105 ILCS 5/27-22, as amended by P.A. 94-676 (eff. 8-24-05), contains the following course requirements in order for a student in Illinois to receive a high school diploma. Other graduation requirements, including additional course requirements if any, are contained in School Board policy 6:300, *Graduation Requirements*.

State Law Graduation Requirements

105 ILCS 5/27-22

Sec. 27-22. Required high school courses.

- (a) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 1984-1985 school year through the 2004-2005 school year must, in addition to other course requirements, successfully complete the following courses:
- (1) Three years of language arts;
 - (2) Two years of mathematics, one of which may be related to computer technology;
 - (3) One year of science;
 - (4) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government; and
 - (5) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language or (D) vocational education.
- (b) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 2005-2006 school year must, in addition to other course requirements, successfully complete all of the following courses:
- (1) Three years of language arts.
 - (2) Three years of mathematics.
 - (3) One year of science.
 - (4) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government.
 - (5) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.
- (c) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 2006-2007 school year must, in addition to other course requirements, successfully complete all of the following courses:
- (1) Three years of language arts.
 - (2) Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.
 - (3) Three years of mathematics, one of which must be Algebra I and one of which must include geometry content.
 - (4) One year of science.
 - (5) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government.
 - (6) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.

- (d) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 2007-2008 school year must, in addition to other course requirements, successfully complete all of the following courses:
- (1) Three years of language arts.
 - (2) Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.
 - (3) Three years of mathematics, one of which must be Algebra I and one of which must include geometry content.
 - (4) Two years of science.
 - (5) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government.
 - (6) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.
- (e) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 2008-2009 school year or a subsequent school year must, in addition to other course requirements, successfully complete all of the following courses:
- (1) Four years of language arts.
 - (2) Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.
 - (3) Three years of mathematics, one of which must be Algebra I and one of which must include geometry content.
 - (4) Two years of science.
 - (5) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government.
 - (6) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.
- (f) The State Board of Education shall develop and inform school districts of standards for writing intensive coursework.
- (g) This amendatory Act of 1983 does not apply to pupils entering the 9th grade in 1983-1984 school year and prior school years or to students with disabilities whose course of study is determined by an Individualized Education Program.
This amendatory Act of the 94th General Assembly does not apply to pupils entering the 9th grade in the 2004-2005 school year or a prior school year or to students with disabilities whose course of study is determined by an Individualized Education Program.
- (h) The provisions of this Section are subject to the provisions of Section 27-22.05 [required course substitution].

ADOPTED: March 21, 2011

6:310 Instruction

Credit For Alternative Courses and Programs, and Course Substitutions

Correspondence Courses

A student enrolled in a correspondence course may receive high school credit for work completed, provided:

1. The course is given by an institution accredited by the North Central Association of Colleges and Secondary Schools;
2. The student is a fourth or fifth year senior;
3. The student assumes responsibility for all fees; and
4. The course is approved in advance by the high school principal.

A maximum of 6 units of credit may be counted toward the requirements for a student's high school graduation.

Distance Learning Courses, Including Virtual and Online Courses

A student enrolled in a distance learning course, including a virtual or online course, may receive high school credit for work completed, provided:

1. The course is offered by an institution approved by the Superintendent or designee;
2. The course is not offered at the student's high school;
3. The student assumes responsibility for all fees (including tuition and textbooks);
4. The Building Principal approves the course in advance; and

Students may be limited as to the number of distance learning courses that apply toward high school credit. Grades earned in approved distance learning courses count toward a student's grade point average, class rank, and eligibility for athletic and extra-curricular activities. The District may pay the fee for expelled students who are permitted to take virtual or online courses in alternative settings.

Exchange Programs

An exchange student will be granted a diploma if he or she completes the criteria for graduation established by the State of Illinois and the School Board. The School Board may grant a certificate of attendance to exchange students.

District students will receive high school credit for foreign exchange courses that meet the criteria established in the curriculum and that are approved by the Building Principal. International study course work not meeting District requirements may be placed in the student's permanent record and recorded as an international study experience.

Summer School and Independent Study

A student will receive high school credit for successfully completing: (1) any course given by an institution accredited by the North Central Association of Colleges and Secondary Schools, and (2) independent study in a curriculum area not offered by the District, provided the student obtains the consent of a supervising teacher as well as the Building Principal.

College Courses

A student who successfully completes community college courses may receive high school credit, provided:

1. The student is a senior in good academic standing;

2. The course is not offered in the high school curriculum;
3. The course is approved in advance by the student's guidance counselor and the High School Principal; and
4. The student assumes responsibility for all fees.

A maximum of 6 units of credit may be counted toward the requirements for a student's high school graduation.

Dual Credit Courses

A student who successfully completes a dual credit course may receive credit at both the college and high school level.

Foreign Language Courses

A student will receive high school credit by studying foreign language in an approved ethnic school program, provided such program meets the minimum standards established by the State Board of Education.

The amount of credit will be based on foreign language proficiency achieved. The Building Principal may require a student seeking foreign language credit to successfully complete a foreign language proficiency examination.

Military Service

The School Board may accept military service experience as credit toward graduation, provided the student making the request has a recommendation from the U. S. Commission of Accreditation of Service Experiences. The student seeking credit shall supply any documents or transcripts necessary to support the request.

Volunteer Service Credit Program

A student may earn high school credit through community service activities. The Superintendent shall implement the volunteer service credit program to ensure student enrichment, educational growth, and personal welfare. Students shall receive the amount of credit given for the completion of one semester of language arts, math, science, or social studies.

Youth Apprenticeship Vocational Education Program

Students participating in the Youth Apprenticeship Vocational Education Program (Tech Prep) may earn credit toward graduation for work-related training received at manufacturing facilities or agencies.

Vocational Academy

Students enrolled in the Vocational Academy earn credit toward graduation as provided in the Academy's design.

Substitutions for Physical Education and Other Required Courses

A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses if:

1. The Building Principal approves the substitution and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and
2. The student's parent/guardian request and approve the substitution in writing on forms provided by the District.

A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below. The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances:

1. Playing in one varsity sport for a semester waiver or playing in two varsity sports for a school year waiver (student must be in the 11th or 12th grade);
2. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or
3. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

A student in grades 3-12 who is eligible for special education may be excused from physical education courses if:

1. The student's parent/guardian agrees that the student must utilize the time set aside for physical education to receive special education support and services, or
2. The student's individualized education program team determines that the student must utilize the time set aside for physical education to receive special education support and services.

The agreement or determination must be made a part of the individualized education program. A student requiring adapted physical education must receive that service in accordance with the student's individualized education program.

LEGAL REF.: 105 ILCS 5/2-3.44, 5/2-3.108, 5/2-3.115, 5/10-22.43a, 5/27-6, 5/27-22.3, and 5/27-22.05.
23 Ill. Admin. Code §§ 1.420(p), 1.440(j), and 4.450(c).

CROSS REF.: 6:180 (Extended Instructional Programs), 6:300 (Graduation Requirements), 6:320 (Credit for Proficiency), 7:260 (Exemption from Physical Activity)

ADOPTED: May 15, 2000

AMENDED: July 19, 2004

June 25, 2007

April 19, 2010

May 16, 2011

**SHILOH SCHOOL DISTRICT NO. 1
PHYSICAL EDUCATION WAIVER REQUEST
District Policy 6:310-E**

I, _____, am requesting a Physical Education
Student Name

Waiver for the 2010–2011 school year. I understand that to be eligible to obtain a waiver I
must meet the state requirements.

I qualify for this waiver by:

_____ Playing in one varsity sport for a semester waiver.

_____ Playing in two varsity sports for a school year waiver.

_____ Taking a class required to graduate.

_____ Taking a class needed to prepare for college.

Student Signature _____ Date _____

Parent Signature _____ Date _____

Counselor Signature _____ Date _____

Principal Signature _____ Date _____

ADOPTED: May 16, 2011

Instruction

High School Credit For Proficiency

Proficiency Credits

Subject to the limitations in this policy and State law, the Superintendent is authorized to establish and approve a program for granting credit for proficiency with the goal of allowing a student who would not benefit from a course because the student is proficient in the subject area to receive credit without having to take the course. A student who demonstrates competency under this program will receive course credit for the applicable course and be excused from any requirement to take the course as a graduation prerequisite. No letter grade will be given for purposes of the students' cumulative grade point average. The Superintendent or designee shall notify students of the availability of, and all requirements for, receiving proficiency credit.

Proficiency credit will be offered in the following subject areas:

Foreign language - A student is eligible to receive one year of foreign language credit if the student has graduated from an accredited elementary school and can demonstrate proficiency, according to this District's academic criteria, in a language other than English. A student who demonstrates proficiency in American Sign Language is deemed proficient in a foreign language and will receive one year of foreign language credit. A student who studied a foreign language in an approved ethnic school program is eligible to receive appropriate credit according to the level of proficiency reached; the student may be required to take a proficiency examination.

Other proficiency testing - The program for granting credit for proficiency may allow, as the Superintendent deems appropriate, course credit to be awarded on the basis of a local examination to a student who has achieved the necessary proficiency through independent study or work taken in or through another institution. Proficiency testing may also be used to determine eligible credit for other subjects whenever students enter from non-graded schools, non-recognized or non-accredited schools, or were in a home-schooling program.

Course Credit for High School Diploma

The Superintendent or designee may investigate, coordinate, and implement a program and schedules for students in grades 7 or 8 to enroll in a course required for a high school diploma.

Students in grade 7 and 8 may enroll in a course required for a high school diploma when: (1) the course is offered by the high school that the elementary student would attend, (2) the student participates in the course at the location of the high school, (3) the student's enrollment in the course would not prevent a high school student from being able to enroll, and (4) the course is taught by a high school teacher who teaches in a high school of the district where the student will attend high school.

A student that successfully completes a course required for a high school diploma while in grades 7 and 8 shall receive academic credit from the Board. That academic credit shall satisfy the requirements of Section 27-22 of The School Code for purposes of receiving a high school diploma, unless evidence about the course's rigor and content show that the course did not address the relevant Illinois learning standard at the level appropriate for the high school grade during which the course is usually taken. The student's grade in the course shall also be included in the student's grade point average in accordance with Board policy.

LEGAL REF.: 105 ILCS 5/10-22.10, 5/10-22.43, 5/10-22.43a, 5/27-12.1, 5/27-22, 5/27-22.10,
5/27-24.3, and 5/27-24.4.
23 Ill. Admin. Code §1.460.

CROSS REF.: 6:180 (Extended Instructional Programs), 6:280 (Grading and Promotion), 6:300
(Graduation Requirements), 6:310 (Credit for Alternative Courses and Programs,
and Course Substitutions), 7:40 Nonpublic School Students, Including Parochial
and Home-Schooled Students)

ADOPTED: May 15, 2000

AMENDED: May 15, 2006

January 22, 2008

April 19, 2010

May 16, 2011

Instruction

Achievement and Awards

Grade Point Average, Class Rank, and Class Honor Roll

The Superintendent shall maintain a uniform process for secondary schools to calculate, on at least a yearly basis, each student's grade point average and class rank, as well as an honor roll for each class.

Awards and Honors

The Superintendent shall maintain a uniform process for presenting awards and honors for outstanding scholarship, achievement, and/or distinguished service in school activities in such a way as to minimize bias and promote fairness. The Superintendent shall supervise the selection of the recipient(s).

All donations for awards, honors, and scholarships must receive the School Board's prior approval.

ADOPTED: May 15, 2000

AMENDED: December 18, 2006

April 19, 2010

Instruction

Student Testing and Assessment Program

The District student assessment program provides information for determining individual student achievement and instructional needs, curriculum and instruction effectiveness, and school performance measured against District student learning objectives and statewide norms.

The Superintendent or designee shall manage the student assessment program that, at a minimum:

1. Uses the State assessment system and any other appropriate assessment methods, and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Tests the grades and subjects according to the schedule required by the State assessment system. The District's assessment program may include testing students in grades not required by State law to be tested.
3. Tracks the achievement of all students.
4. Provides each student and his or her parents/custodians with an evaluation of the student's learning on the basis of test and assessment results. See policy 6:280, *Grading and Promotion*.
5. Utilizes professional testing practices.

Overall student assessment data on tests required by State law will be aggregated by the District and reported, along with other information, on the District's annual report card. Board policy 7:340, *Student Records*, and its implementing procedures govern recordkeeping and access issues.

LEGAL REF.: Family Educational Rights and Privacy Act, 20 U.S.C. §1232g.
105 ILCS 5/2-3.63, 5/2-3.64, 5/10-17a, and 5/27-1.

CROSS REF.: 6:15 (School Accountability), 7:340 (Student Records)

ADOPTED: May 15, 2000

AMENDED: August 16, 2004

December 19, 2005

March 19, 2007

April 19, 2010