

BOARD OF EDUCATION POLICY MANUAL
TABLE OF CONTENTS
SECTION 6 - INSTRUCTION

Philosophy and Goals

- *6:10 Educational Philosophy and Objectives**
- 6:15 Goals and Objectives**
- 6:15E Exhibit – Resolution Declining Requests to Accept Non-Resident Choice Students**

Educational Calendar and Organization

- 6:20 School Year Calendar and Day**
- 6:30 RESERVED**

Curriculum

- 6:40 Curriculum Development**
- 6:50 OPEN**
- *6:60 Curriculum Content**
- 6:65 Student Social and Emotional Development**
- 6:70 Teaching About Religions**
- 6:80 RESERVED**
- 6:90 Kindergarten**
- 6:100 Experiments Upon or Dissection of Animals**

Special Programs

- 6:110 Supportive Services for Truants**
- 6:120 Education of Children with Disabilities**
- 6:130 Program for the Gifted - Project Talent Programs**
- 6:140 Education of Homeless Children**
- 6:145 Migrant Students**
- 6:150 Home and Hospital Instruction**
- 6:160 Limited English Proficient Students**
- 6:170 Title I Programs**
- 6:180 Extended Instructional Programs**

6:190 Extracurricular and Co-Curricular Activities

Instructional Resources

6:200 Instructional Arrangements

6:210 Instructional Materials

6:220 Instructional Materials Selection and Adoption

6:230 Library

6:235 Access to Electronic Networks

6:240 Field Trips

6:250 Community Resource Persons and Volunteers

6:255 RESERVED

6:260 Complaints About Curriculum, Instructional Materials, and Programs

Guidance and Counseling

6:270 Guidance and Counseling Program

Achievement

***6:280 Grading and Promotion**

6:290 Homework

6:300 RESERVED

***6:310 RESERVED**

***6:320 RESERVED**

6:330 Awards and Scholarships

6:340 Student Testing and Assessment Program

***This is a required policy topic**

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:

- To foster self-discovery, self-awareness, and self-discipline.
- To develop an awareness of and appreciation for cultural diversity.
- To stimulate intellectual curiosity and growth.
- To provide fundamental career concepts and skills.
- To help the student develop sensitivity to the needs and values of others and a respect for individual and group differences.
- To help each student strive for excellence and instill a desire to reach the limit of his or her potential.
- To develop the fundamental skills which will provide a basis for life long learning.
- To be free of any sexual, cultural, ethnic, or religious bias.

The administrative staff is responsible for apprising the Board of Education of the educational program's current and future status. The Superintendent should prepare an annual report that includes:

- A review and evaluation of the present curriculum;
- A projection of curriculum and resource needs;
- An evaluation of, and plan to eliminate, any sexual, cultural, ethnic, or religious bias that may be present in the curriculum or instructional materials and methods;
- A plan for new or revised instructional program implementation; and
- A review of present and future facility needs.

CROSS REF.: 1:30, 3:10, 6:15, 7:10

ADOPTED: September 23, 1998

6.10

Instruction

Goals and Objectives

Goals for Learning

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.

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

Accreditation and School Improvement Plan

The Superintendent shall supervise the District's participation in the Illinois Public School Accreditation Process and Annual Application for Accreditation, including the District's:

1. reporting of the extent to which each of its schools meets the law's operational requirements and Illinois State Board of Education rules as identified in "The Illinois Program for Evaluation, Supervision, and Recognition of Schools, Part 1."
2. reporting of the extent to which each of its schools meets student performance and school improvement standards through the development of a School Improvement Plan which addresses these areas:
 - a. analysis of existing conditions
 - b. learning outcomes, standards, and expectations
 - c. assessment systems
 - d. analysis of student performance data
 - e. evaluation of student performance and school programs
 - f. reviewing expectations and implementing activities to increase student performance
 - g. reporting to the public.
3. The Superintendent shall regularly report the District's progress to the Board and seek Board approval for each School Improvement Plan.

Multi-Culturalism

The instructional program shall emphasize multi-cultural education by presenting in context the contributions of all races and cultures, and by recognizing in all grades the similarities of students' various cultures. The Building Principal shall monitor the school's multi-cultural experiences and instructional program.

LEGAL REF.: 105 ILCS 5/2-3.63, 5/2-3.64, and 5/27-1.

23 Ill. Admin. Code § 1.30. CROSS REF.: 6:340, 7:1

Instruction

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

Definitions

A “sending or home school” refers to a school that must offer choice because it was identified for school improvement, corrective action, or restructuring.

A “choice recipient school” refers to a school that may receive students who are eligible for choice because they are otherwise assigned to a school identified for school improvement, corrective action, or restructuring.

Criteria for Selecting Choice Recipient Schools

The following schools are disqualified from being a choice recipient school:

1. A school that is identified for improvement, corrective action, or restructuring;
2. A school that is identified as persistently dangerous as determined by the ISBE;
3. As to a specific grade, a school that has reached, or as a result of the transfer would exceed, its attendance capacity for that grade; or
4. Any school when a transfer would prevent the School District from meeting its obligations under a State or federal law, court order, or consent decree applicable to the School District.

A school with established academic criteria for enrollment is a choice recipient school for only those students who meet the enrollment criteria; however, a transfer will be permitted if the school is the only attendance center serving the student's grade that has not been identified for school improvement, corrective action, or restructuring. Choice recipient schools may include public charter schools.

Priority for Selecting Students Who Request a Transfer

The following order shall determine which student transfers will receive priority:

- Students not meeting performance standards in reading and math who are eligible for the federal Free Breakfast or Lunch Program.
- Students not meeting performance standards in reading or math who are eligible for the federal Free Breakfast or Lunch Program.
- Students not meeting performance standards in reading and math who are eligible for the federal Reduced Breakfast or Lunch program.
- Students not meeting performance standards in reading or math who are eligible for the federal Reduced Breakfast or Lunch Program.

- Students not meeting performance standards in reading and math.
- Student not meeting performance standards in reading or math.
- Students eligible for free or reduced breakfast or lunch programs.
- Any other students based on performance standards.

Performance standards are determined using ISAT, IMAGE, and IAA as well as other District assessments.

Preparing to Offer Choice

Actor	Action
Superintendent	<p>Convenes parent meetings to provide information regarding NCLB and discuss options, criteria, implications, and protocol.</p> <p>Identifies members of the District’s Choice Team, e.g., each Building Principal, curriculum director, director of personnel, and facilities director.</p> <p style="text-align: center;">The purpose of the District’s Choice Team is to help make administrative decisions to implement school choice.</p> <p>Serves as chairperson or selects a chairperson for the Choice Team.</p> <p>Determines a timeline.</p> <p>Forecasts costs and resources available to implement choice.</p>
District’s Choice Team	<p>Monitors which schools are likely to be identified for school improvement, corrective action, or restructuring.</p> <p>Monitors which schools are likely to be choice recipient schools.</p> <p>Prepares forms and notices, including a school choice notification form and an application for school choice transfer.</p>
Building Principals	<p>Continuously communicate with parents to build an esprit de corps.</p>

Offering Choice

Actor	Action
Superintendent	<p>Makes regular assessment reports to the Board, including projections whether each school is or will be making adequate yearly progress as defined in State law; continuously communicates all relevant information to the Board.</p> <p>Provides the School Board with lists of all schools that: (1) must offer</p>

Actor	Action
	<p>choice, and (2) qualify as choice recipient schools.</p> <p>Identifies costs and resources available to implement choice.</p>
<p>District’s Choice Team</p>	<p>From the list of schools that qualify as choice recipient schools, determine the number of students each can receive in each grade level.</p> <p>Some schools that qualify to be a choice recipient school may be excluded if the District’s Choice Team believes other schools are in a better position to accept transfer students due to class size, building space, staffing, and/or other building-level factors.</p> <p>If there are no available choice recipient schools within the District, the District’s Choice Team will, to the extent practicable, establish a cooperative agreement with other neighboring districts.</p> <p>If a choice recipient school is not available, prepares plans to offer supplemental educational services to eligible students.</p> <p>Develops a timeline including all deadlines.</p>
<p>Superintendent or designee</p>	<p>Sends a school choice notification letter to parents/guardians informing them of the school choice transfer option. This notification shall be given at least 30 days before the first day of the school year.</p> <p>Includes an application for school choice transfer with the choice notification letter identifying possible choice recipient schools.</p> <p>Informs parents/guardians of the deadline for them to submit a completed application for school choice transfer if they want their child to be transferred.</p> <p>If there is more than one choice recipient school, asks parents which choice recipient school they want their child to attend.</p> <p>Asks parents/guardians to rank order their preferred selections.</p> <p>Uses all means available to ensure that school staff and families know and understand eligibility requirements, and required procedures.</p>
<p>Parents/guardians</p>	<p>If they desire a school choice transfer, return a completed application</p>

Actor	Action
	<p>for school choice transfer within 30 days.</p> <p>Selects among attendance and supplemental service options by submitting the rank ordering preferences.</p>
District's Choice Team	<p>After the deadline for parents/guardians to submit an application for school choice transfer, applies choice priority to students requesting choice transfer and analyzes the preferences identified by parents/guardians.</p> <p>Parent/guardian preferences must be considered.</p> <p>Based on the above analysis, decides which student transfer applications to approve; identifies the students and the applicable choice recipient schools.</p> <p>Determines a deadline for parents/guardians to confirm the transfer and, after the deadline, reassigns the available space to another student.</p> <p>Develops transportation plan considering economic need.</p>
Superintendent or designee	<p>Notifies parents/guardians whether their application for school choice transfer was approved and, if so, of the deadline by which they have to confirm the transfer; explains that after the deadline, the available space may be assigned to another student.</p>
Parents/guardians	<p>After being notified that their selection is available, must submit a written acceptance of the assigned choice recipient school within 5 business days; must immediately complete the enrollment process at the choice recipient school.</p>
Building Principal of the Choice Recipient School	<p>Ensures that students enrolling in choice recipient schools are given an opportunity to participate in school classes and activities on the same basis as other students.</p> <p>Students may remain in a choice recipient school until the student has completed the highest grade. 4</p>

Instruction

Administrative Procedure – Compliance Steps for Providing Supplemental Educational Services

Definitions

“Supplemental Educational Services” (SES) means tutoring and other supplemental academic enrichment services that are: (1) in addition to instruction provided during the school day; (2) specifically designed to increase the academic achievement of eligible students and enable them to meet or exceed State academic achievement standards; and (3) of high quality and research-based. 34 C.F.R. §200.45.

Resources

- 20 U.S.C. §1116(e) of the No Child Left Behind Act (portion of NCLB relating to SES).
- 34 C.F.R. Part 200 (U.S. Department of Education’s rules relating to Supplemental Educational Services).
- “Supplemental Educational Services Non-Regulatory Guidance,” published by the U.S. Dept. of Education.

Initial Administrative Steps

- Identify an individual(s) to supervise and monitor the provision of SES in the District and each school.
- Design a generic provider agreement that can be tailored to a particular student and provider using cost-effective methods. The agreement’s mandatory provisions are listed in the section below on “Executing the Parent’s Choice of SES Provider.”
- Request an exemption from ISBE of the SES requirement if ISBE determines that no approved provider can make services available in the District, within the District’s general geographic location, or via distance learning. In which case, provide evidence that it cannot provide SES. Prior to making a request, consider using distance-learning technologies to make SES available to eligible students. See 34 C.F.R. §200.45(c)(4) and “Supplemental Educational Services Non-Regulatory Guidance,” III, G-5, U.S. Dept. of Education.
- Determine how the District will fund SES. See “Supplemental Educational Services Non-Regulatory Guidance,” V, U.S. Dept. of Education.

Determine Which Students Will Be Offered SES

- All children from low-income families are eligible to receive SES. 34 C.F.R. §200.45(b); “Supplemental Educational Services Non-Regulatory Guidance,” III, F, U.S. Dept. of Education.
- If sufficient funds are not available to serve all eligible children, give priority to the lowest-achieving eligible students. 20 U.S.C. §1116(b)(10)(C); 34 C.F.R. §200.45(b).
- Set priorities to select eligible students to receive SES.

One possible approach is for the school to select a cut-off score on an assessment either on a school-by-school basis or across all identified District schools. The District may also decide to concentrate services on the lowest-achieving students in particular grades or on those students in the subgroups that caused the school to be identified. Whatever measure the District selects, it should apply it fairly and equitably. "Supplemental Educational Services Non-Regulatory Guidance," III, F, U.S. Dept. of Education.

- SES must be provided until the end of the school year in which such services were first received. 20 U.S.C. §1116(e)(8). However, the sufficiency of funds and the intensity of services selected (e.g., the number of sessions per week), may limit the availability of services to a shorter period of time.

Parent Involvement

- At least annually, notify eligible students' parents/guardians of the availability of SES. 20 U.S.C. §1116(e)(2)(A); 34 C.F.R. §§200.37(b)(5), 200.46(a)(1); "Supplemental Educational Services Non-Regulatory Guidance," E-2, U.S. Dept. of Education.
- This notice must:
 1. Identify each approved SES provider that is within the District, in the District's general geographic location, or accessible through technology such as distance learning;
 2. Describe the services, qualifications, and evidence of effectiveness for each provider;
 3. Describe the procedures and deadline for selecting a provider; and
 4. Be easily understandable and, to the extent practicable, in a language the parents can understand.
 - Ensure that parents have comprehensive, easy-to-understand information about supplemental educational services.
 - Establish a reasonable deadline for parents to make their selection.
 - Give parents sufficient time and information to make an informed decision about requesting SES and selecting a provider. According to "Supplemental Educational Services Non-Regulatory Guidance," E-3, U.S. Dept. of Education:
 1. The school should allow a rolling enrollment for services, as long as eligible students are served and priorities are respected as necessary.
 2. The school may also provide SES to students who are newly enrolled in the school.
- 3. If sufficient funds are unavailable to serve all students eligible to receive SES, notify parents that priorities will be set in order to determine which of the eligible students may receive these services.
 - Consider multiple avenues for providing general information about SES, including newspapers, Internet, or notices mailed home.
 - Help parents choose a provider, if requested. 20 U.S.C. §1116(e)(2)(B); "Supplemental Educational Services Non-Regulatory Guidance," F-1, U.S. Dept. of Education

Parents may select any provider from the State-approved list, as long as that provider is in the area served by the school or within the general geographic location. Their selection

may also include any approved provider that uses e-learning, online, or distance learning technology to provide supplemental educational services.

- If a specific provider does not have enough spaces to serve all the students who want it, establish fair and equitable procedures for selecting students to receive services, giving consideration to allocating such spaces consistent with the priority to serve the lowest-achieving eligible children.

Executing the Parent's Choice of SES Provider

- Enter into an agreement with a provider selected by the parents/guardians of eligible children that includes the following: [20 U.S.C. §1116(e)(3); 34 C.F.R. 200.46(b)(2); "Supplemental Educational Services Non-Regulatory Guidance," G-2, U.S. Dept. of Education.]
 1. Specific achievement goals for the student, which must be developed in consultation with the student's parents/guardians;
 2. A description of how the student's progress will be measured and how the student's parents/guardians and teachers will be regularly informed;
 3. A timetable for improving the student's achievement;
 4. For a student with disabilities, the agreement must be consistent with the student's individualized education program under Section 614(d) of IDEA and, for a student covered under Section 504, the agreement must be consistent with the provision of an appropriate education under Section 504;
 5. A provision for terminating the agreement if the provider fails to meet student progress goals;
 6. A provision governing payment for the services;
 7. A provision prohibiting the SES provider from disclosing to the public any eligible student's identity without the student's parents/guardians' written permission; and
 8. An assurance that SES will be provided consistent with applicable civil rights laws.
 - Determine whether the District will provide transportation to SES providers. The District may provide transportation, but is not required to do so. "Supplemental Educational Services Non-Regulatory Guidance," K-12, U.S. Dept. of Education.

Evaluating SES Providers

- Provide ISBE information regarding the quality and effectiveness of the SES providers' services. 20 U.S.C. §1116(e)(2); "Supplemental Educational Services Non-Regulatory Guidance," D, U.S. Dept. of Education.

Privacy

- Protect the privacy of students who receive SES. 20 U.S.C. §1116(e)(2)(D); 34 C.F.R. §200.46(a)(6).

Do not give SES providers students' names who are eligible to receive SES without the students' parents/guardians' prior written consent. "Supplemental Educational Services Non-Regulatory Guidance," F-8, U.S. Dept. of Education.

Instruction

Exhibit - Resolution Declining Requests to Accept Non-Resident Choice Students

WHEREAS, schools identified for school improvement, corrective action, or restructuring under Section 1116 of the federal Elementary and Secondary Education Act, as added by the No Child Left Behind Act of 2001, must offer their students the choice of attending other schools that have not been so identified (so-called "choice students");

WHEREAS, this School District may be requested by other school districts to accept and enroll students currently attending a school identified for school improvement, corrective action, or restructuring;

WHEREAS, no school in this School District has adequate resources, capacity, and/or staffing that would make it a candidate for accepting non-resident choice students from non-district schools without harming the educational program it currently offers.

THEREFORE, BE IT RESOLVED THAT:

1. The District will not enter into intergovernmental agreement to accept non-resident students from non-District schools identified for school improvement, corrective action, or restructuring;
2. The District will not accept non-resident choice students for enrollment, other than pursuant to: (1) an intergovernmental or cooperative agreement that pre-existed this Resolution; (2) a binding order from a court having appropriate jurisdiction; (3) foreign exchange students accepted pursuant to District policy; or (4) State or federal law requiring the District to accept a non-resident students.
3. The Superintendent shall keep the Board apprised of any change in conditions that might cause the Board to reconsider this Resolution.

ADOPTED THIS ____ DAY OF ____, 200____, BY THE FOLLOWING VOTE:

AYES:____ NAYS:____ ABSENT:____

ATTEST: _____
 PRESIDENT, BOARD OF EDUCATION SECRETARY, BOARD OF EDUCATION

Instruction

School Year Calendar and Day

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 School Board may, from time to time, designate a regular school day as a commemorative holiday.

School Day

The School Board establishes the length of the school day with the recommendation of the Superintendent and subject to State law requirements.

LEGAL REF.: 105 ILCS 5/10-19, 5/18-8.05, 5/24-2, 5/27-18, 5/27-19, 5/27-20, 5/27-20.1, and 5/27-20.2.
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)

ADOPTED: September 23, 1998

REVISED: August 28, 2002

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.
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.

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 curriculum review program shall:

1. Ensure regular evaluations of 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, 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.

Experimental Educational Programs and Pilot Projects

The Superintendent may recommend experimental educational programs and/or pilot projects for Board consideration. Proposals must include goals, material needs, 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.

Curriculum Guides and Course Outlines

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

LEGAL REF.: 105 ILCS 5/10-20.8 and 5/10-19.

CROSS REF.: 6:60 (Curriculum Content), 6:70 (Teaching About Religions), 6:80 (Teaching About Controversial Issues), 6:90 (Kindergarten), 6:100 (Experiments Upon or Dissection of Animals), 6:120 (Education of Children with Disabilities), 7:15 (Student and Family Privacy Rights)

ADOPTED: September 23, 1998

REVISED: September 25, 2002

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.
2. In all grades, character values must be stressed including: (a) honesty, (b) kindness, (c) justice, (d) discipline, (e) respect for others, and (f) moral courage.
3. In all grades, citizenship values must be stressed, 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, (e) the voting process.
4. In all grades, physical education must be stressed, including: (a) physical fitness for life-long health, (b) special activities for students whose physical health prevents them from participating in regular physical education, (c) principles of teamwork and fair play.
5. In all grades, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) other components necessary to develop a sound mind in a healthy body.
6. In all grades, career/vocational education must be stressed, 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, (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom.
7. In all grades, consumer education must be stressed, including: (a) knowledge of banking and banking procedures, (b) budgeting, (c) credit cards, credit applications, and credit options, (d) other related skills and knowledge needed in the modern world.
8. In all grades, conservation of natural resources must be stressed, including: (a) home ecology, (b) endangered species, (c) threats to the environment, (d) the importance of the environment to life as we know it.
9. In all grades, United States history must be stressed, including: (a) the principles of representative government, (b) the constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, (e) the role and contributions of ethnic groups, including the African Americans, Polish, Lithuanians, Germans, Hungarians, Irish, Bohemians, Russians, Albanians, Italians, Czechs, Slovaks, French, Scots, and Hispanics, in the history of this country and State.

10. In all grades, a study of the Holocaust, including Nazi atrocities of 1933 to 1945 must be stressed.
11. In all grades, the history, struggles, and contributions of women and African-Americans must be stressed.
12. In all grades, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) alternative solutions, (c) non-violent resolution, provided it can be funded by private grants or the federal government.

LEGAL REF.: 105 ILCS 5/27-3, 5/27-5, 5/27-6, 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, 5/27-24.2, 435/0.01 et seq., and 110/3.
625 ILCS 5/6-408.5.

CROSS REF.: 6:40 (Curriculum Development), 7:260 (Exemption from Physical Activity)

ADMIN. PROC.: 6:60-AP (Comprehensive Health Education Program)

ADOPTED: September 23, 1998

REVISED: September 25, 2002

Instruction

Student Social and Emotional Development

The social and emotional development of all children is an integral component of the mission of the Board of Education. This development is critical to the development of the whole child, and necessary to academic readiness and school success.

The School District shall develop, maintain and periodically review its regular and special education policies, programs and services to ensure that adequate evidence-based prevention, early intervention and treatment is provided to all of its students. These policies, programs and services shall:

1. Implement scientifically based, age-and culturally-appropriate classroom instruction and school-wide strategies that teach social and emotional skills, promote mental health and prevent risk behaviors for all students;
2. Provide or cause to be provided annual staff development to all school personnel, including administrative, academic, pupil support and ancillary staff, in age-appropriate social, emotional and academic learning and how to promote it;
3. Provide parents and families with learning opportunities related to the importance of their children's social and emotional development and ways to enhance it;
4. Establish partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and social and emotional development;
5. Develop a system and protocols for periodic and universal screening, assessment and early intervention for students who have significant risk factors for social, emotional or mental health problems, or a combination of them, that impact learning;
6. Build and strengthen referral and follow-up mechanisms for providing effective clinical services for children with social, emotional and mental health issues that impact learning through student and family support services, school-based behavioral health services and school-community linked services and supports;

7. Implement systems to assess and report baseline information and ongoing progress about school climate, students' social-emotional development and academic performance; and
8. Develop and implement such other protocols, programs and services necessary to effectuate the intent of this Policy.

The Superintendent shall be primarily responsibility for the implementation of this Policy. The Superintendent may designate such other personnel as are reasonably necessary, with the approval of the Superintendent, to assist him in the implementation of this Policy.

The Superintendent shall annually make available to each building/facility in the School District a comprehensive listing of all existing policies, and copies of all protocols, procedures and resources required by this Policy.

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 Examinations, Immunizations, and Exclusion of Students), 7:250 (Student Support Services)

TEMPORARILY

ADOPTED: August 25, 2004

ADOPTED: September 22, 2004

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. Pittsburgh ACLU, 446 A.2d 334, appeal after remand, 471 A.2d 28, cert. denied, 488 U.S. 815 (1989).

CROSS REF.: 6:40, 6:255

ADOPTED: September 23, 1998

Instruction

Kindergarten

The District maintains a half-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)

ADOPTED: September 23, 1998

REVISED: May 26, 2004

Instruction

Experiments Upon or Dissection of Animals

Students who have moral objections to dissecting animals will be excused from classroom attendance during times when such activities are taking place without penalty. The Building Principal shall inform students and parent(s)/guardian(s) at the beginning of the school year of students' right to refrain from attending classes when instruction involves the dissecting of animals. Alternative instructional programs and classroom attendance shall be arranged by the classroom teacher, with the Building Principal's approval, for the students.

Experiments on living animals are prohibited. 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 must comply with The School Code.

LEGAL REF.: 105 ILCS 5/27-14.

CROSS REF.: 6:40

ADOPTED: September 23, 1998

Instruction

Supportive Services for Truants

Supportive services may be offered to a student who is experiencing an attendance problem, including:

- parent-teacher conferences
- counseling services by social workers
- counseling services by psychologists
- psychological testing
- alternative school placement
- community agency services

LEGAL REF.: 105 ILCS 5/2-3.66, 5/26-2a, and 5/26-14.

CROSS REF.: 7:70

ADOPTED: September 23, 1998

Instruction

Education of Children with Disabilities

The 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 under 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 for whom it is determined, through definitions and procedures described in the *Illinois Rules and Regulations to Govern the Organization and Administration of Special Education* 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 Rules and Regulations to Govern the Administration of Special Education. For those students who are not eligible for services under IDEA, but, because of 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 parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), and representation by counsel, and a review procedure.

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

If necessary, students may also be placed in private school education facilities.

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. § 12101 et seq.
Individuals With Disabilities Education Act, 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 § 226.

CROSS REF.: 2:150, 7:230

ADOPTED: September 23, 1998

REVISED: December 19, 2001

Instruction

Administrative Procedure-Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities and Suspected Disabilities

The special education procedures are approximately 100 pages. Due to this length and their importance, they are available to all Illinois districts and co-ops on the IASB website, IASB.COM. Individual districts and co-ops should insert their own specific procedures into this framework and have the district or co-op's attorney review them.

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 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. The Superintendent shall appoint a Liaison for Homeless Children.

A "homeless child" is defined as provided in the McKinney Homeless Assistance Act.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. § 11431 et seq. [only if the District receives Title I funds]
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 Examinations, Immunizations, and Exclusion of Students)

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

ADOPTED: September 25, 2002

Instruction

Program for the Gifted - Project Talent Programs

To the extent possible within the resources available, all gifted and talented students shall have an opportunity to participate in appropriate educational programs.

The term "gifted and talented students" means students whose mental development is accelerated beyond the average or who have demonstrated a specific aptitude or talent to the extent they need and can benefit from specially planned educational services. "Gifted and talented students" include students with exceptional ability in academic subjects, high level thought processes, divergent thinking, creativity, and the arts.

The Board authorizes the Superintendent to provide a gifted program which includes:

1. A system for the early identification of gifted and talented students;
2. An identification system based upon multiple techniques which ensures all students equal access to gifted and talented programs, regardless of social, economic, linguistic and ethnic background;
3. Educational programs which include access at all grade levels and which encompass all of the fundamental areas of learning;
4. Educational programs which provide for continuity among grade levels with programs consistent with the District's long-range goals;
5. Qualified instructional and administrative personnel with appropriate knowledge, training and experience to implement the program;
6. Staff development programs addressing the need for all teachers to be knowledgeable about the characteristics and learning needs of gifted and talented students;
7. Procedures to foster cooperative relationships among classroom teachers, parents, and the teachers assigned to the gifted program;
8. Procedures to foster parental involvement in all aspects of the program;
9. Procedures to continually evaluate the placement and progress of students in the gifted program with periodic progress reports issued to parents.

An annual report on the status of the District's gifted program shall be submitted to the Board of Education by the Superintendent or designee.

LEGAL REF.: 105 ILCS 5/14A-1 et seq.

ADOPTED: September 23, 1998

Instruction

Education of Homeless Children

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A "homeless child" is defined as provided in the McKinney Homeless Assistance Act.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. § 11431 et seq. [only if the District receives Title I funds]
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 Examinations, Immunizations, and Exclusion of Students)

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

ADOPTED: September 25, 2002

Instruction

Administrative Procedure - Education of Homeless Children

Actor	Action
<p>Superintendent</p>	<p>Designate an appropriate staff person, who may also be a coordinator for other federal programs, as a Liaison for Homeless Children. [42 U.S.C. § 11432 (g)(1)(J)(ii).] “Homeless Children” means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of Section 103(a)(1). The term includes: [42 U.S.C. § 11434a].</p> <ul style="list-style-type: none"> a. 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; b. 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 103(a)(2)(C); c. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and d. Migratory children (as defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless under this subtitle because the children are living in clauses (a) through (c) above.
<p>Liaison for Homeless Children DUTIES</p>	<p>Ensure that homeless children are identified by school personnel and 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>

Actor	Action
<p>Liaison for Homeless Children</p> <p>DUTIES</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>

Actor	Action
<p>Parent(s)/guardian(s) 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 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 45/1-10.]</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 45/1-10.]</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

Actor	Action
	<p>educational programs for students with limited English proficiency;</p>
<p>Building Principal Where Homeless Student Will be Enrolled ENROLLMENT</p>	<p>d. Programs in vocational and technical education as well as programs for gifted and talented students; and 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 TRANSPORTATION</p>	<p>Ensure transportation is provided 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 superceded 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>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. The regional superintendent in school districts outside of Cook County serves as the investigator; in districts located in Cook County, the Superintendent shall appoint an investigator. [105 ILCS 45/1-</p>

Actor	Action
	15.] The Homeless Family Placement Act governs shelter placement. [310 ILCS 85/1 <u>et seq.</u>]

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 Parent(s)/Guardian(s) Involvement

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.: No Child Left Behind Act of 2001, §1301 et seq., 20 U.S.C. §6391 et seq.,
34 C.F.R. §200.40 - 200.45.
105 ILCS 5/14B-6.

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

ADOPTED: September 25, 2002

Instruction

Exhibit - Programs for Migrant Students - Family Interview Form

To be completed by Building Principal or designee: (please print)

Child 1 Name	Birth Date	Grade	School Dist / Bldg
Child 2 Name	Birth Date	Grade	School Dist / Bldg
Child 3 Name	Birth Date	Grade	School Dist / Bldg

Name of Parent/Guardian	Language(s)
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Telephone Number or other contact information	Today's Date
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Needs Assessment

Please circle or check response

1. Do any of your children have health problems that interfere with their ability to learn? YES NO Explain:

2. In what areas might your child(ren) need additional help in school?

	Reading	Math	Language	Other (Specify)
Child 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Child 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Child 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. Are your child(ren)'s immunizations up to date? YES NO Don't know
 YES NO Don't know

4. Do you have immunization records?

Instruction

Home and Hospital Instruction

A student absent from school for more than 2 consecutive weeks because of health or physical impairment will be provided the services of a certified teacher in the home or hospital. Appropriate educational services shall begin as soon as eligibility has been established with a written statement from a licensed medical examiner and a written parental or guardian request filed in the office of the Superintendent or designee.

Instructional time will be provided for a minimum of 5 clock hours per week on days when school is normally in session. Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s) and hospital staff to coordinate course work and facilitate the student's return to school.

**LEGAL REF.: Rules and Regulations to Govern the Administration and Operation of Special Education, 23 Ill. Admin. Code § 226.355.
105 ILCS 5/10-22.6a.**

ADOPTED: September 23, 1998

Instruction

Limited English Proficient Students

The Superintendent or designee shall develop and maintain a program for students having limited English language proficiency that will:

1. Appropriately identify students with limited English proficiency.
2. Comply with State law regarding Transitional Bilingual Educational program (TBE) and Transitional Program of Instruction (TPI). Comply with any applicable federal law and/or any requirements for the receipt of federal grant money for limited English proficient students.
3. Determine the appropriate instructional environment for limited English proficient students.
4. Annually assess the English proficiency of limited English proficient students and monitor their progress in order to determine their readiness for a mainstream classroom environment.
5. Notify parents/guardians of, and provide information about: (1) the instructional program, 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 IEP, if applicable, and (7) information on parent/guardian rights. Parental involvement will be encouraged and parents/guardians will be regularly appraised of their child's progress.

Limited English Proficiency Parent Involvement

Parents/guardians of limited English proficient students 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 Limited English Proficiency program.

LEGAL REF.: Title VI, Civil Rights Act of 1964, 42 U.S.C. §2000d, as implemented by 34 C.F.R. Part 100.
Equal Education Opportunities Act as an amendment to the Education Amendments of 1974, 20 U.S.C. §1703(f).
Bilingual Education Act, 20 U.S.C. §§7401 et seq.
§1112 and §3302 of No Child Left Behind Act of 2001.
105 ILCS 5/14C-1 et seq.
Lau v. Nichols, 414 U.S. 563 (1974).
Plyler v. Doe, 457 U.S. 202 (1982).
Castaneda v. Pickard, 648 F.2d 989 (5th Cir 1981).

ADOPTED: September 23, 1998

REVISED: September 25, 2002

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 children.

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.

**Incorporated
by Reference**

6:170-E1 (District-Level Parental Involvement Compact) and 6:170-E2 (School-Level Parental Involvement Compact)

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 (Certification), 5:280 (Duties and Qualifications), 6:15 (School Accountability), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:160 (Limited English Proficient Students), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:60 (Residence), 7:100 (Health Examinations, Immunizations, and Exclusion of Students), 8:95 (Parental Involvement)

ADOPTED:

September 23, 1998

REVISED:

September 25, 2002

Instruction

Administrative Procedure - Checklist for Development, Implementation, and Maintenance of Parent Involvement Compacts for Title I Programs

The development, implementation, and maintenance of parent/guardian involvement compacts must be accomplished with meaningful consultation with parents/guardians of children participating in Title I programs. The Superintendent designates a person to be responsible for the process of obtaining meaningful consultation. This checklist includes some measures designed to encourage meaningful consultation.

This is an annual checklist. *Check steps as completed.*

- Plan regular meetings throughout the school year with parents/guardians to discuss the District and/or school compacts; identify dates, convenient times, places, and persons whose attendance is desired. Offer meetings in the morning or evening, and, if funds are available under Title I for this purpose, provide transportation, childcare, or home visits, as such services relate to parent/guardian involvement.
- Plan an agenda for meetings to be held to discuss District and/or school compacts.
 - Always begin with “introducing where we are now” and end with “next steps.”
 - Agendas should provide for 2-way communication between District and parents/guardians of children participating in Title I programs.
 - Agendas can be built around the federal compliance requirements as stated in the IASB sample district- and school- level compacts.
 - Agendas should also include a section to inform parents/guardians of their school's participation under Title I and to explain Title I's requirements regarding parent involvement, including the right of the parents/guardians to be involved.
 - Agendas should also include a section to describe and explain the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - If requested by a parent/guardian, agendas should also include a section for parents/guardians to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
 - Agendas should also include a section to involve parents/guardians in the planning, review, and improvement of Title I programs, including the joint development of the schoolwide program plan under §1114(b)(2).
 - Another agenda topic is how funds are allotted for parent/guardian involvement in activities; parents/guardians of children receiving services must be involved in these decisions.

- Notify interested persons of meeting dates to discuss the District and/or school compacts, including:
 - Parents/guardians of student's participating in Title I programs
 - Staff members
 - Students participating in Title I programs
 - School Board members
 - Media
 - Coordinators for other school programs, (e.g. Head Start and preschool programs)
 - Other
- Publicize the meeting dates, times, and locations to discuss District and/or school compacts.
- Make all Open Meetings Act notifications and postings for meetings to be held to discuss District and/or school compacts. (Note: it is wise to assume these meetings will be in open session if Board members are expected to attend.)
- Appoint a recording secretary to keep meeting minutes.
- Provide copies of working drafts to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
- Determine "success" indicators to measure the effectiveness of the parental involvement compacts in improving the academic quality of the schools.
- Review the "success" indicators in order to evaluate the effectiveness of the parental involvement compacts in improving the academic quality of the schools.
- Identify barriers to greater participation by parents/guardians, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Use the findings of such evaluation to design strategies for more effective parent/guardian involvement.
- If the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents/guardians of participating children, submit any parents/guardians comments on the plan when the school makes the plan available to the School Board.
- Provide status reports to the School Board and, periodically, request the Board's approval of the parental involvement compacts as it evolves.
- Revise the applicable parental involvement compacts as necessary.

Instruction

Administrative Procedure - Notice to Parents Required by No Child Left Behind Act of 2001

Improving Basic Programs Operated by Local Educational Agencies

1. As required by NCLB §1111(h)(6)(A): At the beginning of each school year, a school district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
 - a. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - b. Whether the teacher is teaching under emergency or other provisional status.
 - c. The teacher's baccalaureate degree major and any other graduate certifications or degrees.
 - d. Whether paraprofessionals provide services to the student and, if so, their qualifications.
2. As required by NCLB §1111(h)(6)(B)(i): Districts must provide to parents information on the level of achievement of the parent's child in each of the State academic assessments.
3. As required by NCLB §1111(h)(6)(B)(ii): Districts must provide parents timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

Limited English Proficient Students

1. As required by NCLB §1112(g)(l)(A) and (g)(2), and §3302(a): Districts must inform a parent of a limited English proficient child identified for participation, or participating in, such a program of the reasons for their child being identified, their child's level of English proficiency, instructional method, how their child's program will meet their child's needs, how the program will help the child to learn English, exit requirements for the program to meet the objectives of any limited English proficiency, and information regarding parental rights.
2. As required by NCLB §1112(g)(l)(B), and §3302(b): Each district using funds provided under this part to provide a language instruction educational program that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform the parents of a child identified for participation in such a program, or participating in such program, of such failure not later than 30 days after such failure occurs.
3. As required by NCLB §1112(g)(4) and §3302(e): Each district shall implement an effective means of outreach to parents of limited English proficient students to inform the parents

regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.

Academic Assessment and Local Education Agency and School Improvement

1. As required by NCLB §1116(b)(6): Districts shall promptly provide to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §1116(b)(1)(E)(i), for corrective action under §1116(b)(7)(C)(i), or for restructuring under §1116(b)(8)(A)(i).
 - a. An explanation of what the identification means, and how the school compares in terms of academic achievement to other district schools and the State educational agency;
 - b. The reasons for the identification;
 - c. An explanation of what the school identified for school improvement is doing to address the problem;
 - d. An explanation of what the district or State educational agency is doing to help the school address the achievement problem;
 - e. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
 - f. An explanation of the parents' option to transfer their child to another public school under paragraphs (1)(E), (5)(A), (7)(C)(i), (8)(A)(i), and subsection (c)(10)(C)(vii) (with transportation provided by the agency when required by paragraph (9)) or to obtain supplemental educational services for the child, in accordance with subsection (e).
2. As required by NCLB §1116(b)(8)(c): Whenever the school fails to make adequate yearly progress and/or is restructured, the district shall provide the teachers and parents with an adequate opportunity to comment and participate in developing a plan.
3. As required by NCLB §1116(e)(2)(A): The district shall provide annual notice to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §1116(b)(1)(E)(i), for corrective action under §1116(b)(7)(C)(i), or for restructuring under §1116(b)(8)(A)(i).:
 - a. The availability of supplemental education services;
 - b. The identity of approved providers that are within the district or whose services are reasonably available in neighboring districts; and
 - c. A brief description of those services, qualifications, and demonstrated effectiveness of each such provider.

Parental Involvement

1. As required by NCLB §1118(b): Parents shall be notified of the parental involvement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. As required by NCLB §1118(c): Each school shall:
 - a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved;
 - b. Offer a flexible number of meetings;
 - c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parental involvement policy and the joint development of the schoolwide program plan under §1114(b)(2);
 - d. Provide parents of participating children:
 - Timely information about programs under this part;
 - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

Voluntary Public School Choice Program

1. As required by NCLB §5245(a): The district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of:
 - a. The existence of the program;
 - b. The program's availability; and
 - c. A clear explanation of how the program will operate.

Education of Homeless Children and Youths

1. As required by NCLB §722(e)(3)(C): The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:
 - a. Shall be signed by the parent or guardian;
 - b. Sets the general rights provided under this subtitle;

- c. Specifically states:
 - The choice of schools homeless children and youths are eligible to attend,
 - That no homeless child or youth is required to attend a separate school for homeless children or youths,
 - That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs; and
 - That homeless children and youths should not be stigmatized by school personnel; and,
- d. Includes contact information for the local liaison for homeless children and youths.
2. As required by NCLB §722(g)(2)(B)(iii): In the case of an unaccompanied homeless youth, the district shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.
3. As required by NCLB §722(g)(6)(A)(iv): Each district shall ensure that public notice of the educational rights of homeless children is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.

Student Privacy

1. As required by NCLB §1061(c)(2)(A): The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district. At a minimum, the district shall:
 - a. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and
 - b. Offer an opportunity for the parent to opt the student out of the activity.
2. As required by NCLB §1061(c)(2): All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g. "The Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. *(Copies of those policies are available on request.)*"

Instruction

School-Level Parental Involvement Compact ¹

This school-level parent involvement compact provides an understanding of the joint responsibility of the District and parents/guardians for improving student academic achievement and school performance. The District provides opportunities for parent/guardian involvement by:

Parent/Guardian Involvement ²

1. Convening an annual meeting, at a convenient time, to which all parents/guardians of participating children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The Building Principal or designee shall:
 - Invite all parents/guardians of participating children to the annual meeting at school.
 - Explain the rights of parents/guardians to be involved in establishing this compact.
 - Introduce and involve the building representatives on the District-level committee.
 - Provide an overview of Title I and give parents/guardians an opportunity to express questions and concerns.
 - Indicate the mechanisms by which the committee work will be communicated.
 - Seek the involvement and input of parents/guardians.
 - Provide child care so that all parents/guardians who would otherwise be unable to attend may attend.
2. Offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement. The Building Principal or designee shall:
 - Provide parents/guardians with opportunities to ask questions and dialogue informally about student academic achievement and school performance.
 - Engage building-based parent organizations to assist with communication and implementation needs.
 - Develop and use outreach programs to involve community groups and organizations.
3. Involving parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan (under NCLBA §1114(b)(2), except that if a school has in place a

¹ The numbered paragraphs correspond to requirements in NCLB §1118(b)-(f) and are all mandatory inclusions. The items in bullets are merely ideas; each district must, with parents, develop its own process for accomplishing the respective numbered paragraph. This exhibit should be used along with 6:170-E1 (District-Level Parental Involvement Compact), but only by those districts receiving Title I funds.

² NCLB §1118(c)

process for involving parents/guardians in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents/guardians of participating children. The Building Principal or designee shall:

- Identify and establish a process by which an adequate representation of parents/guardians of participating children can occur.
 - Establish a schedule for the building-based committee to plan, review, and recommend improvements to the District parent involvement policy.
4. The Building Principal or designee shall:
 - Provide parents/guardians of participating children timely information about programs.
 - Communicate updates through use of school newsletters, the District web site, e-mail and telephone contact, and home visits if needed.
 5. The Building Principal or designee will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 6. The Building Principal or designee shall:
 - Provide parents/guardians, upon request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
 - Develop a feedback loop for parents/guardians to ask questions and receive follow-up.
 7. If the school wide plan under section 1114(b)(2) is not satisfactory to the parents/guardians of participating children, the Building Principal or designee shall:
 - Submit any comments when the school makes the plan available to the School Board.
 - Provide a process for parents/guardians to express concerns and complaints.

Shared Responsibilities for High Student Academic Achievement ³

1. The School is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards. Each parent/guardian is responsible for supporting their children's learning, by:
 - Monitoring attendance, homework, and television viewing.
 - Volunteering in their child's classroom and participating, as appropriate, in decisions relating to their children's education and extracurricular activities.
2. Communication between teachers and parents/guardians occurs on an ongoing basis through:

³ NCLB §1118(d).

- Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievements.
- Frequent reports to parents/guardians on their children's progress.
- Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Building Capacity for Involvement ⁴

To ensure effective involvement of parents/guardians and to support a partnership among the school's involved, each school shall:

- Provide assistance to parents/guardians of children served in understanding the State's academic content standards and State student academic achievement standards, State and local assessments, monitoring a child's progress and work with educators to improve the achievement of their children.
- Provide materials and training (such as literacy, technology, etc.) to help parents/guardians work with their children.
- Educate teachers and other staff in the value and utility of contributions of parents/guardians and how to effectively communicate with and work with parents/guardians as equal partners.
- Implement and coordinate parent/guardian programs that will build ties between them.
- Coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and public preschool and other programs and conduct other activities, such as parent/guardian resource centers that encourage and support parents/guardians in more fully participating in the education of their children.
- Ensure that information is sent to the parents/guardians of participating children in a format and language that parents/guardians can understand.
- Involve parents/guardians in the development of training for teachers, Building Principals, and other educators to improve the effectiveness of such training.
- Provide necessary literacy training from funds received under this part if the District has exhausted all other reasonably available sources of funding for such training.
- Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents/guardians to participate in school-related meetings and training sessions.
- Train parents/guardians to enhance the involvement of other parents/guardians.
- Use outreach programs to involve community groups and organizations.

⁴ NCLB §1118(e).

- Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.
- Adopt and implement model approaches to improving parental involvement.
- Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in supported programs.
- Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.
- Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request.

In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide full opportunities for the participation of parents/guardians with limited English proficiency or disabilities, including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians understand. ⁵

⁵ NCLB §1118(f).

Instruction

Extended Instructional Programs

The Superintendent is authorized to establish and implement the following programs in accordance with State law:

1. Birth-3 years program for educational purposes.
2. Pre-kindergarten for children at-risk, ages 3-5 years.
3. Before-and after-school programs for students in grades K-8.
4. Child Care and Parent Training Center for pre-school children and for students whose parents work.
5. Model day care program in cooperation with the State Board of Education.
6. Tutorial program.
7. Outdoor education program.
8. Summer school.

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, and 110/3.
23 Ill. Admin. Code § 1.450(b).

ADOPTED: September 23, 1998

Instruction

Extracurricular and Co-Curricular Activities

The Superintendent shall approve all District-sponsored extracurricular and co-curricular activities, 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 are reasonable and do not exceed the actual cost of operation.
3. Student body desires are considered.
4. The activity will be supervised by a school-approved sponsor.

Building Principals are responsible for the scheduling and announcing of student extracurricular and co-curricular activities.

Non-school sponsored student groups are governed by the District's policy on student use of school buildings.

Academic Criteria for Participation for Students in Kindergarten through 8th Grade

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.

LEGAL REF.: 105 ILCS 5/10-20.30.

CROSS REF.: 4:170, 7:40, 7:240, 7:300, 7:330 (student use of school buildings)

ADOPTED: September 23, 1998

Instruction

Instructional Arrangements

Grouping For Instruction

Grouping within a school or within a classroom is the responsibility of each Building Principal. The aim of grouping is to place each student in an appropriate and comfortable learning situation.

Team Teaching

Teachers may team teach upon approval of the Superintendent or designee.

Individualized Instruction

Provision for individual differences shall be given high priority in planning the instructional program, in choosing teaching methods and materials, and in evaluating results.

ADOPTED: September 23, 1998

Instruction

Instructional Materials

All District classrooms and learning centers should be equipped with a wide assortment of teaching tools, textbooks, workbooks, audio-visual materials, computer software and hardware and equipment selected to meet the students' needs. Textbooks and instructional 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 intelligent judgements;
4. Present opposing sides of controversial issues;
5. Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;
6. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

A list of textbooks and instructional materials used in the District shall be revised annually by building administrators under the Superintendent's direction and shall be made available to the Board and professional staff as a reference. Anyone may inspect any textbook or instructional material.

Teachers are encouraged to limit the use of supplemental material to only that which will enhance, or otherwise illustrate, the subjects being taught. All supplemental material must be age-appropriate.

No PG-13-rated movie shall be shown to students unless prior approval is received from the Building Principal, and no R and NC-17 movie shall be shown under any circumstances.

LEGAL REF.: General Education Provisions Act, 20 U.S.C. § 1232g.
 105 ILCS 5/28-19.1.

CROSS REF.: 6:220, 7:10

ADOPTED: September 23, 1998

Instruction

Instructional Materials Selection and Adoption

Textbooks and instructional materials, both print and non-print, are selected based upon their quality and educational value, and must contribute to a general sense of the worth of all individuals regardless of sex, race, religion, nationality, ethnic origin, disability, or any other differences which may exist.

The School Code governs the adoption and purchase of textbooks and instructional materials.

The Superintendent shall recommend to the Board for consideration and adoption all textbooks and instructional materials based upon the recommendations of the curriculum committee. The Superintendent's recommendation to the Board shall include the following information:

- a. recommended texts, including the title, publisher, copyright dates, approximate number of copies desired and cost;
- b. texts being replaced, publisher and copyright dates;
- c. rationale for recommendation; and
- d. selection method.

LEGAL REF.: 105 ILCS 5/10-20.8 and 5/28-1 et seq.

CROSS REF.: 6:210, 7:10, 8:110

ADOPTED: September 23, 1998

Instruction

Library

The Library shall serve as a multi-media center which shall provide resources to students and professional staff.

The Library program will focus on enlarging and enriching the on-going classroom instructional program. Continuous upgrading of materials and programs will be the responsibility of the Building Principal with assistance from the center teacher and other teachers of each building.

Each building's collection of materials will be of a comprehensive nature, support the curriculum and provide for varied individual needs, interests, abilities, and maturity levels.

Materials should be selected on the basis of encouraging the growth of knowledge and developing literary, cultural and aesthetic appreciation and ethical standards.

There should be opportunities for free selection of materials based on the student's interest, as well as guided selection of materials appropriate to specific, planned learning experiences.

ADOPTED: September 23, 1998

Instruction

Access to Electronic Networks

The School Board's goal is to include electronic networks, including the Internet, in the District's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication. The Superintendent or designee shall develop an implementation plan for this policy and appoint a system administrator.

The School District is not responsible for any information that may be lost, damaged, or 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.

Individual School Board members and administrative staff members shall be treated like teachers.

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-media center materials. Teachers 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 School Board's stated goal, or (2) for a legitimate business purpose. Use is a privilege, not a right. 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.

Authorization for Electronic Network Access

Each teacher 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 parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use.

The failure of any student or teacher 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.: 7:20 ILCS 135/0.01.

CROSS REF.: 5:100 (Staff Development Program), 6:40 (Curriculum Development), 6:210 (Instructional Materials), 6:230 (Library Resource Center), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:310 (Publications)

ADOPTED: September 23, 1998

Instruction

Field Trips

The Board of Education encourages field trips when the experiences are an integral part of the school curriculum and contribute to the District's desired educational goals.

Student activities involving travel shall be authorized by the Superintendent or designee. Each trip authorization shall be based on the written rationale of the travel's educational value as well as the safety and welfare of the students involved.

Guidelines for field trips are:

1. All field trips shall be adequately supervised by staff members and other adults.
2. Whenever entrance fees, food, lodging or other costs are involved, these costs shall be assumed by the student unless otherwise stipulated by the Board of Education, provided that no student shall be excluded from any field trip because of a lack of funds. On all field trips, a bus fee to be set by the Superintendent may be charged to help defray the cost of transportation.
3. Parental permission must be obtained in writing when a field trip is planned.

The teacher shall arrange for the supervision and appropriate alternative learning experiences for non-participating students.

ADOPTED: September 23, 1998

Instruction

Community Resource Persons and Volunteers

The School Board encourages the use of 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.

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; or
5. As supervisors, chaperones, or sponsors for non-academic school activities.

The Superintendent shall establish procedures for securing and screening resource persons and volunteers. No person who is a "child sex offender," as defined by the Child Sex Offender and Murderer Community Notification Law, shall be used.

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

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

REVISED: September 24, 2003

Instruction

Complaints About Curriculum, Instructional Materials, and Programs

Persons with 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 and using the Uniform Grievance Procedure.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 8:110

ADOPTED: September 23, 1998

Instruction

Guidance and Counseling Program

The School District provides a guidance program that is available to every student. Building Principals will direct the District's guidance program.

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 social workers shall offer counseling to those students who require additional assistance.

LEGAL REF.: 23 Ill. Admin. Code §§ 1.420(q) and 1.420(b).

CROSS REF.: 7:250

ADOPTED: September 23, 1998

Instruction

Grading and Promotion

The administration and professional staff shall establish a system of grading and reporting academic achievement to students and their parents and guardians. The system shall also determine when promotion 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 Illinois Goals and Assessment Program tests, the Iowa Test of Basic Skills, 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. The final grade assigned by the teacher cannot be changed by a District administrator 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 5/2-3.64, 5/10-20.9a, 5/10-21.8, and 5/27-27.
23 Ill. Admin. Code § 1.440.

CROSS REF.: 6:300, 7:50

ADOPTED: September 23, 1998

Instruction

Homework

Teachers may give homework to students to aid in the student's educational development. Homework should be an application or adaptation of a classroom experience and should not be assigned for disciplinary purposes.

ADOPTED: September 23, 1998

Instruction

Awards and Scholarships

The Superintendent or designee will develop criteria and procedures for presenting awards, honors, and scholarships to students for outstanding scholarship and distinguished service in District activities.

All awards, honors, and scholarship donations must receive the Board of Education's approval. The selection of the recipients is under the guidance and control of a committee appointed by the Superintendent.

All awards, honors, and scholarships shall be conferred to students under the direction and supervision of the Building Principal.

ADOPTED: September 23, 1998

Instruction

Student Testing and Assessment Program

The District student assessment program provides information for determining individual student achievement and guidance needs, curriculum and instruction effectiveness, as well as school performance measured against District student learning objectives and state-wide norms.

The student assessment program shall be developed by the Superintendent and approved by the Board. The program will:

1. Use appropriate assessment methods and instruments. It may include norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Be uniformly applied to all students required to be tested.
3. Conform to the schedule required by State law and State Board of Education rules. It may include testing of students in grades not required by State law to be tested.
4. Emphasize the code of ethics for test administration.

The Superintendent or designee shall maintain descriptions of the District's assessment procedures and copies of District-wide instruments.

Test results shall be recorded in the student's temporary school record and are available only to the student, the student's parent(s)/guardian(s), and school personnel directly involved with the student's educational program. 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.

LEGAL REF.: 105 ILCS 5/2-3.63, 5/2-3.64, 5/10-17a, and 5/27-1.

CROSS REF.: 6:15

ADOPTED: September 23, 1998