

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:

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

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

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

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

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **February 9, 2009 (Effective March 1, 2009)**

Instruction

School Accountability

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

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

Quality Assurance

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

1. Preparing each school's annual recognition application and quality assurance appraisal, whether internal or external, to monitor each school's process for continuous school improvement.
2. Submitting School Improvement Plans for Board approval that comply with State law and contain:
 - District student learning objectives;
 - Assessment systems for measuring students' progress in the fundamental learning areas; and
 - Reporting systems for informing the community and the State of assessment results.
3. If applicable, preparing and implementing a No Child Left Behind Act plan, according to federal law, and seeking the School Board's approval where necessary or advisable.
4. Continuously monitoring whether the District and its schools are making adequate yearly progress as defined by State law. If the District and/or any of its schools fail to make adequate yearly progress, the Superintendent shall take the actions provided in State law as well as other responses designed to increase the likelihood that the District and/or schools will make adequate yearly progress the following year. The Superintendent shall seek the School Board's approval where necessary or advisable.
5. Publishing a school report card in accordance with State law.

The Superintendent shall make regular assessment reports to the Board, including projections whether the District and each school is or will be making adequate yearly progress as defined in State law.

The Superintendent shall seek Board approval for each District and/or school improvement plan and otherwise when necessary or advisable.

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

This section applies to only those students enrolled in a school identified by the School Board for school improvement, corrective action, or restructuring according to federal law. Those students may transfer to another public school within the District, if any, that has not been so identified. If there are no District schools available into which a student may transfer, the Superintendent or designee shall, to the extent practicable, establish a cooperative agreement with other districts in the area. A student who transfers to another school under this policy may remain at that school until the student

completes the highest grade at that school. The District shall provide transportation only until the end of the school year in which the transferring school ceases to be identified for school improvement or subject to corrective action or restructuring. All transfers and notices provided to parents/guardians and transfer requests are governed by State and federal law.

If any District school or the District itself is identified for improvement, the Superintendent or designee shall identify, develop, or revise a school and/or District plan for improvement in accordance with federal law. This school and/or District plan shall be presented to the Board for approval.

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

LEGAL REFERENCE: No Child Left Behind Act, §1116, 20 U.S.C. §6316.
34 C.F.R. §§200.32, 200.33, 200.42, and 200.43.
105 ILCS 5/2-3.63, 5/2-3.64, 5/10-21.3a, and §5/27-1.
23 Ill.Admin.Code §§1.10, 1.20, and 1.30.

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

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

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 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. The Superintendent or designee shall ensure that observances required by State law are followed during each day of school attendance.

LEGAL REFERENCE: 105 ILCS 5/10-19, 5/10-24.46, 5/18-8.05, 5/18-12, 5/18-12.5, 5/24-2, 5/27-3, 5/27-18, 5/27-19, 5/27-20, 5/27-20.1, 5/27-20.2, and 20/1.
23 Ill.Admin.Code §1.420(f).
Metzl v. Leininger, 850 F.Supp. 740 (N.D. Ill., 1994), *aff’d* by 57 F.3d 618 (7th Cir., 1995).

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

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **February 11, 2008 (Effective March 1, 2008)**

AMENDED: **August 11, 2008 (Effective September 1, 2008)**

AMENDED: **February 8, 2010 (Effective March 1, 2010)**

AMENDED: **February 11, 2013 (Effective March 1, 2013)**

Instruction

Organization of Instruction

The School District has instructional levels for grades pre-kindergarten through twelve. The elementary school enrolls students in pre-kindergarten through grade five (5). The junior high school offers grades six (6) through eight (8). The high school offers grades nine (9) through twelve (12). The Superintendent shall annually present to the School Board a plan for organizing instructional levels and assigning them to school facilities in order to:

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

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

Kindergarten

The District maintains a full-day kindergarten with an instructional program that fulfills the District’s curriculum goals and objectives and the requirements of the State law. The district also offers a half-day kindergarten for those parents/guardians who request a half-day program.

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

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

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **February 12, 2007 (Effective March 1, 2007)**

AMENDED: **August 11, 2008 (Effective September 1, 2008)**

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 District-wide and articulated across all grade levels.
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.

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.

Single-Gender Classes and Activities

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

Development

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

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

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

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

Curriculum Guides and Course Outlines

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

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

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

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **February 11, 2008 (Effective March 1, 2008)**

AMENDED: **August 13, 2012 (Effective August 31, 2012)**

Instruction

School Wellness

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

Goals for Nutrition Education and Nutrition Promotion

The goals for addressing nutrition education and nutrition promotion include the following:

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

Goals for Physical Activity

The goals for addressing physical activity include the following:

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

Nutrition Guidelines for Foods Available in Schools During the School Day

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

Guidelines for Reimbursable School Meals

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

Monitoring

The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy. This report must include without limitation each of the following:

- An assessment of the District's implementation of the policy
- The extent to which schools in the District are in compliance with the policy
- The extent to which the policy compares to model local school wellness policies
- A description of the progress made in attaining the goals of the policy.

Community Input

The Superintendent or designee will invite suggestions and comments concerning the development, implementation, and improvement of the school wellness policy from parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and community.

LEGAL REFERENCE: Child Nutrition and WIC Reauthorization Act of 2004, PL 108-265, Sec. 204.
Child Nutrition Act of 1966, 42 U.S.C. §1771 *et seq.*
National School Lunch Act, 42 U.S.C. §1758.
Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b, PL 111-296.
42 U.S.C. §1779, as implemented by 7 C.F.R. §210.11.
105 ILCS 5/2-3.139.
23 Ill.Admin.Code Part 305, Food Program.
ISBE's "School Wellness Policy" Goal, adopted Oct. 2007.

CROSS REFERENCE: 4:120 (Food Services)

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **August 11, 2008 (Effective September 1, 2008)**

AMENDED: **February 8, 2010 (Effective March 1, 2010)**

AMENDED: **August 13, 2012 (Effective August 31, 2012)**

Instruction

Curriculum Content

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

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention. A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level.
2. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive course, (c) science, (d) mathematics, (e) social studies including U.S. history, (f) foreign language, (g) music, (h) art, and (i) driver and safety education, and (j) vocational education.

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

3. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.
4. In kindergarten through grade 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.
5. In grades kindergarten through 12, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate policy 6:235, *Access to Electronic Networks* and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.
6. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage.
7. In all schools, citizenship values must be taught, including: (a) patriotism, (b) democratic principles of freedom, justice, and equality, (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.
8. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage daily during the school day in a physical education course. For exemptions and substitutions, see policies 6:310, *Credit for Alternative Courses and Programs, and Course Substitution*, and 7:260, *Exemption from Physical Activity*.
9. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction, and (e) age-appropriate sexual abuse and assault awareness and prevention education in all grades. The Superintendent shall implement a comprehensive health education program in accordance with State law.

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

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.

14. In grade 7 and all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.
15. In all schools, the curriculum includes a unit of instruction on the Holocaust and crimes of genocide, including the Nazi atrocities of 1933-1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
16. In all schools, the curriculum includes a unit of instruction on the history, struggles, and contributions of women.
17. In all schools, the curriculum includes a unit of instruction on Black History, including the history of the African slave trade, slavery in America, and the vestiges of slavery in this country, as well as the struggles and contributions of African-Americans.
18. In all schools offering a secondary agricultural education program, the curriculum includes courses as required by 105ILCS 5/2-3.80.
19. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.

LEGAL REFERENCE: 5 ILCS 465/3 and 465/3a.
20 ILCS 2605/2605-480.
105 ILCS 5/2-3.80(e) and (f), 5/27-3, 5/27-3.5, 5/27-5, 5/27-6, 5/27-7, 5/27-12,
5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-
21, 5/27-22, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-
24.2, 435/, and 110/3.
625 ILCS 5/6-408.5.
23 Ill.Admin.Code §§1.420, 1.430, and 1.440.
Consolidated Appropriations Act of 2005, Pub. L. No. 108-447, Section 111 of
Division J.
Protecting Children in the 21st Century, Pub. L. No. 110-385, Title II, 122 stat.
4096 (2008).
47 C.F.R. §54.520.

CROSS REFERENCE: 6:20 (School Year Calendar and Day)
6:40 (Curriculum Development)
6:70 (Teaching About Religions)
6:235 (Access to Electronic Networks)
7:185 (Teen Dating Violence Prohibited)
7:190 (Student Discipline)
7:260 (Exemption from Physical Activity)

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**
AMENDED: **February 12, 2007 (Effective March 1, 2007)**
AMENDED: **February 11, 2008 (Effective March 1, 2008)**
AMENDED: **February 9, 2009 (Effective March 1, 2009)**
AMENDED: **February 8, 2010 (Effective March 1, 2010)**
AMENDED: **February 13, 2012 (Effective March 1, 2012)**
AMENDED: **February 11, 2013 (Effective March 1, 2013)**
AMENDED: **February 10, 2014 (Effective March 1, 2014)**

Instruction

Student Social and Emotional Development

Social and emotional learning (SEL) is defined as the process through which students enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks. Students competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions.

The Superintendent shall incorporate SEL into the District's curriculum and other educational programs consistent with the District's mission and the goals and benchmarks of the Ill. Learning Standards. The Ill. Learning Standards include three goals for students:

1. Develop self-awareness and self-management skills to achieve school and life success.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

The incorporation of SEL objectives into the District's curriculum and other educational programs may include but is not limited to:

1. Classroom and school-wide programming to foster a safe, supportive learning environment where students feel respected and valued. This may include incorporating scientifically based, age-and-culturally appropriate classroom instruction, District-wide and school-wide strategies that teach SEL skills, promote optimal mental health, and prevent risk behaviors for all students.
2. Staff development and training to promote students' SEL development. This may include providing all personnel with age-appropriate academic and SEL and how to promote it.
3. Parent/Guardian and family involvement to promote students' SEL development. This may include providing parents/guardians and families with learning opportunities related to the importance of their children's optimal SEL development and ways to enhance it.
4. Community partnerships to promote students' SEL development. This may include establishing partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and SEL development.
5. Early identification and intervention to enhance students' school readiness, academic success, and use of good citizenship skills. This may include development of a system and procedures for periodic and universal screening, assessment, and early intervention for students who have significant risk factors for social, emotional, or mental health conditions that impact learning.
6. Treatment to prevent or minimize mental health conditions in students. This may include building and strengthening referral and follow-up procedures for providing effective clinical services for students with social, emotional, and mental health conditions that impact learning. This may include student and family support services, school-based behavioral health services, and school-community linked services and supports.
7. Assessment and accountability for teaching SEL skills to all students. This may include implementation of a process to assess and report baseline information and ongoing progress about school climate, students' social and emotional development, and academic performance.

LEGAL REFERENCE: Children's Mental Health Act of 2003, 405 ILCS 49/.

CROSS REFERENCE: 1:30 (School District Philosophy)
6:10 (Educational Philosophy and Objectives)
6:40 (Curriculum Development)
6:60 (Curriculum Content)
6:270 (Guidance and Counseling Program)
7:100 (Health Examinations, Immunizations, and Exclusion of Students)
7:180 (Preventing Bullying, Intimidation, and Harassment)
7:250 (Student Support Services)

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **February 11, 2013 (Effective March 1, 2013)**

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

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

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **August 13, 2012 (Effective August 31, 2012)**

Instruction

Teaching About Controversial Issues

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

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

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

CROSS REFERENCE: 6:40 (Curriculum Development)
6:255 (Assemblies and Ceremonies)

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **February 12, 2007 (Effective March 1, 2007)**

Instruction

Using Animals in the Educational Program

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

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

Students who object to performing, participating in, or observing the dissection of animals are excused from classroom attendance without penalty during times when such activities are taking place. No student will be penalized or disciplined for refusing to perform, participate in, or observe a dissection.

The Superintendent or designee shall inform students of: (1) their right to refrain from performing, participating in, or observing dissection, and (2) which courses contain a dissection unit and which of those courses offers an alternative project.

LEGAL REFERENCE: 105 ILCS 5/2-3.122, 5/27-14, and 112/.

CROSS REFERENCE: 6:40 (Curriculum Development)

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **August 8, 2011 (Effective September 1, 2011)**

Instruction

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

The Superintendent or designee shall develop, maintain, and supervise a program for students at risk of academic failure or dropping out of school. The program shall include education and support services addressing individual learning styles, career development, and social needs, and may include without limitation one or more of the following:

- Parent-teacher conferences
- Counseling services by social workers and/or guidance counselors
- Counseling services by psychologists
- Psychological testing
- Truants' alternative and optional education program
- Alternative school placement
- Community agency services
- Alternative learning opportunities program, in conformity with the Alternative Learning Opportunities Law, as it may be amended from time-to-time
- Graduation incentives program
- Remediation program

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

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

LEGAL REFERENCE: 105 ILCS 5/2-3.41, 5/2-3.64, 5/2-3.66, 5/13B-1 *et seq.*, 5/26-2a, 5/26-13, 5/26-14, and 5/26-16.

CROSS REFERENCE: 6:280 (Grading and Promotion)
6:300 (Graduation Requirements)
7:70 (Attendance and Truancy)

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **February 8, 2010 (Effective March 1, 2010)**

AMENDED: **February 14, 2011 (Effective March 1, 2011)**

AMENDED: **August 13, 2012 (Effective August 31, 2012)**

AMENDED: **February 11, 2013 (Effective March 1, 2013)**

Instruction

Education of Children with Disabilities

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

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

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's *Special Education* rules. For those students who are not eligible for services under IDEA, but, because of 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), 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 District in fulfilling its obligations to the District's disabled students.

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

LEGAL REFERENCE: Americans With Disabilities Act, 42 U.S.C. §12101 *et seq.*
 Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. §1400 *et seq.*
 Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.
 105 ILCS 5/14-1.01 *et seq.*, 5/14-7.02, and 5/14-7.02b.
 23 Ill.Admin.Code Part 226.
 34 C.F.R. §300.

CROSS REFERENCE: 2:150 (Committees)
 7:230 (Misconduct by Students with Disabilities)

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **February 9, 2009 (Effective March 1, 2009)**

AMENDED: **February 10, 2014 (Effective March 1, 2014)**

Instruction

Program for the Gifted

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

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

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

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

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **February 14, 2011 (Effective March 1, 2011)**

Instruction

Education of Homeless Children

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

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

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

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

CROSS REFERENCE: 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)

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

Instruction

Migrant Students

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

This program will include a means to:

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

Migrant Education Program for Parents/Guardians Involvement

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

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

LEGAL REFERENCE: 20 U.S.C. §6391 *et seq.*
34 C.F.R. §200.80 *et seq.*

CROSS REFERENCE: 6:170 (Title I Programs)

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **August 13, 2007 (Effective September 1, 2007)**

AMENDED: **August 13, 2012 (Effective August 31, 2012)**

Instruction

Home and Hospital Instruction

A student who is absent from school, or whose physician anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rules governing (1) the continuum of placement options for students who have been identified for special education services or (2) the home and hospital instruction provisions for students who have not been identified for special education services. Appropriate educational services from qualified staff will begin no later than 5 school days after receiving a physician's written statement. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction (1) before the birth of the child when the student's physician indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

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

LEGAL REFERENCE: 105 ILCS 5/10-22.6a, 5/14-13.01, 5/18-4.5, and 5/18-8.05.
23 Ill.Admin.Code §§1.520, 1.610, and 226.300.

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

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **February 12, 2007 (Effective March 1, 2007)**

AMENDED: **August 8, 2011 (Effective September 1, 2011)**

AMENDED: **February 13, 2012 (Effective March 1, 2012)**

AMENDED: **August 11, 2014**

Instruction

English Language Learners

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

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

Parent Involvement

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

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

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

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **August 13, 2007 (Effective September 1, 2007)**

AMENDED: **February 9, 2009 (Effective March 1, 2009)**

AMENDED: **August 8, 2011 (Effective September 1, 2011)**

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

CROSS REFERENCE: 2:260 (Uniform Grievance Procedure)
4:110 (Transportation)
5:190 (Teacher Qualifications)

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

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **August 11, 2008 (Effective September 1, 2008)**

Instruction

Extended Instructional Programs

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

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

LEGAL REFERENCE: 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, 5/10-22.29, 5/10-22.33A, 5/10-22.33B, 5/10-23.2, 5/27-22.1, 5/27-22.3, 5/27-23.6, 110/3, and 433/1 *et seq.*
23 Ill.Admin.Code §1.450(b).

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

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **August 13, 2012 (Effective August 31, 2012)**

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. Requests from students.
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 grades: Selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code. In order to participate in any extracurricular or co-curricular activity, students are required to receive passing grades in all classes each grading quarter. If a student receives a failing grade on his or her report card, then the student will be unable to participate in extracurricular and co-curricular activities during the next two grading quarters. Once a student is participating in an extracurricular and/or co-curricular activity, the student must continue to pass all courses that are used to determine a student's grade point average (GPA).

For high school students: Selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies.

Participation in co-curricular activities is dependent upon course selection and successful progress in those courses. In order to be eligible to participate in any school-sponsored or school-supported athletic or extracurricular activity, a student must be passing all courses. Additionally, a student must pass all courses at the end of each semester in order to be academically eligible for participation throughout the ensuing semester. Any student-participant failing to meet these academic criteria shall be suspended from the activity for five (5) school days or until the specified academic criteria are met, whichever is longer.

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

CROSS REFERENCE: 4:170 (Safety)
7:10 (Equal Educational Opportunities)
7:40 (Nonpublic School Students, Including Parochial and Home-Schooled Students)
7:240 (Conduct Code for Participants in Extracurricular Activities and Student Drivers)
7:300 (Extracurricular Athletics)
7:330 (Student Use of Buildings - Equal Access)
8:20 (Community Use of School Facilities)

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **August 8, 2011 (Effective September 1, 2011)**

AMENDED: **February 11, 2013 (Effective March 1, 2013)**

AMENDED: **August 12, 2013 (Effective September 1, 2013)**

Instruction

Instructional Materials

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

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

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

Teachers are encouraged to use supplemental material only when it will enhance, or otherwise illustrate, the subjects being taught and to ensure it is age-appropriate.

No R-rated movie shall be shown to students unless prior approval is received from the Superintendent or designee, and no movie rated NC-17 (no one 17 and under admitted) shall be shown under any circumstances. These restrictions apply to television programs and other media with equivalent ratings. The Superintendent or designee shall give parents/guardians an opportunity to request that their child not participate in a class showing a movie, television program, or other media with an R or equivalent rating.

Instructional Materials Selection and Adoption

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

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

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

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **February 12, 2007 (Effective March 1, 2007)**

AMENDED: **August 11, 2008 (Effective September 1, 2008)**

AMENDED: **February 11, 2013 (Effective March 1, 2013)**

Instruction

Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct

The Superintendent or designee may establish a *Bring Your Own Technology (BYOT) Program*. The program will:

1. Promote educational excellence by facilitating resource sharing, innovation, and communication to enhance (a) technology use skills; (b) web-literacy and critical thinking skills about Internet resources and materials, including making wise choices; and (c) habits for responsible digital citizenship required in the 21st century.
2. Provide sufficient wireless infrastructure within budget parameters.
3. Provide access to the Internet only through the District's electronic networks.
4. Identify approved BYOT devices and what District-owned technology devices may be available; e.g., laptops, tablet devices, E-readers, and/or smartphones.
5. Align with Board policies 4:140 (Waiver of Student Fees); 5:125 (Personal Technology and Social Media; Usage and Conduct); 5:170 (Copyright); 6:120 (Education of Children with Disabilities); 6:235 (Access to Electronic Networks); 7:140 (Search and Seizure); 7:180 (Preventing Bullying, Intimidation, and Harassment); 7:190 (Student Discipline); and 7:340 (Student Records).
6. Provide relevant staff members with BYOT professional development opportunities, including the provision of:
 - a. Classroom management information about issues associated with the program, e.g. technical support, responsible use, etc.;
 - b. A copy of or access to this policy and any building-specific rules for the program;
 - c. Additional training, if necessary, about 5:170 (Copyright); and
 - d. Information concerning appropriate behavior of staff members as required by State law and policy 5:120 (Ethics and Conduct).
7. Provide a method to inform parents/guardians and students about this policy.
8. Include the program in the annual report to the Board as required under policy 6:10 (Educational Philosophy and Objectives).

The District reserves the right to discontinue its BYOT program at any time. The District does not provide liability protection for BYOT devices, and it is not responsible for any damages to them.

Responsible Use

The District recognizes students participating in the program as responsible young adults and holds high expectations of their conduct in connection with their participation in the program. Teachers may encourage students to bring their own devices as supplemental in-class materials when: (a) using the devices will appropriately enhance, or otherwise illustrate, the subjects being taught; (b) the Building Principal has approved their use and found that their use is age-appropriate; and (c) the student's parent/guardian has signed the *Bring Your Own Technology (BYOT) Program Participation Authorization and Responsible Use Agreement Form*. A student's right to privacy in his or her device is limited; any reasonable suspicion of activities that violate law or Board policies will be treated according to policy 7:140, *Search and Seizure*.

Responsible use in the program incorporates into this policy the individual's *Acceptable Use of Electronic Networks* agreement pursuant to policy 6:235, *Access to Electronic Networks*. Responsible use also incorporates the established usage and conduct rules in policy 5:125, *Social Media and Personal Technology; Usage and Conduct* for staff and 7:190, *Student Discipline* for students. Failure to follow these rules and the specific BYOT program student guidelines may result in: (a) the loss of access to the District's electronic network and/or student's BYOT privileges; (b) disciplinary action pursuant to 7:190 *Student Discipline*, 7:200, *Suspension Procedures*, or 7:210, *Expulsion Procedures*; and/or (c) appropriate legal action, including referrals of suspected or alleged criminal acts to appropriate law enforcement agencies.

LEGAL REFERENCE: Children's Internet Protection Act (CIPA), 47 U.S.C. §254(h) and (l).
Enhancing Education Through Technology Act, 20 U.S.C. §6751 *et seq.*
47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and Libraries.
Children's Online Privacy Protection Act (COPPA), 15 U.S.C. §§6501-6508.
16 C.F.R. Part 312, Children's Online Privacy Protection Rule.
105 ILCS 5/28.

CROSS REFERENCE: 1:30 (School District Philosophy)
4:140 (Waiver of Student Fees)
5:120 (Ethics and Conduct)
5:125 (Personal Technology and Social Media; Usage and Conduct)
5:170 (Copyright)
6:10 (Educational Philosophy and Objectives)
6:40 (Curriculum Development)
6:120 (Education of Children with Disabilities)
6:210 (Instructional Materials)
6:235 (Access to Electronic Networks)
7:140 (Search and Seizure)
7:180 (Preventing Bullying, Intimidation, and Harassment)
7:190 (Student Discipline)

ADOPTED: **August 12, 2013 (Effective September 1, 2013)**

Instruction

Library Media Program

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

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

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

CROSS REFERENCE: 6:60 (Curriculum Content)
6:170 (Title I Programs)
6:210 (Instructional Materials)

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **February 12, 2007 (Effective March 1, 2007)**

AMENDED: **February 9, 2009 (Effective March 1, 2009)**

Instruction

Access to Electronic Networks

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

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

Curriculum and Appropriate Online Behavior

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

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

Acceptable Use

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

Internet Safety

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

1. Ensure staff supervision of student access to online electronic networks.
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials.
3. Ensure student and staff privacy, safety and security when using electronic communications,

4. Restrict unauthorized access, including “hacking” and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Authorization for Electronic Network Access

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

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

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

LEGAL REFERENCE: No Child Left Behind Act, 20 U.S.C. §6777.
 Children's Internet Protection Act, 47 U.S.C. §254(h) and (l).
 Enhancing Education Through Technology Act, 20 U.S.C §6801 *et seq.*
 47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and
 Libraries
 720 ILCS 135/0.01.

CROSS REFERENCE: 5:100 (Staff Development Program)
 5:170 (Copyright)
 6:40 (Curriculum Development)
 6:60 (Curriculum Content)
 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 (Restrictions on Publications and Written on Electronic Material)

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **February 11, 2008 (Effective March 1, 2008)**

AMENDED: **August 13, 2012 (Effective August 31, 2012)**

Instruction

Field Trips

Field trips are permissible when the experiences are a part of the school curriculum and/or contribute to the District's educational objectives.

All field trips must have the Superintendent or designee's prior approval, except that field trips beyond a 200-mile radius of the school, extending beyond the borders of the State of Illinois, or extending overnight must have the prior approval of the School Board. The Superintendent or designee shall analyze the following factors to determine whether to approve a field trip: educational value, student safety, parent concerns, heightened security alerts, and liability concerns. On all field trips, a bus fee set by the Superintendent or designee may be charged to help defray the transportation costs.

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

Privately arranged trips, including those led by District staff members, shall not be represented as or construed to be sponsored by the District or school. The District does not provide liability protection for privately arranged trips and is not responsible for any damages arising from them.

Recreational Class Trips

Recreational class trips are permissible provided they do not interfere with the District's educational program. The provisions in this policy concerning field trips, except those regarding educational value, are also applicable to recreational class trips.

LEGAL REFERENCE: 105 ILCS 5/29-3.1.

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

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **August 11, 2008 (Effective September 1, 2008)**

AMENDED: **August 12, 2013 (Effective September 1, 2013)**

Instruction

Community Resource Persons and Volunteers

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

Resource persons and volunteers may be used:

1. For non-teaching duties not requiring instructional judgment or evaluation of students;
2. For supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media (such as computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
3. To assist with academic programs under a certificated teacher's immediate supervision;
4. As a guest lecturer or resource person under a certificated teacher's direction and with the administration's approval; 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. A person who is a "sex offender," as defined by the Sex Offender Registration Act, or a "violent offender against youth," as defined in the Child Murderer and Violent Offender Against Youth Registration Act, is prohibited from being a resource person or volunteer. All volunteer coaches must comply with the requirement to report hazing in policy 5:90, *Abused and Neglected Child Reporting*.

LEGAL REFERENCE: 105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b.
720 ILCS 5/12C-50.1.
730 ILCS 152/101 *et seq.* and 154/75-105.

CROSS REFERENCE: 4:170 (Safety)
5:90 (Abused and Neglected Child Reporting)
5:280 (Duties and Qualifications)
8:30 (Visitors to and Conduct on School Property)
8:95 (Parental Involvement)

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **February 12, 2007 (Effective March 1, 2007)**

AMENDED: **February 10, 2014 (Effective March 1, 2014)**

Instruction

Assemblies and Ceremonies

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

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

LEGAL REFERENCE: Lee v. Weisman, 112 S.Ct. 2649 (1992).
Santa Fe Independent School District v. Doe, 120 S.Ct. 2266 (2000).
Jones v. Clear Creek Independent School District, 977 F.2d 963 (5th Cir. 1992), *reh'g denied*, 983 F.2d 234 (5th Cir. 1992) and *cert. denied*, 113 S.Ct. 2950 (1993).

CROSS REFERENCE: 6:70 (Teaching About Religion)
6:80 (Teaching About Controversial Issues)

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **August 8, 2011 (Effective September 1, 2011)**

Instruction

Complaints About Curriculum, Instructional Materials, and Programs

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

CROSS REFERENCE: 2:260 (Uniform Grievance Procedure)
8:110 (Public Suggestions and Concerns)

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **August 13, 2012 (Effective August 31, 2012)**

Instruction

Guidance and Counseling Program

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

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

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

LEGAL REFERENCE: 105 ILCS 5/10-22.24a and 5/10-22.24b.
23 Ill.Admin.Code §§1.420(q).

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

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **February 11, 2013 (Effective March 1, 2013)**

Instruction

Grading and Promotion

The Superintendent shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The system shall also determine when promotion and graduation 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 Standards Achievement 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. A District administrator cannot change the final grade assigned by the teacher without notifying the teacher. Reasons for changing a student's final grade include:

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

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

LEGAL REFERENCE: 105 ILCS 5/2-3.64, 5/10-20.9a, 5/10-21.8, and 5/27-27.

CROSS REFERENCE: 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program)
6:300 (Graduation Requirements)
7:50 (School Admissions and Student Transfers To and From Non-District Schools)

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **February 12, 2007 (Effective March 1, 2007)**

AMENDED: **August 13, 2012 (Effective August 31, 2012)**

Instruction

Homework

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

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

ADOPTED: June 12, 2006 (Effective July 1, 2006)

AMENDED: February 12, 2007 (Effective March 1, 2007)

AMENDED: August 13, 2012 (Effective August 31, 2012)

Instruction

Graduation Requirements

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

1. Completing all District graduation requirements that are in addition to the State requirements.
2. Completing all courses as provided in The School Code, 105 ILCS 5/27-22, according to the year in which a student entered the 9th grade.
3. Completing all minimum requirements for graduation as specified by Illinois State Board of Education rule, 23 Ill.Admin.Code §1.440.
4. Passing an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.
5. Taking the Prairie State Achievement Examination, unless the student is exempt according to 105 ILCS 5/2-3.64.

The Superintendent or designee is responsible for:

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

Certificate of Completion

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

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

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

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

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

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **February 9, 2009 (Effective March 1, 2009)**

AMENDED: **February 8, 2010 (Effective March 1, 2010)**

AMENDED: **February 14, 2011 (Effective March 1, 2011)**

Instruction

Credit for Alternative Courses and Programs, and Course Substitutions

Correspondence Courses

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

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

Distance Learning Courses, Including Virtual or Online Courses

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

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

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

Exchange Programs

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

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

Summer School and Independent Study

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

College Courses

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

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

Dual Credit Courses

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

Foreign Language Courses

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

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

Military Service

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

Volunteer Service Credit Program

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

Youth Apprenticeship Vocational Education Program (Tech Prep)

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

Substitutions for Physical Education, Adapted Physical Education and Other Required Courses

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

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

A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below. The

Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances.

1. Enrollment in a marching band program for credit;
2. Ongoing participation in an interscholastic athletic program (student must be in the 11th or 12th grade);
3. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade);
4. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in student being unable to graduate (student must be in the 11th or 12th grade).

A student requiring adapted physical education must receive that service in accordance with the student's Individualized Educational Program/Plan (IEP).

A student who is eligible for special education may be excused from physical education courses when:

1. He or she is in grades 3-12, and his or her IEP requires that special education support and services be provided during physical education time, and the student's parent/guardian agrees or the IEP team makes the determination;
2. He or she has an IEP and is participating in an adaptive athletic program outside of the school setting, and the parent/guardian documents the student's participation as required by the Superintendent or designee.

LEGAL REFERENCE: 105 ILCS 5/2-3.44, 5/2-3.108, 5/2-3.115, 5/2-3.142, 5/10-22.43a, 5/27-6, 5/27-22.3, and 5/27-22.05.
23 Ill.Admin.Code §§1.420(p), 1.440(f), and 1.470(c).

CROSS REFERENCE: 6:180 (Extended Instructional Programs)
6:300 (Graduation Requirements)
6:320 (High School Credit for Proficiency)
7:260 (Exemption from Physical Activity)

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **August 13, 2007 (Effective September 1, 2007)**

AMENDED: **February 8, 2010 (Effective March 1, 2010)**

AMENDED: **February 10, 2014 (Effective March 1, 2014)**

Instruction

High School Credit for Proficiency

Proficiency Credits

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

Proficiency credit may be offered in the following subject areas:

1. **Foreign language** - A student is eligible to receive one year of foreign language credit if the student has graduated from an accredited elementary school and can demonstrate proficiency, according to this District's academic criteria, in a language other than English. A student who demonstrates proficiency in American Sign Language is deemed proficient in a foreign language and will receive one year of foreign language credit. A student who studied a foreign language in an approved ethnic school program is eligible to receive appropriate credit according to the level of proficiency reached; the student may be required to take a proficiency examination.
2. **Other proficiency testing** - The program for granting credit for proficiency may allow, as the Superintendent deems appropriate, course credit to be awarded on the basis of a local examination to a student who has achieved the necessary proficiency through independent study or work taken in or through another institution. Proficiency testing may also be used to determine eligible credit for other subjects whenever students enter from non-graded schools, non-recognized or non-accredited schools, or were in a home-schooling program.

Course Credit for High School Diploma

The Superintendent or designee may investigate, coordinate, and implement a program and schedules for students in grades 7 and 8 to enroll in a course required for a high school diploma. Students in grades 7 and 8 may enroll in a course required for a high school diploma when: (1) the course is offered by the high school that the elementary student would attend, (2) the student participates in the course at the location of the high school, and (3) the student's enrollment in the course would not prevent a high school student from being able to enroll.

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

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

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

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **February 11, 2008 (Effective March 1, 2008)**

AMENDED: **February 9, 2009 (Effective March 1, 2009)**

AMENDED: **February 8, 2010 (Effective March 1, 2010)**

AMENDED: **February 14, 2011 (Effective March 1, 2011)**

Instruction

Achievement and Awards

Grade Point Average, Class Rank, and Class Honor Roll

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

Awards and Honors

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

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

ADOPTED: **June 12, 2006 (Effective July 1, 2006)**

AMENDED: **February 12, 2007 (Effective March 1, 2007)**

Instruction

Student Testing and Assessment Program

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

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

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

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

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

CROSS REFERENCE: 6:15 (School Accountability)
7:340 (Student Records)

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