

**BOARD OF EDUCATION POLICY MANUAL**  
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October 2007

## **Instruction**

### **Educational Philosophy and Objectives**

The mission of Community Unit School District 95 is to inspire all students to be passionate, continuous learners and to prepare them with the skills to achieve their goals and flourish as responsible, caring citizens in a global community.

The District's educational program will seek to provide an opportunity for each child to develop to his or her maximum potential, based upon the following core values as outlined in the District's Strategic Plan. We believe that:

- All individuals have value
- People are responsible and accountable for their actions
- The uniqueness of people strengthens and enriches a community
- Family relationships are extremely powerful elements in a person's life
- Successful relationships are built upon mutual honesty, respect and trust
- Enthusiasm and high expectations are contagious and yield higher achievement
- Successful communities are the result of people working in partnership toward common goals
- The desire to learn and change empowers individuals to thrive
- All people can learn and they do so at different rates and in different ways

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

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

CROSS REF.: 1:30 (School District Philosophy), 3:10 (Goals and Objectives), 6:15 (School Accountability), 7:10 (Equal Educational Opportunities), 8:10 (Public Relations)

ADOPTED: May 25, 2006

## **Instruction**

### **Class Sizes**

It shall be the Superintendent's responsibility to create a procedure whereby the number of students in each classroom enhances learning within the resources available.

CROSS REF.: 7:10 (Equal Educational Opportunities)

ADOPTED: August 23, 2007

## **Instruction**

### **Assessment Philosophy and Objectives**

The primary purpose of assessment is to improve teaching and learning. Results of assessment tools should be used to provide information to the teacher, school, and district regarding the achievement and progress of students and the effectiveness of instruction. The more timely, accurate, and aligned the assessment tool is the more effective we can be in analyzing and using results.

It is the responsibility of the district to provide the tools (assessments, resources, time, and staff development) so that teachers can use assessment results to improve teaching and learning.

It is the responsibility of the teacher to use assessment data regarding students to monitor the effectiveness of their teaching in the classroom and to use those results to make informed instructional decisions.

It is a joint responsibility of administrators and teachers to use the data gleaned from assessments wisely with the focus on student learning and growth.

Results of summative and formative assessments should be used to:

- determine if curriculum and instruction is effective
- ensure that all of our students are appropriately challenged and making expected growth
- develop learning plans for students when adequate growth is not occurring
- evaluate the effectiveness of interventions and enrichments
- predict performance on state exams and therefore identify needs for students to increase proficiency
- target professional development
- identify best practices for our students and district
- provide ongoing information to teachers regarding the effectiveness of their instruction

The District encourages collaborative sharing and professional conversations regarding assessment results. As teachers examine results, reflect on teaching and instructional practices, ask questions and search for patterns, they can evaluate the effectiveness of the instructional program and make informed decisions regarding improvement.

It is recognized that student growth and achievement are a result of numerous variables and factors including instruction. No one assessment tool provides a complete measure of student performance or progress or is completely valid or reliable. The data collected are the results of the numerous variables in a child's life and the nature of the assessment.

CROSS REF: 6:280 (Grading and Promotion), 6:340 (Student Testing and Assessment Program)

ADOPTED: March 22, 2007

## **Instruction**

### **School Accountability**

According to the Illinois General Assembly, the primary purpose of schooling is the transmission of knowledge and culture through which student 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 the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with the 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. Establishing school improvement plans that utilize:
  - 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

The Superintendent shall annually report to the Board progress and status of School Improvement Plans. The Superintendent shall seek Board approval for each new School Improvement Plan.

LEGAL REF.: 105 ILCS 5/2-3.63, 5/2-3.64, and 5/27-1.  
23 Ill. Admin. Code § 1.30.

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

ADOPTED: November 20, 2003

## **Instruction**

### **School Year Calendar and Day**

Please refer to the current “Lake Zurich School District 95 Master Contract.”

#### **School Calendar**

The Board of Education, 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, which includes a combination of parent conference, staff development days, and emergency 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 of Education may, from time to time, designate a regular school day as a commemorative holiday.

#### **School Day**

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

LEGAL REF.: 105 ILCS 5/10-19, 5/18-8, and 5/24-2.  
23 Ill. Admin. Code § 1.420(f).  
Metzl v. Leininger, 1995 WL 3640017 (7th Cir. 1995).

CROSS REF.: 2:20(Powers and Duties of the School Board), 5:200 (Terms and Conditions of Employment and Dismissal), 5:330 (Sick days, Vacation, Holidays and Leaves)

ADOPTED: August 28, 2008

## **Instruction**

### **Organization of Instruction**

The School District has instructional levels for grades pre- kindergarten through twelve. The elementary schools enroll students in pre-kindergarten through grade 5. The middle school offers grades 6 through 8. The high school offers grades 9 through 12. The Superintendent shall annually present to the Board of Education a plan 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 to a grade level placement.

### **Kindergarten**

The District maintains a half-day kindergarten with an instructional program that fulfills the District's curriculum goals and objectives and the requirements of the State law. The District also maintains an extended day program for those students who qualify.

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

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

ADOPTED: May 22, 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 Illinois State Learning Standards and any District learning standards.
6. Any required State or federal student testing.

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

#### **Innovative Educational Programs and Pilot Projects**

The Superintendent may recommend innovative 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 law and with Board policy [7:10](#), *Equal Educational Opportunities*. The Superintendent must periodically evaluate any single-gender class or activity to ensure that: (1) it does not rely on overly broad generalizations about the different talents, capabilities, or preferences of either gender, and (2) it continues to comply with State and federal law and with Board policy [7:10](#), *Equal Educational Opportunities*.

ADOPTED: October 25, 2007

### Development

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

The curriculum review program shall:

1. Ensure regular evaluations of the curriculum and instructional program.
2. Ensure the curriculum continues to be aligned to the Illinois Learning Standards.
3. Include input from a cross-section of teachers, administrators, parents, and students, representing all schools, grade levels, disciplines, and specialized and alternative programs.
4. Include evaluation the instructional program and materials.

### Curriculum Guides

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

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

CROSS REF.: CROSS REF.: [6:60](#) (Curriculum Content), [6:65](#) (Student Social and Emotional Development), [6:70](#) (Teaching About Religions), [6:80](#) (Teaching About Controversial Issues), [6:90](#) (Kindergarten), [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: October 25, 2007

## **Instruction**

### **School Wellness**

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

#### **Goals for Nutrition Education**

The goals for addressing nutrition education include the following:

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

#### **Goals for Physical Activity**

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. See Board policy 6:60, *Curriculum Content*.
- Unless otherwise exempted, all students will be required to engage daily during the school day in physical education activities. 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 with the goal of being 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

ADOPTED: December 17, 2009

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 an annual report on progress toward this policy's implementation with sufficient to allow the Board to monitor and adjust the policy.

#### Community Input

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

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

CROSS REF.: 4:120 (Food Services)

ADOPTED: December 17, 2009

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

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

3. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.
4. In grades 4 through 12, provided it can be funded through private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.
5. In grades 3 or above, the curriculum contains a unit on Internet safety, the scope of which shall be determined by the Superintendent or designee.
6. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship, in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage.

ADOPTED: February 25, 2010

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) other components necessary to develop a sound mind in a healthy body, and (d) dangers and avoidance of abduction. The Superintendent shall implement a comprehensive health education program in accordance with State law.
10. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.
11. In grades 9 through 12, consumer education must be taught, including: financial literacy; installment purchasing; budgeting, savings, and investing; banking; simple contracts; income taxes; personal insurance policies; the comparison of prices; and the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system.
12. In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.
13. In all schools, United States history must be taught, including: (a) the principles of representative government, (b) the 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

ADOPTED: February 25, 2010

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 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, courses as required by 105 ILCS 5/2-3.80.
19. 19. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.

LEGAL REF.: 5 ILCS 465/3 and 465/3a.  
20 ILCS 2605/2605-480.  
Public Law 108-447, Section 111 of Division J.  
105 ILCS 5/2-3.80(e) and (f), 5/27-3, 5/273.5,5/27-5, 5/27-6, 5/27-7, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-21, 5/27-22, 5/27-23, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-24.2, 435/, and 110/3.  
625 ILCS 5/6-408.5.

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

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

ADOPTED: February 25, 2010

## **Instruction**

### **Student Social and Emotional Development**

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

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

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

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

6:65 (Added August 26, 2004)

ADOPTED: August 26, 2004

## Instruction

### Teaching About Religions

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

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

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

ADOPTED: November 16, 2006

### Instruction

#### Teaching About Controversial Issues

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

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

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

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

ADOPTED: May 24, 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 of an animal 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 REF.: 105 ILCS 5/2-3.122, and 5/27-14, and 112/1 et seq..

CROSS REF.: 6:40 (Curriculum Development)

ADOPTED: March 22, 2007

## Instruction

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

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

- Parent-teacher conferences
- Counseling services by social workers and/or guidance counselor
- 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
- Illinois Hope and Opportunities Pathways through Education (IHOPE) Program

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

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

### Illinois Hope and Opportunities Pathways through Education (IHOPE) Program.

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

ADOPTED: December 17, 2009

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

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

ADOPTED: December 17, 2009

## **Instruction**

### **Special Education**

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

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

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

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

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

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. § 12101 et seq.  
Individuals With Disabilities Education Act, 20 U.S.C. § 1400 et seq.  
Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.  
105 ILCS 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02a.  
23 Ill. Admin. Code § 226.

CROSS REF.: 2:150, 7:230

ADOPTED: November 15, 2001

## **Instruction**

### **Program for the Gifted**

The Superintendent or designee shall design an education program for gifted and talented students that is responsive to community needs while complying with Section 14A-30 of The School Code in order to qualify for State funding, should such funding become available.

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.

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

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

ADOPTED: November 17, 2005

## **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 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 ombudsman appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation of denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

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

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

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

6:140

ADOPTED: November 17, 2005

## **Instruction**

### **Migrant Students**

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

This program will include a means to:

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

### **Migrant Education Program for Parent(s)/Guardian(s) Involvement**

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

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

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

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

ADOPTED: June 28, 2007

## **Instruction**

### **Home and Hospital Instruction**

A student who is absent from school for an extended period of time or intermittent absences, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services. Appropriate educational services shall begin as soon as eligibility is established. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

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

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

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

CROSS REF.: 6:120 (Education of Children with Disabilities), 7:10 (Equal Educational Opportunity)

ADOPTED: March 22, 2007

## **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 proficiency.
3. Comply with State law regarding the Transitional Bilingual Educational Program and Transitional Program of Instruction.
4. Comply with any applicable State and federal requirements for the receipt of grant money for English Language Learners and programs to serve them.
5. Determine the appropriate instructional program and environment for English Language Learners.
6. Annually assess the English proficiency of English Language Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment.
7. Include English Language Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics.
8. Provide information to the parents/guardians of English Language Learners about: (1) the reasons for their child's identification, (2) their child's level of English proficiency, (3) the method of instruction to be used, (4) how the program will meet their child's needs, (5) specific exit requirements of the program, (6) how the program will meet their child's individualized education program, if applicable, and (7) information on parent/guardian rights. 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.

ADOPTED: June 28, 2007

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

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

ADOPTED: June 28, 2007

## **Instruction**

### **Title I Programs**

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

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

### **Title I Parental Involvement**

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

#### **District-Level Parental Involvement Compact**

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

#### **School-Level Parental Involvement Compact**

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

distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Incorporated  
by Reference

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

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

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

ADOPTED:

May 22, 2008

## **Instruction**

### **Extended Instructional Programs**

The Superintendent may establish and shall implement the following programs in accordance with State law and the District's educational philosophy:

1. Before-and after-school programs for students.
2. Outdoor education program.
3. Summer program, whether for credit or not.
4. Enrichment program, whether for credit or not

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

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

ADOPTED:

March 22, 2007

## **Instruction**

### **Extracurricular Activities**

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

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

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

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

### **Academic Criteria for Participation**

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

For high school students: Selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. In order to be eligible to participate in any school-sponsored or school-supported athletic or extracurricular activity, a student must be passing all classes. Any student-participant failing to meet these academic criteria shall be suspended from the activity until the specified academic criteria are met.

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

CROSS REF.: 4:170(Safety), 7:40(Non-Public School Students), 7:240(Conduct Code for Participants in Extracurricular Activities), 7:300(Extracurricular Athletics), 7:330 (Student Use of School Buildings), and 8:20 (Community Use of School Facilities)

ADOPTED: May 24, 2007

## **Instruction**

### **Instructional Materials**

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

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

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

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

No R-rated movie shall be shown to students unless prior approval is received from the Superintendent, 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 shall approve the selection of all textbooks and instructional materials according to the standards described in this policy. The School Code governs the adoptions and purchase of textbooks and instructional materials.

LEGAL REF.: 105 ILCS 5/10-28.8, 5/10-20.9, and 5/28-19.1

CROSS REF.: 6:30 (Organization of Instruction), 6:40 (Curriculum Development), 6:80 (Teaching About Controversial Issues), 6:170 (Title 1 Programs), 6:260 (Complains 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: August 28, 2008

**Learning Resource Center**

The Superintendent shall manage the District's library resource program according to the following standards:

1. The program focuses on enlarging and enriching the ongoing classroom instructional program.
2. Materials are selected on the basis of encouraging the acquisition of knowledge and developing literary, cultural, and aesthetic appreciation and ethical standards.
3. Staff members are invited to recommend additions to the collection.
4. Each school maintains a collection of material that supports the curriculum and provides for individual needs, interests, abilities and maturity levels.
5. Students may freely select resource center materials as well as receive guided selection of materials appropriate to specific, planned learning experiences.

CROSS REF.: 6:60 (Curriculum Content), 6:172 (Title 1 Programs), 6:210 (Instructional Materials)

ADOPTED: November 16, 2006

## **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 or designee shall develop an implementation plan for this policy and appoint a system administrator.

The School District is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved 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**

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

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

### **Web Publishing**

The site and its contents are the property of the District. Publishing Web pages to it is a privilege, not a right. Intentional or repeated violations of the District's Web publishing policy may result in revocation of publishing privileges.

### **Internet Safety**

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

The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Ensure 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.

#### 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 Board of Education's stated goal, 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.

#### Authorization for Electronic Network Access

- All users 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 annually sign the *Authorization* prior to the student's independent filtered access to the internet. The *Authorization* shall include a check box for parent(s)/guardian(s) to indicate their consent to independent filtered use of the Internet.

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

LEGAL REF.: 7:20 ILCS 135/0.01.

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

ADOPTED: November 15, 2007

## **Instruction**

### **Field Trips**

The Board of Education encourages field trips when the experiences are a part of the school curriculum and contribute to the District's desired 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 or extending overnight must have the prior approval of the 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 will 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.

LEGAL REF: 105 ILCS 5/29-3.1.

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

ADOPTED: May 22, 2008

## Instruction

### Community Resource Persons and Volunteers

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

Volunteers may be used:

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

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

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

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

ADOPTED: February 25, 2010

## **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 REF.: Lee v. Weisman, 112 S.Ct. 2649 (1992).  
Santa Fe Independent School District v. Doe, 120 S.Ct. 2266 (2000)  
Jones v. Clear Creek Independent School District, 977 F.2d 963 (5th Cir. 1992), cert. denied.

CROSS REF.: 6:70 (Teaching About Religion), 6:280 (Teaching About Controversial Issues)

ADOPTED: May 24, 2007

## **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. Parent(s)/guardian(s) may request that his/her child be exempt from using a particular instructional material or program by completing a curriculum objection form.

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

ADOPTED: May 24, 2007

## Instruction

### Guidance and Counseling Program

The School District provides a guidance and counseling program for students. The Superintendent shall direct the District's guidance 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 parents/guardians with information.

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

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

ADMIN. PROC.: 7:340-AP (Student Records), 7:340-E1 (Notice to Parents/Guardians and Students of Rights Concerning a Student's School Records), 7:340-E3 (Letter to Parents concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information)

ADOPTED: May 24, 2007

## **Instruction**

### **Grading and Promotion**

The administration and professional staff shall establish a system of grading and reporting academic achievement to students and their parents and guardians. The system shall also determine when promotion 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, State and local assessments, or other testing. A student shall not be promoted solely based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

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

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

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

LEGAL REF.: 105 ILCS 5/2-3.64, 5/10-20.9a, 5/10-21.8, and 5/27-27.  
23 Ill. Admin. Code § 1.440.

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

ADOPTED: March 22, 2007

## **Instruction**

### **Homework**

Homework is considered a part of the District's instructional program. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience.

## Instruction

### Graduation Requirements

The Board of Education determines high school graduation requirements that will provide each student ample opportunity to achieve the goals for which the School District exists and that meet the minimum graduation requirements contained in State law. Unless otherwise exempted, each student must successfully accomplish the following in order to graduate from high school:

1. Complete all courses as provided in The School Code, 105 ILCS 5/27-22
2. Complete all minimum requirements for graduation as specified by Illinois State Board of Education rule, 23 Ill. Admin. Code §1.440
3. Complete all District course requirements (listed below)

SUBJECT	Graduating Class of 2010 and beyond
Language Arts	4 Credits
Intensive Writing <sup>a</sup>	2 Credits
Mathematics	3 Credits
Science <sup>b</sup>	2 Credits
Social Studies <sup>c</sup>	2.5 Credits
Consumer Education <sup>d</sup>	.5 Credit
Drivers Education	Classroom (Generally taken during Sophomore year)
Physical Education <sup>e, f</sup>	Each semester
Health	.5 Credit
Humanities <sup>g</sup>	1 Credit
Total Credits	24 Credits Required

- a. One year of intensive writing must be in an English course and one year may be provided in a course other than English.
- b. One year must be Life Science, 1 year Physical Science.
- c. One credit must be World History, 1 credit U.S. History, ½ credit must be government
- d. A student may pass a Consumer Education Proficiency Test to be excused from this requirement.
- e. A student may be exempt from P.E. his/her junior and senior year under special circumstances.
- f. All students must register for at least 6 credits per year, one of which must be physical education.
- g. The humanities requirement for graduation may be fulfilled by taking courses in Art, Music, Vocational Education, and/or Foreign Language.

ADOPTED: December 17, 2009

4. Pass an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.
5. Take the Prairie State Achievement Examination, unless the student: (a) is exempt according to 105 ILCS 5/2-3.64.
6. The student's Individualized Education Program (IEP) developed under Article 14 of the School Code identifies PSAE as inappropriate, even with accommodations – and the student is eligible to take the Illinois Alternate Assessment (IAA) instead,
7. The student is exempt due to his/her lack of English language proficiency – and the student is eligible to take the Illinois Measure of Annual Growth in English (IMAGE) instead, or
8. The student is enrolled in an Adult and Continuing Education program as defined in the Adult Education Act – and the student is not dually enrolled in his/her local school district.

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 determining when a student accomplishes number 5 as well as a method for recording that fact in the student's school record, and (4) taking all other actions to implement this policy.

#### Early Graduation

The Superintendent or designee shall implement procedures for students to graduate early, provided they finish 7 semesters of high school and meet all graduation requirements.

#### Class Status

Class status will be determined by credits earned and semesters of school completed other than years in school only. Students who have earned less than 6 credits and have attended less than 2 semesters of school will be considered Freshmen. Students who have earned less than 12 credits and have attended less than 4 semesters will be considered Sophomores. Students who have earned less than 18 credits and have attended less than 6 semesters will be considered Juniors, and those who have earned 18 or more credits and have attended for at least 6 semesters will have Senior status.

#### Certificate of Completion

ADOPTED: December 17, 2009

A student with a disability who has an individualized education program prescribing special education, 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 or the Korean Conflict

Upon application, an honorably discharged veteran of World War II, ~~or~~ 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 GED (high school equivalency).

LEGAL REF.: 105 ILCS 5/27-3 and 5/27-22.  
23 Ill.Admin.Code § 1.440.

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

ADOPTED: December 17, 2009

## Instruction

### Credit for Non-District Sponsored 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 assumes responsibility for all fees; and
3. The course is approved in writing by the High School Principal or designee, and designated Department Chair prior to the student beginning the class.

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

#### Distance Learning Courses, Including Virtual 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 course is approved in writing by the High School Principal or designee
4. The course is approved in writing by the High School Principal or designee, and designated Department Chair prior to the student beginning the class.

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

#### Exchange Programs

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

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

### Summer School and Independent Study

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

### College Courses

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

1. The student is in good academic standing;
2. The course is not offered in the high school curriculum;
3. The course is approved in writing in advance by the high school guidance counselor and the Building Principal, designated Department Chair; and
4. The student assumes responsibility for all fees.

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

### World Language Courses

A student may receive high school credit by studying world 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 world language proficiency achieved. The Building Principal may require a student seeking world language credit to successfully complete a world language proficiency examination.

### Military Service

The Board of Education 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.

### Substitutions for Physical Education and Other Required Courses

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. Ongoing participation in an interscholastic athletic program (student must be in the 11th or 12th grade);

ADOPTED: February 28, 2008

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

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

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

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

LEGAL REF.: 105 ILCS 5/2-3.44, 5/2-3.108, 5/2-3.115, 5/10-22.43a, 5/27-6, 5/27-22.3, and 5/27-22.05.23 Ill. Admin. Code §§ 1.420(p), 1.440(j), and 4.450(c).

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

## **Instruction**

### **Credit For Proficiency**

#### Consumer Education

The District administers an annual consumer education proficiency test developed by the State Board of Education to students in grades 9 through 12 who elect to take it. Any student achieving a score above the minimum score established by the State Board of Education shall be excused from the consumer education curriculum.

#### Keyboarding

Keyboarding is a pre-requisite for other technology courses. The District administers a keyboarding proficiency test to students in grades 8 through 12 who elect to take it. The pre-requisite is waived for those who successfully pass the test.

#### Other Proficiency Testing

Proficiency testing may 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.

The Superintendent or designee may investigate, coordinate, and implement a program for students to enroll in a course required for a high school diploma provided that: (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 elementary student's enrollment in the course would not prevent a high school student from being able to enroll.

A student in the District, or transferring into the District, who successfully completes a high school course, shall receive academic credit from the School 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. Such a grade shall also be included in the student's grade point average in accordance with Board policy.

Students transferring into the District with high school course credit for courses that the student successfully completed pursuant to Section 27-22.10(a) of The School Code will be awarded credit according to State law

ADOPTED: February 28, 2008

LEGAL REF.: 105 ILCS 5/10-22.43, 5/27-12.1, and 27-24.3.

CROSS REF.: 6:300 (Graduation Requirements), 7:40 (Nonpublic School Students, Including Parochial and Home-Schooled Students)

ADOPTED: February 28, 2008

## Instruction

### Student Testing and Assessment Program

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

The Superintendent or designee shall develop and supervise a student assessment program and shall provide appropriate data to the Board to allow it to monitor the program's results. The program will:

1. Use 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. Conform to the schedule required by State law. It may include testing of students in grades not required by State law to be tested.
3. Be uniformly applied to all student who are required to be tested, including: (a) students in a State approved transitional bilingual education or transitional program, and (b) students who have an Individualized Educational Plan (IEP).
4. Emphasize professional testing practices.

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

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

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

ADOPTED: March 22, 2007