

**FISHER COMMUNITY UNIT SCHOOL DISTRICT #1
BOARD OF EDUCATION POLICY MANUAL
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Instruction

Educational Philosophy and Objectives

The primary function of the Fisher Community Unit School District No. 1 is to provide all students the educational opportunities which are essential preparation for active participation in our democratic society. To achieve this goal requires the school to give attention to 12 basic objectives in the areas of:

1. Mental Growth - To encourage and stimulate the continuous growth in the student of his/her ability to think clearly, logically and independently, and to know and use his/her own powers and potential and to exercise these powers with due regard for the rights of others.
2. Character Growth - To develop a moral and ethical sense in each student so that he/she will act toward others with fairness, justice, tolerance, courtesy and kindness and for the student to achieve an appreciation of his/her personal worth as a human being.
3. Citizenship - To develop in each student an understanding and appreciation of the forces and ideals of democracy which have made America great and to foster a sense of his/her personal opportunities and responsibilities as a citizen of his/her community, of his/her state, of his/her country and of the world. Each student should be inspired to realize that he/she can make a positive contribution to the advancement of society and particularly of his/her own community during his/her lifetime.
4. Social Adjustment - To prepare the student psychologically for a well balanced and happy individual, social and family life. To help the student learn to work with others cooperatively and effectively and to use his/her leisure time wisely; also to develop competent leadership in democratic living.
5. Community Relations - To make the school an essential part of community life service all of the people where possible in various ways according to their need.
6. Tool Subjects - To give each student, insofar as his/her abilities permit, a mastery of the tools of learning and communication, such as reading, writing, arithmetic and the use of written and spoken language.
7. Individual Differences - To provide such modifications in the educational program for each student as are required by his/her particular capacities so that he/she has an opportunity to achieve his/her best in behavior, work and play.
8. Understanding Environment - To develop in each student, consistent with his/her maturity, an understanding of the physical, economic, social and spiritual world in which he/she lives and to assist him/her to adjust effectively to his/her surroundings.
9. Aesthetic Development - To provide for each student an understanding of the cultural subjects, music, literature and art, so that he/she may develop an aesthetic appreciation of the world in which he/she lives and thus open up to him/her the beauty, significance and implications involved.

10. Earning a Living - To help the student find his/her most productive role in life and develop through work experience good work habits. To give those who do not go to college enough fundamental science and vocational training so that they will be able to qualify for work at their highest skills and can be properly prepared to earn a living.
11. Health - To provide Physical Education, Health Education and necessary health services so that every student will have, as far as possible, good health and the knowledge and desire to safeguard the degree of physical fitness he/she has.
12. Recreation and Play - To encourage wholesome and creative forms of recreation and play.

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

ADOPTED: August 5, 2002

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

Quality Assurance

The Board of Education continuously monitors 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.
1. 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.
2. 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.
3. Publishing a school report card in accordance with the 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 actions 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 REF.: 105 ILCS 5/2-3.63, 5/2-3.64, and 5/27-1.
23 Ill. Admin. Code §§ 1.10, 1.20, and 1.30.
No Child Left Behind Act, §1116,20 U.S.C. §6316
34 C.F.R. §§200.32, 200.33, 200.42, and 200.43.

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

ADOPTED: August 5, 2002

Instruction

School Year Calendar and Day

School Calendar, School Day

Please refer to the current “Agreement Between the Board of Education Fisher Community Unit School District No. 1 and Fisher Education Association”.

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

LEGAL REF.: 105 ILCS 5/10-19, 5/18-8.05, 5/24-2, 5/27-3, 5/27-18, 5/27-19, 5.27-20, 5/27-20.1, 5/27-20.2, and 20/1.
23 Ill. Admin. Code § 1.420(f).
Metzl v. Leininger, 850 F. Supp. 740 (N.D. Ill. 1994), *aff'd* by 57 F.3d 618 (7th Cir. 1995).

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

ADOPTED: August 5, 2002

AMENDED: May 4, 2009

Instruction

Organization of Instruction

The School District has instructional levels for grades kindergarten through twelve. The grouping and housing of instructional levels in school facilities shall be according to plans developed by the Superintendent and approved by the Board of Education. The elementary schools enroll students in Kindergarten through grade 6. The junior high school offers grades 7 and 8. The high school offers grades 9 through 12.

CROSS REF.: 7:30 (Student Assignment)

ADOPTED: August 5, 2002

Instruction

Curriculum Development

Adoption

The Board of Education is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Superintendent is responsible for making curriculum recommendations.

Design and Content

The curriculum shall be designed to accomplish the learning objectives and goals for excellence contained in the District's School Improvement Plan.

Development

The Superintendent shall implement a curriculum development program to monitor the current curriculum and 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, the rapid expansion of knowledge, student needs, and community expectations.

The Superintendent may establish a Faculty Curriculum Committee to assist in the curriculum development program.

Experimental Educational Programs and Pilot Projects

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

Curriculum Guides and Course Outlines

The Superintendent is responsible for the development of curriculum guides for the various subject areas and their provision to appropriate staff members.

Federal Programs

Parental consent is needed before requiring a student, as part of a federal program, to submit to a survey, analysis, or evaluation that reveals personal or family affiliations, problems, behavior, or other information listed in Section 439 of the General Education Provisions Act. Parent(s)/guardian(s) shall be informed whenever their child/ward will be participating in a survey, analysis, or evaluation which is part of a federal program and shall be informed of their right to inspect such material and to refuse to allow their child/ward to participate if information is elicited on one of the subjects listed above.

LEGAL REF.: General Education Provisions Act, 20 U.S.C. § 1221 et seq.
105 ILCS 5/10-20.8 and 5/10-19.

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

ADOPTED: August 5, 2002

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 comprehensive health education curriculum. See School 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*.

Nutrition Guidelines for Foods Available in Schools During the School Day

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

Guidelines for Reimbursable School Meals

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

Monitoring

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

Community Involvement

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

LEGAL REF.: Child Nutrition and WIC Reauthorization Act of 2004, PL 108-265, Sec. 204.
Child Nutrition Act of 1996, 42 U.S.C. §1771 et seq.
National School Lunch Act, 42 U.S.C. §1758.
42 U.S.C. §1779, as implemented by 7 C.F.R. §210.11.
105 ILCS 5/2-3.137
23 Ill. Admin. Code Part 305, Food Program.
ISBE's "School Wellness Policy" Goal, adopted Oct. 2007.

CROSS REF.: 4:120 (Food Services)

ADOPTED: July 17, 2006

AMENDED: August 15, 2011

Instruction

Curriculum Content

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

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention.
2. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive course, (c) science, (d) mathematics, (e) social studies and U.S. History, (f) foreign language, (g) music, (h) art, (i) driver and safety education and (j) vocational education.

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

3. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.
4. In grades 4 through 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.
5. In grades 3 or above, the curriculum contains a unit on Internet safety, the scope of which shall be determined by the Superintendent or designee.
6. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship, in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage.
7. In all schools, citizenship values must be taught, including: (a) patriotism, (b) democratic principles of freedom, justice, and equality, (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.
8. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a

healthy lifestyle. Unless otherwise exempted, all students are required to engage daily during the school day in a physical education course. For exemptions and substitutions, see policies 6:310, *Credit for Alternative Courses and Programs, and Course Substitution*, and 7:260, *Exemption for Physical Activity*.

9. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, and (d) dangers and avoidance of abduction. The Superintendent shall implement a comprehensive health education program in accordance with State law.
10. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.
11. In grades 9 through 12, consumer education must be taught, including: financial literacy; installment purchasing; budgeting, savings, and investing; banking; simple contracts; income taxes; personal insurance policies; the comparison of prices; homeownership; and the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system.
12. In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.
13. In all schools, United States history must be taught, including: (a) the principles of representative government, (b) the 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 American, 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 education 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, student 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. 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, 5/27/5, 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, 5/27-24.2, 435/0/01 et, seq, 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), 7:190 (Student Discipline), 7:260 (Exemption from Physical Activity)

ADOPTED: August 5, 2002

AMENDED: March 20, 2006

AMENDED: January 16, 2007

AMENDED: May 4, 2009

Instruction

Administrative Procedure - Comprehensive Health Education Program

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

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

Class sessions which deal exclusively with human sexuality may be conducted separately for males and females.

8. The health program in grades K-8 shall include annual instruction on the danger of and how to avoid abduction as part of the District's regular curriculum. Students shall be given, as appropriate, information on child sexual abuse.
9. Students shall be provided parenting education in grades 6-12.
10. Students shall be provided safety education in all grades.
11. All students shall receive age-appropriate instruction on motor vehicle safety and litter control.
12. Students in grades 9 or 10 shall receive instruction on donations and transplants of organs/tissue and blood.

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

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

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

ADOPTED: August 15, 2011

Instruction

Student Social and Emotional Development

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

ADOPTED: August 16, 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. ACLU Pittsburgh Chapter, 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: August 5, 2002

Instruction

Teaching About Controversial Issues

Discussion of controversial issues should be age-appropriate, serve an educational purpose, be consistent with the curriculum, and present a balanced view.

CROSS REF.: 6:40 (Curriculum Development)

ADOPTED: August 5, 2002

Instruction

Kindergarten

A full-day and half-day kindergarten shall be established and maintained with an instructional program which fulfills the District's curriculum goals and objectives and the requirements of the State Board of Education.

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

CROSS REF.: 6:40 (Curriculum Development)

ADOPTED: August 5, 2002

Instruction

Experiments Upon or Dissection of Animals

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

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

CROSS REF.: 6:40 (Curriculum Development)

ADMIN. PROC.: 6:120-AP3 (Service Animal Access Requests), 6:120-AP3, E1 (Request for a Service Animal to Accompany a Student in School Facilities)

ADOPTED: August 5, 2002

AMENDED: August 15, 2011

Instruction

Administrative Procedure - Dissection of Animals

Actor	Action	Time
Curriculum Director	<p>Identifies: (1) which, if any, courses contain a dissection project, and (2) the available alternative projects. Reports this information to the Building Principal.</p> <p>“Dissection” includes cutting, killing, preserving, or mounting of living or dead animals or animal parts for scientific study; it does not include the cutting, preserving, or mounting of: (1) meat or other animal products that have been processed for use as food or in the preparation of food, or (2) wool, silk, glue, or other commercial or artistic products derived from animals. 105 ILCS 112/10.</p> <p>Students who object to performing, participating in, or observing a dissection must be excused from classroom attendance without penalty. 105 ILCS 112/.</p>	Throughout the curriculum development process
Building Principal	<p>Ensures that course descriptions indicate which courses contain a dissection unit. For such courses, indicates that objecting students have the right to refrain, and the availability, if any, of an alternative.</p> <p>ISBE guidelines for notifying students, parents, administrators, and teachers are available at: www.isbe.net/ils/science/mandates.htm.</p>	Annually when course offerings and descriptions are distributed to students
Guidance Counselors and Teachers	Reminds objecting students to check the expectations and requirements of the post-secondary schools that they may be interested in attending. 105 ILCS 112/20(b).	Whenever a student may choose between dissection and an alternative program
Students	If dissection is objectionable, asks the teacher to be excused from the dissection project and requests an alternative project.	Within the first 10 days of the course, if possible
All Staff Members	Do not penalize or discriminate against a student in any way for refusing to perform, participate in, or observe dissection.	Continuously

Instruction

Exhibit - Guidelines and Application for Using Animals in School Facilities

To be submitted to the Building Principal

This application must be approved before an animal may be brought into any school facility. Animals may be brought into the classroom or learning center for educational purposes, provided prior permission is received from both the supervising teacher and the Building Principal. These guidelines must be followed by anyone, including a classroom teacher, wishing to bring an animal into the school facility.

Please print

Name and type of animal	School facility
Materials (i.e., cages, food, etc.)	Date(s) requested
Educational purpose	

Guidelines for Using Animals in School Facilities

Applicant responsibilities:

1. The applicant must have a plan that assures the animal is appropriately housed, humanely cared for, and properly handled.
2. No wild animal or animal that poses a known risk to humans or other animals may be brought into the school facility.
3. Animals are not to be transported on school buses.

Classroom teacher and/or facility staff responsibilities:

1. The classroom teacher signing the application must assume primary responsibility for the animal.
2. Before submitting the application, the classroom teacher must check with the school nurse regarding any known allergies among students in the classroom. If allergies exist, the teacher must contact the parents/guardians for directions.
3. The applicant must provide to the school office a certificate demonstrating that the animal's vaccinations, if applicable, are current.
4. Only the teacher or students designated by the teacher are to handle the animals.
5. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety.

6. If an animal bites someone at school and the skin is pierced, the teacher must report the incident immediately to the school office, who will assume responsibility to notify public health authorities.

Animal owner's responsibilities:

1. The animal's owner agrees to hold the District, its employees, agents, and assigns harmless for any injury to, including death of, the animal.
2. The animal's owner, if different from the person making the application, must sign below demonstrating that he or she granted permission for the animal to come into the classroom and agrees to the conditions set forth in this application.

I agree to abide by guidelines stated in this application.

_____ Applicant (<i>please print</i>)	_____ Telephone number
_____ Address	
_____ Applicant's signature	_____ Date
_____ Classroom teacher (<i>please print</i>)	
_____ Classroom teacher's signature	_____ Date
_____ Animal owner's name if different from applicant (<i>please print</i>)	
_____ Animal owner's signature	_____ Date

The Building Principal will base his or her decision on the information being provided in this application as well as other criteria deemed important. *Note to Building Principal or designee: after approving or denying this application, return a copy of it to the applicant and keep the original in the school office.*

Approved

Denied

Principal's or designee's signature

Date

ADOPTED: August 15, 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:

- 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 Opportunity Pathways through Education (IHOPE) Program

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

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

Illinois Hope and Opportunity Pathways through Education (IHOPE) Program

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

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

23 Ill.Admin.Code Part 210

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

ADOPTED: August 5, 2002

AMENDED: August 15, 2011

Instruction

Education of Children with Disabilities

The School District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of The School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term “children with disabilities,” as used in this policy, means children between ages 3 and 21 (inclusive) for whom it is determined, through definitions and procedures described in the 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 REF.: Americans With Disabilities Act, 42 U.S.C. § 12101 et seq.
Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. § 1400 et seq.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.
105 ILCS 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02a.
23 Ill. Admin. Code § Part 226.

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

ADOPTED: August 5, 2002

AMENDED: January 20, 2009

Instruction

Administrative Procedure - Access to Classrooms and Personnel

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

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

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

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

6. This procedure applies to any public school facility, building, or program and to any facility, building, or program supported in whole or in part by public funds. The student's case manager or other District designee must facilitate such visit(s) when the student attends a program outside of the School District, such as at a private day program or residential program, provided it is supported in whole or in part by public funds.

ADOPTED: August 15, 2011

Instruction

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

Student name: _____ DOB: _____

School attending: _____ Grade: _____

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

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

Name: _____ Title: _____ Phone: _____

Address: _____

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

for the purpose of: _____

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

for the purpose of: _____

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

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

Name: _____ Agency/Company: _____

Phone: _____ Email address: _____

Address: _____

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

Teacher, certified in the areas of: _____ Illinois certified?
 Y N

- | | |
|--|--|
| <input type="checkbox"/> Clinical Psychologist | <input type="checkbox"/> School Psychologist |
| <input type="checkbox"/> Licensed Clinical Social Worker | <input type="checkbox"/> Licensed Social Worker |
| <input type="checkbox"/> School Social Worker | <input type="checkbox"/> Occupational Therapist |
| <input type="checkbox"/> Physical Therapist | <input type="checkbox"/> Speech/Language Pathologist |

- Audiologist
- Registered Nurse
- Other qualified professional (list credentials): _____
- Psychiatrist
- Certified School Nurse

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

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

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

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

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

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

Individual Requesting Access Signature

Date

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

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

access to the school, school building, school facility, personnel, or my child at mutually agreed upon times and in a manner that is least disruptive to the school setting or my child's academic program.

Parent/Guardian Signature

Date

ADOPTED: August 15, 2011

Instruction

Administrative Procedure - Service Animal Access Requests

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

Definitions

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

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

Actor	Action
Parent/Guardian	<p>Informs the School District of the need for a service animal to accompany their disabled child to school.</p> <p>Completes 6:120-AP3, E1, <i>Request for a Service Animal to Accompany a Student in School Facilities</i>.</p>
Superintendent or designee	<p>Discusses this procedure with the Building Principal, other appropriate administrative and special education staff, and the Board Attorney.</p> <p style="padding-left: 40px;">The Board Attorney will be a necessary participant in the District’s efforts to manage the issues presented by a request for service animal access. The Superintendent may want to authorize the Building Principal to consult with the Board Attorney as needed.</p> <p>Contacts the District’s insurance carrier(s) to assess appropriate coverage for issues involving service animals, including the adult handler.</p> <p>Consults with the Building Principal and Special Education Coordinator to determine whether the student has the right to be accompanied by a service animal.</p> <p style="text-align: center;">105 ILCS 5/14-6.02 only grants students with a disability the</p>

Actor	Action
	right to bring a service animal to school.
IEP and/or 504 Team	<p>For a student who is not already identified as disabled, follows the District’s evaluation procedures for determining whether a student is a student with a disability within the meaning of IDEA or Section 504. See Board policy 6:120, <i>Education of Children with Disabilities</i>.</p> <p>If a student does not qualify as a student with a disability, denies the service animal access request unless special circumstances exist and the Board Attorney advises that the request be granted.</p> <p>For a student with an IEP or Section 504 plan, or who qualifies for one, determines:</p> <ol style="list-style-type: none"> 1. Whether the service animal is a required <i>related service</i> to ensure the provision of a “free appropriate public education” (FAPE), and/or 2. Whether the service animal is an appropriate <i>reasonable accommodation</i> for the student’s disability. <p>Conditionally approves the request if the answer to either of the above questions is positive (i.e., determines that the service animal will perform tasks for the benefit of a student with a disability). The service animal will be allowed to accompany the student to school, provided the service animal meets the criteria in 6:120-AP3, E1, <i>Request for a Service Animal to Accompany a Student in School Facilities</i>.</p> <p>If the request is denied, notifies the parent/guardian in writing of the reasons for the denial and the right to appeal. Provides any required procedural safeguard notices. See 23 Ill.Admin.Code Part 226; Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Parts 104 and 300); and 6:120-AP1, E1, <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>.</p>
Building Principal	<p>When service animal access is allowed:</p> <p>Permits the service animal to accompany the student to school if: (1) the IEP and/or 504 Team determined that the service animal will perform tasks for the benefit of a student with a disability, and (2) all of the criteria are met in 6:120-AP3, E1, <i>Request for a Service Animal to Accompany a Student in School Facilities</i>.</p> <p>Ensures that the District conducts a criminal background check on the adult handler. See 6:250-AP, <i>Securing and Screening Resource Persons and Volunteers</i>, and 6:250-E, <i>Volunteer Information Form</i></p>

Actor	Action
	<p><i>and Waiver of Liability.</i></p> <p>The ADA regulation, 28 C.F.R. §35.130(f), and the Illinois White Cane Act, 775 ILCS 30/, both prohibit charging a disabled individual a deposit or a surcharge as a condition to allowing a service animal to accompany the disabled individual. Consult the Board Attorney about payment of any criminal background screening fees for an adult handler.</p> <p>Creates a plan with the student’s parent/guardian and the adult handler for:</p> <ol style="list-style-type: none"> 1. Integrating the animal into the classroom and school environment (assemblies, cafeteria, library, etc.), and 2. Meeting the service animal’s basic needs during the school day. <p>Any plan depends on the individual student’s service animal arrangement, any management issues, and the schedules within each individual building. The school staff is not required to provide care or assistance except in special circumstances (see 28 C.F.R. Part 35, App.A). Consider addressing: where the animal will urinate and defecate, who disposes of the waste, where the animal drinks water, and who provides it, etc.</p> <p>Checks with the school nurse regarding any known allergies among students attending the school.</p> <p>Manages identified students’ competing educational interests by:</p> <ol style="list-style-type: none"> 1. Consulting the Board Attorney. 2. Minimizing contact between any allergic students and the service animal. 3. Creating a method to monitor identified competing educational interests between students. 4. Responding to future unidentified competing educational interests and managing them immediately. 5. Modifying any other conditions as the facts of the situation require. <p>See <u>Kalbfleisch ex rel. v. Columbia Community Unit School District</u>, Ill.App.3d 1105, for a discussion about the balancing of interests. Other helpful publications include:</p>

Actor	Action
	<p>The U.S. Department of Education’s “Reasonable Accommodation Handbook,” Section C10, provides information about balancing competing interests in the context of a service animal’s presence in the work environment. It is available at: www2.ed.gov/policy/gen/leg/foia/acshbom3.pdf.</p> <p>The Ill. Attorney General Office’s “Disability Rights Service Animals: A Guide for Illinois Businesses and Other Public Accommodations,” available at: www.illinoisattorneygeneral.gov/rights/servanimals.html.</p> <p>The U.S. Dept. of Justice’s “Commonly Asked Questions about Service Animals in Places of Business,” available at: www.ada.gov/qasrvc.htm.</p> <p>Facilitates the dissemination of accurate information about the presence of the service animal at school while respecting privacy rights.</p> <p>Creates a joint communication from the Building Principal and the parent/guardian of the student using a service animal. The communication should inform other students and their parents/guardians about the placement of a service animal in their educational setting.</p> <p>Providing a joint communication allows the school to exchange the information needed to balance competing educational interests without violating federal or State laws that govern student records. See Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, and its implementing rules at 34 C.F.R. Part 99; Ill. School Student Records Act, 105 ILCS 10/, and its implementing rules at 23 Ill.Admin.Code Part 375. FERPA prohibits schools from disclosing personally identifiable information from students’ education records without the consent of a parent or eligible student, unless an exception applies. See policy 7:340, <i>Student Records</i>.</p> <p>Prepares a list of answers to anticipated questions.</p> <p>Educates students, staff, and the community about the rights of students to use service animals in the school and the consequences for mistreatment of animals. See Humane Care of Animals Act (510 ILCS 70/4.03, 70/4.04, and 70/7.15 make it unlawful to meddle or tamper with a service dog or to tease, strike or mistreat one); White Cane Law</p>

Actor	Action
	<p>(775 ILCS 30/3 makes it unlawful to interfere with the rights of a disabled person); Guide Dog Access Act (720 ILCS 630/1 makes it unlawful to deny right of entry and use of facilities of any public place of accommodation).</p> <p>When a service animal arrives at school without notice:</p> <p>Requests the parent/guardian to retrieve the animal. Keeps the animal with the student until the parent/guardian removes the animal from school property.</p> <p>Informs school personnel that the animal may not be taken away from the student.</p> <p>Contacts animal control if the Principal or designee believes the animal may be dangerous or sick.</p> <p>Informs the parent/guardian upon retrieval of the animal of the requirements in this procedure.</p>

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

Adopted: December 15, 2010

Instruction

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

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

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

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

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

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

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

Guidelines	Explanation
<ul style="list-style-type: none"> • Facility Dog • Trained Agility Dog • Police Dog • Search And Rescue Dog • Helping Dog 	

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

(Initials)

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

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

(Initials)

Guidelines	Explanation
<p>A service animal must perform individualized tasks to mitigate aspects of the student's disability.</p> <p>Identify individualized tasks:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>105 ILCS 5/14-6.02 requires the service animal to be <i>individually trained</i> to perform tasks for the benefit of a student with a disability. This verification of training helps the school identify necessary IEP related services or 504 plan reasonable accommodations.</p> <p>Tasks may include, but are not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items. 28 C.F.R. §36.104.</p>

The animal has a current rabies vaccination tag.

(Initials)

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

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

(Initials)

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

Guidelines	Explanation
	students or where a check would be prudent.

Acknowledgement

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

- I. I understand that for the safety and protection of students and staff, which is necessary for the safe operation of the school, the school may revoke access because:
 - a. One of the criteria above is not present.
 - b. The service animal displays aggression or appears to be an imminent threat to the safety or health of any person in the school. If this occurs, the Building Principal will immediately contact me to remove the animal from school property and summon Animal Control.
 - c. The adult handler fails to follow the Building Principal’s instructions.

- I. I understand that a service animal’s owner is solely liable for any damage to persons, premises, or facilities that were caused by the service animal. I will hold the District, its employee, agents, and assigns harmless for any injury to, including death of, the service animal. I understand that the Local Governmental and Governmental Employees Tort Immunity Act protects staff members from liability arising from actions consistent with Board policies and administrative procedures.

Parent/guardian signature	Date
Animal owner’s signature	Date

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

Approved **Denied**

Building Principal or designee	Date
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Adopted: December 15, 2010

Instruction

Administrative Procedure - Care of Students with Diabetes

The Ill. Council of School Attorneys prepared material for implementing the Care of Students with Diabetes Act (105 ILCS 145/, added by P.A. 96-1485). This material includes:

1. Sample procedures for the care of students with diabetes
2. Answers to FAQs on: process for selecting a delegated care aide; training; developing a diabetes care plan; classroom management; and sample authorization, release, and acknowledgement

The material is posted on the IASB website, iasb.com/law/diabmats.cfm.

School officials should periodically check the IASB website for updates to the material that are made in response to legislation or other developments.

ADOPTED: September 19, 2011

Instruction

Program for the Gifted

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

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

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

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

23 Ill.Admin.Code Part 227.

ADOPTED: August 5, 2002

AMENDED: August 15, 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 denial. Whenever a child or 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 annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with the State law.

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

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 7:10 (Equal Education 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 Exclusions of Students)

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

ADOPTED: March 20, 2006

Instruction

Administrative Procedure - Education of Homeless Children

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

Actor	Action
<p>Children</p> <p>Duties</p>	<p>order to become aware of the resources and training materials provided by the Illinois State Board of Education with regard to the education of homeless children.</p> <p>Ensure that homeless children are identified by school personnel and through coordinated activities with other entities and agencies. 42 U.S.C. §11432(g)(6)(A)(i).</p> <p>Ensure that homeless children enroll in, and have full and equal opportunity to succeed in District programs. 42 U.S.C. §11432(g)(6)(A)(ii).</p> <p>Ensure that homeless families and children receive educational services for which they are eligible and make referrals to health, mental health, dental, and other appropriate services. 42 U.S.C. §11432(g)(6)(A)(iii).</p> <p>Inform parent(s)/guardian(s) of educational and related opportunities available to their child or ward, and provide them with meaningful opportunities to participate in their child or ward's education. 42 U.S.C. §11432(g)(6)(A)(iv).</p> <p>Disseminate public notice of the educational rights of homeless students in the location where homeless children receive services (such as schools, family shelters, and soup kitchens). 42 U.S.C. §11432(g)(6)(A)(v).</p> <p>Mediate enrollment disputes to: 42 U.S.C. §11432(g)(3)(E) and 42 U.S.C. §11432(g)(6)(A)(vi).</p> <ol style="list-style-type: none"> a. Ensure the child is immediately admitted to the school in which enrollment is sought, pending resolution of the dispute; b. Provide the homeless child's parent/guardian with a written explanation of the school's decision regarding school selection or enrollment, including their rights to appeal the decision; c. Complete the dispute resolution process as expeditiously as possible; and d. In the case of an unaccompanied youth, ensure that the youth is immediately enrolled in school pending resolution of the dispute. <p>Fully inform the parent/guardian of a homeless child, and any unaccompanied youth, of all transportation services and assist in accessing transportation services. 42 U.S.C. §11432(g)(6)(A)(vii).</p> <p>Assist unaccompanied youth in placement/enrollment decisions, consider the youth's wishes in those decisions, and provide notice to the youth of the right to appeal such decisions. 42 U.S.C. §11432(g)(3)(B)(ii).</p> <p>Assist children who do not have immunizations or medical records in obtaining necessary immunizations and/or medical records. 42 U.S.C.</p>

Actor	Action
	<p>§11432(g)(3)(C)(iii).</p> <p>Collaborate with State and local social service agencies that provide services to the homeless as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths. 42 U.S.C. §11432(g)(5)(A) and (g)(6)(C).</p> <p>Conduct a hardship review whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing; a hardship review should be performed after the passage of 18 months and annually thereafter. 105 ILCS 45/1-25(a-5).</p> <p>Refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent whenever a school denies a homeless child enrollment or transportation, and provide the child or his or her parent/guardian with a written statement of the basis for the denial. 105 ILCS 45/1-25(a).</p>
<p>Parent(s)/guardian(s)</p> <p>Assignment</p>	<p>Choose the child’s attendance center between the following options (105 ILCS 45/1-10 controls because it exceeds the rights granted to parent(s)/guardian(s) in federal law.):</p> <ol style="list-style-type: none"> a. Continuing the child’s education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or b. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend. <p>The term “school of origin” means the school that the student attended when permanently housed or the school in which the student was last enrolled. 42 U.S.C. §11432(g)(3)(G) and 105 ILCS 45/1-5.</p>
<p>Building Principal Where Homeless Student Will be Enrolled</p> <p>Enrollment</p>	<p>Shall immediately enroll the homeless child, even if the child is unable to produce records normally required for enrollment, e.g., previous academic records, medical records, proof of residency, or other documentation. 42 U.S.C. §11432(g)(3)(C)(i) and 105 ILCS 45/1-20.</p> <p>Shall immediately contact the school last attended by the child to obtain relevant academic and other records. 42 U.S.C. §11432(g)(3)(C)(ii) and 105 ILCS 45/1-20.</p> <p>If the child needs to obtain immunizations, or immunization or medical records, shall immediately refer the child’s parent/guardian to the Liaison</p>

Actor	Action
	<p>for Homeless Children. 42 U.S.C. §11432(g)(3)(C)(iii) and 105 ILCS 45/1-20.</p> <p>Maintain records for the homeless student that are ordinarily kept for students according to District policy and procedure on student school records. 42 U.S.C. §11432(g)(3)(D).</p> <p>Ensure each homeless student is provided services comparable to services offered to other students including the following: 42 U.S.C. §11432(g)(4).</p> <ul style="list-style-type: none"> a. Transportation services; b. Educational services for which the student meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs; c. Educational programs for children with disabilities and educational programs for students with limited English proficiency; d. Programs in vocational and technical education as well as programs for gifted and talented students; and e. School nutrition programs. <p>Shall require a parent/guardian of a homeless student, if available, to submit contact information. 42 U.S.C. §11432(g)(3)(H) and 105 ILCS 45/1-20.</p>
<p>Transportation Director and Building Principal Where Homeless Student Will be Enrolled</p> <p>Transportation</p>	<p>Ensure transportation is provided to a homeless student, at the request of the parent/guardian (or in the case of an unaccompanied youth, the Liaison), to and from the school of origin. 42 U.S.C. §11432(g)(1)(J)(iii); State law, found at 105 ILCS 45/1-15, is superseded by federal law. The term “school of origin” means the school that the student attended when permanently housed or the school in which the student was last enrolled. 42 U.S.C. §11432(g)(3)(G). Transportation shall be arranged as follows: 42 U.S.C. §11432(g)(1)(J)(iii).</p> <ol style="list-style-type: none"> 1. If the homeless student continues to live in the area served by the school district in which the school of origin is located, the student’s transportation to and from the school of origin shall be provided or arranged by the district in which the school of origin is located. 2. If the homeless student’s living arrangements in the area served by the district of origin terminate and the student, though continuing his or her education in the school of origin, begins living in an area served by another school district, the district of origin and the district in which the homeless student is living shall agree upon a method to

Actor	Action
	apportion the responsibility and costs for providing the student with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.
Superintendent or Designee Dispute	If a dispute arises, shall inform the homeless child's parent(s)/guardian(s) of the availability of an investigator, sources for low-cost or free legal assistance, and other advocacy services in the community. Each Regional Superintendent appoints an ombudsperson to provide resource information and resolve disputes at schools within his or her jurisdiction relating to the rights of homeless children under this Act. 105 ILCS 45/1-25. The Homeless Family Placement Act governs shelter placement. 310 ILCS 85/1 <u>et seq.</u>

ADOPTED: August 15, 2011

Instruction

Home and Hospital Instruction

A student who is absent from school because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services. Appropriate educational services from qualified staff 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 (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 REF.: 105 ILCS 5/10-22.6a, 5/14-13.01, 5/18-4.5, and 5/18-8.05.
23 Ill.Admin.Code §1.610 and 226.300.

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

ADOPTED: August 5, 2002

AMENDED: September 19, 2011

Instruction

English Language Learners

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

1. Assist all English Language Learners to achieve English proficiency, facilitate effective 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 environmental 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 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: August 5, 2002

AMENDED: September 19, 2011

Instruction

Title I Programs

The Superintendent or designee shall pursue funding under Title I of the federal Strengthening and Improving of Elementary and Secondary Schools 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.

LEGAL REF.: Title I of the Strengthening and Improving of Elementary and Secondary Schools Act, 20 U.S.C. § 6301-6514, as implemented by 34 C.F.R. parts 200, 201, 203, 205, and 212.

ADOPTED: August 5, 2002

Instruction

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

- I. Improving Basic Programs Operated by Local Educational Agencies
 1. **Annual report cards.** Districts must disseminate an annual report card with aggregate information, including student achievement (designated by category), graduation rates, district performance, teacher qualifications, and other required information.
 2. **Progress review.** Districts must disseminate the results for its yearly progress review of each school.
 3. **Teacher and paraprofessional qualifications.** At the beginning of each school year, a school district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
 - a. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - b. Whether the teacher is teaching under emergency or other provisional status.
 - c. The teacher's baccalaureate degree major and any other graduate certifications or degrees.
 - d. Whether paraprofessionals provide services to the student and, if so, their qualifications.
 2. **Student achievement.** Districts must provide to parents information on the level of achievement of the parent's child in each of the State academic assessments.
 3. **Non-highly qualified teachers.** Districts must provide parents timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.
- I. English Language Learners
 1. **Language instruction educational programs.** Districts must inform a parent of a limited English proficient child identified for participation, or participating in, such a program of the reasons for their child being identified, their child's level of English proficiency, instructional method, how their child's program will meet their child's needs, how the program will help the child to learn English, exit requirements for the program to meet the objectives of any limited English proficiency, and information regarding parental rights.
 2. **Insufficient language instruction educational programs.** Each district using funds provided under this part to provide a language instruction educational program that has failed to make progress on the annual measurable achievement objectives described in Section

3122 for any fiscal year for which Part A is in effect, shall separately inform the parents of a child identified for participation in such a program, or participating in such program, of such failure not later than 30 days after such failure occurs.

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

I. Academic Assessment and Local Education Agency and School Improvement

1. **Schools identified for school improvement, corrective action, or re-structuring.** Districts shall promptly provide to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §6316(b)(1)(E)(i), for corrective action under §6316(b)(7)(C)(i), or for restructuring under §6316(b)(8)(A)(i).
 - a. An explanation of what the identification means, and how the school compares in terms of academic achievement to other district schools and the State educational agency;
 - b. The reasons for the identification;
 - c. An explanation of what the school identified for school improvement is doing to address the problem;
 - d. An explanation of what the district or State educational agency is doing to help the school address the achievement problem;
 - e. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
 - f. An explanation of the parents' option to transfer their child to another public school under paragraphs (1)(E), (5)(A), (7)(C)(i), (8)(A)(i), and subsection (c)(10)(C)(vii) (with transportation provided by the agency when required by paragraph (9)) or to obtain supplemental educational services for the child, in accordance with subsection (e).
2. **Schools identified for restructuring.** Whenever the school fails to make adequate yearly progress and/or is restructured, the district shall provide the teachers and parents with an adequate opportunity to comment and participate in developing a plan.
3. **Schools identified for corrective action - supplemental services notice.** The district shall provide annual notice to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §6316(b)(1)(E)(i), for corrective action under §6316(b)(7)(C)(i), or for restructuring under §6316(b)(8)(A)(i).
 - a. The availability of supplemental education services;
 - b. The identity of approved providers that are within the district or whose services are reasonably available in neighboring districts; and
 - c. A brief description of those services, qualifications, and demonstrated effectiveness of each such provider.

I. Parental Involvement

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

I. Voluntary Public School Choice Program

The district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of:

- a. The existence of the program;
- b. The program's availability; and
- c. A clear explanation of how the program will operate.

I. Education of Homeless Children and Youths

1. **Notice of rights.** The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent/guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:
 - a. Shall be signed by the parent/guardian;
 - b. Sets the general rights provided under this subtitle;
 - c. Specifically states:
 - The choice of schools homeless children and youths are eligible to attend,
 - That no homeless child or youth is required to attend a separate school for homeless children or youths,

- That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs;
 - That homeless children and youths should not be stigmatized by school personnel; and
 - Includes contact information for the local liaison for homeless children and youths.
2. **Assistance to unaccompanied youth.** In the case of an unaccompanied homeless youth, the district shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.
 3. **Public notice of rights.** Each district shall ensure that public notice of the educational rights of homeless children is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.

VII. Student Privacy

1. **Notice of privacy policy.** The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district. At a minimum, the district shall:
 - a. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and
 - b. Offer an opportunity for the parent to opt the student out of the activity.
2. **Notification of specific events.** Each district shall directly notify parents/guardians, at least annually at the beginning of the school year, of the specific or approximate dates when activities described in 20 U.S.C. §1232h(c)(2)(C) are scheduled.
3. **Notice of existing policy.** All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g., “The School Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. Copies of those policies are available on request.”

- LEGAL REF.:
- I.
 1. NCLB §6311(h)(2); 20 U.S.C. §6311(h)(2).
 2. NCLB §6316 (a)(1)(C); 20 U.S.C. §6316(a)(1)(C).
 3. NCLB §6311(h)(6)(A); 20 U.S.C. §6311(h)(6)(A).
 4. NCLB §6311(h)(6)(B)(i); 20 U.S.C. §6311(h)(6)(B)(i).
 5. NCLB §6311(h)(6)(B)(ii); 20 U.S.C. §6311(h)(6)(B)(ii).
 - II.
 1. NCLB §1112(g)(1)(A) and (g)(2), and §3302(a); 20 U.S.C. §6312(g)(1)(A) and (g)(2); 20 U.S.C. §7012(a).
 2. NCLB §1112(g)(1)(B), and §3302(b); 20 U.S.C. §6312(g)(1)(A) and (g)(2); 20 U.S.C. §7012(a).

3. NCLB §1112(g)(4) and §3302(e); 20 U.S.C §6312(g)(4); 20 U.S.C. §7012(e)(1).
- III.
 1. NCLB §6316(b)(6); 20 U.S.C. §6316(b)(6).
 2. NCLB §6316(b)(8)(C); 20 U.S.C. §6316(b)(8)(C).
 3. NCLB §6316(e)(2)(A); 20 U.S.C. §6316(e)(2)(A).
- IV.
 1. NCLB §1118(b); 20 U.S.C. §6318(b).
 2. NCLB §1118(c); 20 U.S.C. §6318(c).
- V. NCLB §5245(a); 20 U.S.C. §7225d(a).
- VI.
 1. NCLB §722(e)(3)(C); 42 U.S.C. §11432(e)(3)(C).
 2. NCLB §722(g)(2)(B)(iii); 42 U.S.C. §11432(g)(3)(B)(iii).
 3. NCLB §722(g)(6)(A)(v); 42 U.S.C. §1432(g)(6)(A)(v).
- VII.
 1. NCLB §1061(c)(2)(A); 20 U.S.C. §1232h(c)(2)(A).
 2. NCLB §1061; 20 U.S.C. §1232h(c)(2)(B).
 3. NCLB §1061(c)(3); 20 U.S.C. §1232h(c)(3).

ADOPTED: June 18, 2009

Instruction

Remote Educational Program

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

The remote educational program shall:

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

2. Require students to complete their participation in the program within 12 months, unless the student's participation is extended by the District.
3. Require students to participate in all assessments administered by the District pursuant to State and federal law and Board policy 6:340, *Student Testing and Assessment Program*.
4. Align with the requirements of Board policy 7:340, *Student Records*. Comply with other State and federal laws and align with all applicable Board policies. This includes the Superintendent submitting a copy of this policy to the Illinois State Board of Education along with any amendments to it and any data on student participation.
5. Be monitored by the Board pursuant to Board policy 2:240, *Board Policy Development* and included as an topic for discussion in the annual report required by Board policy 6:10, *Educational Philosophy and Objectives*. It shall include a discussion of the process for renewal of the program when applicable.

LEGAL REF.: 105 ILCS 5/10-29.
23 Ill.Admin.Code §226.360.

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

ADOPTED: September 19, 2011

Instruction

Extracurricular and Co-Curricular Activities

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

1. The activity will contribute to the leadership abilities, social well-being, self-realization, good citizenship, or general growth of student-participants.
2. Fees assessed students 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.

Non-school sponsored student groups are governed by the **School 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 IESA academic standards and must comply with the activity's rules and the student conduct code.

For high school students, selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Participation in co-curricular activities is dependent upon course selection and successful progress in those courses. In order to be eligible to participate in any school-sponsored or school-supported athletic or extracurricular activity, a student must satisfy the scholastic standing requirements outlined in District policy 7:31 Athletic Policy. Any student-participant failing to meet these academic criteria shall be suspended from the activity until the specified academic criteria are met.

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

CROSS REF.: 4:170 (Safety), 7:31 Athletic Policy, 7:40 (Nonpublic School Students, Including Parochial and Home-Schooled Students), 7:240 (Conduct Code for Participants In Extracurricular Activities), 7:300 (Extracurricular Athletics), 7:330 (Student Use of Buildings - Equal Access)

ADOPTED: August 5, 2002

ADOPTED: September 19, 2011

Instruction

Instructional Arrangements

Grouping for Instruction

Grouping within a school or within a classroom is the responsibility of the Building Principal, with input provided by the respective staff. The aim of grouping is to place each student in an appropriate and comfortable learning situation.

Class Size

The Superintendent shall work closely with the Building Principal in establishing a reasonable teacher-student ratio in each building.

Team Teaching

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

Individualized Instruction

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

ADOPTED: August 5, 2002

Instruction

Instructional Materials

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

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

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

Teachers are encouraged to use of 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 NC-17 (no one 17 and under admitted) shall be shown under any circumstances. These restrictions apply to television programs and other media with equivalent ratings.

Instructional Materials Selection and Adoption

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

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

CROSS REF.: 6:30 (Organization of Instruction), 6:40 (Curricular 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: August 5, 2002

AMENDED: September 19, 2011

Instruction

Instructional Materials Selection and Adoption

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

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

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

CROSS REF.: 6:210 (Instructional Materials), 7:10 (Equal Educational Opportunities), 8:110 (Public Complaints)

ADOPTED: August 5, 2002

Instruction

Media Center

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 the 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 the library paraprofessional.
5. Staff members are invited to recommend the additions to the collection.
6. Students may freely select resource center materials as well as receive guided selection of materials appropriate to specific, planned learning experiences.

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

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

ADOPTED: August 5, 2002

AMENDED: May 4, 2009

Instruction

Access to Electronic Networks

Electronic networks, including the Internet, are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. The Superintendent shall develop an implementation plan for this policy and appoint system administrator(s). The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved 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.

Acceptable Use

All use of the District's electronic networks 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 networks or District computers. General rules for behavior and communications apply when using electronic networks. The District's *Authorization for Electronic Network Access* contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

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

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

3. Restrict unauthorized access, including “hacking” and other unlawful activities, and
4. 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 REF.: 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 §6751 et seq.
720 ILCS 135/0.01.

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

ADMIN PROC.: 6:235-AP (Administrative Procedure - Acceptable Use of Electronic Networks),
6:235-E2 (Exhibit - Authorization for Electronic Network Access)

ADOPTED: August 5, 2002
AMENDED: September 19, 2011

Instruction

Exhibit - Student Authorization for Electronic Network Access

This form accompanies Administrative Procedure 6:235-API, Acceptable Use of Electronic Networks. It must be signed when students will have unsupervised Internet access or when supervision will be minimal. Please submit this form to the Building Principal.

Dear Parents/Guardians:

Our School District has the ability to enhance your child's education through the use of electronic networks, including the Internet. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Students and their parents/guardians need only sign this *Authorization for Electronic Network Access* once while the student is enrolled in the School District.

The District *filters* access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate in the school setting. If a filter has been disabled or malfunctions it is impossible to control all material and a user may discover inappropriate material. Ultimately, parents/guardians are responsible for setting and conveying the standards that their child or ward should follow, and the School District respects each family's right to decide whether or not to authorize Internet access.

With this educational opportunity also comes responsibility. The use of inappropriate material or language, or violation of copyright laws, may result in the loss of the privilege to use this resource. Remember that you are legally responsible for your child's actions. If you agree to allow your child to have an Internet account, sign the *Authorization* form below and return it to your school.

Authorization for Electronic Network Access Form

Students must have a parent/guardian read and agree to the following before being granted unsupervised access:

All use of the Internet shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. **The failure of any user to follow the terms of the *Acceptable Use of Electronic Networks* will result in the loss of privileges, disciplinary action, and/or appropriate legal action.** The signatures at the end of this document are legally binding and indicate the parties who signed have read the terms and conditions carefully and understand their significance.

I have read this *Authorization* form. I understand that access is designed for educational purposes and that the District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the District to restrict access to all controversial and inappropriate materials. I will hold harmless the District, its employees, agents, or Board members, for any harm caused by materials or software obtained via the network. I accept full responsibility for supervision if and when my child's use is not in a school setting. I have discussed the *Acceptable Use of Electronic Networks* with my child. I

hereby request that my child be allowed access to the District's electronic network, including the Internet.

Parent/Guardian Name (*please print*)

Parent/Guardian Signature

Date

Students must also read and agree to the following before being granted unsupervised access:

I understand and will abide by the above *Authorization for Electronic Network Access*. I understand that the District and/or its agents may access and monitor my use of the Internet, including my email and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary action and/or legal action may be taken. In consideration for using the District's electronic network connection and having access to public networks, I hereby release the School District and its Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the District's electronic network, including the Internet.

Student Name (*please print*)

Student Signature

Date

ADOPTED: September 19, 2011

Instruction

Exhibit - Staff Authorization for Electronic Network Access

This form accompanies Administrative Procedure 6:235-AP1, Acceptable Use of Electronic Networks. Each staff member must sign this Authorization as a condition for using the District's Electronic Network connection. Please submit this form to the Building Principal.

All use of the Internet shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. This *Authorization* does not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. **The failure of any user to follow the terms of Administrative Procedure 6:235-AP1, Acceptable Use of Electronic Networks, will result in the loss of privileges, disciplinary action, and/or legal action.** The signature at the end of this document is legally binding and indicates that the individual has read the terms and conditions carefully and understands their significance.

Staff members need only sign this *Authorization for Electronic Network Access* once while employed by the School District.

I understand and will abide by the *Acceptable Use of Electronic Networks*. I understand that the District and/or its agents may access and monitor my use of the District's electronic network, including the Internet, my email and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and disciplinary action and/or legal action may be taken. In consideration for using the District's electronic network connection and having access to public networks, I hereby release the School District and its School Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the District's electronic network, including the Internet.

User Name *(please print)*

User Signature

Date

ADOPTED: September 19, 2011

Instruction

Administrative Procedure - Web Publishing Guidelines

General Requirements

All material published on the District Web site must have educational value and/or support the District guidelines, goals, and policies. Material appropriate for Web publishing includes information about the District and its Board Members, agendas, policies, appropriate administrative procedures, Department activities or services, schools, teachers or classes, student projects, and student extracurricular organizations. Personal information, not related to education, will not be allowed on the District Web site.

The District Webmaster shall implement a centralized process for review and uploading of material onto the District's Web site to ensure that, before material is published, it complies with District policy and procedures. The District Webmaster shall supervise the efforts of all staff members responsible for Web publishing at each level of District Web publishing and, when appropriate, hold in-serve opportunities for those staff members. The staff members responsible for Web publishing are identified in these procedures in the section "Different Levels of Web Publication." The District Webmaster shall provide regular feedback and suggestions to the Superintendent regarding these Guidelines.

All content published on the District Web site must:

1. Comply with all State and federal law concerning copyright, intellectual property rights, and legal uses of network computers.
2. Comply with Board policies, administrative procedures, these Guidelines, and other District guidelines provided for specific levels of publishing. This specifically includes the Board's *Access to Electronic Networks* policy and the District's procedures on *Acceptable Use of Electronic Networks*.
3. Due to limited storage space and varying network speeds, file sizes must be kept under 50 kilobytes unless the District Webmaster approves otherwise.
4. Comply with the publishing expectations listed below.

Material that fails to meet these Guidelines or is in violation of Board policy and/or procedures shall not be published on the District Web site. The District reserves the right to remove any material in violation of its policy or procedures. Failure to follow these Guidelines or Board policy and/or procedures may result in loss of privileges, disciplinary action, and/or appropriate legal action.

Publishing Expectations

The following are minimum expectations for all District Web pages:

1. The style and presentation of Web published material should be of high quality and designed for clarity and readability. Material shall not be published in violation of the District's

procedures on *Acceptable Use of Electronic Networks*, including material that is defamatory, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or harassing or material that invades the privacy of any individual. Anonymous messages are prohibited.

2. Correct grammar and spelling are expected.
3. All information must be verifiable.
4. Publications must include a statement of copyright when appropriate and indicate that permission has been secured when including copyrighted materials.
5. Publications must identify affiliation with the District, school and/or department.
6. Widespread use of external links to non-District Web sites is discouraged, but if used, the external sites must contain appropriate educational materials and information as exclusively determined by the District. Every effort should be made to insure that all links are operational. Every link to an external Web site must open a new browser window.
7. Relevant dates are required on all publications, including the date on which the publication was placed on the District Web site. Each site should contain the date the page was last updated.
8. All publications must include the District e-mail address of the staff member responsible for the page. This provides a contact person for questions or comments. If a student is the publisher, the sponsoring staff member's e-mail must be included as the responsible person. Only District staff members may act as student sponsors.
9. Use of the District's Web site for personal or financial gain is prohibited. No commercial or private accounts should be listed on any District Web pages.
10. All documents should be previewed on different Web browsers, especially Netscape Navigator and Internet Explorer, before being posted on the District Web site.

For more information about these expectations or other issues related to Web publishing, please contact the System Administrator.

Protecting Student and Staff Privacy

Personal information concerning students or staff members, including home addresses and telephone numbers, shall not be published on District Web pages.

A student's last name, last name initial, and grade level shall not be published on District Web pages. In addition, student records shall not be disclosed. In special circumstances (e.g., where accolades are warranted), the sponsoring staff member should contact the Building Principal who may seek permission from the student's parents/guardians. Web pages shall not display student pictures with a student identified by his or her name unless written parental permission was first granted (e.g., by executing the form *Using a Photograph or Videotape of a Student*). Student e-mail addresses, whether a personal or District account, shall not be listed on any District Web page.

Submitting Material to Be Published

Everyone submitting material for publication on the District's Web site shall have signed an *Authorization for Electronic Network Access*. Before material is published on the District Web site, the author must authorize the District in writing to publish the material, unless the District owns the copyright. All material submitted by a teacher or other staff member for publication on the District's Web site is deemed "work for hire," and the copyright in those works vests in the District. All material submitted for the District Web site is subject to treatment as a District-sponsored publication.

Different Levels of Web Publication

The following guidelines provide specific information regarding Web publishing at different levels within the District. At each level, a staff member is identified as being responsible for Web publishing at that level. This individual's Web publishing efforts are supervised by the District Webmaster.

District Level

The District Webmaster conducts the District-level Web publishing efforts and supervises other levels of Web publishing. District-level publishing includes the District's homepage as well as any publishing activities representing the District as a whole (e.g., information about Board meetings, Board policy, and schedules). The District homepage shall have a link to an Online Privacy Statement.

Department Level

District departments (e.g., Transportation, Personnel, or Curriculum) may publish their own Web pages as part of the District's Web site. The department supervisor or director is ultimately responsible for his or her respective department's Web pages, but may appoint a staff member as the department's Webmaster to fulfill the maintenance, reviewing, and uploading tasks. The department supervisor or director shall keep the District Webmaster informed of who is the department Webmaster.

The Web-published material should coincide with that department's printed material. The District Webmaster should be consulted before publishing potentially sensitive material, e.g., school comparisons or student data.

The department front pages should maintain the look and feel of the District homepage – the connection to the District should be obvious. Links to the main Web site's "home" must be included at the bottom of main pages, and the District's logo must be included at the top of main front pages of each department.

School Level

The Building Principal is ultimately responsible for his or her respective school's Web pages, but may appoint a staff member as the School Webmaster to fulfill the maintenance, reviewing, and uploading tasks. The Building Principal shall keep the District Webmaster informed of who is the School Webmaster. All official material originating from the school will be consistent with

the District style and content guidelines. The Building Principal or School Webmaster may develop guidelines for the various sections of and contributors to the school's Web pages.

Staff Level

Any teacher or other staff member wanting to create Web pages for use in class activities or to provide a resource for other teachers or staff members shall notify the School Webmaster of his or her desired publishing activities.

Student Level

A student wanting to create Web pages on the District Web site as part of a class or school-sponsored activity should request a teacher or staff member to sponsor the student's publishing efforts. The sponsoring teacher or staff member shall notify the School Webmaster of the desired publishing activities. The student's Web page must include an introduction written by the sponsor that describes the intent of the student's Web page and contains the sponsor's District e-mail address. Student Web pages will be removed at the end of the school year unless special arrangements are made.

Personal Web pages are not allowed on the School District's Web server. Likewise, student Web pages may not contain commercial or advertising links, including links to games and advertisements for games.

CROSS REF.: 5:170-AP (Administrative Procedure - Copyright for Publication or Sale of Instructional Materials Developed by Employees), 6:235 (Access to Electronic Networks), 6:235-AP (Administrative Procedure - Acceptable Use of Electronic Networks), 6:235-E2 (Exhibit - Authorization for Electronic Network Access), 6:235-E3 (Exhibit - Online Privacy Statement)

ADOPTED: December 17, 2003

Instruction

Exhibit - Online Privacy Statement

Online Privacy Statement

The School District respects the privacy of all Web site visitors to the extent permitted by law. This Online Privacy Statement is intended to inform you of the ways in which this Web site collects information, the uses to which that information will be put, and the ways in which we will protect any information you choose to provide us.

There are four types of information that this site may collect during your visit: network traffic logs, Web-visit logs, cookies, and information voluntarily provided by you.

Network Traffic Logs

In the course of ensuring network security and consistent service for all users, the District employs software programs to do such things as monitor network traffic, identify unauthorized access or access to nonpublic information, detect computer viruses and other software that might damage District computers or the network, and monitor and tune the performance of the District network. In the course of such monitoring, these programs may detect such information as e-mail headers, addresses from network packets, and other information. Information from these activities is used only for the purpose of maintaining the security and performance of the District's networks and computer systems. Personally identifiable information from these activities is not released to external parties without your consent unless required by law.

Web-Visit Logs

District Web sites routinely collect and store information from online visitors to help manage those sites and improve service. This information includes the pages visited on the site, the date and time of the visit, the Internet address (URL or IP address) of the referring site, the domain name and IP address from which the access occurred, the version of browser used, the capabilities of the browser, and search terms used on our search engines. This site makes no attempt to identify individual visitors from this information; any personally identifiable information is not released to external parties without your consent unless required by law.

Cookies

Cookies are pieces of information stored by your Web browser on behalf of a Web site and returned to the Web site on request. This site may use cookies for two purposes: to carry data about your current session at the site from one Web page to the next and to identify you to the site between visits. If you prefer not to receive cookies, you may turn them off in your browser, or may set your browser to ask you before accepting a new cookie. Some pages may not function properly if the cookies are turned off. Unless otherwise notified on this site, we will not store data, other than for these two purposes, in cookies. Cookies remain on your computer, and accordingly we neither store

cookies on our computers nor forward them to any external parties. We do not use cookies to track your movement among different Web sites and do not exchange cookies with other entities.

Information Voluntarily Provided by You

In the course of using this Web site, you may choose to provide us with information to help us serve your needs. For example, you may send us electronic mail (through a mailer or a Web form) to request information, you may sign up for a mailing list, or you may send us your address so we may send you an application or other material. Any personally identifiable information you send us will be used only for the purpose indicated. Requests for information will be directed to the appropriate staff to respond to the request, and may be recorded to help us update our site to better respond to similar requests. We will not sell, exchange, or otherwise distribute your personally identifiable information without your consent, except to the extent required by law. We do not retain the information longer than necessary for normal operations. Each Web page requesting information discloses the purpose of that information. If you do not wish to have the information used in that manner, you are not required to provide it. Please contact the person listed on the specific page, or listed below, with questions or concerns on the use of personally identifiable information.

Web Links to Non-District Sites

District Web sites provide links to other World Wide Web sites or resources. We do not control these sites and resources, do not endorse them, and are not responsible for their availability, content, or delivery of services. In particular, external sites are not bound by this Online Privacy Statement; they may have their own policies or none at all. Often you can tell you are leaving a District Web site by noting the URL of the destination site. These links to external Web sites open a new browser window as well.

Questions or concerns: e-mail, System Administrator Scott Williams.

ADOPTED: December 17, 2003

Instruction

Exhibit - Keeping Yourself and Your Kids Safe On Social Networks

For students:

- Put everything behind password protected walls, where only friends can see.
- Protect your password and make sure you really know who someone is before you allow them onto your friend's list.
- Blur or morph your photos a bit so they won't be abused by cyberbullies or predators.
- Don't post anything your parents, principal or a predator couldn't see.
- What you post online stays online - forever!!!! So ThinkB4Uclick!
- Don't do or say anything online you wouldn't say offline.
- Protect your privacy and your friends' privacy too...get their okay before posting something about them or their pics online.
- Check what your friends are posting/saying about you. Even if you are careful, they may not be and may be putting you at risk.
- That cute 14-year old boy may not be cute, may not be 14 and may not be a boy! You never know!
- And, unless you're prepared to attach your blog to your college/job/internship/scholarship or sports team application...don't post it publicly!
- Stop, Block and Tell! (don't respond to any cyberbullying message, block the person sending it to you and tell a trusted adult).
- R-E-S-P-E-C-T! (use good netiquette and respect the feelings and bandwidth of others).
- Keep personal information private (the more information someone has about you, the more easily they can bully you).
- Google yourself! (conduct frequent searches for your own personal information online and set alerts ... to spot cyberbullying early).
- Take 5! (walk away from the computer for 5 minutes when something upsets you, so you don't do something you will later regret).

And for parents:

- Talk to your kids - ask questions (and then confirm to make sure they are telling you the truth!)
- Ask to see their profile page (for the first time)...tomorrow! (It gives them a chance to remove everything that isn't appropriate or safe...and it becomes a way to teach them what not to post instead of being a gotcha moment! Think of it as the loud announcement before walking downstairs to a teen party you're hosting.)
- Don't panic...there are ways of keeping your kids safe online. It's easier than you think!
- Be involved and work with others in your community. (Think about joining WiredSafety.org and help create a local cyber-neighborhood watch program in your community.)
- Remember what you did that your parents would have killed you had they known, when you were fifteen.
- This too will pass! Most kids really do use social networks just to communicate with their friends. Take a breath, gather your thoughts and get help when you need it. (You can reach out to WiredSafety.org.)
- It's not an invasion of their privacy if strangers can see it. There is a difference between reading their paper diary that is tucked away in their sock drawer...and reading their blog. One is between them and the paper it's written on; the other between them and 700 million people online!
- Don't believe everything you read online - especially if your teen posts it on her blog!

For more information, visit www.WiredSafety.org; www.stopcyberbullying.org.

Reprinted with permission from “Parry Aftab’s Guide to Keeping Your Kids Safe Online, MySpace, Facebook and Xanga, Oh! My!” Parry Aftab, Esq., www.aftab.com.

Resources for Students and Parents

Resources for students:

Federal Trade Commission - Social Networking Sites: Safety Tips for Tweens and Teens
www.ftc.gov/bcp/edu/pubs/consumer/tech/tec14.shtm

Connect Safely - Social Web Tips for Teens www.connectsafely.com/Safety-Tips/social-web-tips-for-teens.html (2008).

Life online (Girls Scouts and Windows) - lmc.girlscouts.org/Online-Safety-Topics/Social-Networking/Is-It-Safe-/Test-Your-Knowledge-on-Social-Networking-Safety.aspx. Test for knowledge of networking safety.

Resources for parents:

Safety Web - Social Networking Safety Tips for Parents, Monitoring Social Networking of your Child www.safetyweb.com/social-networking-safety-tips. Great comprehensive article for parents.

Connect Safely - Social Web Tips for Parents www.connectsafely.com/Safety-Tips/social-web-tips-for-parents.html (2008).

National Cyber Security Alliance - Social Networking www.staysafeonline.org/in-the-home/social-networking (August 30, 2010).

National Consumers League - Social networking security and safety tips www.nclnet.org/technology/9-safe-computing/152-social-networking-security-and-safety-tips.

DHS U.S. CERT - Socializing Securely: Using Social Networking Services www.us-cert.gov/reading_room/safe_social_networking.pdf.

DHS U.S. Computer Emergency Readiness Team - Staying Safe on Social Network Sites www.us-cert.gov/cas/tips/ST06-003.html (January 26, 2011).

Internet Safety: Social Networking Sites for Children www.privatewifi.com/internet-safety-social-networking-sites-for-children/ (March 30, 2011).

8 Safe Social Networks for Kids kommein.com/8-safe-social-networks-for-kids/ (Jan. 5, 2011).
List of sites that are compliant with Children’s Online Privacy Protection Act and have parental controls

ADOPTED: September 19, 2011

Instruction

Field Trips

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

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 following factors are analyzed when determining 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 danger to students, staff, or chaperones. Monies deposited may be forfeited.

CROSS REF.: 7:270 (Administering Medicines to Students)

ADOPTED: August 5, 2002

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. No 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. ~~Community~~

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 of School Property), 8:95 (Parental Involvement)

ADOPTED: August 5, 2002

AMENDED: September 19, 2011

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),
reh'g denied, 983 F.2d 234 (5th Cir. 1992) and *cert. denied*, 113 S.Ct. 2950
(1993).

CROSS REF.: 6:70 (Teaching About Religion), 6:80 (Teaching About Controversial Issues)

ADOPTED: August 5, 2002

Instruction

Complaints About Curriculum, Instructional Materials, and Programs

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

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

ADOPTED: August 5, 2002

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

CROSS REF.: 7:250 (Student Welfare Services)

ADOPTED: August 5, 2002

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, 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:

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

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

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

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

ADOPTED: August 5, 2002

Instruction

Homework

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

ADOPTED: August 5, 2002

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 the 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.

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.

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 or the Korean Conflict

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

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

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

ADOPTED: August 5, 2002

AMENDED: December 15, 2004

AMENDED: March 21, 2005

AMENDED: March 20, 2006

AMENDED: September 19, 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 High School Principal approves the course in advance.

A maximum of 2 units of credit may be counted toward the requirements for a student's high school graduation.

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.

College Courses

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

1. The student is a High School student (9-12) 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;

4. The student assumes responsibility for all books;
5. Students may be removed for doing failing work during the class;
6. Students may be removed for discipline or attendance concerns; and
7. If the course is dropped after fees are paid by the District, the student will reimburse the District.

Units of credit may be counted toward the requirements for a student's high school graduation on a case by case basis. There is no set limit.

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.

Substitutions for Physical Education and Other Required Courses

- A. 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.
- B. A student in grades 11-12, unless otherwise stated, may request the Building Principal to be excused from physical education courses for the following reasons:
 1. enrollment in academic classes that are required for admission to an institution of higher learning; or
 2. enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the pupil being unable to graduate.

Students must submit such requests in writing with as much specificity as possible. Principals shall maintain records showing that they applied the stated criteria to the student's individual circumstances.

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.: 6:300 (Graduation Requirements), 6:320 (Credit for Proficiency)

ADOPTED: August 5, 2002

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 will be offered in the following subject areas:

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

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

Course Credit for High School Diploma

The Superintendent or designee may investigate, coordinate, and implement a program and schedules for student 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 course required for 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.

Students in grades 7 and 8 may enroll in a course required for a high school diploma where they attend school when: (1) the course is taught by a high school teacher who teaches in a

high school of the district where the student will attend high school, and (2) no high school students are enrolled in the course.

A student that successfully completes a course required for 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 REF.: 105 ILCS 5/10-22.10, 5/10-22.43, 5/10-22.43a, 5/27-12.1, 5/27-22, 5/27-22.10, 5/27-24.3, and 5/27-24.4.
23 Ill.Admin.Code § 1.460.

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

ADOPTED: August 5, 2002

AMENDED: April 16, 2007

AMENDED: May 4, 2009

AMENDED: September 19, 2011

Instruction

Awards and Scholarships

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

All awards, honors, and scholarship donations must receive the Board of Education's prior approval.

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

High School Valedictorian and Salutatorian

- A. The Valedictorian and Salutatorian from the class will be recognized at high school graduation exercises. The Valedictorian is the student or students with the highest grade point average. The Salutatorian is the student or students with the next highest grade point average.
- B. In order to be eligible for the Fisher High School Valedictorian or Salutatorian designation, transfer or part-time attendance students must be in attendance at the Fisher Community Unit School District #1 High School for three consecutive semesters during their junior and senior years and have taken a minimum of four academic unit courses per semester. This policy does not affect the transfer student's rank in class.

ADOPTED: August 5, 2002

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 and State Board of Education rules. It may include testing of students in grades not required by State law to be tested.
3. Be uniformly applied to all students 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.
4. Emphasize the code of ethics for test administration.

The Prairie State Achievement Examination results shall be recorded in the student's permanent school record. All other test results shall be recorded in the student's temporary school record. All test results are available only to the student, the student's parent(s)/guardian(s), and school personnel directly involved with the student's educational program, pursuant to Board policy 7:340, *Student Records*. Overall student assessment data on tests required by State law will be aggregated by the District and reported, along with other information, on the District's annual report card.

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

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

ADOPTED: August 5, 2002