

## **SECTION 6 GOALS AND OBJECTIVES**

6.10 Educational Philosophy and Objectives

6.15 School Accountability

### **Educational Calendar and Organization**

6.20 School Year Calendar and Day

6.30 Organization of Instruction

### **Curriculum**

6.40 Curriculum Development

6.50 School Wellness

6.60 Curriculum Content

6.80 Teaching About Controversial Issues

6.90 Kindergarten

6.100 Using Animals in the Educational Program

### **Special Programs**

6.110 Programs For Students At Risk of Dropping Out of School

6.120 Education of Children with Disabilities

6.130 Program For The Enrichment

6.140 Education of Homeless Children

6.145 Migrant Students

6.150 Home and Hospital Instruction

6.160 English Language Learners

## SECTION 6 GOALS AND OBJECTIVES

6.170 Title 1 Programs

6.180 Extended Instructional Programs

6.190 Extracurricular and Co-Curricular Activities

### Instructional Resources

6.210 Instructional Materials

6.220 Instructional Materials Selection and Adoption

6.230 Library Resource Center

6.235 Authorization for Electronic Network Access

6.240 Field Trips

6.250 Community Resource Persons and Volunteers

6.255 Assemblies and Ceremonies

6.260 Complaints about Curriculum, Instructional Materials, and Programs

### Guidance and Counseling

6.270 Guidance and Counseling Program

### Achievement

6.280 Grading and Promotion

6.290 Homework

6.300 Graduation Requirements

6.310 Correspondence Courses

6.320 High School Credit For Proficiency

6.330 Awards and Scholarships

## 6.340 Student Testing and Assessment Program

## 6.10 Educational Philosophy and Objectives

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

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

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

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

Cross Ref.: 1.30, 3.10, 6.15, 710

## 6.15 School Accountability

### School Accountability

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

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

### Quality Assurance

The School Board continuously monitors 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. Establishing school improvement plans that 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.

The Superintendent shall regularly report the District's progress to the Board and seek Board approval for each School Improvement Plan.

Cross Ref: 6:340 ( Student Testing and Assessment Program), 7:10 (Equal Educational Opportunities)

## 6.20 School Year Calendar and Day

### School Calendar

The School Board, upon the Superintendent's recommendation and subject to State regulations, annually establishes the dates for opening and closing classes, teacher institutes and in-services, the length and dates of vacations, and the days designated as legal school holidays. **1** The school calendar shall have a minimum of 185 days to ensure 176 days of actual student attendance. **2**

### 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. **3** The Board may, from time to time, designate a regular school day as a commemorative holiday.

Adopted: August 2008

---

**1** State-mandated school holidays are found in 105 ILCS 5/24-2. See policy 5:330, *Sick Days, Vacation, Holidays, and Leaves*, for a holiday listing. A State mandated school holiday on "Good Friday" is unconstitutional according to Metzl v. Leininger, 57 F.3d 618 (7th Cir., 1995). Closing school on religious holidays may still be permissible for those districts able to demonstrate (e.g., through surveys) that remaining open would be a waste of educational resources due to widespread absenteeism. Also, districts may be able to close school on Good Friday by adopting a "spring holiday" rationale or ensuring that it falls within spring break. School districts should discuss their options, and collective bargaining implications with their board attorneys.

If the county board or board of election commissioners chooses a school to be a polling place, the school district must make the school available; however, for the election day, a school district may choose to keep the school open or hold a teachers' institute (10 ILCS 5/11-4.1).

**2** The school calendar must have a minimum 185 days to ensure 176 days of actual pupil attendance (105 ILCS 5/10-19 and 5/24-1; 23 Ill.Admin.Code §1.420). Schools must be closed during county institute (105 ILCS 5/24-3). The school calendar may be a mandatory subject of collective bargaining. The calendar for the school term and any changes must be submitted to and approved by the regional superintendent before the calendar or changes may take effect (105 ILCS 5/10-19).

**3** 105 ILCS 5/24-2 lists the following as commemorative holidays: Jan. 28 (Christa McAuliffe Day commemorating space exploration), Feb. 15 (Susan B. Anthony), March 29 (Viet Nam War Veterans Day), the school day immediately preceding Veteran's Day (Korean War Veterans Day), Oct. 1 (Recycling Day), and Dec. 7 (Pearl Harbor Veterans Day). Other commemorative holidays include: Arbor and Bird Day on the last Friday in April (105 ILCS 5/27-18), Leif Erickson day on Oct 9 if a school day and otherwise on a school day nearest the date (105 ILCS 5/27-19), American Indian Day on the 4th Friday of Sept. (105 ILCS 5/27-20), Ill. Law Week during the first full school week in May (105 ILCS 5/27-20.1), "Just Say No" Day on a school day in May (105 ILCS 5/20.2), a Day of Remembrance on Sept. 11 (5 ILCS 490/86), and Ronald Reagan Day on Feb. 6 (5 ILCS 490/2).

### **6.30 Organization of Instruction**

The School District has instructional levels for grades Pre-K through 12. The grouping and housing of instructional levels in school facilities shall be according to plans developed by the Superintendent and approved by the School Board.

Students, for instructional purposes, may be placed in groups within the school, which do not necessarily follow grade level designations. For purposes of attendance reporting and other records, however, each student must be identified as to grade-level placement.

Cross Ref.: 7.30

Instruction**6.40 Curriculum Development** <sup>4</sup>**Adoption** <sup>5</sup>

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

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

The School Board will adopt, upon recommendation of the Superintendent, a curriculum that meets the above criteria. <sup>8</sup>

**Experimental Educational Programs and Pilot Projects** <sup>9</sup>

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

**Single-Gender Classes and Activities** <sup>10</sup>

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

<sup>4</sup> State or federal law controls this policy's content.

<sup>5</sup> This section is not dictated by State or federal law, but reflects board work regarding curriculum. Each board should dwell over this section to ensure it articulates the board's intent.

<sup>6</sup> State law mandates certain courses of study, but local school boards may set requirements exceeding State law-mandated courses of study (105 ILCS 5/10-20.8 and 5/27-1 *et seq.*).

<sup>7</sup> Alternative for unit districts:

5. The curriculum District-wide and articulated across all grade levels.

<sup>8</sup> The following is an alternative for boards that do not want the sample language's degree of delegation:

The School Board will consider the Superintendent's recommendation and adopt a curriculum that meets the above criteria.

<sup>9</sup> Experimental educational programs may require the approval of the State Board of Education and an agreement with the affected exclusive bargaining agent (105 ILCS 5/10-19). State law addresses pilot programs for teachers in relation to clinical schools, restructuring, and providing special assistance and support to beginning teachers (105 ILCS 5/2-3.52A).

<sup>10</sup> The U.S. Dept. of Education (DOE) amended its Title IX regulation to make it easier for schools to have single-sex classes and extracurricular activities (eff. 11-24-06, 34 C.F.R. Part 106). Title IX generally protects students from discrimination on the basis of sex. However, citing recent research suggesting that some students benefit in single-sex classes, the DOE added flexibility to its rules on single-sex classes and activities. The rules are very specific and should be consulted when designing single-sex classes or activities.

## Development 11

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

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

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

## Curriculum Guides and Course Outlines

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

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

CROSS REF.: 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:70 (Teaching About Religions), 6:80 (Teaching About Controversial Issues), 6:90 (Kindergarten), 6:100 (Using Animals in the Educational Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:130 (Program for the Gifted), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:150 (Home and Hospital Instruction), 6:160 (English Language Learners), 6:170 (Title I Programs), 6:180 (Extended Instructional Programs), 7:15 (Student and Family Privacy Rights)

---

**11** The last two sections of this policy provide a process for the board to monitor the extent that its ends for curriculum development are being pursued. However, a board may be concerned that these sections offend the board's efforts to delegate authority to the superintendent to manage the district. If so, these sections should be deleted. See the IASB's "Foundational Principles of Effective Governance," [http://www.iasb.com/pdf/found\\_prin.pdf](http://www.iasb.com/pdf/found_prin.pdf).

## 6:50 School Wellness 12

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

### Goals for Nutrition Education

The goals for addressing nutrition education include the following:

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

### Goals for Physical Activity

The goals for addressing physical activity include the following:

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

---

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

<sup>12</sup> State or federal law controls this policy's content. The federal Child Nutrition and WIC Reauthorization Act of 2004 requires school districts participating in a program authorized by the National School Lunch Act or the Child Nutrition Act to establish a school wellness policy no later than the beginning of the 2006-07 school year (PL 108-265, Sec. 204). The legislation lists topics that must be covered in the policy.

Many organizations have published material to assist schools. 105 ILCS 5/2-3.137 required ISBE to prepare a model wellness policy for school districts. ISBE fulfilled this requirement by publishing a link on its website to a wellness policy developed by the Illinois Nutrition Education & Training Program.

The IASB sample policy seeks to be both legally compliant and consistent with good governance principles. The federal legislation gives each local school district the authority to determine how the required topics are addressed. Good governance principles suggest that the board should establish goals with community and stakeholder input. The administration should determine how to achieve those goals. The board should request periodic implementation data or reports in order to adequately monitor the policy and make ongoing adjustments to it.

The board must establish a policy that "involves parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy." The awkward wording of this requirement notwithstanding, a board can take steps to comply by seeking community input during the adoption and monitoring phases for this policy. See 2:240, *Board Policy Development*.

## Nutrition Guidelines for Foods Available in Schools During the School Day <sup>13</sup>

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 establish such administrative procedures to 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.

### Guidelines for Reimbursable School Meals

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

### Monitoring

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

### Community Input

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

LEGAL REF.: Child Nutrition and WIC Reauthorization Act of 2004, PL 108-265, Sec. 204.  
Child Nutrition Act of 1966, 42 U.S.C. §1771 et seq.  
National School Lunch Act, 42 U.S.C. §1758.  
42 U.S.C. §1779, as implemented by 7 C.F.R. §210.11.  
105 ILCS 5/2-3.137.  
23 Ill.Admin.Code Part 305, Food Program.

CROSS REF.: 4:120 (Food Services)

Adopted: June 16, 2006

---

<sup>13</sup> The policy must include the nutrition guidelines selected by the board for "all foods available during the school day with the objective of promoting student health and reducing childhood obesity," (PL 108-265, Sec. 204(a)(2)).

Instruction**6.60 Curriculum Content 14**

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, **15** and (i) drug and substance abuse prevention. **16**
2. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive course, (c) science, (d) mathematics, (e) social studies including U.S. history, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) vocational education. **17**  
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. **18** The course shall include classroom instruction on distracted driving as a major traffic safety issue. **19** 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. **20** 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. **21**
3. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught. **22**
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. **23**

---

**14** State or federal law requires this subject matter be covered by policy. State or federal law controls this policy's content. Districts must have a policy on physical education (23 Ill.Admin.Code §1.420(p). Policies on the remaining topics in this policy are optional.

**15** 23 Ill.Admin.Code §1.430.

**16** 105 ILCS 5/27-13.2.

**17** 23 Ill.Admin.Code §1.440 and 105 ILCS 5/27-22, as amended by P.A. 94-676 and 5/27-23.

**18** 105 ILCS 5/27-23 and 5/27-24.2, as amended by P.A. 95-339.

**19** 105 ILCS 5/27-24.2, as amended by P.A. 95-339.

**20** 105 ILCS 5/27-17, as amended by P.A. 95-168.

**21** The Ill. Vehicle Code, 625 ILCS 5/6-408.5, contains these requirements; they are paraphrased below and may be added to the policy or otherwise disseminated.

Before a certificate of completion will be requested from the Secretary of State, a student must receive a passing grade in at least 8 courses during the 2 semesters last ending before requesting the certificate. A certificate of completion will not be requested for any person less than 18 years of age who has dropped out of school unless the dropout provides:

- (1) Written verification of his or her enrollment in a GED or alternative education program or a GED certificate;
- (2) Written verification that before dropping out, the dropout had received passing grades in at least 8 courses during the 2 previous semesters last ending before requesting a certificate;
- (3) Written consent from the dropout's parent/guardian and the Regional Superintendent; or
- (4) Written waiver from the Superintendent of the School District in which the dropout resides or resided at the time he or she dropped out of school, or from the chief school administrator with respect to a dropout who attended a non-public high school. A waiver may be given if the Superintendent or chief administrator deems it to be in the dropout's best interests.

**22** 105 ILCS 5/27-23.3, as amended by P.A. 94-14, added the requirement to include steroid abuse prevention in interscholastic athletic programs.

**23** 105 ILCS 5/27-23.4.

5. In grades kindergarten through 12, two hours of age appropriate Internet safety education is taught each school year. **24**
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. **25** In addition, in all grades, bullying prevention and gang resistance education and training must be taught. **26**
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. **27**
8. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage daily during the school day in a physical education course. For exemptions and substitutions, see policies 6:310, *Credit for Alternative Courses and Programs, and Course Substitution*, and 7:260, *Exemption from Physical Activity*. **28**
9. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) other components necessary to develop a sound mind in a healthy body, **29** and (d) dangers and avoidance of abduction. **30**
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

---

**24** This item is optional. The General Assembly recommends an Internet safety education program that includes instruction on a variety of topics from safe and responsible social networking to copyright law (105 ILCS 5/27-13.3(c)(1) through (7), as amended by P.A. 95-509.

**25** 105 ILCS 5/27-12, as amended by P.A. 94-187.

**26** Optional (105 ILCS 5/27-23.7(c), as amended by P.A. 95-198 and 95-349).

**27** 105 ILCS 5/27-3 requires the Pledge of Allegiance to be recited every day in elementary and secondary schools. Requirements for displaying a U.S. flag at each school and in each classroom are found in 5 ILCS 465/3 and 465/3a.

Note that the Illinois statute does not require every student to recite the Pledge – that kind of mandatory participation would violate the U.S. Constitution. Schools may not coerce a student into saying the Pledge, nor may they punish students for refusing to participate in any aspect of the flag ritual, including standing, saluting the flag, and reciting the Pledge. West Virginia State Board of Education v. Barnett, 319 U.S. 624 (1943); Sherman v. Community Consolidated School District 21 of Wheeling Township, 980 F.2d 437 (7th Cir. 1992). Consider using permissive rather than mandatory language to introduce the recitation of the Pledge, such as, “You may now stand to recite the Pledge.” Schools may, of course, require that non-participants maintain order and decorum appropriate to the school environment.

**28** 105 ILCS 5/27-5 requires school boards to provide for students' physical education and allows the P.E. course offered in grades 5 through 10 to include the health education courses required by State law.

105 ILCS 5/27-6, as amended by P.A. 94-189 and 94-200, describes when students may be excused from daily P.E. See also 23 Ill.Admin.Code §1.420(p). 105 ILCS 5/27-7, as amended by P.A. 94-189 and 94-200, describes the goals and requirements for P.E. courses; these are re-stated in this sample policy.

105 ILCS 5/27-6, as amended by P.A. 94-198, contains an exception to the daily P.E. requirement for schools engaged in block scheduling; if this is applicable, substitute this sentence for the last sentence in this paragraph:

Unless otherwise exempted, all students are required to engage daily during the school day, except on block scheduled days for those schools in block scheduling, in a physical education course.

**29** 105 ILCS 110/3 and 23 Ill.Admin.Code §1.420(n). Health education program content is described in sample administrative procedure 6:60-AP, *Comprehensive Health Education Program*; this administrative procedure requires the development of a family life and sex education program.

**30** 105 ILCS 5/27-13.2. The State Police and ISBE must develop child abduction prevention instruction (20 ILCS 2605/2605-480).

of the regular classroom. A career awareness and exploration program must be available at all grade levels. **31**

11. In grades 9 through 12, consumer education must be taught, including: financial literacy; installment purchasing; budgeting, savings, and investing; banking; simple contracts; income taxes; personal insurance policies; the comparison of prices; and the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system. **32**
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. **33**
13. In all schools, United States history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, and (e) the role and contributions of ethnic groups, including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics, Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State. **34**  
In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week. **35**
14. 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. **36**
15. In all schools, the curriculum includes a unit of instruction on the history, struggles, and contributions of women. **37**
16. 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. **38**
17. In all schools offering a secondary agricultural education program, courses as required by 105 ILCS 5/2-3.80. **39**

---

**31** 23 Ill.Admin.Code §1.420(i). See 105 ILCS 435/0.01 *et seq.* for the Vocational Education Act.

**32** 105 ILCS 5/27-12.1, as amended by P.A. 94-929 and 23 Ill.Admin.Code §1.420(k).

**33** 105 ILCS 5/27-13.1 and 23 Ill.Admin.Code §1.420(l).

**34** 105 ILCS 5/27-21 and 23 Ill.Admin.Code §1.420(r).

**35** Section 111 of Division J of Pub. L. 108-447, the Consolidated Appropriations Act, 2005, Dec. 8, 2004; 118 Stat. 2809, 3344-45 (Section 111). Section 111(b) states: “[e]ach educational institution that receives Federal funds for a fiscal year shall hold an educational program on the U.S. Constitution on September 17 of such year . . . .”

**36** 105 ILCS 5/27-20.3, as amended by P.A. 94-478, requires the curriculum to include a “unit of instruction” on this subject but does not specify the amount of time that constitutes a “unit of instruction.”

**37** 105 ILCS 5/27-20.5 requires the curriculum to include a “unit of instruction” on this subject but does not specify the amount of time that constitutes a “unit of instruction.”

**38** 105 ILCS 527-20.4, as amended by P.A. 94-285, requires the curriculum to include a “unit of instruction” on this subject but does not specify the amount of time that constitutes a “unit of instruction.”

**39** 105 ILCS 5/2-3.80(e) or (f), as added by P.A. 94-855.

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)

**6.80 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

**6.90     Kindergarten**

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

Cross Ref.:    6.40

## 6:100 Using Animals in the Educational Program <sup>40</sup>

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

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

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

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

CROSS REF.: 6:40 (Curriculum Development)

Revised: June 19, 2006

---

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

<sup>40</sup> State or federal law controls this policy's content.

## **6.110 Programs for Students At Risk of Dropping Out of School**

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

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

- Parent-teacher conferences
- Counseling services by social workers and/or guidance counselors
- Counseling services by psychologists
- Psychological testing
- Truants' alternative and optional 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

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

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

REVISED 6/16/06      LEGAL REF.: 105 ILCS 5/2-3.41, 5/2-3.66, 5/13B-1 et seq., 5/26-2a, 5/26-13, 5/26-14, and 5/26-16.

CROSS REF.: 7:70 (Attendance and Truancy)

## **6.120 Education of Children with Disabilities**

The District shall provide and appropriate 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 for whom it is determined, through the definitions and procedures described in the *Illinois Rules and Regulations to Govern the Organization and Administration of Special Education*, that special education services are needed.

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

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

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

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

Cross Ref.: 7.120

### **6.130 Program for the Enrichment**

#### Program for the Gifted

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

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

In order to allow the 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.

Revised: June 16, 2006

#### **6.140 Education of Homeless Children**

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

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

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

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

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

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

Revised: June 16, 2006

## **6.145            Migrant Students**

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

This program will include a means to:

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

### **Migrant Education Program for Parents/Guardians Involvement**

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

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

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

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

### **6.150 Home and Hospital Instruction**

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

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

## **6.160            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. **41**
2. Appropriately identify students with limited English proficiency.
3. Comply with State law regarding the Transitional Bilingual Educational Program and Transitional Program of Instruction.
4. Comply with any applicable State and federal requirements for the receipt of grant money for English Language Learners and programs to serve them.
5. Determine the appropriate instructional program and environment for English Language Learners.
6. Annually assess the English proficiency of English Language Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment.
7. Include English Language Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics.
8. Provide information to the parents/guardians of English Language Learners about: (1) the reasons for their child's identification, (2) their child's level of English proficiency, (3) the method of instruction to be used, (4) how the program will meet their child's needs, (5) specific exit requirements of the program, (6) how the program will meet their child's individualized education program, if applicable, and (7) information on parent/guardian rights. Parents/guardians will be regularly apprised of their child's progress and involvement will be encouraged.

### **Parent Involvement**

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

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)

---

**41** This policy's first sentence and the first numbered paragraph both allow a board to consider the goals for its English Language Learners programs; a board should amend the sample policy accordingly.

## **6.170 Title I Programs**

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

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

### **Title I Parental Involvement**

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

### **District Level Parental Involvement Compact 3**

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

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

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

## 6.180 Extended Instructional Programs

### Extended Instructional Programs 42

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

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

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

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

Revised: June 16, 2006

---

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

<sup>42</sup> State or federal law controls this policy's content. However, all programs listed in this policy are optional. The district may charge a fee for programs numbered 1-4, 6, and 9.

#### **6.190 Extracurricular and Co-Curricular Activities**

The Superintendent shall annually submit a list of recommended extracurricular and co-curricular activities to the School Board for approval. Board approval is contingent upon the following:

1. The activity will contribute to the leadership abilities, social well-being, self-realization, good citizenship, or general growth of members.
2. Fees must be reasonable and may not exceed the actual cost of operation.
3. Student body desires are considered.
4. The activity will be supervised by a school-approved sponsor.

Selection of members or participants is at the discretion of the sponsors or coaches, provided that the selection criteria conform to the District's policies. Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code.

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

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

## **6.210 Instructional Materials**

All District classrooms and learning centers are equipped with an evenly-proportioned, wide assortment of teaching tools; textbooks, workbooks, audio-visual materials, and equipment selected to meet the students' needs. Instructional materials should provide quality learning experiences for students and,

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards;
3. Provide background information to enable students to make intelligent judgments;
4. Present opposing sides of controversial issues;
5. Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;
6. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

The Superintendent shall establish and maintain a process for the budgeting and selection of instructional materials. The approval of all selections shall be the responsibility of the Superintendent or a designee. A list of basic and supplementary instructional materials used in the District shall be revised annually by building administrators under the direction of the Superintendent and shall be made available to the Board and professional staff as a reference.

Teachers are encouraged to limit the use of supplemental media material to only that which will enhance, or otherwise illustrate, the subjects being taught. All supplemental media material must be age-appropriate. Additionally, no movie shall be shown to students, which is rated R or X. No PG 13 movie shall be shown without administrator approval.

Cross Ref.: 6.220, 7.10

## **6.220 Materials Selection and Adoption**

Textbooks are selected based on 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.

Textbooks shall be adopted consistent with provisions of The School Code.

Cross Ref.: 6.210, 7.10

### **6.230 Library Resource Center**

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

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

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

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

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

## **6.235 Authorization for Electronic Network Access**

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

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

### Curriculum

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

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

### Acceptable Use

All use of the District's electronic network must be (1) in support of education and /or research, And be in furtherance of the School Board's stated goal, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic network or District computers. General rules for behavior and communications apply when using electronic networks. The District's Authorized 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 the Children's Internet Protection Act 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 receive prior permission from the Superintendent or system administrator. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

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

### Authorization for Electronic Network Access **43**

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. **44**

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.

All users of the District's computers and means of Internet access 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.

---

**43** The *Authorization for Electronic Network Access* (6:235-E2), rather than this board policy, specifies appropriate conduct, ethics, and protocol for Internet use. This is consistent with the principle that detailed requirements are not appropriate for board policy; instead, they should be contained in separate district documents that are authorized by board policy. Keeping technical rules specifying acceptable use out of board policy will allow for greater flexibility, fewer changes to the policy manual, and adherence to the belief that board policy should be confined to governance issues and the provision of guidance on significant district issues.

**44** The Superintendent's implementation plan should describe appropriate supervision for students on the Internet who are not required, or refuse, to sign the *Authorization*.

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.

### Filtering

All buildings within the Flora Community Unit School District #35 have a Technology Protection Measure (filtering process) in place and are maintained with annual contracts.

Cross Ref: 5.100, 5:170, 6:40l, 6:210:

Revised: January 2008

## **6.240 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 canceled without notice due to danger to students, staff, or chaperons. Monies deposited may be forfeited.

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

## **6.250     Community Resource Persons and Volunteers**

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

Resource persons and volunteers may be used:

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

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

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

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

### **6.255 Assemblies and Ceremonies**

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

Cross Ref.: 6.70

## **6.260 Complaints About Curriculum, Instructional Materials, and Programs**

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

Cross Ref.: 2.260 (Uniform Grievance Procedure)

## **6.270 Guidance and Counseling Program**

The School District will provide a guidance and counseling program for students. The Superintendent or designee shall direct the School District's guidance and counseling program. School counseling services, as described by the State law, may be performed by a qualified guidance specialist or any certified 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, physical needs, and diagnosis of any learning disabilities, and the development of educational potential. The District's counselors shall offer counseling to those students who require additional assistance.

The guidance program will assist students to identify career options consistent with their abilities, interests, and personal values. Students shall be encouraged to seek the help of counselors to develop specific curriculum goals which conform to the student's career objectives. Flora 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.

Cross Ref: 7.250

## **6.280 Grading and Promotion**

The administration and professional staff shall establish a system of grading and reporting academic achievement to students and their parent(s)/guardian(s), as well as determine when promotion and graduation requirements have been met. The criteria for promotion shall be the student's ability to meet District goals and objectives and to perform at the next grade level rather than age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

Every teacher shall maintain an evaluation record for each student in the teacher's classroom.

The final grade assigned by the teacher cannot be changed by a District administrator without notifying the teacher. Reasons for changing a student's final grade include:

- ◆ a miscalculation of test scores;
- ◆ a technical error in assigning a particular grade or score;
- ◆ the teacher agrees that the student may do an extra work assignment and its evaluation impacts 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.

A student who has dropped out of high school will be allowed to graduate with a district diploma if all of the following are met:

1. The student did not enroll in another secondary school since leaving the District.
2. The student earned enough credits toward graduation to attain senior status at the time of withdrawal.
3. The student meets all current graduation requirements except the eight-semester requirement.
4. The student withdrew from the District 2 or more full years before making such request.

## **6.290 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.

## **6.300 Graduation Requirements**

### Graduation Requirements

Unless otherwise exempted, each student must successfully accomplish the following in order to graduate from high school:

1. Complete all District graduation requirements that are in addition to the State requirements.
2. Complete 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. Complete all minimum requirements for graduation as specified by Illinois State Board of Education rule, 23 Ill.Admin.Code §1.440.
4. Pass an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.
5. Take the Prairie State Achievement Examination, unless the student 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 determining when a student accomplishes number 5 as well as a method for recording that fact in the student's school record, and (4) taking all other actions to implement this policy.

### Early Graduation

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

### 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 or the Korean 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, and 5/27-22.  
23 Ill.Admin.Code §1.440.

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

Revised: June 16, 2006

1. writing on forms provided by the District.

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

1. Enrollment in a marching band program for credit;
2. Enrollment in Reserve Officer's Training Corps (ROTC) program sponsored by the District;
3. Ongoing participation in an interscholastic athletic program (student must be in the 11th or 12th grade);
4. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade);
5. 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 (student must be in the 11th or 12th grade); or
6. If the student must use the time set aside for physical education to receive special education support and services, subject to the student's Individualized Education Plan (IEP).

Building Principals shall maintain records showing that they applied the stated criteria to the student's individual circumstances.

Revised: June 16, 2006

]

### **6.310 Correspondence Courses**

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

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

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

### **Distance Learning Courses, Including Virtual or Online Courses**

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

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

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

### **Exchange Programs**

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

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

### **Summer School and Independent Study**

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

### **College Courses**

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

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

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

### Foreign Language Courses

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

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

### Military Service

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

### Volunteer Service Credit Program

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

### Youth Apprenticeship Vocational Education Program (Tech Prep)

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

### Vocational Academy

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

### Substitutions for Physical Education and Other Required Courses

A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses if:  
**45**

2. 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
3. The student's parent/guardian request and approve the substitution in writing on forms provided by the District.

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

7. Enrollment in a marching band program for credit;
8. Enrollment in Reserve Officer's Training Corps (ROTC) program sponsored by the District;
9. Ongoing participation in an interscholastic athletic program (student must be in the 11th or 12th grade);
10. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or
11. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

---

**45** Allowing this substitution is optional, but, if offered, must be included in district policy (105 ILCS 5/27-22.05). The "related" requirement is met if the course contains at least 50% of the content of the required course. 23 Ill.Admin.Code §1.445 requires that the vocational or technical education course be completely described in the policy along with its relationship to the required course. The sample policy satisfies these requirements by referring to the courses as described in curricular material.

ISBE requires that the parent/guardian of a student under the age of 18 must request the course substitution "on forms that the school district makes available" and that the request must be maintained in the student's temporary record (23 Ill.Admin.Code §1.445). See 6:310-E, *Exhibit - Class Substitution Request*.

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

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

The agreement or determination must be made a part of the individualized education program. A student requiring adapted physical education must receive that service in accordance with the student's individualized education program. **46**

LEGAL REF.: 105 ILCS 5/2-3.44, 5/2-3.108, 5/2-3.115, 5/10-22.43a, 5/27-6, 5/27-22.3, and 5/27-22.05.

23 Ill.Admin.Code §§1.420(p), 1.440(j), and 4.450(c).

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

Instruction

**6.320 High School Credit for Proficiency**

**Proficiency Credits** 47

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:

**Consumer education 48** - In order to receive credit, a student must pass the Annual Consumer Education Proficiency Test developed by the State Board of Education. A student in grades 9 through 12 is eligible to take the proficiency examination.

**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. **49** 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. **50** 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. **51**

**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. **52** 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 53

---

**47** ISBE rule requires districts with a high school to have a policy on earning credit through proficiency exams (23 Ill.Admin.Code §1.460). State law controls this policy's content. Students must "successfully complete" the courses listed in 105 ILCS 5/27-22 in order to receive a high school diploma. Thus some attorneys advise that proficiency credit is unavailable for those courses, i.e.:

1. Three years of language arts;
2. Two years of mathematics, one of which may be related to computer technology;
3. One year of science;
4. Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government; and
5. One year chosen from: (a) music, (b) art, (c) foreign language, which shall be deemed to include American Sign Language, or (d) vocational education.

**48** State law requires school districts to administer consumer education proficiency exams (105 ILCS 5/27-12.1).

**49** 105 ILCS 5/10-22.43.

**50** Id.

**51** 105 ILCS 5/10-22.43a.

**52** Optional.

**53** This section is optional. The first sentence recognizes that implementation of this policy will require cooperation between high school and elementary district superintendents.

For high school and unit districts, 105 ILCS 5/27-22.10, as added by P.A. 95-299. 27-22.10(a) authorizes, but does not require a school board of a district that maintains any of grades 9 through 12 to adopt a policy under which a student enrolled in grade 7 or 8, who is either enrolled in a unit or will be enrolled in the high school district upon completion of elementary school, may enroll in a course required for high school graduation under 105 ILCS 5/27-22. If a high school or unit district school board adopts such a policy, it must grant academic credit to the elementary school student who successfully completes the high school course, and that credit shall satisfy the requirements of 105 ILCS 5/27-22.10(b).

*[High school and unit districts only]*

The Superintendent or designee may investigate, coordinate, and implement a program for or grade students to enroll in a course required for a high school diploma provided that: (1) the course is offered by the high school that the elementary student would attend, (2) the student participates in the course at the location of the high school, and (3) the elementary student's enrollment in the course would not prevent a high school student from being able to enroll. **54**

A student in the District, or transferring into the District, who successfully completes a high school course, shall receive academic credit from the School Board. **55** 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. **56** Such a grade shall also be included in the student's grade point average in accordance with Board policy. **57**

Students transferring into the District with high school course credit for courses that the student successfully completed pursuant to Section 27-22.10(a) of The School Code will be awarded credit according to State law. **58**

*[For elementary districts only]*

The Superintendent or designee may investigate, coordinate and implement a program for or grade students to enroll in a course required for a high school diploma provided that the program complies with state law. **59**

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)

---

For elementary districts with students who, upon completion of elementary school, will be enrolled in a high school district that has adopted a policy allowing students in grades 7 or 8 to enroll in a course required for high school graduation pursuant to 105 ILCS 5/27-22.10, this elementary district option should be included to ensure communication between high school and elementary districts.

**54** 105 ILCS 5/27-22.10(a).

**55** *Id.* at (c).

**56** *Id.*

**57** *Id.* at (d).

**58** *Id.* at (c).

**59** This section is optional as described about in footnote 7. 105 ILCS 5/27-22.10.

### **6.330 Awards and Scholarships**

The Superintendent or a 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 scholarships shall be conferred to students under the direction and supervision of the Building Principal.

## **6.340            Student Testing and Assessment Program**

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

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

1. Use the State assessment system and any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Conform to the schedule required by State law. It may include testing 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 (IEP).
4. Emphasize professional testing practices.

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

LEGAL REF.:     Family Educational Rights and Privacy Act, 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)