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Instruction

Educational Philosophy and Guiding Principles

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

- Commitment to creating a tradition of excellence in every endeavor we choose to pursue, and will strive for continuous improvement.
- Commitment to a high quality educational program that maximizes opportunities for all children. This commitment requires adequate resources in all areas, including a superior staff, sufficient technology, and equitable facilities.
- Commitment to an organization that fosters growth and high morale and defines the positive aspects of its culture, resulting in people who work to the maximum of their ability.
- Commitment to work collaboratively as a unified learning community.

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

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

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

ADOPTED: July 1, 2001

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 or designee shall supervise the following quality assurance components, in accordance with State Board of Education rules, and continuously keep the Board informed:

1. Prepare 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. If applicable, implement a No Child Left Behind Act plan, including the completion of the NCLB Consolidated Application, and seek Board approval where necessary or advisable.
3. Continuously assess whether the District and its schools are making adequate yearly progress as defined by State law.
4. If applicable, develop District and School Improvement Plans, present them for Board approval, submit them to the State Superintendent for verification, and supervise their implementation. If applicable, develop a restructuring plan for any school that remains on academic watch status after a fifth annual calculation.
5. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law.

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.

Assignment Process

Consistent with 105 ILCS 5/10-21.3a and NCLBA, the Superintendent or designee will make a determination as to the number of eligible receiving schools and the number of transfer students who can be assigned to each such school for the upcoming school year, based on the criteria below.

A. Criteria for Determination of Schools Offered for Choice.

Criteria #1: The school must not be in School Improvement, Corrective Action or Restructuring status.

Criteria #2: Consistent with 105 ILCS 5/10-21.3a, space availability will be determined by grade using District standards, health and safety considerations and the mandates of State law consistent with the U.S. Department of Education's Guidance on Choice, as amended:

- Appropriate class size for various courses including courses involving work or lab stations, but not limited to, science, computers, and culinary arts will be considered;
- Special education class size shall be determined by federal, state and District regulations;
- Services necessary to meet students' particular special education, bilingual or other programmatic educational needs may only be offered at certain receiving schools; and
- Receiving schools student attendance capacity must be consistent with fire and life safety regulations established through local and State law.

B. Criteria for Selection of Students who Request a Transfer.

Consistent with NCLBA and Illinois State Board of Education Guidance, priority for selection of student transfers will be based on the following criteria.

First Priority: Those students not meeting performance standards and eligible for the federal Free and Reduced Lunch program.

Second Priority: Those students not meeting performance standards.

Third Priority: Those students eligible for the Free and Reduced Lunch program.

Fourth Priority: Any other students based on performance standards.

C. Performance Standards Criteria

Where practicable, reading and mathematics assessment data will be used as primary indicators. Additional indicators will be utilized if necessary, such as writing, social studies and science assessment scores.

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

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

LEGAL REF.: No Child Left Behind Act, §1116, 20U.S.C. §6316.

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.

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

ADOPTED: July 1, 2001

REVISED: January 9, 2007, October 19, 2009

Instruction

Health and Wellness

Barrington CUSD 220 will foster a total school environment that promotes and supports student health and wellness, including good nutrition and physical activity, which helps to reduce childhood obesity and meets the requirements of the Child Nutrition and WIC Reauthorization Act of 2004 and the Illinois School Code.

Goals for Nutritional Education

1. The curriculum in preschool through grade 12 shall provide nutrition education that encourages a high level of nutritional awareness, emphasizes healthy choices for life, and is part of a sequential program that is coordinated within a comprehensive curriculum, consistent with relevant Illinois Learning Standards.
2. To maximize classroom time and to achieve positive changes in students' eating behaviors, nutrition education shall be integrated into the standards-based lesson plans of other school subjects/cross curricular areas.
3. Special emphasis should be placed on promoting nutritious food choices in preschool through fifth grades as health habits are established at a young age.

Goals for Physical Activity

1. Students in grades 1-12 shall participate in daily physical education (allowing exceptions consistent with Illinois School Code) that encourages a high level of personal fitness and emphasizes self-management skills for life. The curriculum shall be consistent with relevant Illinois Learning Standards.
2. Special emphasis should be placed on promoting an active lifestyle in preschool through fifth grades as health habits are established at a young age.
3. Accommodations shall be made for students with disabilities, 504 plans, and other limitations.
4. Schools shall provide a daily supervised recess period to elementary students.

Goals for Other School-Based Activities Designed to Promote Student Wellness

Parent Partnerships

1. Schools shall support parents' efforts to provide a healthy diet and daily physical activity for their children. This support shall begin in preschool and continue through high school.
2. Parents shall be provided information to help them incorporate healthy eating and physical activity into their student's lives.

Consistent School Activities and Environment – Healthy Eating

1. It is required that food providers share information about the nutritional content of school meals and/or individually sold foods with students, family and school staff.
2. School meals shall be served in clean, safe and pleasant settings with adequate time provided for students to eat, at a minimum, in accordance with state and federal standards and guidelines.
3. Students, parents, school staff and community members bringing foods and beverages to and shall be provided with a list of recommended food and beverage options.

4. School-based organizations shall be encouraged to raise funds through the sale of items other than food.
5. Partnerships between schools and businesses are encouraged and many commercial relationships involve foods or beverages. To meet wellness objectives, it is recommended that commercial relationships involving foods and beverages meet the nutrition standards.
6. Schools shall take efforts to promote nutritious food and beverage choices consistent with the current Dietary Guidelines for Americans and Food Guidance System (MyPyramid) such as fruits, vegetables, low-fat dairy foods and whole grain products.
7. Professional development shall be offered for staff, to provide basic knowledge of nutrition along with activities, instructional techniques and strategies designed to change students' attitudes and behavior.

Food or Physical Activity as a Reward or Punishment

1. School personnel shall be encouraged to use nonfood incentives or rewards with students and shall not withhold food from students as punishment.
2. School personnel shall be encouraged to use physical activity in a positive fashion and not as a punishment.

Nutrition Guidelines for All Foods and Beverages Available on School Campuses During the School Day

1. For preschool through grade 12, the Healthier US School Challenge Nutrition Standards will be followed for all school meals and any other individual food and beverage sales/service.
2. Beverages for grades preschool through 12 may be expanded to approved beverages as outlined in Administrative Procedures.
3. Food providers shall employ food preparation, purchasing and meal planning practices consistent with the current Dietary Guidelines for Americans. Nutritious and appealing foods and beverages, such as fruits, vegetables, low-fat dairy foods and whole grain products, shall be available wherever and whenever food is sold or otherwise offered at school.

Measuring Implementation & Community Involvement

1. The implementation of this Health & Wellness policy will be measured in accordance with procedures, evaluated annually and revised as needed.
2. The district superintendent OR DESIGNEE shall be charged with the operational responsibility for insuring that each school meets the local wellness policy requirements.
3. The principal OR DESIGNEE of each campus shall be responsible for implementation of the local wellness policy and shall appoint a school-based evaluation team to develop and implement an annual evaluation plan. A member of each team will serve on a district wide health and safety committee.

LEGAL REF.: 105 ILCS 5/2-3.137

ADOPTED: June 13, 2006

REVISED: November 6, 2007

Instruction

School Year Calendar and Day

Please refer to the “Contract Agreement between the Board of Education of Community Unit School District 220 of Lake, Kane, Cook and McHenry Counties, Illinois and the Barrington Education Association, IEA-NEA”.

School Calendar

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

Commemorative Holidays

The teachers and students shall devote a portion of the school day on each commemorative holiday designated in The School Code to study and honor the commemorated person or occasion. The Board of Education may, from time to time, designate a regular school day as a commemorative holiday.

School Day

The Board 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 (7thCir., 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: July 1, 2001

REVISED: October 21, 2008

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 pre-K through grade 5. The middle school offers grades 6 through 8. The high school offers grades 9 through 12.

CROSS REF.: 7:30

ADOPTED: July 1, 2001

Instruction

Curriculum Development

Adoption

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

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

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

Development

The Superintendent or designee shall develop a curriculum review 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, student needs, and community expectations.

The curriculum review program shall:

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

Innovative Educational Programs and Pilot Projects

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

Curriculum Guides and Course Outlines

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

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

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

ADOPTED: July 1, 2001

RESERVED: September 23, 2002

Instruction

Curriculum Content

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

1. In kindergarten through Grade 8: (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 including U.S. History, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) vocational education.

Students otherwise eligible to take a driver education course must receive a passing grade in at least eight (8) courses during the previous two 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 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. Beginning with the 2009-2010 school year, the curriculum in grades 3 or above shall contain 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. In addition, in all grades, bullying prevention and gang resistance education and training may be taught.
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, except on block scheduled days for those schools in block scheduling, in a physical education course. For exemptions and substitutions, see polices 6:310, *Credit for Alternative Course and Programs*, and 7:260, *Exemption from Physical Activity*.

9. In all schools, health education must be stressed, including (a) proper nutrition, (b) physical fitness, (c) other components necessary to develop a sound mind in a healthy body, and (d) dangers and avoidance of abduction.
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, (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom.
11. In grades 9 through 12, consumer education must be taught, including (a) 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. A career awareness and exploration program must be available at all grade levels.
12. In all schools, conservation of natural resources must be taught, including (a) home ecology, (b) endangered species, (c) threats to the environment, (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, (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. In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.
14. In all schools, the curriculum includes a unit of instruction on the Holocaust and crimes of genocide, including Nazi atrocities of 1933 to 1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
15. In all schools, the curriculum includes a unit of instruction on the history, struggles, and contributions of women.

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.

LEGAL REF.: 105 ILCS 5/27-3, 5/27-5, 5/27-6, 5/27-12, 5/27-7, 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.: 6:40 (Curriculum Development), 7:260 (Exemption from Physical Activity)

ADOPTED: July 1, 2001

REVISED: June 9, 2003, December 8, 2003, September 2, 2008

Instruction

Student Social and Emotional Development

Initiatives to foster social and emotional learning shall be incorporated into the District's educational program, in accordance with the Illinois Learning Standard regarding students' social and emotional development.

The Superintendent or designee shall develop procedures to implement this policy as needed.

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

ADOPTED: August 9, 2004

Instruction

Teaching About Religions

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

LEGAL REF.: School District of Abington Twp v. Schempp, 374 U.S. 203 (1963).
Allegheny County v. Pittsburgh ACLU, 446 A.2d 334, appeal after remand,
471 128 (1983).

CROSS REF.: 6:40, 6:255

ADOPTED: July 1, 2001

Instruction

Kindergarten

A 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

ADOPTED: July 1, 2001

Instruction

Experiments Upon or Dissection of Animals

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

Experiments on living animals are prohibited. The dissection of dead animals or parts of dead animals shall be allowed in the classroom only when the dissection exercise contributes to or is a part of an illustration of pertinent study materials. All dissection of animals shall be confined to the classroom and must comply with The School Code.

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

CROSS REF.: 6:40

ADOPTED: July 1, 2001

Instruction

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

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 that address individual learning styles, career development, and social needs, and may include: Alternative Learning Opportunities Program, in conformity with the Alternative Learning Opportunities Law, as it may be amended from time-to-time.

- parent-teacher conferences
- counseling services by social workers and/or guidance counselor
- counseling services by psychologists
- psychological testing
- alternative educational programs
- alternative school placement
- community agency services
- Ombudsman in Barrington
- individual placement as agreed upon with Special Ed for low incident students

The Superintendent is authorized to apply for a grant for the purpose of offering an alternative educational program for truants and to plan and implement such a program.

The student who chooses an alternative education program shall meet with the Building Principal and appropriate staff for the purpose of developing an individualized optional education plan. The truant student's parent(s)/guardian(s) shall participate in the planning sessions unless the truant student is 18 years or older.

LEGAL REF.: 105 ILCS 5/2-3.41, 5/2-3.66, 5/26-2a, 5/26-13, and 5/26-14.

CROSS REF.: 7:70

ADOPTED: July 1, 2001

REVISED: December 10, 2001

Instruction

Special Education

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

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

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

The District may maintain membership in one or more cooperative associations of school districts which 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 § 226.

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

ADOPTED: July 1, 2001

REVISED: December 16, 2008

Instruction

Program for the Gifted

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

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

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.

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

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

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

LEGAL REF.: 105 ILCS 5/2-3.61, 5/2-3.62, and 5/14A-1 et seq.

ADOPTED: July 1, 2001

Instruction

Education of Homeless Children

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school.

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. The Superintendent shall appoint a Liaison for Homeless Children.

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

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C.§ 11431 et seq. [only if the District receives Title I funds]
105 ILCS 45/1-1 et seq.

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

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

ADOPTED: July 1, 2001

REVISED: November 1, 2002

Instruction

Home and Hospital Instruction

A student whose projected period of absence from school for more than two (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 five (5) clock hours per week on days when school is normally in session. Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s) and hospital staff to coordinate course work and facilitate the student's return to school.

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

ADOPTED: July 1, 2001

Instruction

Limited English Proficient Students

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

1. Appropriately identify students with limited English proficiency.
2. Comply with State law regarding Transitional Bilingual Educational program (TBE) and Transitional Program of Instruction (TPI).
3. Comply with any applicable federal law and/or any requirements for the receipt of federal grant money for limited English proficient students.
4. Determine the appropriate instructional environment for limited English proficient students.
5. Annually assess the English proficiency of limited English proficient students and monitor their progress in order to determine their readiness for a mainstream classroom environment.
6. Notify parents/guardians of, and provide information about: (1) the instructional program, reasons for their child's identification, (2) their child's level of English proficiency, (3) the method of instruction to be used, (4) how the program will meet their child's needs, (5) specific exit requirements of the program, (6) how the program will meet their child's IEP, if applicable, and (7) information on parent/guardian rights. Parental involvement will be encouraged and parents/guardians will be regularly apprised of their child's progress.

Limited English Proficiency Parent Involvement

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

LEGAL REF.: Title VI, Civil Rights Act of 1964, 42 U.S.C. §2000d, as implemented by 34 C.F.R. Part 100 Equal Education Opportunities Act as an amendment to the Education Amendments of 1974, 20 U.S.C. §1703(f).

Bilingual Education Act, 20 U.S.C. §§7401 et seq.
§1112 and §3302 of No Child Left Behind Act of 2001
105 ILCS 5/14C-1 et. seq.
Lau v Nichols, 414 U.S. 563 (1974)
Plyler v Doe, 457 U.S. 202 (1982)
Castaneda v Pickard, 648 F.2d 989 (5th Cir 1981)

ADOPTED: July 1, 2001

REVISED: February 10, 2003

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: July 1, 2001

Instruction

Extended Instructional Programs

The Superintendent is authorized to establish and implement the following programs in accordance with State law and the District's educational philosophy:

1. Early Childhood education for children between birth and 3 years.
2. Before-and after-school programs for students in grades K-5.
3. Child Care and Training Center for pre-school children and for students whose parents work.
4. Math tutors (peer tutoring).
5. Adult Education Program.
6. Pre-apprenticeship programs.
7. Outdoor education program.
8. Summer school and sports camps.
9. Independent study (specific contracts and students)
10. Chemically dependent prevention program for students who are, or whose parent(s)/guardian(s) are, chemically dependent.
11. Adventure alternative in Physical Education.

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

ADOPTED: July 1, 2001

Instruction

Extracurricular and Co-Curricular Activities

The Superintendent shall approve all District-sponsored extracurricular and co-curricular activities, using the following criteria:

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

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

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

Academic Criteria for Participation

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

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 Illinois High School Association's scholastic standing requirements (doing passing work in at least 20 credit hours of high school work per week). 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, 7:40, 7:240, 7:300, 7:330 (Student Use Of School Buildings)

ADOPTED: July 1, 2001

Instruction

Instructional Arrangements

Grouping For Instruction

Grouping within a school or within a classroom is the responsibility of each 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

It is recognized that a favorable pupil-teacher ratio is an important determinant in fulfilling the educational philosophy of District 220. The Board acknowledges the following elementary class ranges as goals:

1. Primary (K,1,2) 21-23
2. Primary (3) 23-25
3. Intermediate (4,5) 25-27

When class size exceeds the recommended range, monitoring the individual classroom situation will take place. Conditions to be considered include:

1. students being mainstreamed into a regular classroom;
2. students leaving the classroom for special services;
3. grade level;
4. social-emotional and behavioral needs;
5. other factors that may influence learning conditions.

When class size exceeds the recommended ranges, consideration will be given to reallocating aide time within a building, providing additional aide time to the building, providing an additional section, or creating a combination class.

The administration will monitor class sizes and report to the Board of Education those classes that are above or below the targeted ranges. The Board of Education annually will review elementary school class sizes no later than its regular September meeting.

Revised at the regular Board of Education meeting on June 17, 1991

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: July 1, 2001

Instruction

Instructional Materials

All District classrooms and media centers should be equipped with a wide assortment of teaching tools, textbooks, workbooks, non-printed electronic materials, and equipment selected to meet the students' needs. Textbooks and instructional materials should provide quality learning experiences for students and:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards;
3. Provide background information to enable students to make intelligent 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.

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

Only movies that are on the District's approved list shall be shown.

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

LEGAL REF.: General Education Provisions Act, 20 U.S.C. § 1232g.
105 ILCS 5/10-20.8, 5/10-20.9, and 5/28-19.1.

CROSS REF.: 5:170, 6:220, 7:10

ADOPTED: July 1, 2001

Instruction

Instructional Materials Selection and Adoption

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

The School Code governs the adoption and purchase of textbooks and instructional materials. The Superintendent or designee shall approve the selection of all textbooks and instructional materials and shall recommend such selection to the Board of Education.

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

CROSS REF.: 2:20, 6:210, 7:10, 8:110

ADOPTED: July 1, 2001

Instruction

Library Media Programs

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 student's needs.
3. Students in all grades served have equitable access to library media resources.
4. Staff members are invited to recommend additions to the collection.
5. 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: July 1, 2001

REVISED: February 3, 2009

Instruction

Access to Electronic Networks

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

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

Individual Board of Education members, administrative staff members, community members, and parents shall be treated like teachers.

Curriculum

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

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

Acceptable Use

All use of the District's electronic network must be (1) in support of education and/or research, and be in furtherance of the Board of Education's stated goal, or (2) for a legitimate business purpose. Use is a privilege, not a right. General rules for behavior and communications apply when using electronic networks. The District's *Authorization for Electronic Network Access* contains the appropriate uses, ethics, and protocol. The Superintendent shall establish administrative procedures containing the appropriate uses, ethics, and protocol for student use of the Internet. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Authorization for Electronic Network Access

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

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

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

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

ADOPTED: July 1, 2001

Instruction

Field Trips

Student Travel

Definitions:

Field Trip: A field trip is a one-day excursion that does not include an overnight stay.

Educational Tour: An educational tour may or may not occur outside of regular school hours or on non-school days involving overnight stay.

Non-School Sponsored Trip: A non-school trip or tour is a trip or tour, planned by a District staff member or other adult, which is not sponsored by the District. These trips are not an integral part of the school curriculum and are not connected to the educational objectives of the District. The District assumes no responsibility for this type of trip or tour.

Field Trips and Educational Tours:

Barrington Community Unit School District 220 recognizes that students learn in and outside the classroom. Because of this, the District supports and encourages students, teachers, and the community to work together to provide enriching experiences. To this end, school sponsored field trips and educational tours will adhere to the following principles:

1. All trips will add educational experiences that are based on clear and concise educational outcomes consistent with the District curriculum, and beyond what can be learned in the traditional classroom setting.
2. Teachers assuming responsibility for student safety will be familiar with the destination or be able to provide adequate information about it to the administration and/or board to assess safety issues.
3. Whenever the superintendent or his/her designee determines that dangerous conditions may affect the health, safety or welfare of those traveling, approval for the trip may be withdrawn. The Board and the District assume no liability to anyone for reimbursement of any cost or expense incurred by any trip for which the principal, superintendent, or Board withdraws its approval.
4. There must be adequate adult supervision to ensure the safety of the students at all times. Unsupervised "free time" is prohibited during school-sponsored trips.
5. The cost of field trips and educational tours will be borne by those traveling and/or their sponsors except for those costs which must be waived, as mandated by applicable state and federal law. Student participation should not be limited by ability to pay and will be available to all students involved in a particular class or student activity.
6. Individual student participation will be based on the mutual agreement between the student, parent or guardian, teacher, and building principal. Students covered under IDEA who wish to travel shall be accommodated.

7. No student will be required to participate in a field trip. Students will not be penalized for not participating in a field trip or educational tour. Students who choose not to, or are unable to participate will be given alternate activities in keeping with the curriculum goals.
8. There must be full and complete disclosure to the principal, superintendent and Board of all contracts and financial and non-financial arrangements that impact on the students, teachers, District or any others.
9. Teachers and chaperones must conduct themselves in accordance with the District's policies and procedures. Chaperones will be advised of these policies and procedures in advance.
10. Administrative procedures will be established to comply with the above principles to ensure appropriate educational outcomes and student safety.
11. All informational materials regarding independent, non-school sponsored trips must be approved by the Assistant Superintendent of Human Resources and be clearly marked with the words "NOT sponsored by District 220."
12. Any school sponsored educational activity outside of the 48 contiguous United States requires Board approval. The Board must have 60 days to consider requests.
13. All field trips and educational tours must have approval of superintendent or his/her designee to be considered school sponsored.

Non-School Sponsored Trips:

While the District realizes that students may have the opportunity to participate in non-school sponsored field trips or tours, no private organization or staff member shall be permitted to utilize School District facilities or informational systems to promote or accommodate student trips that are not approved by the Assistant Superintendent for Secondary Education or the Assistant Superintendent for Elementary Education or sponsored by the District. Any trips sponsored by a private organization or by a staff member acting independently shall not be considered approved by the District and the organization or staff member shall assume the full legal liability for such trip.

Staff members shall not imply that any advantage shall be gained by students electing to participate in non-school sponsored trips.

ADOPTED: July 1, 2001

REVISED: November 25, 2002, December 9, 2002, November 8, 2004

Instruction

Community Resource Persons and Volunteers

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

Volunteers may be used:

1. For non-teaching duties not requiring instructional judgment or evaluation of students;
2. For supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media (such as computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
3. To assist with academic programs under a certified 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.

No person who is a "child sex offender," as defined by the Child Sex Offender and Murderer Community Notification Law, or has otherwise been convicted of a felony, shall be used.

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

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

ADOPTED: July 1, 2001

REVISED: October 27, 2003

Instruction

Assemblies and Ceremonies

Assemblies must be approved by the Building Principal 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).
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

ADOPTED: July 1, 2001

Instruction

Complaints About Curriculum, Instructional Materials, and Programs

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

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

ADOPTED: July 1, 2001

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. The counseling program will assist students with interventions related to academic, social and/or personal issues. Students shall be encouraged to seek academic, social, and/or personal assistance.

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: July 1, 2001

Instruction

Grading and Promotion

The administration and professional staff shall establish a system of grading and reporting academic achievement to students and their parents and guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, performance based on Illinois Standards Achievement Tests, the Iowa Test of Basic Skills, or other testing. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

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

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

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

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

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

ADOPTED: July 1, 2001

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: July 1, 2001

Instruction

Graduation Requirements

Each student must successfully complete the following courses in order to graduate from high school:

English	(8 Semesters)	4 Credits
U.S History	(2 Semesters)	1 Credit
Global Studies	(2 Semesters)	1 Credit
Social Studies - elective	(1 Semester)	½ Credit
Science (Life Sciences - 1 credit; Physical Sciences - 1 credit)	(4 Semesters)	2 Credits
Mathematics	(4 Semesters)	2 Credits
Physical Education	(7 Semesters)	1 ¾ Credits
Health	(1 Semester)	½ Credit
Fine Arts/Applied Arts	(2 Semesters)	1 Credit
Consumer Education Requirements**		½ Credit
Driver Education	(1 Semester)	¼ Credit
Electives		6 Credits
TOTAL CREDITS:		20 ½ Credits

**This requirement can be met by passing the State Consumer Education Proficiency Exam or by successfully completing one of several courses with consumer education integrated within the curriculum.

In addition, no student shall receive a certificate of graduation without passing a satisfactory examination on patriotism and principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States and the Constitution of the State of Illinois, and proper use of the flag. The Building Principal is responsible for notifying students and their parent(s)/guardian(s) of the District's graduation requirements.

Certificate of Completion

A student eligible to receive special education services pursuant to the Individuals With Disabilities Education Act, 20 U.S.C. 1400, et seq., who will have completed four years of high school at the end of a school year must be allowed to participate in the high school graduation ceremony and other graduation activities with his/her graduating class, at the discretion of the student and his/her parents/guardian. If the student's individual education program prescribes that the student is entitled to continue to receive special education and/or related services beyond the student's four years of high school, he/she may receive a **certificate of completion** in lieu of a diploma during the graduation ceremony. A transition plan will be developed via the IEP to

address continued educational options for the individual student. Students with disabilities and their parent/guardians shall be given timely and meaningful notice of this policy.

Early Graduation

Students may apply to their counselor for early graduation upon completion of all graduation requirements.

Notification of the student's request and verification of the student's acceptability for early graduation will be given to the Superintendent by the Building Principal or designee.

Permission for early graduation may be granted a student by the Board of Education upon the recommendation of the Superintendent.

LEGAL REF.: 105 ILCS 5/27-3 and 5/27-22.
23 Ill. Admin. Code § 1.440.
105 ILCS 5/14-16
Brittany's Law 105 ILCS 5/14-16 (P.A. 93-1079)

CROSS REF.: 6:30, 6:320, 7:50

ADOPTED: July 1, 2001

REVISED: May 9, 2005

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 or its equivalent.
2. The student is in 11th or 12th grade.
3. The student is in 10th grade and has exceptional circumstances as determined and approved by the Building Principal or designee.
4. The High School Principal or designee approves the course in advance.
5. The student assumes responsibility for all fees.

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 Building Principal or designee approves the course in advance.
3. The student assumes responsibility for all fees (including tuition and textbooks).

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, and eligibility for athletic and co-curricular activities.

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 or its equivalent.
2. Independent study in a curriculum area not offered by the District, provided the student obtains the consent of a supervising teacher and department chair as well as the Building Principal or designee, and in accordance with outlined district procedures.
3. The student assumes responsibility for all fees.

College Courses

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

1. The student is in good academic standing;
2. The course is not offered in the high school curriculum.
3. The course is approved in advance by the High School Principal or designee.
4. The student assumes responsibility for all fees.

A maximum of four (4) units of credit may be counted toward the requirements for a student's high school graduation.

Military Service

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

Volunteer Service Credit Program

A student may earn high school credit through community service activities to ensure student enrichment, educational growth, and personal welfare. Credit is granted toward a diploma; however these credits shall not be counted as a required course.

Exchange Programs

An exchange student may 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 will 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 or designee.

International study course work not meeting District requirements may be placed in the student's permanent record and recorded as an international study experience.

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:

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

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

1. Ongoing participation in an interscholastic athletic program (student must be in the 11th or 12th grade).
2. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade).

3. 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).

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)

ADOPTED: July 1, 2001

REVISED: April 7, 2009

Instruction

Credit For Proficiency

Consumer Education

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

Other Proficiency Testing

Proficiency testing may be used to determine eligible credit for other subjects whenever students enter from non-graded schools, non-recognized or non-accredited schools, or were in a home-schooling program.

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

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

ADOPTED: July 1, 2001

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

ADOPTED: July 1, 2001

Instruction

Student Testing and Assessment Program

The District student assessment program provides information for determining individual student achievement and guidance needs, curriculum and instruction effectiveness, as well as school performance measured against District student learning objectives and state-wide and national 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. Be uniformly applied to all students who are required to be tested, including: (a) students in a State approved transitional bilingual education or transition program, and (b) students who have an Individualized Educational Plan (IEP).
3. Conform to the schedule required by State law and State Board of Education rules. It may include testing of students in grades not required by State law to be tested.
4. Emphasize 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 record keeping 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.

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: July 1, 2001

REVISED: January 9, 2007