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IMPLEMENTATION OF THE TRANSFER PROVISIONS OF THE NO CHILD LEFT BEHIND ACT

This Policy governs the transfer of selected students attending a school identified for school improvement, corrective action or restructuring pursuant to 105 ILCS 5/10-21.3a and the federal No Child Left Behind Act (“NCLBA”), 20 U.S.C. Sec. 6316 et seq., as amended. This Policy also governs the transfer of students attending persistently dangerous schools, as identified by the Illinois State Board of Education, and students who are victims of violent crimes during school or a school-sponsored event, as defined by Section 3 of the Rights of Crime Victims and Witnesses Act, 725 ILCS 120/3(c).

Definitions

“Sending or Home School” - School at which the student is, or would be, enrolled before selection of another school under this Policy.

“Receiving School” or “School of Choice” - School to which the student transfers as a result of this Policy.

General Transfer

This Policy, along with the related administrative procedures, will be provided to parents/guardians of students who are eligible to exercise the transfer option, in a language the parents/guardians can understand, prior to the beginning of each school year.

Transfer students will be enrolled in classes and other activities in the receiving schools to the same extent as students in the receiving schools are enrolled. Transfer students may stay in the receiving school until completing the highest grade at that school.

Consistent with 105 ILCS 5/10-21.3a and NCLBA, the superintendent/designee shall develop the criteria for selection of students who may be eligible to transfer and the criteria for the identification of receiving schools pursuant to this Policy and shall establish efficient administrative procedures to consider transfer requests substantially in the form attached hereto. Thereafter the transfer criteria and administrative procedures shall be reviewed annually by the superintendent/designee and any changes reported to the Board of Education.

Application Process

After the superintendent has determined the number of receiving schools of choice and the number of students who can be transferred to each such school in each grade pursuant to this policy and the related administrative procedures, parents/guardians of eligible students will be sent an Application for School Choice Transfer Packet.

Pursuant to 105 ILCS 5/10-21.3a parents/guardians must submit their transfer application within 30 days of receipt of the Application for School Choice Transfer Packet.

INSTRUCTIONAL GOALS

These eleven goals are expressions of the desired outcomes of the total educational experience for students in School District U-46.

The objectives for the educational program are:

1. To help students master the basic skills of communication and computation.
2. To provide academic success for all students.
3. To foster the development of problem solving and thinking skills required for independent learning.
4. To regularly engage students in thoughtful dialogue about problem solving so that students increase their ability to communicate, justify, and apply mathematical reasoning in both verbal and written form.
5. To help students discover and cultivate their creative talents.
6. To foster students' positive attitudes of self worth.
7. To guide students in their development of consistent and coherent moral and ethical values.
8. To help students prepare themselves for the responsibilities of work, leisure, and financial independence.
9. To foster an understanding of change as a natural ongoing process.
10. To lead students to an understanding of the rights, responsibilities, and obligations of participation in the family, the community, the nation, and the world.
11. To promote diversity and tolerance to help students realize the ways in which people of diverse cultures and backgrounds understand and accept each other.

INSTRUCTIONAL COUNCIL REF.: Goals for Students

SCHOOL YEAR CALENDAR AND DAY

School Calendar

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

School Day

The Board establishes the length of the school day considering the recommendation of the Superintendent and State law requirements.

LEGAL REF.: 105 ILCS 5/10-19, -20.18, -22.9; 105 ILCS 5/24-1 5/18-8.05, 5/24-2, 5/27-18, 5/27-19, 5/27-20, 5/27-20.1 and 5/27-20.2

ORGANIZATION OF INSTRUCTION

Except for special types of instruction, the instructional program will be arranged in units designated as grades. Such a program of instruction will be organized as schools or other administrative units as follows:

1. The elementary school program will consist of the kindergarten and grades one through six.
2. The middle school will consist of grades seven and eight.
3. The high school will consist of grades nine through twelve.

CURRICULUM CONTENT AND DEVELOPMENT

In a school district the size of U-46 where student transfers are frequent and where policy development and general administrative responsibility are on the district level, there is a need for district-wide curriculum planning, development, coordination and implementation.

Curriculum development should use the expertise of both the generalist and subject matter specialists. Staff involvement in curriculum development will be ensured through teacher, administrator and community participation on the Instructional Council and other curriculum advisory committees convened by the District for this purpose.

Recommendations will be forwarded to the superintendent/designee for his/her consideration. Once approved by the superintendent, recommendations shall be subject to approval by the Board of Education prior to implementation.

The curriculum shall contain instruction on subjects required by state and federal law and regulation and shall be aligned with District U-46's educational philosophy and goals.

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

LEGAL REF.: 105 ILCS 5/10-20.8 and 5/27-1 et seq.

CROSS REF.: Administrative Procedure Handbook – Section 13.2; 13.6

INSTRUCTIONAL LEADERSHIP

Principals are responsible for administering the educational program in their building within the scope of Board policies. The principal is responsible for implementing the educational program, improving instruction and involving the community in the school.

Principals of schools are the responsible administrative heads of their respective schools and are charged with the direction, organization, supervision, evaluation, administration and discipline. They shall establish and enforce such regulations, not contrary to the rules and policies of the Board of Education, the Student Discipline Handbook, or the regulations of the Superintendent/designee, as in their judgment may be necessary for the successful conduct of their schools.

LEGAL REF.: Illinois School Code: 105 ILCS 5/10-21.4a

PROGRAMS FOR STUDENTS WITH DISABILITIES

The 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 between the ages of three through and including age twenty-one, in compliance with applicable federal and state laws.

Students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 shall be 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 Individuals with Disabilities Education Act (IDEA).

For students eligible under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services provided in the Illinois State Board of Education's Rules and Regulations governing the administration of special education and IDEA. For those students not eligible under IDEA, but disabled within the meaning of Section 504 of the Rehabilitation Act, the District shall develop a system of procedural safeguards.

LEGAL REF.: Illinois School Code: 105 ILCS 5/10-22.16, -22.17, -22.27, -22.31, -22.38;
Article 14
23 Ill. Admin. Code §226
Individuals with Disabilities Education Act, 20 USC §1400 et seq.
Rehabilitation Act of 1973, Section 504, 29 USC §794

CROSS REF.: Administrative Procedure Handbook – Section 23.1-.14

HOME AND HOSPITAL INSTRUCTION

A student who is absent from school, or whose physician anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services. Appropriate educational services from qualified staff will begin no later than 5 school days after receiving a physician's written statement. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

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

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

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

PROGRAMS FOR GIFTED STUDENTS

The Board of Education will provide appropriate educational programs to meet the special needs of gifted and talented students within available resources.

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.

LEGAL REF.: 105 ILCS 5/14A-1 et seq.

CROSS REF.: Administrative Procedure Handbook – Section 13.5

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 and/or State 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 ensure appropriate program placement.
6. Include limited English proficient students, 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.
7. 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/Guardian 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.

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: 105 ILCS 5/14C-7; §1112 AND §3302 of No Child Left Behind; 105 ILCS 5/14-8.02

CROSS REF.: Administrative Procedure Handbook – Section 10.1-.32

1986/1987/1989/1997/2001/2005/2010/2013
Amended 3.4.2013

DUAL LANGUAGE PROGRAM

The Superintendent or designee shall develop and maintain an “80:20” Dual Language Program from preschool to 12th grade for limited English proficient and English dominant students. The Dual Language program is a form of transitional bilingual education (TBE) in which students are taught literacy and academic content in two languages in varying ratios (i.e. 80% Spanish, 20% English) as they progress through the program. The program will:

1. Develop bilingualism, biliteracy, high academic achievement through linguistic cognitive development, and positive cross-cultural competencies necessary for a highly competitive global society while closing the opportunity gap for racially and linguistically diverse students.
2. Award the biliteracy seal to those students that obtain a certain level of English and Spanish proficiency that is meaningful for college and career readiness as determined the by the Illinois State Board of Education.
3. Provide dual language services for students that are identified as gifted.
4. Appropriately identify students with limited English proficiency and English proficiency
5. Provide 2 successful dual language models to address the district’s diverse student demographics:
 - a. Two Way Dual Language Program: will be composed of Spanish-speaking English Language Learners and native English and English-dominant students. The district will determine the linguistic balance ratio required for the Two Way dual language classroom.
 - b. One Way Dual Language Program: will be composed of Spanish-speaking English Language Learners.
 - c. Both programs will implement the same instructional principles
6. Expose Dual language students to the same high expectations and rigor of a standards based School District U-46 curriculum with an immersion language component that follows an 80:20 language of instruction model.
7. Provide instruction in all required academic subjects in both languages according to the established language allocation, grade level, and U-46 Dual Language Curriculum Alignment Plan (CAP).
8. Provide an 80:20 dual language program that is design to support an additive bilingual multicultural environment, where all students learn a second language without compromising their first language.
9. Determine the appropriate instructional environment for limited English proficient students.
10. Comply with State law regarding Transitional Bilingual Educational program (TBE).
11. Comply with any applicable federal law and/or any requirements for the receipt of federal and/or State grant money for limited English proficient students.

12. Annually assess the English proficiency of limited English proficient students and monitor their progress in order to ensure appropriate program placement.
13. Include limited English proficient students, 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.
14. 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.
15. Highly encourage parental involvement and will provide a Dual Language Parent Compact to be signed by the parents.
16. Comply with ISBE reclassification LEP criteria and per parental approval ELLs will remain in the Dual language program after having met ISBE English proficiency criteria.

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.

CROSS REF.: Limited English Proficiency (Policy No. 6.160)

2014

Adopted: 7.21.2014

TITLE I PROGRAMS

Comparability of Staff and Services

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.

Parent/Guardian Involvement

The District shall maintain programs, activities and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I of the Elementary and Secondary Education Act.

Development of District-level Parent/Guardian Involvement Initiatives

The superintendent/designee shall develop initiatives to foster the ongoing involvement of parents/guardians in the planning, review, and improvement of programs under Title I, including the planning, review and improvement of this parental involvement policy. These initiatives shall include methods by which parents/guardians can support the curriculum/instruction provided by the School District in order to help students meet the State's academic achievement standards. The superintendent/designee shall develop procedures for the development of these initiatives.

Development of School-level Parent/Guardian Involvement Initiatives

Each building Principal/designee shall develop a school-level Parent/Guardian Involvement Policy in accordance with Title I requirements. The policy shall contain:

- (1) a process for continually involving parents/guardians in the development and implementation of the parent/guardian involvement policy;
- (2) a statement of how parents/guardians, the school staff, and students share the responsibility for improved student achievement;
- (3) the means by which the school and parents/guardians will build and develop a partnership to help children achieve the State's academic standards; and
- (4) a statement of the method by which the school policy will be distributed to parents/guardians of students receiving services or enrolled in programs under Title I.

Annual Parent/Guardian Involvement Meeting

Each building principal/designee shall convene an annual meeting for all parents/guardians of students receiving services, or enrolled in programs, under Title I of the Elementary and Secondary Education Act. At this meeting, parents/guardians shall be informed of their school's participation in the Title I program and their right to be actively involved in the program. Each building principal/designee shall develop procedures to facilitate this annual meeting and guidelines to determine the meeting's agenda.

To the greatest extent possible, both the District and the individual schools will provide opportunities for the participation of parents/guardians with limited English proficiency or disabilities in the programs and initiatives developed under this Policy.

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

CROSS REF.: Administrative Procedure Handbook – Section 13.1-.2

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/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/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/her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his/her parent/guardian with a written explanation for the denial. 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. 105 ILCS 45/1-1 et seq.

EDUCATION TO CAREERS

Schools will prepare students to make the transition from the school setting to the world of work. Through their education, students will gain career awareness and explore career opportunities in order to develop a broad base of knowledge on which to make decisions about post secondary career preparation.

A Career Awareness and Exploration Program will be initiated and made available to students in all grade levels.

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

WORK EXPERIENCE OPPORTUNITIES

School District U-46 will offer cooperative education programs in the high schools. Students in these programs will attend school and work in a job arranged and supervised by the program coordinator. Students may receive pay while in training.

In all instances, programs offering practical work experience will be organized and conducted solely for the purpose of providing the students with a valuable career exploratory or training experience.

Programs will be flexible so that students can make the school to work transition.

HEALTH EDUCATION / PHYSICAL EDUCATION

Every student will participate in programs of health and physical education, as required by law.

Temporary modifications, such as those needed by a student recuperating from illness, will be made, provided the student presents appropriate documentation. A student must participate in an appropriate physical education program, or authorized substitute, in order to graduate.

In all schools physical education must be taught, including special activities for students whose physical or emotional condition prevents their participation in the courses provided for other children.

High School students may request to be excused from physical education courses for the following reasons:

1. enrollment, for credit, in a marching band program (valid for the semester in which there is ongoing participation);
2. ongoing participation in an interscholastic athletic program (student must be in the 11th or 12th grade);
3. enrollment in academic classes which are required for admission to an institution of higher learning, provided that failure to take such classes will result in the pupil being denied admission (student must be in the 11th or 12th grade); or
4. enrollment in academic classes which 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).
5. 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 Educational Plan (IEP).

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

LEGAL REF.: Illinois School Code: 105 ILCS 5/27-5, -6, -7
23 Ill. Admin. Code §1.420(p)

CROSS REF.: 7.100 – Physical and Health Examination of Students
7.340 – Student Records

1986/1987/1989/1997/2001/2005/2007

SUMMER SCHOOL

The Board of Education may approve the use of school facilities for summer sessions for students who desire enrichment and/or those who need developmental support in academic courses and vocational areas. Driver education for students who are eligible may also be taught at the high schools. Special education programs prompted by IEPs (Individual Educational Plans), and special programs funded by the state and/or federal grants may also be taught in the summer session.

Where appropriate students will be charged tuition for said instruction.

LEGAL REF.: Illinois School Code: 105 ILCS 5/10-22.33A

ACCESS TO STUDENT DIRECTORY INFORMATION

Upon the request of an institution of higher education or a military recruiter, the District shall provide student directory information, consisting of students' names, addresses, and telephone numbers, to the institution of higher education or the military recruiter for recruiting purposes.

Parents/guardians and students may request that such directory information not be released without their prior written consent. Parents/guardians and students shall be notified of this option upon their student's enrollment in the District. Parents/guardians of students enrolling as freshman or transferring as sophomores shall have until the end of the student's sophomore year to submit a signed, written request that student directory information be withheld from release; parents of transfer students shall have sixty (60) days after the date of transfer to submit such a request.

The directory information of students for whom such a request has been submitted will not be provided to institutions of higher education or to military recruiters.

LEGAL REF.: 20 U.S.C. § 7908; 105 ILCS 5/10-20.5a

CROSS REF.: Administrative Procedure Handbook – Section 22.6

CLASS SIZE

Class size has bearing upon effective teaching. The superintendent/designee is directed to work with principals in establishing a reasonable and equitable class enrollment within available financial resources.

INSTRUCTIONAL MATERIALS

The Board of Education is legally responsible for the selection of instructional materials and delegates to professional personnel of the District the authority for the selection of instructional and library materials. Instructional materials for classrooms and for library media centers will be selected in accordance with the District's responsibility to provide materials that:

1. Enrich, support and expand the curriculum and fit the varied interests, abilities and maturity levels of the students.
2. Stimulate growth and factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Enable students to think critically and problem solve based on adequate information.
4. Present opposing sides of controversial issues to encourage critical analysis of all media.
5. Represent the many religions, ethnic, racial and cultural groups in our global society.

Staff members are expected to be familiar with a wide range of instructional materials related to their particular assignments and to make selections and recommendations in an atmosphere of free inquiry that promotes the exchange of ideas regarding the values of various materials.

Anyone may be given an opportunity to inspect any textbook or instructional material upon request.

LEGAL REF.: Illinois School Code: 105 ILCS 5/10-20.8, -20.9, -20.13, 105 ILCS 5/18-17; Article 28; 20 USC § 1232

CROSS REF.: Administrative Procedure Handbook – Section 14.1-.10

1986/1987/1989/1997/2001/2005/2010/2015
Amended: 4.6.2015

SPECIAL INTEREST MATERIALS

Requests for distribution of materials will be submitted to the superintendent/designee for approval. Approved material will be in the best interest of education and will be of specific benefit to the students and/or employees of District U-46.

Partisan political campaign materials will not be distributed or posted at any school or facility of District U-46 except for student educational and/or classroom use. Information of a political nature with respect to professional or labor organizations affecting district personnel may be displayed in appropriate locations in personnel lounges and/or staff lunch areas. Such materials will be clearly identified as to the posting source.

SOFTWARE INSTALLATION

The Board of Education encourages the use of technology in the classroom and throughout the District to enhance and enrich instruction by providing equipment and access to computer networks. In order to comply with copyright laws and maintain standardized software installation procedures, only authorized personnel will install software and peripheral devices on district owned computers. Use of unlicensed software is prohibited.

CROSS REF.: 6.210 - Instructional Materials
3.080 - Reproduction of Copyrighted Materials
Administrative Procedure Handbook - Instructional Materials 14.6

USE OF TECHNOLOGY

Through technology, District U-46 provides access for students and staff to resources from around the world. Expanding technologies take students and staff beyond the confines of the classroom; provide opportunities for enhancing, extending, and rethinking the learning process; and assist in preparing each student to be a productive citizen. This capability requires guidance for students and staff.

The Board of Education believes that the value of information and interaction that technology offers outweighs the hazards of its misuse. Making network access available, however, carries with it the potential that some network users will encounter sources that some consider controversial or inappropriate. Because information on networks is transitory and diverse, the District cannot completely predict or control what users may or may not locate. 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. Technology provides a conduit to information; the users must be aware of the sources and content and be responsible in choosing information to be accessed.

The District's electronic network is part of the curriculum and is not a public forum for general use. Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the superintendent/designee. The superintendent/designee shall include measures in this policy's implementation plan to address the following:

1. limiting student access to inappropriate matter as well as restricting access to harmful materials;
2. student safety and security when using electronic communications;
3. limiting unauthorized access, including "hacking" and other unlawful activities; and
4. limiting unauthorized disclosure, use and dissemination of personal identification information.

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 goals, 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.

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

Each staff member must sign an authorization form as a condition for use of the District's network. Each student and his/her parent/guardian must sign before being granted unsupervised use of the network.

LEGAL REF.: Children's Internet Protection Act, PL106-554
20 USC §6801 et seq.
47 USC §254(h) and (i)
720 ILC §135/0.01

CROSS REF.: 3.080 – Reproduction of Copyrighted Materials
6.210 – Instructional Materials
6.213 – Software Installation
Administrative Procedures Handbook – Page

LEARNING CENTERS / SCHOOL LIBRARIES

The school libraries of the district are to be organized and administered as learning centers for students providing comprehensive services related to the use of all types of materials and equipment to support the instructional program of the schools. Learning centers/libraries will function as a coordinating service and teaching center. Opportunities will be provided for reading, listening, and viewing activities, to prepare instructional materials, and to work individually, in small groups, or in class groups.

SUPPLEMENTARY AND LIBRARY MATERIALS SELECTION

The selection process for both library and supplementary classroom materials will include the professional staff and follow established guidelines outlined in the Instructional Council Manual.

Staff members will use professional judgment throughout the process, which may include a school department, ad hoc committee, or existing subject area task force.

FIELD TRIPS AND EXCURSIONS

Field trips and other student activities involving travel must focus on activities that connect directly to the adopted curriculum and the district learner outcomes. Approval must be given for such activities by the principal and superintendent/designee. In planning and authorizing such trips, primary consideration will be given to the educational value of the experience and the desired outcomes for learning as well as the safety and welfare of the students involved.

No private organization or staff member shall be permitted to utilize School District facilities or informational systems to accommodate student trips that are not approved/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.

LEGAL REF.: Illinois School Code: 105 ILCS 5/10-22.29b

CROSS REF.: Administrative Procedure Handbook – Section 6.16-.17; 25.9-.11

STUDENT ASSEMBLIES

Performances and activities by outside or professional entertainers for the benefit of students will be supportive of the educational program of the school and/or District U-46. The principal will approve requests for performances in the individual school; the superintendent/designee will approve requests which involve the district.

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

GUIDANCE AND COUNSELING PROGRAM

The guidance and counseling program of District U-46, as an integral part of the total educational program, will afford students basic resources in the areas of educational, careers and life counseling. In the delivery of such services, teachers and other certificated employees will seek to provide for the best interest of the student and will maintain such counseling relationships. School counseling services, as described by state law, may be performed by a qualified guidance specialist or any certificated staff member.

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

GRADING SYSTEM

Letter grades will be used in the secondary schools. In addition, marks and terms appropriate to the elementary programs will be used to indicate student progress in grades K-6.

Grading will be on a quarterly basis in secondary schools and a trimester basis in elementary schools. 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;
- teacher agreement to allow the student to do extra work that impacts the grade;
- an inappropriate grading system was used to determine the grade; or
- an inappropriate grade was based on an appropriate grading system.

Should a grade change be made, the administrator making the change must assume responsibility for determining the grade or evaluation, and shall initial such change.

Grading is not to be influenced by pressure from parents and it is not to be used by staff for disciplinary purposes.

LEGAL REF.: 105 ILCS 5/23.64, 5/10-20.9a, 5/10-21.8, 5/27-27; 23 Ill. Admin. Code §1.440

CROSS REF.: Administrative Procedure Handbook – Section 21.1-.4; 21.7

REPORTING OF STUDENT PROGRESS

The philosophy of the Board of Education concerning academic achievement, as well as student social growth and development, is based on the premise that students have diverse capabilities and individual patterns of growth and learning.

Therefore, it is important that teachers have accurate knowledge of each student in order to assess student needs and to develop instructional plans for the student. A sharing of information among parent/guardian, teacher, and student is essential. Staff is encouraged to continue to seek better ways to measure and report student progress.

The Board requires that:

1. Parents/guardians are to be informed regularly about the progress their children are making in school through Progress Reports as well as Report Cards. When grades are given, the school staff will take particular care to explain the meaning of marks to parents/guardians.
2. Parents/guardians will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration. Insofar as possible, distinctions will be made between a student's attitude and his/her academic performance.
3. At comparable levels, the school district will strive for consistency in grading and reporting except when it is inappropriate for certain classes or certain students.
4. Parents will receive trimester report cards at the elementary level and quarterly report cards at the secondary level.

CROSS REF.: Administrative Procedure Handbook – Section 21.1-.4

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.

Such initiatives shall include:

1. Classroom and school-wide programming which implement scientifically based, age and culturally appropriate strategies that teach social and emotional skills, promote optimal mental health, and prevent risk behaviors for all students;
2. Staff development and training for school personnel regarding age-appropriate social, emotional and academic learning;
3. A system of early identification and intervention for students at risk for social emotional and/or mental health problems that impact learning;
4. Parent education opportunities for parents/guardians related to mental health and wellness, including social emotional skills;
5. A system for referral and follow-up to provide intervention support or clinical services for students, if necessary, utilizing student and family support service programs, school-based behavior health services, and school-community linked services and supports;
6. A system to assess and report baseline information regarding students' social-emotional development and its impact on their learning abilities; and
7. Community partnerships with mental health agencies and community organizations to provide a coordinated approach to addressing the social and emotional needs of students and families.

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/I *et seq.*

PROMOTION AND RETENTION OF STUDENTS

The Board of Education is dedicated to the maximum development of each student. The professional staff is expected to place students at the grade level most appropriate for them.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Parental involvement will be part of this process. Exceptions will be made after prior notification and explanation has been given to each student's parents/guardian, but the final decision will rest with the school authorities.

The decision to promote a student to the next grade level shall be based on academic success. Factors to consider will include, but are not limited to, satisfactory completion of curriculum, attendance, ability, emotional development and state and local goals or requirements. No student shall be promoted to the next grade level based solely upon age or other social reasons not related to the student's academic performance. Limited English Proficient (LEP) students shall not be retained solely because they are Limited English Proficient. The administration shall develop and maintain appropriate intervention programs for students who are deemed not qualified for promotion to the next grade level. Promotion of a student having an Individual Education Plan (IEP), or receiving reasonable accommodations pursuant to Section 504 of the Rehabilitation Act, shall be determined by the student's education team.

LEGAL REF.: Illinois School Code: 105 ILCS 5/10-21.4a, 5/10-20.9(a), PA 90-548

CROSS REF.: Administrative Procedures Handbook – Section 21.4-.5

**PROGRAMS FOR STUDENTS AT RISK OF ACADEMIC FAILURE AND/OR
DROPPING OUT OF SCHOOL AND GRADUATION INCENTIVES PROGRAM**

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

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

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

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

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

CREDIT AND GRADE PLACEMENT
HOME-SCHOOL AND PRIVATE SCHOOL STUDENTS

The principal of a school enrolling a student who previously attended a home or private school program has the authority to determine the student's grade placement and/or credits earned towards graduation on a case-by-case basis. An individualized assessment of the student will be made by school officials to ascertain the appropriate grade placement and/or number of credits to be awarded. The principal will consider all relevant factors, including but not limited to: prior school transcripts; proficiency testing results; achievement and criterion-referenced testing results, curriculum-based assessments; multi-disciplinary and individualized education program conference summaries; and student and parent/guardian interviews.

If a parent or guardian is dissatisfied with the grade placement or credit determination of the principal, he or she may appeal the decision to the superintendent/designee within ten days of notification of the placement and/or credit award. The decision of the superintendent is final.

LEGAL REF.: 105 ILCS 5/10-20.24; 105 ILCS 5/14 et seq.

HOMEWORK

The term "homework" refers to an assignment to be prepared during a period of supervised study in class or outside of class or which requires individual work in a study hall or home.

The purposes of homework are to improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest on the part of the student. Homework is not to be used as a form of punishment.

The amount of homework given each day and the time required to complete the homework should be consistent so that a pattern of meaningful homework can be established by the teacher and the student.

GRADUATION REQUIREMENTS

Credits toward graduation from high school are granted on a semester basis. A credit is awarded for satisfactory completion of one semester of work.

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 according to the year in which a student entered the 9th grade.
3. Complete all minimum requirements for graduation as specified by the Illinois State Board of Education rule, 23 Ill. Admin. Code §1.440.
4. Pass a satisfactory examination on patriotism and principles of representative government, proper use of the flag, methods of voting, the Pledge of Allegiance, and any examinations required by the State.

The Superintendent or designee is responsible for maintaining a description of all course offerings that comply with the above graduation requirements, and notifying students and their parents/guardians of graduation requirements.

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/her high school graduation class. The Superintendent/designee shall provide timely written notice of this requirement to children with disabilities and their parents/guardians.

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

EARLY GRADUATION AND GRADUATION EXERCISES

All students who have successfully completed the requirements for a senior high school diploma and are in good standing may participate in graduation exercises. Participation in graduation is a privilege, not a right. Graduation is an activity which is to be earned by the student, with specific emphasis being placed on attendance and/or behavior.

A four year senior high program is desirable for most students; however, the Board of Education does allow for graduation upon completion of credit requirements prior to the eighth semester of high school.

EXPERIMENTS UPON OR DISSECTION OF ANIMALS

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.

The Superintendent/designee may excuse a student enrolled in a course in which students are ordinarily expected to perform, participate in, or observe dissection who objects for any reason to performing, participating in, or observing that dissection and instead allow the student to complete an alternative project. The alternative project should be non-punitive and should be reasonably chosen to provide the student, through means other than dissection, with knowledge similar to that expected to be gained by other students in the course who perform, participate in, or observe the dissection. The alternative project should be consistent with any guidelines for alternative projects that have been adopted by the State Board of Education.

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

HIGH SCHOOL CREDIT FOR NON-DISTRICT EXPERIENCES;
COURSE SUBSTITUTIONS; RE-ENTERING STUDENTS

Credit for Non-District Experiences

A student may receive up to six high school credit for successfully completing any of the listed courses or experiences even when it is not offered in or sponsored by the District:

1. Distance learning course, including a correspondence, virtual, or online course
2. Courses in an accredited foreign exchange program
3. Summer school
4. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education

The student must seek approval from the Assistant Superintendent to receive graduation credit for any non-District course or experience. The Assistant Superintendent shall determine the amount of credit and whether a proficiency examination is required before the credit is awarded. As approval is not guaranteed, students must seek conditional approval of a non-District course or experience before participating in a non-District course or experience. The student assumes responsibility for any fee, tuition, supply, or other expense. The student seeking credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Assistant Superintendent shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. This section does not govern the transfer of credits for students transferring into the District.

Substitutions for Required Courses

Substitutions for physical education. 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 Building Principal shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.

1. Enrollment, for credit, in a marching band program for students in grades 9-12 (valid for the semester in which there is ongoing participation); or
2. Enrollment in academic classes which are required for admission to an institution of high learning, provided that failure to take such classes will result in the pupil denied admission (student must be in the 11th or 12th grade). Provide documentation from the College or University and proposed student schedule.

3. Enrollment in academic classes which 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
4. 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); or
5. Ongoing participation in an interscholastic athletic program (student must be in the 11th or 12th grade); only out of P.E. during the athletic program, once program is over student returns to P.E. class.

A student requiring adapted physical education must receive that service in accordance with his or her Individualized Educational Program/Plan (IEP).

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

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

Re-Entering Students

Individuals younger than 21 years of age may re-enter high school to acquire a high school diploma or an equivalency certificate. Re-entering students may obtain credit through the successful completion of the following (not all of these may be available at any one time):

1. District courses
2. Non-District experiences described in this policy
3. Classes in a program established under Section 10-22.20 of the School Code, in accordance with the standards established by the Illinois Community College Board
4. Proficiency testing, correspondence courses, life experiences, and other non-formal educational endeavors
5. Military service, provided the individual making the request has a recommendation from the U.S. Commission on Accreditation of Service Experiences

The provisions in the section **Credit for Non-District Experiences**, above, apply to the receipt of credit for any non-District course.

Assignment When Enrolling Full-Time in a District School

Grade placement by, and academic credits earned at, a nonpublic school will be accepted, if the school is accredited by the state agency governing education.

A student who, after receiving instruction in a non-recognized or non-accredited school, enrolls in the District will: (1) be assigned to a grade level according to academic proficiency, and/or (2) have academic credits recognized by the District if the student demonstrates appropriate

academic proficiency to the school administration. Any portion of a student's transcript relating to such instruction will not be considered for placement on the honor roll or computation in class rank.

Recognition of grade placement and academic credits awarded by a nonpublic school is at the sole discretion of the District.

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

TESTING AND ASSESSMENT PROGRAMS

The purpose of the District testing program is to encourage the design of improved instructional activities for each student, provide 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. Both the District and State standards provide the criteria against which students' performance will be measured. Multiple opportunities for parents/guardians to learn about performance expectations and results will be provided.

The District's testing and assessment program will: use appropriate assessment methods and instruments; be uniformly applied to all students who are required to be tested; conform to the schedule required by State law and State Board of Education rules; emphasize the code of ethics for test administration; track the achievement of all students and provide each student and his/her parents/guardians with an evaluation of the student's learning on the basis of test and assessment results.

The Prairie State Achievement Examination results shall be recorded in the student's permanent school record. All other test results shall be recorded in the student's temporary school record. Overall student assessment data on tests required by State law will be aggregated by the District and reported, along with other information, on the District's annual report card.

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

CROSS REF.: Administrative Procedure Handbook – Section 18.5-.6

STUDENT WELLNESS

The School District recognizes the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn. To that end, student wellness shall be promoted through the District's educational programs, activities, and meal programs.

Nutritional Guidelines for Foods Available During the School Day

The District shall promote nutritious food and beverage choices consistent with the current Dietary Guidelines for Americans, as published jointly by the United States Department of Agriculture and the United States Department of Health and Human Services. To promote student health and reduce childhood obesity, the Superintendent or designee shall establish administrative procedures to control food sales that compete with the District's non-profit food service program, including guidelines on what types of foods will be offered for sale in District vending machines and through District-sponsored fundraising programs during the school day.

Guidelines for Reimbursable School Meals

Reimbursable school meals shall meet, at a minimum, the nutrition requirements set forth within the regulations promulgated under the Child Nutrition Act and the National School Lunch Act.

Goals for Nutrition Education

The District shall support and promote good nutrition for students. Nutrition education shall be part of the District's comprehensive health education program, and shall include nutrition education that is interactive and teaches students skills they need to adopt healthy eating behaviors.

Goals for Physical Activity into the Educational Program

The District will support and promote an active lifestyle for all students. Physical education shall 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, and encourages healthy habits. Unless otherwise exempted, all students shall participate in physical education classes.

Goals for Other School-based Activities that are Designed to Promote Student Wellness

The District shall support other school-based activities that are designed to promote student wellness. School-based activities may include but are not limited to: parent partnerships, community involvement, communication to the public, and other wellness-based activities.

Community Involvement

The Superintendent or designee shall invite suggestions concerning the development, implementation, and improvement of the school wellness policy from parents, students, and representatives of the school food authority, the school board, school administrators, and the public.

Monitoring

The Superintendent or designee shall provide periodic reports to the Board of Education regarding the implementation of this policy.

LEGAL REF.: 105 ILCS 5/2-3.137; 42 U.S.C. § 1771; 42 U.S.C. § 1758; P.L. 108-265, Sec. 204