

SECTION 6: INSTRUCTION

- 6.015 Instructional Goals
- 6.020 School Year Calendar and Day
- 6.030 Organization of Instruction
- 6.040 Curriculum Content and Development
- 6.050 Instructional Leadership
- 6.120 Programs for Students with Disabilities
- 6.121 Home and Hospital Instruction
- 6.130 Programs for Gifted Students
- 6.160 English Learners
- 6.165 Dual Language Program
- 6.170 Title I Programs
- 6.171 Education of Homeless Children
- 6.180 Careers and Technical Education
- 6.181 Work Experience Opportunities
- 6.182 Health Education/Physical Education
- 6.184 Summer School
- 6.187 Access to Student Directory Information
- 6.200 Class Size
- 6.210 Instructional Materials
- 6.212 Special Interests Materials
- 6.213 Software Installation
- 6.214 Access to Electronic Networks
- 6.230 Learning Centers/School Libraries
- 6.231 Supplementary and Library Materials Selection
- 6.240 Field Trips and Excursions
- 6.255 Student Assemblies
- 6.270 Guidance and Counseling Program
- 6.280 Grading System
- 6.281 Reporting of Student Progress

- 6.282 Student Social and Emotional Development
- 6.283 Promotion and Retention of Students
- 6.284 Programs for Students at Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program
- 6.285 Credit and Grade Placement Home-School and Private School Students
- 6.290 Homework
- 6.300 Graduation Requirements
- 6.302 Early Graduation and Graduation Exercises
- 6.311 Experiments Upon or Dissection of Animals
- 6.320 High School Credit for Non-District Experiences; Course Substitutions; Re-entering Students
- 6.340 Testing and Assessment Programs
- 6.500 School Wellness

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.

1986/1987/1989/1997/2001/2005/2015/2019

Amended: 3.4.2019

SCHOOL YEAR CALENDAR AND DAY

School Calendar

The School Board, upon the Chief Executive Officer's/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.

Commemorative Holidays

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 may designate a regular school day as a commemorative holiday.

School Day

The Board establishes the length of the school day considering the recommendation of the Chief Executive Officer/Superintendent/designee and State law requirements.

LEGAL REF.: 105 ILCS 5/10-19, 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.

The Board of Education directs the Chief Executive Officer/Superintendent/designee to explore the plausibility and costs of expanding the middle school program from 6th to 8th grade.

Kindergarten

The District maintains a full-day kindergarten with an instructional program that fulfills the District's curriculum goals and objectives and the requirements of State law. The District also offers a half-day kindergarten for those parents/guardians who request a half-day program.

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, implementation and assessment.

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 Chief Executive Officer/Superintendent/designee for his/her consideration. Once approved by the Chief Executive Officer/Superintendent/designee, 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 in the following areas:

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention. A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level.
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, American government and, for students entering the 9th grade in the fall of 2016 and each year after it, one semester of civics, (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 courses during the previous two semesters before enrolling in the course. The Chief Executive Officer/Superintendent/designee may waive this requirement if he or she believes a waiver to be in the student's best interest. The course shall include: (a) classroom instruction on distracted driving as a major traffic safety issue, and (b) instruction concerning law enforcement procedures for traffic stops, including a demonstration of the proper actions to be taken during a traffic stop and appropriate interactions with law enforcement. 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 kindergarten through grade 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.
5. In grades kindergarten through 12, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Chief Executive Officer/Superintendent/ designee. The curriculum must incorporate policy 6.214 – Access to Electronic Networks and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.
6. In all grades, character education including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students’ honesty, kindness, justice, discipline, respect for others, and moral courage.
7. Citizenship values 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 in a physical education course at least 3 days during a 5 day week.
9. In all schools, health education including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction, and (e) age-appropriate sexual abuse and assault awareness and prevention education in all grades. The Chief Executive Officer/Superintendent/designee shall implement a comprehensive health education program in accordance with State law.
10. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.
11. In grades 9 through 12, consumer education including: (a) financial literacy, including consumer debt and installment purchasing (including credit scoring, managing credit debt, and completing a loan application); budgeting; savings and investing; banking (including balancing a checkbook, opening a deposit account, and the use of interest rates); understanding simple contracts; State and federal income taxes; personal insurance policies; the comparison of prices; higher education student loans; identity-theft security; and homeownership (including the basic process of obtaining a mortgage and the concepts of fixed and adjustable rate mortgages, subprime loans, and predatory lending); and (b) the roles of consumers interacting with agriculture, business,

labor unions and government in formulating and achieving the goals of the mixed free enterprise system.

12. Conservation of natural resources including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.
13. United States history including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the United States in world affairs, (d) the role of labor unions, and (e) the role and contributions of ethnic groups, including but not limited to, African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State.

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.

14. In grade 7 and all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.
15. Instruction on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
16. Instruction on the history, struggles, and contributions of women.
17. Instruction on Black History, including the history of the African slave trade, slavery in America, and the vestiges of slavery in this country, as well as the struggles and contributions of African-Americans.
18. In all schools offering a secondary agricultural education program, the curriculum includes courses as required by 105 ILCS 5/2-3.80.
19. The Chief Executive Officer/Superintendent/designee shall determine the appropriate instruction on disability history, awareness, and the disability rights movement.
20. Students in grades kindergarten through 8 shall receive instruction on the effective methods of preventing and avoiding traffic injuries related to walking and bicycling.

The adoption and purchase of textbooks and instructional materials shall be in accordance with the Illinois School Code.

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

1986/1987/1989/1997/2005/2013/2019
Amended 3.4.2019

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 Chief Executive Officer/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, and/or 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. In some instances, this may include placement in non-public special education programs or educational facilities. For those students not eligible under IDEA, but disabled within the meaning of Section 504 of the Rehabilitation Act, the District shall develop and maintain a system of procedural safeguards. The safeguards shall cover students' identification, evaluation and education. 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.

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

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 1) the continuum of placement options for students who have been identified for special education services or 2) the home and hospital instruction provisions for students who have not been identified for special education 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 differentiated educational programming to meet the special needs of gifted and talented students within available resources.

Gifted students exist in every demographic group. 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 Chief Executive Officer/Superintendent/Designee shall develop guidelines governing Gifted Student Programs consistent with Board Policies and the requirements of the Illinois School Code, the Illinois Administrative Code and all corresponding laws.

LEGAL REF.: 23 Ill. Admin. Code Part 227; 105 ILCS 5/14A et al.

1986/1987/1989/1997/2005/2019

Amended: 3.4.2019

ENGLISH LEARNERS

The Chief Executive Officer/Superintendent or designee shall develop and maintain a program for English Learners (emergent bilingual students) that will:

1. Appropriately identify English Learners.
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 English Learners.
4. Determine the appropriate instructional environment for English Learners.
5. Annually assess the English proficiency of English Learners and monitor their progress in order to ensure appropriate program placement.
6. Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics.
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 Individualized Education Plan (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.

English Learners' Parent/Guardian Involvement

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

1986/1987/1989/1997/2001/2005/2010/2013/2019

Amended 3.4.2019

DUAL LANGUAGE PROGRAM

The Chief Executive Officer/Superintendent/designee shall develop and maintain an 80:20 Dual Language Program from preschool to 12th grade for English Learners 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 (e.g. 80% Spanish, 20% English in pre-K and K) 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 to compete globally while closing the opportunity gap for culturally 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 English Learners and English dominant students.
5. Provide two successful dual language models to address the district's diverse student demographics:
 - a. Two Way Dual Language Program: will be composed of, English Learners with a home language background of Spanish, as well as 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 Learners.
 - c. Both programs will implement the same instructional principles
6. Expose Dual language students to the same high expectations and rigor of the standards-based School District U-46 curriculum across content areas with language development components 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 designed to support an additive bilingual multicultural environment, where the home language is viewed as an asset and all students learn a second language without compromising their first language.
9. Determine the appropriate instructional environment for English Learners.
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 English Learners.
12. Annually assess the English proficiency of English Learners and monitor their progress in order to ensure appropriate program placement.

13. Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics.
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 of English Learners criteria, and per parental approval, English Learners 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.: English Learners (Policy No. 6.160)

2014/2019
Adopted: 7.21.14
Amended: 3.4.2019

TITLE I PROGRAMS

Comparability of Staff and Services

The Chief Executive Officer/Superintendent/designee shall pursue funding under Title I and the Every Student Succeeds Act (ESSA), 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 equity among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equity 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 of 1965 as amended under ESSA.

Development of District-level Parent/Guardian Involvement Initiatives

The Chief Executive Officer/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 Chief Executive Officer/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 ESSA. 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 English Learner students or students with 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

1989/1997/2000/2005/2010/2019
Amended: 3.4.2019

EDUCATION OF HOMELESS CHILDREN

Each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education programs and systems, 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 Chief Executive Officer/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-Vento Homeless Assistance Act and State law. The Chief Executive Officer/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 Chief Executive Officer/Superintendent shall appoint a Liaison for Homeless Children.

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

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

2005/2010/2019
Amended: 3.4.2019

CAREER AND TECHNICAL EDUCATION

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 college and career preparation.

College and career awareness and exploration will be made available to students in appropriate grade levels.

LEGAL REF.: 23 Ill. Admin. Code §254

WORK EXPERIENCE OPPORTUNITIES

School District U-46 will offer collaborative 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.

1986/1987/1989/1997/2004/2005/2010/2019

Amended: 3.4.2019

HEALTH EDUCATION / PHYSICAL EDUCATION

Absent a waiver of Illinois School Code requirements, 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 and/or Reserve Officers' Training Corps (ROTC) programs (student must be in the 9th through 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); 1.425(e)
CROSS REF.: 7.100 – Physical and Health Examination of Students; 7.340 – Student Records

1986/1987/1989/1997/2001/2005/2007/2019
Amended: 3.4.2019

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

1986/Rev. 1987/1989/1997/2001/2013

Amended: 3.4.2013

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~~ institutions of higher education or to military recruiters for recruiting purposes.

Parents/guardians and emancipated students may request that such directory information not be released for either institutions of higher education and/or military recruiters 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 Chief Executive Officer will promulgate and maintain procedures to implement this policy in accordance with State and federal law.

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

1993/1997/2001/2005/2008/2010/2019
Amended: 3.4.2019

CLASS SIZE

Class size has bearing upon effective teaching. The Chief Executive Officer/ Superintendent/designee is directed to work with District staff 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 and/or multiple sides of controversial issues to encourage critical analysis of all media.
5. Represent the many religions, ethnic, racial and cultural groups globally.

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. Additionally, persons with suggestions or complaints about curriculum, instructional materials, and programs can submit their suggestions or complaints directly to the Chief Executive Officer/Superintendent/designee and/or use the Uniform Grievance Procedure pursuant to Board Policy 2.260. A parent/guardian may request that his/her child be exempt from using a particular instruction material by submitting the request to the Chief Executive Officer/Superintendent/designee.

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

1986/1987/1989/1997/2001/2005/2010/2015/2019
Amended: 3.4.2019

SPECIAL INTEREST MATERIALS

Requests for distribution of materials will be submitted to the Chief Executive Officer/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

1996/2001/2005/2019
Amended: 3.4.2019

ACCESS TO ELECTRONIC NETWORKS

Electronic networks, including the Internet, are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. The Chief Executive Officer/Superintendent shall develop an implementation plan for this policy and appoint system administrator(s).

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

Curriculum and Appropriate Online Behavior

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6.040 – Curriculum Content and Development, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response. Staff members may, consistent with the Chief Executive Officer's/Superintendent's/designee's implementation plan, use the Internet throughout the curriculum.

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

Acceptable Use

All use of the District's electronic networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic networks or District computers. General rules for behavior and communications apply when using electronic networks as provided herein. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

Technology protection measures shall be used on each District computer with Internet access. They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Chief Executive Officer/Superintendent/designee. The Chief Executive Officer/Superintendent/designee shall enforce the use of such filtering devices. If students or staff are blocked from accessing a site

they need for legitimate educational purposes, they can request the site be re-categorized directly with the filtering vendor. The vendor will review said request and if the vendor is in agreement with the request, the vendor will re-categorize the site to allow access. Requests can also be sent to the U-46 Help Desk. Upon receiving these requests, the Help Desk will review the site - and may consult with Curriculum and Instruction - and provide access if applicable. The Chief Executive Officer/Superintendent/designee shall include measures in this policy's implementation plan to address the following:

1. Ensure that proper administrative and technical oversight and safeguards are in place to monitor and ensure safe student access to online electronic networks,
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Authorization for Electronic Network Access

Each staff member must sign the appropriate District form as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must also sign the appropriate District form before being granted unsupervised use.

All users of the District's computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

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

LEGAL REF.: 20 U.S.C. §6777; Children's Internet Protection Act, 47 U.S.C. §254(h) and (l); Enhancing Education Through Technology Act, 20 U.S.C §6751 et seq; 47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and Libraries; 720 ILCS 5/26.5.

1999/2001/2005/2019

Amended: 3.4.2019

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.

1986/1987/1989/1997/2015

Amended: 4.6.2015

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 Chief Executive Officer/Superintendent/designee in accordance with procedures promulgated by the Chief Executive Officer/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. Privately arranged trips, including those led by District staff members, shall not be represented as or construed to be sponsored by the District or school. The District does not provide liability protection for privately arranged trips and is not responsible for any damages arising from them.

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

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 Chief Executive Officer/Superintendent/designee will approve requests which involve the district. In all instances student assemblies shall be organized and approved in a manner prescribed by the Chief Executive Officer/Superintendent/designee.

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

LEGAL REF.: Lee v. Weisman, 112 S.Ct. 2649 (1992)
Santa Fe Independent School District v. Doe, 112 S.Ct. 2266 (2000)
Jones v. Clear Creek Independent School District, 977 F.2d 963 (5th Cir.,
1992) reh'g denied, 983 F.2d 234 (5th Cir., 1992) and cert. denied, 113
S.Ct. 2950 (1993)

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 licensed 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.

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 college and 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. All secondary students will have the opportunity to receive college and career-oriented information. Representatives from colleges and universities, occupational training institutions and career-oriented recruiters, including the military, may be given access to the school campus in order to provide students and parents/guardians with information.

LEGAL REF.: Illinois School Code: 105 ILCS 5/10-20.5a; 10-22.24a and 22.24b.
23 Ill. Admin. Code §1.420(b) and 1.420(q)

1986/1987/1989/1997/2005/2019
Amended: 3.4.2019

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

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.

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, but will not be limited to:

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 Chief Executive Officer/Superintendent/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. English Learner students shall not be retained solely because they are English Learners. 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; Ill. Admin. Code 228; 34 CFR § 300

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

The Chief Executive Officer/Superintendent/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
- 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

2013/2019

Amended: 3.4.2019

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 Chief Executive Officer/Superintendent/designee within ten days of notification of the placement and/or credit award. The decision of the Chief Executive Officer/Superintendent/designee is final.

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

2000/2005/2010/2019
Amended: 3.4.2019

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 Board of Education shall comply with Executive Order 2020-31 issued April 24, 2020, and any other Order already issued or an Order that will be issued by the Illinois Governor subsequent to this amendment suspending or modifying certain graduation requirements found in the Illinois School Code for the duration of those Orders.

The Chief Executive Officer/Superintendent/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 Chief Executive Officer/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
Illinois Governor's Executive Order 2020 -31 (issued 4.24.2020)

1986/1987/1989/1995/1996/2005/2006/2019/2020
Amended: 5.4.2020

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 Chief Executive Officer/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 or community college courses;
4. College or high school courses offering dual credit at both the college and high school level;
5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education;
6. Work-related training at manufacturing facilities or agencies in a Tech Prep program, and;
7. Credit earned in a Vocational Academy.

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 as provided in Board Policy 6.182 and also as follows:

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).

1989/1997/2005/2009/2015/2019
Amended: 3.4.2019

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;
- administer the State assessment system to all students and/or any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests;
- inform students and families of the timelines and procedures applicable to their participation in every State assessment;
- provides each student's parents/guardians with the results or scores of each State assessment and an evaluation of the student's progress, and;
- utilize 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. All reliable assessments administered by the District and scored by entities outside of the District must be reported to ISBE on its form by the 30th day of each school year and made publicly available to parents/guardians of students.

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.

1986/1987/1989/1997/2001/2005/2010/2019

Amended: 3.4.2019

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 Chief Executive Officer/Superintendent/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 Chief Executive Officer/Superintendent/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 Chief Executive Officer/Superintendent/designee shall provide periodic reports to the Board of Education regarding the implementation of this policy.

Recordkeeping

The Chief Executive Officer/Superintendent/designee shall retain records to document compliance with 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; 7 CFR § 210.30(f); 7 CFR § 210.30(f)

2006/2019

Amended: 3.4.2019