

## **Instruction**

### **Migrant Students** <sup>1</sup>

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

This program will include a means to:

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

### **Migrant Education Program for Parent(s)/Guardian(s) Involvement**

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.: No Child Left Behind Act of 2001, §1301 et seq., 20 U.S.C. §6391 et seq.,  
34 C.F.R. §200.40 - 200.45.  
105 ILCS 5/14B-6.

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

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<sup>1</sup> This policy is mandatory for districts that receive Title I funds. The No Child Left Behind Act of 2001 amended the Elementary and Secondary Education Act and imposed additional requirements on state agencies that disperse funds for many Title I programs. Although most of the requirements are directed to state agencies, local school districts that receive State money for these programs will be held to many of the same requirements by the State.

## **Instruction**

### **Home and Hospital Instruction**

A student who is absent from school for an extended period of time or ongoing intermittent absences, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services. Appropriate educational services shall begin as soon as eligibility is established. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

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

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

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

CROSS REF.: 6:120 (Education of Children with Disabilities), 7:10 (Equal Educational Opportunity)

## Instruction

### English Language Learners

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

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

### Parent Involvement

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

LEGAL REF.: 20 U.S.C. §§6312-6319 and 6801.  
34 C.F.R. Part 200.  
105 ILCS 5/14C-1 et seq.  
23 Ill.Admin.Code Part 228.

CROSS REF.: 6:15 (School Accountability), 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program)

## Instruction

### Title I Programs 1

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. 2

### Title I Parental Involvement

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

#### District-Level Parental Involvement Compact 3

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

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<sup>1</sup> This policy is mandatory for any district that receives, or desires to receive Title I funds. Title I is part of the Elementary and Secondary Education Act (20 U.S.C. §6301 *et seq.*). It was amended by the No Child Left Behind Act of 2001 (P.L.107-110).

<sup>2</sup> This paragraph, or similar language, is mandatory for each district receiving Title I funds (20 U.S.C. §6321).

<sup>3</sup> §1118(a)(2) requires each district receiving Title I funds to "develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy." This requirement is accomplished in this sample policy by mandating the superintendent or designee to develop a District-Level Parental Involvement Compact, according to Title I requirements. A sample District-Level Parental Involvement Compact is contained in 6:170-E1. A sample process for developing a Parental Involvement Compact is contained in 6:170-AP1.

School-Level Parental Involvement Compact <sup>4</sup>

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

Incorporated  
by Reference

6:170-E1 (District-Level Parental Involvement Compact) and 6:170-E2 (School-Level Parental Involvement Compact)

LEGAL REF.:

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

CROSS REF.:

2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 5:190 (Certification), 5:280 (Duties and Qualifications), 6:15 (School Accountability), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:160 (Limited English Proficient Students), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:60 (Residence), 7:100 (Health Examinations, Immunizations, and Exclusion of Students), 8:95 (Parental Involvement)

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<sup>4</sup> §1118(b) requires each school served under Title I to "jointly develop with, and distribute to, parents of participating children a written parent involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f)." This requirement is accomplished in this sample policy by mandating the building principal or designee to develop a School-Level Parental Involvement Compact, according to Title I requirements. A sample School-Level Parental Involvement Compact is contained in 6:170-E2. A sample process for developing a Parental Involvement Compact is contained in 6:170-AP1.

## **Instruction**

### **Extended Instructional Programs**

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

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

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

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

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

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

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**15** Vocational Academies Act (105 ILCS 433/1 et seq., as added by P.A. 94-220). The Act's purpose is to "integrate workplace competencies and career and technical education with core academic subjects." School districts are permitted to partner with community colleges, local employers, and community-based organizations to establish a vocational academy that functions as a 2-year school within a school for grades 10 through 12. Grant funds may be available from ISBE.



## Instruction

### Extracurricular and Co-Curricular Activities <sup>1</sup>

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

1. The activity will contribute to the leadership abilities, social well-being, self-realization, good citizenship, or general growth of student-participants.
2. Fees assessed students are reasonable and do not exceed the actual cost of operation.
3. The District has sufficient financial resources for the activity.
4. Requests from students.
5. The activity will be supervised by a school-approved sponsor.

Non-school sponsored student groups are governed by School Board policy, 7:330, *Student Use of Buildings - Equal Access*. <sup>2</sup>

### Academic Criteria for Participation

For students in kindergarten through 8th grade, <sup>3</sup> selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code.

For high school students, <sup>4</sup> selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Participation in co-curricular activities is dependent upon course selection and successful progress in those courses. In order to be eligible to participate in any school-sponsored or school-supported

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

<sup>1</sup> Each school board in a district that maintains any of grades 9-12 must have a *no pass-no play* policy (105 ILCS 5/10-20.30). State or federal law controls some aspects of this policy's content. The criteria for determining whether to sponsor a specific activity is a local board decision, except that an ISBE rule requires that the desires of the student body be considered (23 Ill.Admin.Code §1.420).

As State law does not define extracurricular or co-curricular, a board may desire to explain these terms in the policy, such as by including the following option at the beginning of the policy:

Extracurricular or co-curricular activities are school-sponsored programs for which some or all of the activities are outside the instructional day. They do not include field trips, homework, or occasional work required outside the school day for a scheduled class. *Co-curricular activity* refers to an activity associated with the curriculum in a regular classroom and is generally required for class credit. *Extracurricular activity* refers to an activity that is not part of the curriculum, is not graded, does not offer credit, and does not take place during classroom time; it includes competitive interscholastic activities and clubs.

<sup>2</sup> *Non-curriculum related* extracurricular activities that meet during non-instruction time in secondary schools trigger the Equal Access Act, 20 U.S.C. §4071 *et seq.* The Equal Access Act prohibits the school from denying fair opportunity or *equal access* to any students who wish to conduct a meeting within a limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such a meeting. The U.S. Supreme Court interpreted "non-curriculum related student group" as any student group that does not directly relate to the body of courses offered by the school. Board of Education of Westside Community School Dist. v. Mergens, 110 S.Ct. 2356 (1990).

<sup>3</sup> High school districts should omit this paragraph.

<sup>4</sup> Elementary districts should omit this paragraph.

athletic or extracurricular activity, a student must maintain an overall \_\_\_\_ grade point average. <sup>5</sup> Any student-participant failing to meet these academic criteria shall be suspended from the activity for \_\_\_\_ calendar days or until the specified academic criteria are met, whichever is longer. <sup>6</sup>

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

CROSS REF.: 4:170 (Safety), 7:40 (Nonpublic School Students, Including Parochial and Home-Schooled Students), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:300 (Extracurricular Athletics), 7:330 (Student Use of Buildings - Equal Access), 8:20 (Community Use of School Facilities)

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

<sup>5</sup> Each board in a district that maintains any of grades 9-12 must have a *no pass-no play* policy (105 ILCS 5/10-20.30). The policy must specify a minimum grade point average (left blank in the sample policy) AND/OR a minimum grade in each course, such as *passing* (*see alternatives below*). The policy must provide a suspension period – stated in sample policy as “\_\_\_\_ calendar days or until the specified academic criteria are met, whichever is longer.” The procedure for implementing this policy is an administrative, management function. Alternatives follow:

Alternative 1: ...a student must maintain an overall \_\_\_\_ grade point average and a passing grade [or minimum grade of \_\_\_\_] in each course the student is enrolled.

Alternative 2: ...a student must maintain a passing grade [or minimum grade of \_\_\_\_] in each course the student is enrolled.

Alternative 3: ...a student must satisfy the Illinois High School Association’s scholastic standing requirements [doing passing work in at least 20 credit hours of high school work per week].

<sup>6</sup> Alternatives include:

Alternative 1: ...shall be suspended from the activity for \_\_\_\_ calendar days. [*omitting the rest of the sentence.*]

Alternative 2: ...shall be suspended from the activity until the specified academic criteria are met.

## **Instruction**

### **Instructional Materials**

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

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

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

Teachers are encouraged to use supplemental material only when it will enhance, or otherwise illustrate, the subjects being taught and to ensure it is age-appropriate. No R-rated movie shall be shown to students unless prior approval is received from the Superintendent or designee, and no movie rated NC-17 (no one 17 and under admitted) shall be shown under any circumstances.

### **Instructional Materials Selection and Adoption**

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

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

CROSS REF.: 6:30 (Organization of Instruction), 6:40 (Curriculum Development), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 8:110 (Public Suggestions and Complaints)

	2

## Instruction

### Instructional Materials Selection and Adoption

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

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

## **Instruction**

### **Library Resource Center**

The Superintendent shall manage the District's library resource program according to the following standards:

1. The program focuses on enlarging and enriching the on-going classroom instructional program.
2. Materials are selected on the basis of encouraging the acquisition of knowledge and developing literary, cultural, and aesthetic appreciation and ethical standards.
3. Staff members are invited to recommend additions to the collection.
4. Each school maintains a collection of material that supports the curriculum and provides for individual needs, interests, abilities, and maturity levels.
5. Students may freely select resource center materials as well as receive guided selection of materials appropriate to specific, planned learning experiences.

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

## **Instruction**

### **Access to Electronic Networks**

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

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

### **Curriculum**

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

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

### **Acceptable Use**

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

### **Internet Safety**

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

1. Ensure staff supervision of student access to online electronic networks,
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and

5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Authorization for Electronic Network Access

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

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

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

LEGAL REF.: No Child Left Behind Act, 20 U.S.C. §6777.  
Children's Internet Protection Act, 47 U.S.C. §254(h) and (l).  
Enhancing Education Through Technology Act, 20 U.S.C §6751 et seq.  
720 ILCS 135/0.01.

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

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

## **Instruction**

### **Field Trips**

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

All field trips must have the Superintendent or designee's prior approval, except that field trips beyond a 200-mile radius of the school or extending overnight must have the prior approval of the Board. The following factors are analyzed when determining whether to approve a field trip: educational value, student safety, parent concerns, heightened security alerts, and liability concerns. On all field trips, a bus fee set by the Superintendent or designee may be charged to help defray the transportation costs.

Parents/guardians of students: (1) shall be given the opportunity to consent to their child's participation in any field trip, and (2) are responsible for all entrance fees, food, lodging, or other costs, except that the District will pay such costs for students who qualify for free or reduced school lunches. All non-participating students shall be provided an alternative experience. Any field trip may be cancelled without notice due to danger to students, staff, or chaperones. Monies deposited may be forfeited.

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



## **Instruction**

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

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

Resource persons and volunteers may be used:

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

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

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

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

## **Instruction**

### **Assemblies and Ceremonies** <sup>1</sup>

Assemblies must be approved by the Superintendent or designee and be consistent with the District's educational objectives.

The District shall not endorse or otherwise promote invocations, benedictions, and group prayers at any school assembly, ceremony, or other school-sponsored activity. <sup>2</sup>

LEGAL REF.: Lee v. Weisman, 112 S.Ct. 2649 (1992).  
Santa Fe Independent School District v. Doe, 120 S.Ct. 2266 (2000).  
Jones v. Clear Creek Independent School District, 977 F.2d 963 (5th Cir., 1992),  
*reh'g denied*, 983 F.2d 234 (5th Cir., 1992) and *cert. denied*, 113 S.Ct. 2950 (1993).

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

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

<sup>1</sup> State or federal law controls this policy's content.

<sup>2</sup> School-sponsored prayers or invocations at athletic events, graduation, and performances violate the First Amendment to the U.S. Constitution. Lee v. Weisman, 112 S.Ct. 2649 (1992). Even permitting students to deliver a "brief invocation and/or message" as part of pre-game ceremonies at football games is unconstitutional when the district retains control of the message's content. Santa Fe Independent School District v. Doe, 120 S.Ct. 2266 (2000). Using a student-led message to solemnize a school event is problematic, especially when the student-led message was historically a prayer or when the purpose is to solemnize an athletic event as opposed to an event like graduation. However, the Supreme Court denied review of the Fifth Circuit Court of Appeals decision affirming a school board's policy that allowed nonsectarian and nonproselytizing student-led prayer during graduation ceremonies. Jones v. Clear Creek Independent School District, 977 F.2d 963 (5th Cir., 1992), *cert. denied*. In that case, high school seniors were permitted to choose student volunteers to deliver nonsectarian, nonproselytizing invocation at graduation ceremonies. The following is the policy upheld in that case:

1. The use of an invocation and/or benediction at the high school graduation exercise shall rest within the discretion of the graduating senior class, with the advice and counsel of the senior class principal [class sponsor];
2. The invocation and benediction, if used, shall be given by a student volunteer; and
3. Consistent with the principle of equal liberty of conscience, the invocation and benediction shall be nonsectarian and nonproselytizing in nature.

A board should consult its attorney before adopting such a policy.


## Instruction

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

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

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## Instruction

### Guidance and Counseling Program

The School District provides a guidance program that is available to every student. Building Principals will direct the District's guidance program.

Each staff member is responsible for effectively guiding students under his/her supervision in order to provide early identification of intellectual, emotional, social, or physical needs, diagnosis of any learning disabilities, and development of educational potential. The District's counselors shall offer counseling to those students who require additional assistance.

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

High school juniors and seniors will have the opportunity to receive career-oriented information. Representatives from colleges and universities, occupational training institutions and career-oriented recruiters, including the military, may be given access to the school campus in order to provide students and parent(s)/guardian(s) with information.

## **Instruction**

### **Grading and Promotion**

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

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

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

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

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

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

## **Instruction**

### **Homework**

Homework is a necessary part of the District's instructional program. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. <sup>1</sup> The Superintendent shall provide guidance to ensure that homework:

1. Is used to reinforce and apply previously covered concepts, principles, and skills;
2. Is not assigned for disciplinary purposes;
3. Serves as a communication link between the school and parents/guardians;
4. Encourages independent thought, self-direction, and self-discipline; and
5. Is of appropriate frequency and length, and does not become excessive, according to the teacher's best professional judgment.

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<sup>1</sup> This policy's contents are at the local board's discretion; a board should customize the list of standards for homework to reflect the district's practices.

## Instruction

### Graduation Requirements <sup>1</sup>

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. <sup>2</sup>
2. Complete all courses as provided in The School Code, 105 ILCS 5/27-22, according to the year in which a student entered the 9th grade. <sup>3</sup>
3. Complete all minimum requirements for graduation as specified by Illinois State Board of Education rule, 23 Ill.Admin.Code §1.440.
4. Pass an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance. <sup>4</sup>
5. Take the Prairie State Achievement Examination, unless the student is exempt according to 105 ILCS 5/2-3.64. <sup>5</sup>

The Superintendent or designee is responsible for: (1) maintaining a description of all course offerings that comply with the above graduation requirements, (2) notifying students and their parents/guardians of graduation requirements, (3) developing the criteria for determining when a student accomplishes number 5 as well as a method for recording that fact in the student's school record, and (4) taking all other actions to implement this policy. <sup>6</sup>

### Early Graduation <sup>7</sup>

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

### Certificate of Completion <sup>8</sup>

A student with a disability who has an Individualized Education Program prescribing special education, transition planning, transition services, or related services beyond the student's 4 years of high school, qualifies for a certificate of completion after the student has completed 4 years of high school. The student is encouraged to participate in the graduation ceremony of his or her high school graduation class. The Superintendent or designee shall provide timely written notice of this requirement to children with disabilities and their parents/guardians.

<sup>1</sup> State or federal law controls this policy's content.

<sup>2</sup> Optional (23 Ill.Admin.Code §1.440(g). A board should ensure that any district graduation requirements that are in addition to the State requirements are aligned with the district educational objectives. See policy 6:10, *Educational Philosophy and Objectives*.

<sup>3</sup> 105 ILCS 5/27-22 (amended by P.A. 94-676, eff. 8-24-05) contains escalating graduation requirements depending on the year a student enters 9th grade. For specific requirements, see 6:300-E2, *State Law Graduation Requirements*.

<sup>4</sup> Required by 105 ILCS 5/27-3.

<sup>5</sup> Required by 105 ILCS 5/2-3.64(c). The law makes "taking" the PSAE a prerequisite to receiving a "regular high school diploma." These terms are susceptible to numerous interpretations that might trigger good board conversation leading to a common understanding that will guide the superintendent's implementation efforts.

<sup>6</sup> Items (1) and (2) are required by 23 Ill.Admin.Code §1.440(i). Item (3) must be addressed because the law leaves many implementation issues unanswered. A comprehensive Student Handbook can provide notice of the district's graduation requirements, conduct rules, and other important information.

<sup>7</sup> State law and rules are silent regarding early graduation.

<sup>8</sup> Required by 105 ILCS 5/14-16.

Veterans of World War II, the Korean Conflict, or the Vietnam Conflict<sup>9</sup>

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

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

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

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<sup>9</sup> Optional. 105 ILCS 5/22-27, amended by P.A. 96-88, does not designate a time requirement for when the veteran "resided within an area currently within the district." Thus, a reasonable interpretation may be adopted locally. The sample policy designates "at the time he or she left high school" as the pertinent time for residence. See 6:300-E, *Application for a Diploma for Veterans of WWII, the Korean Conflict, or the Vietnam Conflict*.



## **Instruction**

### **Credit for Alternative Courses and Programs, and Course Substitutions** <sup>1</sup>

*[For high school and unit districts]*

#### **Correspondence Courses** <sup>2</sup>

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

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

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

#### **Distance Learning Courses, Including Virtual or Online Courses** <sup>3</sup>

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

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

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

#### **Exchange Programs** <sup>4</sup>

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

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

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<sup>1</sup> State or federal law requires this subject matter be covered by policy. State or federal law controls this policy's content.

<sup>2</sup> High school and unit districts must have a policy on correspondence courses (23 Ill.Admin.Code §1.450(c), but the specific provisions are at the board's discretion, e.g., who is eligible and maximum credits.

<sup>3</sup> Optional; the specific provisions are at the board's discretion, e.g., who is eligible and maximum credits. While there are no administrative rules for the Illinois Virtual High School, ISBE adopted a framework for it in 2000; see [www.ivhs.org](http://www.ivhs.org). See also the Distance Learning Foundation Act, 105 ILCS 40/.

<sup>4</sup> Optional.

#### Summer School and Independent Study <sup>5</sup>

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

#### College Courses <sup>6</sup>

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

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

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

#### Dual Credit Courses <sup>7</sup>

A student who successfully completes a dual credit course may receive credit at both the college and high school level.

#### Foreign Language Courses

A student will receive high school credit by studying foreign language in an approved ethnic school program, provided such program meets the minimum standards established by the State Board of Education. <sup>8</sup>

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

#### Military Service <sup>9</sup>

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

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#### <sup>5</sup> Optional.

<sup>6</sup> This section, as well as its terms, is optional (23 Ill.Admin.Code §1.440(f). Superintendents, pursuant to 105 ILCS 5/10-21.4, must annually report to the Ill. State Board of Education the number of students enrolled in accredited courses at any community college along with the name(s) and number(s) of the course(s) each student is taking (105 ILCS 2-3.142).

<sup>7</sup> This section is optional. A district may have more specific information about its dual credit program to include in this section. The Dual Credit Quality Act, 110 ILCS 27, added by P.A. 96-194 (eff. 1-1-10), defines dual credit as a college course taken by a high school student for credit at both the college and high school level. An instructor who teaches a dual credit course does not need the certification required by Article 21 of The School Code. Dual credit programs will require cooperation between the school district and the institution providing the dual credit courses (see the Higher Education Student Assistance Act at 110 ILCS 947/10 for a definition of *institution*). A high school evaluation of a dual credit program must also incorporate the analysis of data from ISBE's statewide longitudinal data system (see the P-20 Longitudinal Education Data System Act, 105 ILCS 13/, added by P.A. 96-107, for more information).

<sup>8</sup> 105 ILCS 5/2-3.44 and 5/10-22.43a. An ethnic school is a part-time, private school that teaches the foreign language of a particular ethnic group as well as the culture, geography, history, and other aspects of a particular ethnic group.

<sup>9</sup> Military service credit is optional with the local district, but, if offered, must be included in district policy (23 Ill.Admin.Code §1.470(c).

#### Volunteer Service Credit Program 10

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

#### Youth Apprenticeship Vocational Education Program (Tech Prep) 11

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

#### Vocational Academy 12

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

#### Substitutions for Physical Education and Other Required Courses

A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses if: 13

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

A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below. The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances. 14

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<sup>10</sup> This is an optional program, but the credit given for one semester may not exceed that stated in this policy (105 ILCS 5/27-22.3. The program may include participation in the organization of a high school or community blood drive or other blood donor recruitment campaign. The ISBE must provide assistance to districts opting to offer the program (105 ILCS 5/2-3.108).

<sup>11</sup> This paragraph is optional. The State Superintendent and Board of Higher Education were encouraged by 105 ILCS 5/2-3.115 to establish a program of academic credit for youth apprenticeship vocational education programs, which could be instituted by school districts.

<sup>12</sup> Vocational Academies Act, 105 ILCS 433/. The Act's purpose is to "integrate workplace competencies and career and technical education with core academic subjects." School districts are permitted to partner with community colleges, local employers, and community-based organizations to establish a vocational academy that functions as a 2-year school within a school for grades 10 through 12. Grant funds may be available from ISBE when the vocational academy meets statutory requirements.

<sup>13</sup> Allowing this substitution is optional, but, if offered, must be included in district policy (105 ILCS 5/27-22.05). The "related" requirement is met if the course contains at least 50% of the content of the required course. 23 Ill.Admin.Code §1.445 requires that the vocational or technical education course be completely described in the policy along with its relationship to the required course. The sample policy satisfies these requirements by referring to the courses as described in curricular material.

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

<sup>14</sup> Required by 105 ILCS 5/27-6; 23 Ill.Admin.Code §1.420(p). A board that wants to allow any of these P.E. exemptions must include the ones it selects in a policy that excuses students on an individual basis.

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

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

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

The agreement or determination must be made a part of the individualized education program. A student requiring adapted physical education must receive that service in accordance with the student's individualized education program. <sup>15</sup>

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 1.450(c).

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

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This policy excuses students from P.E. only during the marching band season because the statute allows the exemption "for ongoing participation in such marching band program." Thus, if the marching band season is over, the student's "ongoing participation" has ceased and the student no longer qualifies for the P.E. exemption. Common sense, however, would allow the exemption to continue until the end of the current grading period.

<sup>15</sup> 105 ILCS 5/27-6.

## **Instruction**

### **High School Credit for Proficiency**

#### **Proficiency Credits** <sup>1</sup>

Subject to the limitations in this policy and State law, the Superintendent is authorized to establish and approve a program for granting credit for proficiency with the goal of allowing a student who would not benefit from a course because the student is proficient in the subject area to receive credit without having to take the course. A student who demonstrates competency under this program will receive course credit for the applicable course and be excused from any requirement to take the course as a graduation prerequisite. No letter grade will be given for purposes of the student's cumulative grade point average. The Superintendent or designee shall notify students of the availability of and requirements for receiving proficiency credit.

Proficiency credit will be offered in the following subject areas:

*Consumer education* <sup>2</sup> - In order to receive credit, a student must pass the Annual Consumer Education Proficiency Test developed by the State Board of Education. A student in grades 9 through 12 is eligible to take the proficiency examination.

*Foreign language* - A student is eligible to receive one year of foreign language credit if the student has graduated from an accredited elementary school and can demonstrate proficiency, according to this District's academic criteria, in a language other than English. <sup>3</sup> A student who demonstrates proficiency in American Sign Language is deemed proficient in a foreign language and will receive one year of foreign language credit. <sup>4</sup> A student who studied a foreign language in an approved ethnic school program is eligible to receive appropriate credit according to the level of proficiency reached; the student may be required to take a proficiency examination. <sup>5</sup>

*Other proficiency testing* - The program for granting credit for proficiency may allow, as the Superintendent deems appropriate, course credit to be awarded on the basis of a local examination to a student who has achieved the necessary proficiency through independent study or work taken in or through another institution. <sup>6</sup> Proficiency testing may also be used to determine eligible credit for other subjects whenever students enter from non-graded schools, non-recognized or non-accredited schools, or were in a home-schooling program.

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<sup>1</sup> ISBE rule requires districts with a high school to have a policy on earning credit through proficiency exams (23 Ill.Admin.Code §1.460). State law controls this policy's content. Students must *successfully complete* the courses listed in 105 ILCS 5/27-22 in order to receive a high school diploma. See, 6:300-E2, *State Law Graduation Requirements*.

<sup>2</sup> State law requires school districts to administer consumer education proficiency exams (105 ILCS 5/27-12.1).

<sup>3</sup> 105 ILCS 5/10-22.43.

<sup>4</sup> *Id.*

<sup>5</sup> 105 ILCS 5/10-22.43a.

<sup>6</sup> Optional.

## Course Credit for High School Diploma 7

### *[Unit districts only]*

The Superintendent or designee may investigate, coordinate, and implement a program and schedules for students in grades 7 and 8 to enroll in a course required for a high school diploma.

Students in grades 7 and 8 may enroll in a course required for a high school diploma when: (1) the course is offered by the high school that the elementary student would attend, (2) the student participates in the course at the location of the high school, and (3) the student's enrollment in the course would not prevent a high school student from being able to enroll.

Students in grades 7 and 8 may enroll in a course required for a high school diploma where they attend school when: (1) the course is taught by a high school teacher who teaches in a high school of the district where the student will attend high school, and (2) no high school students are enrolled in the course.

A student that successfully completes a course required for a high school diploma while in grades 7 and 8 shall receive such academic credit from the Board. 8 That academic credit shall satisfy the requirements of Section 27-22 of The School Code for purposes of receiving a high school diploma, unless evidence about the course's rigor and content show that the course did not address the relevant Illinois learning standard at the level appropriate for the high school grade during which the course is usually taken. 9 The student's grade in the course shall also be included in the student's grade point average in accordance with Board policy. 10

### *[High school districts only]*

The Superintendent or designee may investigate, coordinate, and implement a program for students in grades 7 and 8 to enroll in a course required for a high school diploma.

Students in grades 7 and 8 may enroll in a course required for a high school diploma when: (1) the course is offered by the high school that the elementary student would attend, (2) the student participates in the course at the location of the high school, and (3) the student's enrollment in the course would not prevent a high school student from being able to enroll.

The Superintendent or designee will coordinate with the cooperating elementary school district superintendent to implement a schedule that meets the State law requirements for providing students in grades 7 and 8 the opportunity to enroll in a course required for a high school diploma where they attend school.

A student that successfully completes a course required for a high school diploma while in grades 7 and 8 shall receive such academic credit from the Board. 11 That academic credit shall satisfy the requirements of Section 27-22 of The School Code for purposes of receiving a high school diploma, unless evidence about the course's rigor and content show that the course did not address the relevant

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7 This subhead is optional. The first sentence of each option recognizes that implementation of all aspects to this policy will require cooperation between school districts, superintendents, building principals and other administrators.

Boards may adopt a policy for students enrolled in grade 7 or 8 to enroll in a course required for high school graduation (105 ILCS 5/27-22.10(a), amended by P.A. 96-412, and 23 Ill.Admin.Code §1.440(c)(3). The 2<sup>nd</sup> and 3<sup>rd</sup> paragraph of each unit, high school, and elementary district option describes the different statutory requirements for students in grades 7 or 8 to enroll in these courses. The statutory requirements are independent of one another, and each district may choose one or the other or both, i.e., offering courses only at the high school or only at the elementary school or at both locations. A high school and elementary district cooperating for this purpose should ensure that their policies state the agreed upon process correctly.

8 105 ILCS 5/27-22.10 (b).

9 Id. at (c).

10 Id. at (d).

11 105 ILCS 5/27-22.10 (c). The elementary school board must award academic credit to its 7<sup>th</sup> and 8<sup>th</sup> grade students who successfully complete a high school course (see f/n 8) and the high school board must award the transferring elementary student with high school credit upon his or her transfer.

## **Instruction**

### **Achievement and Awards** <sup>1</sup>

*[High school and unit districts only]*

#### Grade Point Average, Class Rank, and Class Honor Roll

The Superintendent shall maintain a uniform process for secondary schools to calculate, on at least a yearly basis, each student's grade point average and class rank, as well as an honor roll for each class.

*[All districts]*

#### Awards and Honors

The Superintendent shall maintain a uniform process for presenting awards and honors for outstanding scholarship, achievement, and/or distinguished service in school activities in such a way as to minimize bias and promote fairness. <sup>2</sup> The Superintendent shall supervise the selection of the recipient(s).

All donations for awards, honors, and scholarships must receive the School Board's prior approval.

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

<sup>1</sup> This policy's contents are at the local board's discretion; a board should customize it to reflect the district's practices.

<sup>2</sup> As an alternative, a board may want to list the awards and honors, such as in the following:

The School District annually presents the following awards and honors to students for outstanding scholarship and distinguished service in District activities: *[insert list]*

For high school or unit districts, a board may want to recognize a valedictorian and salutatorian, such as by inserting the following:

In addition to other awards, the Superintendent shall maintain a uniform process for identifying a high school senior as a valedictorian and one as a salutatorian.

## Instruction

### Student Testing and Assessment Program <sup>1</sup>

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

The Superintendent or designee shall manage the student assessment program that, at a minimum:

1. Uses the State assessment system and any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Tests the grades and subjects according to the schedule required by the State assessment system. <sup>2</sup> The District's assessment program may include testing students in grades not required by State law to be tested.
3. Tracks the achievement of all students. <sup>3</sup>
4. Provides each student and his or her parents/custodians with an evaluation of the student's learning on the basis of test and assessment results. See policy 6:280, *Grading and Promotion*. <sup>4</sup>
5. Utilizes professional testing practices. <sup>5</sup>

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. <sup>6</sup> Board policy 7:340, *Student Records*, and its implementing procedures govern recordkeeping and access issues.

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

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

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<sup>1</sup> State or federal law controls this policy's content.

<sup>2</sup> State law specifies the grades and subjects for annual testing. See 105 ILCS 5/2-3.64, amended by P.A. 96-430. High schools must afford all students one opportunity to take the Prairie State Achievement Examination (*Id.*). To receive a regular high school diploma, a student must take the Prairie State Achievement Examination unless the student is exempt as provided in 105 ILCS 5/2-3.64, amended by 96-430. For ISBE resource material, see [www.isbe.net/assessment](http://www.isbe.net/assessment).

<sup>3</sup> The indicators to determine adequate yearly progress for children with disabilities is based on their Individualized Education Plans (IEP), unless the U.S. Dept. of Education formally disapproves of such policy through the submission and review process for the Illinois Accountability Workbook (105 ILCS 5/2-3.25a). Students with severe disabilities participate in the Illinois Alternate Assessment (IAA) if their IEPs indicate that participation in the State's regular assessments – the ISAT or the PSAE – is not appropriate, even with accommodation.

<sup>4</sup> Optional component.

<sup>5</sup> See 105 ILCS 5/2-3.107; 23 Ill.Admin.Code §1.30(a).

<sup>6</sup> Required by 105 ILCS 5/10-17a. School districts must annually, by October 31, submit to parents/guardians, district taxpayers, the Governor, the General Assembly, and the State Board of Education a school report card assessing the performance of its schools and students. The report card must describe student performance by attendance center, the district's use of financial resources, and indicators of parental involvement in each attendance center (105 ILCS 5/10-17a).