

**CARTERVILLE CUSD #5
BOARD OF EDUCATION POLICY MANUAL
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Instruction

Educational Philosophy and Objectives

The Carterville Unit District #5 will provide excellence in the basics, commit to maintain a strategic plan, foster self-esteem, create an environment to stimulate thinking, and instill a sense of accountability on the part of students for decisions and actions. The schools will provide a quality curriculum incorporating practical application of skills. The curriculum shall enhance students' abilities in preparation for an ever-changing world. The District will make a commitment to communication and promote involvement among schools, community and family.

Goals

1. Provide a safe environment that is conducive to learning, efficient, and adaptable to change.
2. Provide educational opportunities that emphasize high standards, address academic achievement, and civic responsibility for all students.
3. Effectively manage available financial resources of the District.
4. Actively recruit and hire the best candidate for each position, foster a culture that motivates employees to pursue high standards of achievement and development, and value the contributions of each employee.
5. Develop positive Board, school, and community relations.
6. Develop and maintain high standards of professional boardsmanship.

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

ADOPTED: June 21, 2001

Instruction

School Accountability

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

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

Quality Assurance

The Board of Education continuously monitors the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State Board of Education rules, by:

1. Preparing each school's annual recognition application and quality assurance appraisal, whether internal or external, to monitor each school's process for continuous school improvement.
2. Establishing school improvement plans that contain:
 - district student learning objectives,
 - assessment systems for measuring students' progress in the fundamental learning areas, and
 - reporting systems for informing the community and the State of assessment results

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

LEGAL REF.: 105 ILCS 5/2-3.63, 5/2-3.64, and 5/27-1.
23 Ill. Admin. Code §§ 1.10, 1.20, and 1.30.

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

ADOPTED: June 21, 2001

Instruction

School Year Calendar and Day

School Calendar

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

Commemorative Holidays

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

School Day

The Board of Education establishes the length of the school day with the recommendation of the Superintendent and subject to State law requirements.

LEGAL REF.: 105 ILCS 5/10-19, 5/18-8, and 5/24-2.
23 Ill. Admin. Code § 1.420(f).
Metzl v. Leininger, 850 F. Supp. 740 (N.D. Ill. 1997), *aff'd* by 57 F.3d 618 (7th Cir. 1995).

CROSS REF.: 2:20, 5:200, 5:330

ADOPTED: June 21, 2001

Instruction

Organization of Instruction

The School District has instructional levels for grades kindergarten through twelve. The grouping and housing of instructional levels in school facilities shall be according to plans developed by the Superintendent and approved by the Board of Education. Tri-C Elementary School enrolls students in Pre-K through grade 4. Carterville Grade and Junior High offers grades 5 through 8. Carterville High School offers grades 9 through 12.

CROSS REF.: 7:30

ADOPTED: June 21, 2001

Instruction

Curriculum Development

Adoption

The Board of Education is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Superintendent is responsible for making curriculum recommendations.

Design and Content

The curriculum shall be designed to accomplish the learning objectives and goals for excellence contained in the District's School Improvement Plan.

Development

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

A Curriculum/In-service Advisory Council will be activated periodically when needed (at request of Superintendent or Curriculum Director) to assist the District's Curriculum Director in the following matters:

1. To plan in-service programs for the District.
2. To identify problems related to curriculum and instruction and establish priorities in dealing with these problems.
3. To promote articulation of curriculum for the primary, intermediate, junior high school and high school grade levels.
4. To prepare recommendations to the Superintendent and Board of Education concerning curriculum revisions and changes in the instructional program.
5. To assist the District's administration in long-range planning for curriculum instructional improvement.
6. To assist the District's administration in forming curriculum study committee to evaluate and recommend new curriculum adoptions in the various instructional areas.

The Curriculum/In-service Advisory Council will be comprised of at least one representative from each building in the District.

Elementary curriculum study committees will be comprised of representatives from each building with each grade level represented when possible. High School curriculum study committees will be composed of members of the department of the curriculum area that is being studied. In certain cases it may be necessary to involve members of the community or consultants in curriculum studies. This will be done at the discretion of the Curriculum Director and Superintendent.

Experimental Educational Programs and Pilot Projects

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

Curriculum Guides and Course Outlines

The Superintendent is responsible for the development of curriculum guides, courses and outlines for the various subject areas and their provision to appropriate staff members.

Federal Programs

Parental consent is needed before requiring a student, as part of a federal program, to submit to a survey, analysis, or evaluation that reveals personal or family affiliations, problems, behavior, or other information listed in Section 439 of the General Education Provisions Act. Parent(s)/guardian(s) shall be informed whenever their child/ward will be participating in a survey, analysis, or evaluation which is part of a federal program and shall be informed of their right to inspect such material and to refuse to allow their child/ward to participate if information is elicited on one of the subjects listed above.

LEGAL REF.: General Education Provisions Act, 20 U.S.C. § 1232g.
105 ILCS 5/10-20.8 and 5/10-19.

CROSS REF.: 6:60, 6:70, 6:80, 6:90, 6:100, 6:120

ADOPTED: June 21, 2001

Instruction

Curriculum Content

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

1. Kindergarten through Grade 8: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music.
2. Grades 9 through 12: (a) language arts, (b) science, (c) mathematics, (d) U.S. History, (e) foreign language, (f) music, (g) art, (h) driver and safety education.

Students otherwise eligible to take a driver education course must receive a passing grade in at least 8 courses during the previous 2 semesters before enrolling in the course. This requirement may be waived by the Superintendent if he or she believes a waiver to be in the student's best interest. 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. Character values stressing (a) honesty, (b) kindness, (c) justice, (d) discipline, (e) respect for others, and (f) moral courage.
4. Citizenship values stressing (a) patriotism, (b) democratic principles of freedom, justice, and equality; (c) proper use and display of the American flag; (d) the Pledge of Allegiance, (e) the voting process.
5. Physical education stressing (a) physical fitness for life-long health, (b) special activities for students whose physical health prevents them from participating in regular physical education, (c) principles of teamwork and fair play.
6. Health education stressing (a) proper nutrition, (b) physical fitness, (c) other components necessary to develop a sound mind in a healthy body.
7. Career/Vocational education stressing (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom.
8. Consumer education stressing (a) knowledge of banking and banking procedures, (b) budgeting, (c) credit cards, credit applications, credit options, (d) other related skills and knowledge needed in the modern world.
9. Conservation of natural resources stressing (a) home ecology, (b) endangered species, (c) threats to the environment, (d) the importance of the environment to life as we know it.
10. United States history stressing (a) the principles of representative government, (b) the constitutions of the U.S. and Illinois, (c) the role of the U.S. in World affairs, (d) the role of labor unions, (e) the role and contributions of ethnic groups.

11. A study of the Holocaust, including Nazi atrocities of 1933 to 1945.
12. The history, struggles, and contributions of women and African-Americans.
13. Violence prevention and conflict resolution for grades 4 through 12 stressing (a) causes of conflict, (b) alternative solutions, (c) non-violent resolution, provided it can be funded by private grants or the federal government.

LEGAL REF.: 105 ILCS 5/27-3, 5/27-5, 5/27-6, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-21, 5/27-22, 5/27-23, 5/27-23.3, 5/27-23.4, 5/27-24.2, 435/0.01 et seq., and 110/3.
625 ILCS 5/6-408.5.

CROSS REF.: 6:40, 7:260

ADOPTED: June 21, 2001

Instruction

Teaching About Religions

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

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

CROSS REF.: 6:40, 6:255

ADOPTED: June 21, 2001

Instruction

Teaching About Controversial Issues

Discussion of controversial issues should be age-appropriate, serve an educational purpose, be consistent with the curriculum, and present a balanced view.

CROSS REF.: 6:40

ADOPTED: June 21, 2001

Instruction

Kindergarten

A full-day and half-day kindergarten shall be established and maintained with an instructional program which fulfills the District's curriculum goals and objectives and the requirements of the State Board of Education.

LEGAL REF.: 105 ILCS 5/10-20.19a and 5/10-22.18.
23 Ill. Admin. Code § 1.420.

CROSS REF.: 6:40

ADOPTED: June 21, 2001

Instruction

Experiments Upon or Dissection of Animals

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

Students who object to dissecting animals will be excused from classroom attendance without penalty during times when such activities are taking place. No student will be penalized or disciplined for refusing to perform, participate in, or observe a dissection. The Superintendent or designee shall inform students of any course that requires students to perform, participate in, or observe dissection and whether an alternative project exists.

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

CROSS REF.: 6:40

ADOPTED: June 21, 2001

Instruction

Truant's Alternative and Optional Education Programs

Supportive services may be offered to a student who is experiencing an attendance problem, including:

- parent-teacher conferences
- counseling services by social workers and/or guidance counselor
- counseling services by psychologists
- psychological testing
- alternative educational programs
- alternative school placement
- community agency services
- truant officer

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

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

CROSS REF.: 7:70

ADOPTED: June 21, 2001

Instruction

Special Education

The District shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the District, required under the Individuals With Disabilities Education Act ("IDEA") and implementing provisions of The School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term “children with disabilities,” as used in this policy, means children between ages 3 and 21 for whom it is determined, through definitions and procedures described in the *Illinois Rules and Regulations to Govern the Organization and Administration of Special Education*, that special education services are needed.

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

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

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

If necessary, students may also be placed in private school education facilities.

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. § 12101 et seq.
 Individuals With Disabilities Education Act, 20 U.S.C. § 1400 et seq.
 Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.
 105 ILCS 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02a.
 23 Ill. Admin. Code § 226.

CROSS REF.: 2:150, 7:230

ADOPTED: June 21, 2001

Instruction

Program for the Gifted

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

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

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

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

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

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

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

ADOPTED: June 21, 2001

Instruction

Home and Hospital Instruction

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

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

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

ADOPTED: June 21, 2001

Instruction

Bilingual Education

The District shall provide a transitional bilingual educational program for students whose native language is other than English. The program shall recognize the student's primary language and culture as educational assets and seek to develop the necessary proficiency in English to provide the student access to the regular educational program.

LEGAL REF.: 105 ILCS 5/14C-1 et seq.
 23 Ill. Admin. Code § 1.240 and Part 228.

ADOPTED: June 21, 2001

Instruction

Title I Programs

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

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

LEGAL REF.: Title I of the Strengthening and Improving of Elementary and Secondary Schools Act, 20 U.S.C. § 6301-6514, as implemented by 34 C.F.R. parts 200, 201, 203, 205, and 212.

ADOPTED: June 21, 2001

Instruction

Extracurricular Activities

Extracurricular activities are those activities which are organized and sponsored by the school district, but do not include graded courses, or classes or activities for which academic credit is received, or such special events as may be determined by the administration.

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

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

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

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

Academic Criteria for Participation

For students in kindergarten through 5th grades: Selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code.

For students in grades 6 through 12: 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.

To be eligible for participation in Extracurricular Activities:

1. A student must have a passing grade point average for the previous semester in order to be eligible for the ensuing semester.
2. The suspension period for failing to meet the passing grade average will be served the following semester.

To be eligible for participation in Interscholastic Athletics, and other extracurricular activities:

1. Students must pass five (5) classes each semester in order to maintain eligibility in the next semester.

2. Students who are not passing the required 25 hours of academic credit per week will be ineligible to participate in athletics, band or chorus competition beginning Monday of the following week.
3. Once the deficiency is corrected, the student will be eligible to participate in athletics, band or chorus competition on Monday of the following week.
4. Students must meet any IHSA requirements.

Eligibility for extracurricular participation of students having an individual education program, or receiving reasonable accommodations pursuant to 504 of the Rehabilitation Act of 1973, shall be subject to this policy, unless otherwise determined by the student’s education team.

Administration shall annually report to the Board of Education the number and length of suspensions of students from extracurricular activities which result from the application of this policy for the period covered by the report, and shall file a copy with each such report with the Illinois State Board of Education.

Students participating in athletics, band, chorus, and school clubs or organizations will be allowed to participate in competition at the district, regional, sectional and state levels. Participation beyond the state level will require special approval by the Board of Education and the individual club or organization will be responsible for covering the cost of such trips.

Any student that misses the entire day of school or afternoon classes due to illness or an unexcused absence will not be allowed to attend any extra-curricular activity on that day. The school administration does make the final decision whether an absence is excused or unexcused.

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

CROSS REF.: 4:170, 7:40, 7:240, 7:300, 7:330 (student use of school buildings)

ADOPTED: June 21, 2001

Instruction

Instructional Arrangements

Grouping For Instruction

Grouping within a school or within a classroom is the responsibility of each Building Principal, with input provided by the respective staff. The aim of grouping is to place each student in an appropriate and comfortable learning situation.

Class Size

Please refer to the “Collective Bargaining Agreement - Carterville Education Association IEA/NEA-Community Unit School District #5 Board of Education”.

Team Teaching

Teachers may team teach upon approval of the Superintendent or designee.

Individualized Instruction

Provision for individual differences shall be given high priority in planning the instructional program, in choosing teaching methods and materials, and in evaluating results.

ADOPTED: June 21, 2001

Instruction

Instructional Materials

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

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

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

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

No R or PG-13 rated movies shall be shown to students unless prior approval is received from the Building Principal, and no NC-17 movie shall be shown under any circumstances.

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

CROSS REF.: 6:220, 7:10

ADOPTED: June 21, 2001

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.

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

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

ADOPTED: June 21, 2001

Instruction

Media Center

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

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

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

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

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

ADOPTED: June 21, 2001

Instruction

Access to Electronic Networks

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

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

Curriculum

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

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

Acceptable Use

All use of the District's electronic network must be (1) in support of education and/or research, and be in furtherance of the Board of Education's stated goal, or (2) for a legitimate business purpose. Use is a privilege, not a right. General rules for behavior and communications apply when using electronic networks. The District's *Acceptable Use Agreement* 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.

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 *Acceptable Use Agreement*.

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

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

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

ADOPTED: June 21, 2001

Instruction

Field Trips

The Board of Education encourages field trips when the experiences are an integral part of the school curriculum and contribute to the District's desired educational goals.

Student activities involving travel shall be authorized by the Superintendent or designee. Overnight trips must have Board approval. Each trip authorization shall be based on the written rationale of the travel's educational value as well as the safety and welfare of the students involved. Detailed written supervision plans must be submitted to the Superintendent prior to departure.

Guidelines for field trips are:

1. All field trips shall be adequately supervised by staff members and other adults.
2. Whenever entrance fees, food, lodging or other costs are involved, these costs shall be assumed by the student unless otherwise stipulated by the Board of Education, provided that no student shall be excluded from any field trip because of a lack of funds. On all field trips, a bus fee to be set by the Superintendent may be charged to help defray the cost of transportation.
3. Parental permission must be obtained in writing when a field trip is planned.

The teacher shall arrange for the supervision and appropriate alternative learning experiences for non-participating students.

The District's Overnight Contract (6:240-E1) must be signed by the student and parent before the student may participate in an overnight trip.

ADOPTED: June 21, 2001

Instruction

Community Resource Persons and Volunteers

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

The Superintendent shall establish procedures for securing and screening resource persons and volunteers. No person who is a "child sex offender," as defined by the Child Sex Offender and Murderer Community Notification Law, shall be used.

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

CROSS REF.: 4:170 (Safety), 5:280 (Teacher Aides, Coaches, and Bus Drivers), 8:95 (Parental Involvement)

ADOPTED: June 21, 2001

Instruction

Assemblies and Ceremonies

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

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

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

CROSS REF.: 6:70

ADOPTED: June 21, 2001

Instruction

Complaints About Curriculum, Instructional Materials, and Programs

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

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

ADOPTED: June 21, 2001

Instruction

Guidance and Counseling Program

The School District provides a guidance and counseling program for students. The Superintendent or designee shall direct the District's guidance and counseling program. School counseling services, as described by State law, may be performed by a qualified guidance specialist or any certificated staff member.

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

The guidance program will assist students to identify career options consistent with their abilities, interests, and personal values. Students shall be encouraged to seek the help of counselors to develop specific curriculum goals that conform to the student's career objectives. High school juniors and seniors will have the opportunity to receive career-oriented information. Representatives from colleges and universities, occupational training institutions and career-oriented recruiters, including the military, may be given access to the school campus in order to provide students and parent(s)/guardian(s) with information.

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

CROSS REF.: 7:250 (Student Welfare Services)

ADOPTED: June 21, 2001

Instruction

Grading and Promotion

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

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

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

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

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

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

ADOPTED: June 21, 2001

Instruction

Homework

Teachers may give homework to students to aid in the student's educational development. Homework should be an application or adaptation of a classroom experience and should not be assigned for disciplinary purposes. Homework procedures are detailed in the student handbook.

ADOPTED: June 21, 2001

Instruction

Graduation Requirements

To graduate a student must earn 23 credits. (16 of the 23 credits must be academic, one of which must be art, music, or vocational). The following subjects are required:

English	4 credits
Mathematics	2 credits
Science	2 credits
Social Studies	2 ½ credits (Will include ½ credit required for Government, 1 credit for World History, and 1 credit for US History)
Health	½ credit
Physical Education	3 credits
Computer Concepts	½ credit
Intro to Business, Consumer Education or CVE (classroom instruction only)	1 course
Government	½ credit
Vocational Area	1 credit for each hour in class (max. of 3)

The remainder of the student’s four year curriculum should be composed of elective subjects.

In addition, no student shall receive a certificate of graduation without passing a satisfactory examination on patriotism and principles of representative government, proper use of the flag, methods of voting and the Pledge of Allegiance. The Building Principal is responsible for notifying students and their parent(s)/guardian(s) of the District's graduation requirements.

Early Graduation

Students may apply to their counselor for early graduation in their 6th semester and may graduate upon completion of 7 semesters of school attendance and when they have met all graduation requirements.

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

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

Only those students that have met all the requirements for graduation will be allowed to participate in the graduation ceremony. Only those senior students that have met all of the requirements for graduation will be allowed to attend the post-graduation activities. Those students who apply for and receive Early Graduation will be allowed to participate in the graduation ceremony, Project Graduation, and attend Prom as a guest. Those students that complete the graduation requirements through an alternative program (John A. Logan, ECHO, Rebound, Etc.) will not be allowed to participate in the graduation program, Project Graduation, or Prom.

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

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

ADOPTED: June 21, 2001

Instruction

Credit For Alternative Courses and Programs, and Course Substitutions

Correspondence Courses

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

1. The course is given by an institution chosen from a pre-approved list of schools;
2. The student is a fourth or fifth year senior;
3. The student assumes responsibility for all fees; and
4. The High School Principal approves the course in advance.

A maximum of 2 units of credit may be counted toward the requirements for a student's high school graduation.

Exchange Programs

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

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

Summer School and Independent Study

A student will receive high school credit for successfully completing independent study in a curriculum area not offered by the District, provided the student obtains the consent of a supervising teacher as well as the Building Principal.

College Courses

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

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

A maximum of 2 units of credit may be counted toward the requirements for a student's high school graduation.

Foreign Language Courses

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

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

Volunteer Service Credit Program

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

Youth Apprenticeship Vocational Education Program (Tech Prep)

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

Substitutions for Physical Education and Other Required Courses

- A. A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses if:
1. the Building Principal approves the substitution and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and
 2. the student's parent(s)/guardian(s) request and approve the substitution in writing on forms provided by the District.
- B. A student in grades 9-12, unless otherwise stated, may request the Building Principal to be excused from physical education courses for the following reasons:
1. enrollment in a marching band program for credit;
 2. ongoing participation in an interscholastic athletic program (student must be in the 11th or 12th grade);
 3. 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

4. enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the pupil being unable to graduate (student must be in the 11th or 12th grade).

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

LEGAL REF.: 105 ILCS 5/2-3.44, 5/2-3.108, 5/2-3.115, 5/10-22.43a, 5/27-6, 5/27-22.3, and 5/27-22.05.
23 Ill. Admin. Code §§ 1.420(p), 1.440(j), and 4.450(c).

CROSS REF.: 6:300 (Graduation Requirements), 6:320 (Credit for Proficiency)

ADOPTED: June 21, 2001

Instruction

Credit For Proficiency

Students wishing to take proficiency examinations shall submit a parental permission form and contact the high school guidance counselor at least one month before the scheduled test date. The Building Principal will notify all eligible students of the date or dates of the tests.

Driver's Education

The Administration may develop and administer proficiency examinations for the practice driving part of the driver education course. Students are eligible to take such examinations any time after completing 3 hours of practice driving under direct, individual instruction. Students successfully completing the proficiency examination will receive course credit. No letter grade will be given for purposes of the student's cumulative grade point average.

Consumer Education

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

Other Proficiency Testing

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

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

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

ADOPTED: June 21, 2001

Instruction

Awards and Scholarships

The Superintendent or designee will develop criteria and procedures for presenting awards, honors, and scholarships to students for outstanding scholarship and distinguished service in District activities.

All awards, honors, and scholarship donations must receive the Board of Education's prior approval. The selection of the recipients is under the guidance and control of a committee appointed by the Superintendent.

All awards, honors, and scholarships shall be conferred to students under the direction and supervision of the Building Principal.

ADOPTED: June 21, 2001

Instruction

Student Testing and Assessment Program

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

The student assessment program shall be developed by the Superintendent and approved by the Board. The program will:

1. Use appropriate assessment methods and instruments. It may include norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Be uniformly applied to all students required to be tested.
3. Conform to the schedule required by State law and State Board of Education rules. It may include testing of students in grades not required by State law to be tested.
4. Emphasize the code of ethics for test administration.

The Superintendent shall maintain descriptions of the District's assessment procedures and copies of District-wide instruments.

Test results shall be recorded in the student's temporary school record and are available only to the student, the student's parent(s)/guardian(s), and school personnel directly involved with the student's educational program. Overall student assessment data on tests required by State law will be aggregated by the District and reported, along with other information, on the District's annual report card.

LEGAL REF.: 105 ILCS 5/2-3.63, 5/2-3.64, 5/10-17a, and 5/27-1.

CROSS REF.: 6:15 (Goals and Objectives)

ADOPTED: June 21, 2001