

**BOARD OF EDUCATION POLICY MANUAL  
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## Instruction

### Educational Philosophy and Objectives

The role of education is to foster the intellectual, personal and social development of the individual student. Since students in District 228 represent a variety of ethnic, cultural, socioeconomic and educational backgrounds, the District believes that the total school community has a shared responsibility in this role.

The Board of Education will establish written policies designed to achieve the purpose of education.

The administration, through effective educational leadership, will administer the board's policies, and establish a positive district/ school climate to facilitate the achievement of district goals.

The professional and support staff will maintain a high level of commitment to the District's educational program and also maintain a high level of expectation for student achievement.

The parents and the community will participate in a partnership with the schools to support District policies and goals.

The students will be responsible to take advantage of the opportunities provided to them in the total school program.

### Bremen District 228 Learner Exit Outcomes

#### Effective Communicator

- Effectively sends and receives written, spoken and symbolic information and ideas through a variety of methods.
- Adapts messages to various audiences and purposes.
- Interprets and evaluates all forms of communication.
- Uses technology to enhance communication.

#### Responsible Citizen

- Understands and respects the diversity and the interdependence of people in local and global communities.
- Demonstrates respect for life and the environment.
- Works to improve the welfare of others.
- Makes informed decision, takes appropriate action and assumes responsibility for his/her actions.

#### Self-Directed Learner

- Sets goals, priorities and methods of achievement based on changing needs.
- Pursues personal, academic, and career growth.
- Applies technology to enhance life-long learning.
- Acquires, organizes and applies information appropriately.
- Develops and maintains a physically and mentally healthy lifestyle.

#### Effective Worker

- Works independently, is self-motivated and self-directed.
- Contributes as a team member in the pursuit of goals and the production of products.

- Works efficiently to produce quality products and services while taking pride and satisfaction in doing so.
- Uses appropriate resources and technology.
- Demonstrates reliability, dependability and adaptability.

#### Complex Thinker

- Analyzes problems and applies a variety of problem solving techniques.
- Demonstrates flexibility, persistence, and creativity and objectivity in the thinking process.
- Applies and evaluates strategies of creative and critical thinking.
- Uses technology to enhance thinking.

#### Program of Study

The program of study shall include those areas involved with the various formal divisions of study carried on in the classroom during the school day. This includes all of the formal course offerings associated with a comprehensive high school curriculum.

#### Fine Arts Department Outcomes

1. The learner will identify, understand, and/or evaluate sensory, formal, technical and expressive elements and principles dealing with either visual art, music, drama or dance.
2. The learner will understand proper procedures or design principles and/or use the appropriate tools, machines or equipment to produce quality products or performances.
3. The learner will communicate knowledge of visual art, music, drama and dance by demonstrating basic skills through creation and/or performance in one of the arts.
4. The learner will categorize and evaluate major works in either visual art, music, drama or dance according to styles and historical periods.
5. The learner will identify and evaluate how culture is reflected through significant works in either visual art, music, drama or dance.
6. The learner will identify, compare and contrast the characteristics of either visual art, music, drama or dance through vocabulary and symbols.

#### English Department Outcomes

1. The learner will read, comprehend, analyze and evaluate in English a variety of informational, literary, technical and self-enrichment materials for diverse real-life situations.
2. The learner will listen to, interpret, analyze and evaluate spoken communications accurately, purposefully and critically in English.
3. The learner will develop and create for various audiences' formal and informal written communications using effective language conventions to inform, to narrate, and to persuade in English.
4. The learner will develop and deliver oral communication using effective language interact socially, to entertain and to persuade in English.
5. The learner will distinguish, analyze and evaluate various forms of literature to discover themes, eras, cultures and self.

6. The learner will recognize and understand diversity in the patterns and usage in English.

#### Social Studies Department Outcomes

1. The learner will understand the United States governmental systems, compare them to other governmental systems, and demonstrate civic competence in a democratic society.
2. The learner will analyze the United States free-market system, compare it to other economic systems, and demonstrate consumer skills in the selection of products and/or services.
3. The learner will analyze and interpret the history of the world with an emphasis on the United States and Illinois.
4. The learner will understand world geography and the effects of geography on society with emphasis on the United States.
5. The learner will understand human behavior in terms of individual and/or group behavior.

#### Math Department Outcomes

1. The learner will understand and use arithmetic operations, ratios and/or proportions and use multiple methods to obtain exact and/or estimated results when solving theoretical and/or real life problems.
2. The learner will make measurements, using appropriate units and instruments, and use these measurements to solve theoretical and/or real life problems.
3. The learner will understand and use a variety of representations to identify and analyze mathematical relationships and use these representations to apply algebraic concepts and procedures to the solution of theoretical and/or real life problems.
4. The learner will understand and use geometric concepts to analyze and draw conclusions about 1, 2 and 3 dimensional objects and solve theoretical and/or real life problems.
5. The learner will construct, analyze and/or draw conclusions from charts, tables and/or data graphs and apply the concepts of probability and/or statistics to solve theoretical and/or real life problems.

#### Science Department Outcomes

1. The learner will understand the terminology and concepts of science to explain scientific phenomena.
2. The learner will understand how science affects everyday life, and/or evaluate current societal issues.
3. The learner will recognize how technological, environmental and/or ecological concepts impact on contemporary life, and will be able to apply these concepts to real life and theoretical issues.
4. The learner will be able to demonstrate and apply the scientific method to real life and/or laboratory situations by collecting, analyzing and evaluating data in either a safe, accurate and objective manner.
5. The learner will understand basic mathematical concepts to solve scientific problems.
6. The learner will understand and use scientific and/or technological instruments to make observations and/or measurements.

Foreign Language Department Outcomes

1. The learner will listen to, interpret, analyze and evaluate spoken communications accurately, purposefully and critically in a second language.
2. The learner will develop and deliver oral communication using effective language conventions to inform, to interact socially, to entertain and to persuade in a second language.
3. The learner will read, comprehend, analyze and evaluate in English or in a second language a variety of informational, literary, technical and self-enrichment materials for diverse real-life situations.
4. The learner will develop and create for various audiences formal and informal written communications using effective language conventions to inform, to narrate, and to persuade in a second language.
5. The learner will recognize the interdependence of people in global and local communities, identify differences between cultures, and demonstrate an understanding of tolerance for those differences.
6. The learner will recognize and understand diversity in the patterns and usage in English and in a second language. The learner will use the second language and/or culture as a medium for creative and personal expression.

Business Technology Department Outcomes

1. The learner will identify, access and evaluate multiple forms of technology to research, evaluate and communicate information.
2. The learner will analyze the free market system and demonstrate consumer skills in the selection of products and/or services.
3. The learner will utilize computer technology to process information and evaluate technologies to communicate in academic, career, and personal situations.
4. The learner will understand the United States Governmental Systems, compare them to other Governmental Systems, and demonstrate civic and legal responsibilities in a democratic society.
5. The learner will apply career skills, which prepare him/her for employment, provide a foundation for further study and/or may be used for personal growth.
6. The learner will understand his/her learning style and apply it to enhance study and research skills for future academic, personal and career success.
7. The learner will understand and use a variety of strategies for successful career choice and career plan development.
8. The learner will understand and/or apply interpersonal skills in academic and career settings.

Industrial Technology Department Outcomes

1. The learner will utilize computer technology to process information and evaluate techniques to communicate in academic, career, and personal situations.
2. The learner will use a field of knowledge and/or technology in working cooperatively to solve problems and/or accomplish goals.

3. The learner will understand and apply a variety of problem-solving techniques to arrive at solutions in life situations.
4. The learner will understand proper procedures or design principles and/or use the appropriate tools, machines or equipment to produce quality products or performances.
5. The learner will recognize how technological, environmental and/or ecological concepts impact on contemporary life, and will be able to apply these concepts to real life and/or theoretical issues.
6. The learner will understand and use a variety of strategies for successful career choice and career plan development.
7. The learner will understand and apply career skills, which prepare him/her for employment, provide foundation for further study and/or may be used for personal growth.
8. The learner will understand and/or apply interpersonal skills through school-to-work internships.

#### Family and Consumer Science Department Outcomes

1. The learner will identify, choose and evaluate the components of proper nutrition and exercise.
2. The learner will identify, explain and analyze characteristics of child development and parenting skills.
3. The learner will understand proper procedures and use the appropriate tools, machines or equipment to produce quality products or performances.
4. The learner will understand and apply a variety of problem solving techniques to arrive at solutions in life situations.
5. The learner will understand and apply career skills, which prepare him/her for employment, provide a foundation for further study and/or may be used for personal growth.
6. The learner will understand and demonstrate consumer skills in the selection of products and/or services.
7. The learner will understand and/or apply interpersonal skills through school to work internships.
8. The learner will use a field of knowledge and/or technology in working cooperatively to solve problems and/or accomplish goals.

#### Physical Education Department Outcomes

1. The learner will identify the characteristics of psychological, emotional, and physical wellness, and/or analyze preventative and treatment measures of illness.
2. The learner will identify the stages of physical development and/or analyze changes in human body structure and functions throughout the life cycle.
3. The learner will identify, choose and evaluate the components of proper nutrition and exercise.
4. The learner will identify and apply basic safety and/or health enhancing practices in his/her environment.

5. The learner will analyze and apply the principles of physical movement to daily activities of work and leisure.
6. The learner will identify the components of and develop a personal wellness plan.
7. The learner will use a field of knowledge and/or technology in working cooperatively to solve problems and/or accomplish goals.

ADOPTED: September 2, 2003

## **Instruction**

### **School Accountability**

According to the Illinois General Assembly, the primary purpose of schooling is the pursuit 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 student achievement and 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. Submitting School Improvement Plans for Board approval that comply with State law and 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.
3. If applicable, preparing and implementing a No Child Left Behind Act plan, according to federal law, and seeking the School Board's approval where necessary or advisable.
4. Continuously monitoring whether the District and its schools are making adequate yearly progress as defined by State law. If the District and/or any of its schools fail to make adequate yearly progress, the Superintendent shall take the actions provided in State law as well as other responses designed to increase the likelihood that the District and/or schools will make adequate yearly progress the following year. The Superintendent shall seek the School Board's approval where necessary or advisable.
5. Publishing a school report card in accordance with State law.

The Superintendent or designee shall make regular assessment reports to the Board, including projections whether the District and each school is or will be making adequate yearly progress as defined in State law. The Superintendent shall seek Board approval for each District and/or school improvement plan and otherwise when necessary or advisable.

### **School Choice for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring**

This section applies to only those students enrolled in a school identified by the School Board for school improvement, corrective action, or restructuring according to federal law. Those students may

transfer to another public school within the District, if any, that has not been so identified. If there are no District schools available into which a student may transfer, the Superintendent or designee shall, to the extent practicable, establish a cooperative agreement with other districts in the area. A student who transfers to another school under this policy may remain at that school until the student completes the highest grade at that school. The District shall provide transportation only until the end of the school year in which the transferring school ceases to be identified for school improvement or subject to corrective action or restructuring. All transfers and notices provided to parents/guardians and transfer requests are governed by State and federal law.

If any District school or the District itself is identified for improvement, the Superintendent or designee shall identify, develop, or revise a school and/or District plan for improvement in accordance with federal law. This school and/or District plan shall be presented to the Board for approval.

Students from low-income families shall be provided supplemental educational services as provided in federal law if they attend any District school that: (1) failed to make adequate yearly progress for 3 consecutive years, or (2) is subject to corrective action or restructuring.

LEGAL REF.: No Child Left Behind Act, § 1116, 20 U.S.C. §6316.  
34 C.F.R. §§200.32, 200.33, 200.42, and 200.43.  
105 ILCS 5/2-3.63, 5/2-3.64, and §5/27-1.  
23 Ill. Admin. Code §§ 1.10, 1.20, and 1.30.

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

ADOPTED: September 2, 2003

REVISED: January 4, 2005

## **Instruction**

### **School Year Calendar and Day**

#### School Calendar

**Please refer to the current “Collective Bargaining Agreement between Bremen Educational Support Team - IEA/NEA and the Board of Education of Bremen Community High School District 228.”**

#### **For employees not covered by this agreement:**

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, 5/24-2, 5/27-18, 5/27-19, 5/27-20, 5/27-20.1, and 5/27-20.2.  
23 Ill. Admin. Code § 1.420(f).  
Metzl v. Leininger, 850 F. Supp. 740 (N.D. Ill. 1994), *aff’d* by 57 F.3d 618 (7th Cir. 1995).

CROSS REF.: 2:20 (Powers and Duties of the Board of Education), 5:200 (Terms and Conditions of Employment and Dismissal), 5:330 (General Provisions)

ADOPTED: September 2, 2003

REVISED: May 3, 2005

## **Instruction**

### **Organization of Instruction**

The School District has instructional levels for grades 9 through 12. The Superintendent shall annually present to the Board for its approval a plan for organizing instructional levels and assigning them to school facilities in order to:

1. Support the District's educational program,
2. Maximize facility usage without undue overcrowding, and
3. Provide substantially comparable instructional programs across the District.

Should the Board determine that the Superintendent's plan is inadequate, incomplete or otherwise insufficient, it may direct the Superintendent to submit a revised plan or may develop a plan on its own.

Students, for instructional purposes, may be placed in groups within a school that do not necessarily follow grade level designations. For purposes of attendance reporting and other records, however, each student is assigned a grade-level placement.

CROSS REF.: 6:170 (Title I Programs), 7:30 (Student Assignment)

ADOPTED: September 2, 2003

REVISED: December 5, 2006

## **Instruction**

### **Curriculum Development**

#### **Adoption**

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

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

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

#### **Development**

The Superintendent or designee shall develop a curriculum review program to monitor the current curriculum and promptly suggest changes to make the curriculum more effective, to take advantage of improved teaching methods and materials, and to be responsive to social change, technological developments, student needs, and community expectations.

The curriculum review program shall:

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

#### **Pilot Programs**

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

#### **Curriculum Guides and Course Outlines**

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

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

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

ADOPTED: September 2, 2003

## **Instruction**

### **School Wellness**

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004.

#### **Goals for Nutrition Education**

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive health education curriculum. See Board policy 6:60, *Curriculum Content*.

#### **Goals for Physical Activity**

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. See Board policy 6:60, *Curriculum Content*.
- During the school day, all students will be required to engage in a daily physical education course, unless otherwise exempted. See Board policy 6:60, *Curriculum Content*.
- The curriculum will be consistent with and incorporate relevant Illinois Learning Standards for Physical Development and Health as established by the Illinois State Board of Education.

#### **Nutrition Guidelines for Foods Available in Schools During the School Day**

Students will be offered and schools will promote nutritious food and beverage choices consistent with the current Dietary Guidelines for Americans and Food Guidance System published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food sales that compete with the District's non-profit food service in compliance with the Child Nutrition Act. Food service rules shall restrict the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture in the food service areas during the meal periods.

#### **Guidelines for Reimbursable School Meals**

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

Monitoring

The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy.

Community Input

The Superintendent or designee will invite suggestions and comments concerning the development, implementation, and improvement of the school wellness policy from community members, including parents, students, and representatives of the school food authority, school administrators, and the public.

LEGAL REF.: Child Nutrition and WIC Reauthorization Act of 2004, PL 108-265, Sec. 204.  
Child Nutrition Act of 1966, 42 U.S.C. §1771 et seq.  
National School Lunch Act, 42 U.S.C. §1758.  
42 U.S.C. §1779, as implemented by 7 C.F.R. §210.11.  
105 ILCS 5/2-3.137.  
23 Ill.Admin.Code Part 305, Food Program.  
ISBE's "School Wellness Policy" Goal, adopted Oct. 2007

CROSS REF.: 4:120 (Food Services)

ADOPTED: March 7, 2006  
June 17, 2008

## Instruction

### Curriculum Content

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

1. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive course (c) science, (d) mathematics, (e) social studies including U.S. history, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) vocational education.

Students otherwise eligible to take a driver education course must receive a passing grade in at least 8 courses during the previous 2 semesters before enrolling in the course. The Superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest. The course shall include classroom instruction on distracted driving as a major traffic safety issue. Automobile safety instruction covering traffic regulations and highway safety must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle. The eligibility requirements contained in State law for the receipt of a certificate of completion from the Secretary of State shall be provided to students in writing at the time of their registration.

2. In grades 9 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.
3. In grades 9 through 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.
4. In grades 9 through 12, age-appropriate instruction for Internet safety shall be taught each year and the curriculum shall contain a unit on Internet safety, the scope of which shall be determined by the Superintendent or designee.
5. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship, in order to raise student's honesty, kindness, justice, discipline, respect for others, and moral courage. In addition, in all grades, bullying prevention and gang resistance education and training must be taught.
6. In all schools, citizenship values must be taught, including: (a) patriotism, (b) democratic principles of freedom, justice, and equality, (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.
7. In all grades, physical education must be taught, including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases student's knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage daily during the school day in a physical education course. For exemptions and substitutions, see 6:310, *Credit for Alternative Courses and Programs, and Course Substitution*, and 7:260, *Exemption from Physical Activity*.

8. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) other components necessary to develop a sound mind in a healthy body, and (d) dangers and avoidance of abduction.
9. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.
10. In grades 9 through 12, consumer education must be taught, including: financial literacy; installment purchasing; budgeting, savings, and investing; banking; simple contracts; income taxes; personal insurance policies; the comparison of prices; homeownership; and the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system.
11. In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.
12. In all schools, United States history must be taught, including: (a) the principles of representative government, (b) the Constitution of the U.S. and Illinois, (c) the role of the US U.S. in world affairs, (d) the role of labor unions, and (e) the role and contributions of ethnic groups, including but not limited to the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics, Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State.  

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.
13. In all schools, the curriculum includes a unit of instruction on the Holocaust and crimes of the genocide, including Nazi atrocities of 1933 to 1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
14. In all schools, the curriculum includes a unit of instruction on the history, struggles, and contributions of women.
15. In all schools, the curriculum includes a unit of instruction on Black History, including the history of the African slave trade, slavery in America, and the vestiges of slavery in this country, as well as the struggles and contributions of African-Americans.
16. In all schools offering a secondary agricultural education program, courses as required by 105 ILCS 5/2-3.80.

LEGAL REF.: 5 ILCS 465/3 and 465.3a.  
20 ILCS 2605/2605-480.  
Public Law 108-447, Section 111 of Division J.  
105 ILCS 5/2-3.80(e) and (f), 5/27-3, 5/27-5, 5/27-6, 5/27-7, 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, 5/27-23.7, 5/27-24.2, 435/0.01 et seq., and  
110/3.  
625 ILCS 5/6-408.5.  
23 Ill.Admin.Code §§1.420, 1.430, and 1.440.

CROSS REF.: 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70  
(Teaching About Religions), 7:190 (Student Discipline), 7:260 (Exemption from  
Physical Activity)

ADOPTED: September 2, 2003

REVISED: February 17, 2004  
December 6, 2005  
January 2, 2007  
January 22, 2008  
February 3, 2009

## **Instruction**

### **Student Social and Emotional Development**

Student social and emotional development shall be incorporated in the District's educational program and shall be consistent with the social and emotional development standards to be contained in the Illinois Learning Standards. The objectives for addressing the needs of students for social and emotional development through the educational programs are to:

1. Enhance students' school readiness, academic success, and use of good citizenship skills;
2. Foster a safe, supportive learning environment where students feel respected and valued;
3. Teach social and emotional skills to all students;
4. Partner with families and the community to promote students' social and emotional development; and
5. Prevent or minimize mental health problems in students.

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

CROSS REF.: 6:270 (Guidance and Counseling Program), 7:100 (Health Examinations, Immunizations, and Exclusion of Students), 7:250 (Student Support Services)

ADOPTED: September 2, 2003

REVISED: September 7, 2004

## **Instruction**

### **Teaching About Religions**

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

LEGAL REF.: School District of Abington Twp v. Schempp, 374 U.S. 203 (1963).  
Allegheny County v. ACLU Pittsburgh Chapter, 492 U.S. 573, 109 S.Ct. 3086, 106 L.Ed.2d 472 (1989).

CROSS REF.: 6:40 (Curriculum Development), 6:255 (Assemblies and Ceremonies)

ADOPTED: September 2, 2003

## **Instruction**

### **Teaching About Controversial Issues**

The Superintendent shall ensure that all school-sponsored presentations and discussions of controversial or sensitive topics in the instructional program, including those made by guest speakers, are:

- Age-appropriate. Proper decorum, considering the students' ages, should be followed.
- Consistent with the curriculum and serve an educational purpose.
- Informative and present a balanced view.
- Respectful of the rights and opinions of everyone. Emotional criticisms and hurtful sarcasm should be avoided.
- Not tolerant of profanity or slander. Disruptive conduct is prohibited and may subject a student to discipline.

The District specifically reserves its right to stop any school-sponsored activity that it determines violates this policy, is harmful to the District or the students, or violates State or federal law.

CROSS REF.: 6:40 (Curriculum Development), 6:255 (Assemblies and Ceremonies)

ADOPTED: September 2, 2003

REVISED: December 5, 2006

## **Instruction**

### **Using Animals in the Educational Program**

Animals may be brought into school facilities for educational purposes according to procedures developed by the Superintendent assuring: (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety are permissible. The dissection of dead animals or parts of dead animals shall be allowed in the classroom only when the dissection exercise contributes to or is a part of an illustration of pertinent study materials. All dissection of animals shall be confined to the classroom and must comply with The School Code.

Students who object to performing, participating in, or observing the dissections of animals are 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 (1) their right to refrain from performing, participating in, or observing dissection, and (2) which courses contain a dissection unit and which of those courses offers an alternative project.

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

CROSS REF.: 6:40 (Curriculum Development)

ADOPTED: September 2, 2003

REVISED: April 4, 2006

## Instruction

### Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program

The Superintendent or designee shall develop, maintain, and supervise a program for students at risk of academic failure or dropping out of school. The program shall include education and support services addressing individual learning styles, career development, and social needs, and may include:

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

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

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

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

CROSS REF.: 7:70 (Attendance and Truancy)

ADOPTED: September 2, 2003

REVISED: September 6, 2005

## Instruction

### Alternative Education

Bremen Community High School District 228 has recognized the necessity to provide alternative educational programs to more effectively meet individual student needs.

The major objective of the program is to establish alternative educational programs and preventive/intervention services through various approaches. The program is designed to include curriculum review and modification, program design and development, identification of student needs for alternative programs and prevention/intervention services, program implementation, and evaluation.

It shall be the policy of the Board of Education to provide a program of alternative education and preventive/intervention services. Therefore, programs will be implemented for students in the area of alternative educational programming as appropriate to meet the needs of District students. The District also provides hospital/homebound instruction as appropriate for students with long term illnesses.

1. General Objectives - Through alternative education each involved student should have the opportunity to benefit from the following adopted program principles:
  - a. to enable students to lead full, meaningful, and satisfying lives.
  - b. to aid students in learning how to relate to each other, to adults, and to the community in which they live.
  - c. to offer a variety of curricular experiences to students that will be meaningful.
  - d. to increase student responsibility for decisions affecting himself/herself and the learning community.
  - e. to test and apply knowledge and skills learned in high school in the world outside.
  - f. to utilize the human and educational resources of the community in the education of the District students.
  - g. to encourage students to be creative and original in their thinking.
  - h. to aid students in learning how to live with others different from themselves in ethnic, religious, racial, and economic backgrounds.
  - i. to meet the needs of individual students.
  - j. to offer prevention/intervention services to students.
2. Career Education Objectives - include:
  - a. Career information that will enable students to make appropriate career decisions will be made available through the various disciplines as well as through a career guidance program.
  - b. Sequential programs that lead to the acquisition of entry-level job skills will be provided in various departments. The sequential programs will provide orientation level courses.
  - c. Training level courses will be provided through the regular school program and through the District 228 Career Skills Program for the District sequential programs mentioned in item "b" above.

- d. Cooperative work/internship experience programs, in which students are provided on-the-job training and experiences as well as an in-school related class, will also be provided as another alternative at the training level in the sequential career education programs in a variety of departments.
- e. Community College Articulation Agreements will be provided to students who successfully complete District 228 training level courses. Within some sequential programs, after successfully completing the terms of the Articulation Agreements, community college credit will be granted to the students for the high school training level course.

ADOPTED: September 2, 2003

## **Instruction**

### **Education of Children with Disabilities**

The School District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of The School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term “children with disabilities,” as used in this policy, means children between ages 14 and 21 for whom it is determined, through definitions and procedures described in the *Illinois State Board of Education’s Special Education* rules, that special education services are needed.

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

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

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

If necessary, students may also be placed in nonpublic special education programs or education facilities.

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. § 12101 et seq.  
Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. § 1400 et seq.  
Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.  
105 ILCS 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02a.  
23 Ill. Admin. Code Part 226.

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

ADOPTED: September 18, 2001

REVISED: February 3, 2009

## Instruction

### Gifted Program - Academic/Talented Program

The Superintendent or designee shall design an education program for gifted and talented students that is responsive to community needs while complying with Section 14A-30 of The School Code in order to qualify for State funding, should such funding become available.

An effective comprehensive high school recognizes the individual differences of all students and provides opportunities for the optimal development of the individual. As part of its commitment to this philosophy, the Bremen Community High School District 228 will offer students of superior talent and or intellectual abilities a multifaceted program and to address their effective needs. This differentiated program contains a variety of opportunities that accelerate and enrich student development through exposure to cultural and artistic activities, development of creative and critical thinking skills, involvement in research and independent study, and encouragement of self-worth.

The Bremen District 228 Gifted Program - Academic/Talented Program includes some or all of the following: establishing of advanced or accelerated classes (honors); advanced placement classes; special interest courses; seminars related to specific areas of study; resource speakers; field trips of special interest; and other types of activities approved by the Principal and/or building coordinator. Whenever financially possible, specific amounts shall be designated in the annual budget to be used for gifted programs and enrichment activities.

1. Gifted Program Objectives - include the ability to:
  - a. Develop a comprehensive identification procedure for selection of gifted/talented students in grades 9-12.
  - b. Provide a program in District 228 that is integrated into the curriculum and which encourages the development of each participant's potential for grades 9-12.
  - c. Create a staff development and community information program to facilitate the implementation of the Gifted Program for grades 9-12.
  - d. Provide for the administration of the program.
  - e. Develop and to implement an effective evaluation plan for the Gifted Program.
2. Gifted Student Objectives - Through a differentiated curriculum, the student will:
  - a. Demonstrate critical thinking skills.
  - b. Develop a realistic self-concept.
  - c. Develop intellectual curiosity.
  - d. Display creative thinking skills.
  - e. Exercise the self-discipline to work independently.
  - f. Demonstrate an understanding and respect for other viewpoints.
3. Gifted programs shall include students who:
  - a. Reason logically, think critically and creatively.
  - b. Learns the material of a subject area easily and readily.
  - c. Communicate articulately.
  - d. Pursue interests independently.
  - e. Are self-motivated to achieve excellence.
4. Teachers working with gifted students should:

- a. Differentiate content, process, and product elements of the curriculum, and translate the differentiated curriculum into specific teaching/learning methods.
- b. Challenge the full use of abilities.
- c. Broaden the base of knowledge.
- d. Deepen understanding.
- e. Increase level of skills.
- f. Develop a desire to learn, encourage initiative and creativity.
- g. Take advantage of the community resources in the Chicago Metropolitan Area.
- h. Encourage inter-disciplinary dialogue and planning.
- i. Promote student leadership and involvement in school and community affairs.

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.

In order to allow the School Board to monitor this policy, the Superintendent or designee shall report at least annually on the status of the District's gifted program.

ADOPTED: September 2, 2003

REVISED: December 6, 2005

## **Instruction**

### **Education of Homeless Children**

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths. A “homeless child” is defined as provided in the McKinney Homeless Assistance Act and State law. The Superintendent shall act as or appoint a Liaison for Homeless Children to coordinate this policy’s implementation.

A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school’s attendance area may attend that school.

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

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

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

ADOPTED: September 2, 2003

REVISED: December 6, 2005

## **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)

ADOPTED: September 2, 2003

REVISED: December 5, 2006

## **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 speaking ability.
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)

ADOPTED: September 2, 2003

REVISED: August 21, 2007  
March 3, 2009

## **Instruction**

### **Title I Programs**

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

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

### **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**

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 or students receiving services or enrolled in programs under Title I.

#### **School-Level Parental Involvement Compact**

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.

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

CROSS REF. 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 5:190 (Teacher Qualifications), 5:280 (Duties and Qualifications), 6:15 (School Accountability), 6:140 (Education of Homeless children), 6:145 (Migrant Students), 6:160 (English Language Learners), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:60 (Residence), 7:100 (Health and Eye Examinations; Immunizations; and Exclusion of Students), 895 (Parental Involvement)

ADOPTED: September 2, 2003

REVISED: July 15, 2008

## **Instruction**

### **Extended Instructional Programs**

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

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

### **Summer School Program**

The Bremen Community High School District 228 Summer School Program contains the following:

1. Portions of the curriculum shall be offered for high school credit in a summer school program.
2. The purpose of this program shall be to provide extended opportunities for additional growth and development of the individual at a minimum cost to the student.
3. Classes to be offered shall be determined by need and by enrollment.
4. The program shall be self-supporting unless otherwise specified by the Board of Education. Facilities, equipment, and an administrator selected by the Superintendent shall be provided.
5. All rules, regulations, and policies in force during the regular school year shall be applicable.

### **Evening High School Diploma Program**

The Bremen Community High School District 228 Evening High School Diploma Program contains the following:

1. Portions of the curriculum shall be offered for high school credit in the Evening High School Diploma Program.
2. The Evening High School Diploma Program offers courses that designated students can complete for credit that they may need for graduation but cannot fit into their school schedule, and for students who have dropped out of day school.
3. Classes to be offered shall be determined by need and by enrollment.

4. The program shall be self-supporting unless otherwise specified by the Board of Education. Facilities, equipment, and an administrator selected by the Superintendent shall be provided.
5. All rules, regulations, and policies in force during the regular school year shall be applicable.

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)

ADOPTED: September 2, 2003

REVISED: April 4, 2006

## Instruction

### Co-Curricular Activities

The Superintendent must approve an activity in order for it to be considered a District-sponsored 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. Student body desires are considered.
5. The activity will be supervised by a school-approved sponsor.

Non-school sponsored student groups are governed by Board policy, 7:330, *Student Use of Buildings – Equal Access*.

### Academic Criteria for Participation

For high school students, selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Participation in co-curricular activities is dependent upon course selection and successful progress in those courses. In order to be eligible to participate in any school-sponsored or school-supported co-curricular activity, a student must satisfy the Illinois High School Association's scholastic standing requirements (doing passing work in at least 20 credit hours of high school work per week). Any student-participant failing to meet these academic criteria shall be suspended from the activity for 7 calendar days or until the specified academic criteria are met, whichever is longer.

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 Co-curricular Activities), 7:300 (Co-curricular Athletics), 7:330 (Student Use of Buildings - Equal Access), 8:20 (Community Use of School Facilities)

ADOPTED: September 2, 2003

REVISED: December 5, 2006

## **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 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 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 worth of all people regardless of sex, race, religion, nationality, ethnic origin, sexual orientation, disability, or any other differences that may exist.

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 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 Building Principal, and no movie rated NC-17 shall be shown under any circumstances. These restrictions apply to television programs and other media with equivalent ratings.

The building administrators under the Superintendent or designee's direction 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), 6:80 (Teaching About Controversial Issues), 6:170 (Title I Programs), 6:220 (Instructional Materials Selection and Adoption), 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)

ADOPTED: September 2, 2003

REVISED: December 5, 2006  
July 15, 2008

## **Instruction**

### **Library Media Program**

The Superintendent or designee shall manage the District's library media program to comply with (1) State law and Illinois State Board of Education rule, and (2) the following standards:

1. The program includes an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served.
2. Financial resources for the program's resources and supplies are allocated to meet students' needs within budgetary restraints.
3. Students in all grades served have equitable access to library media resources.
4. The advice of an individual who is qualified according to ISBE rule is sought regarding the overall direction of the program, including the selection and organization of materials, provision of instruction in information and technology literacy, and structuring the work of library professionals.
5. Staff members are invited to recommend additions to the collection.
6. Students may freely select resource center materials as well as receive guided selection of materials appropriate to specific, planned learning experiences.

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

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

ADOPTED: September 2, 2003

REVISED: December 5, 2006  
February 3, 2009

## 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 or designee 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 network 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 network 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 Director of Technology shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may request to disable the filtering software for bona fide research or other lawful purpose. 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, 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 (Instructional Materials Center), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:310 (Publications)

ADOPTED: September 2, 2003

REVISED: February 5, 2008

## **Instruction**

### **Field Trips**

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

All field trips must have the Superintendent or designee's prior approval, except that overnight field trips must have the prior approval of the Board. The Superintendent or designee shall analyze the following factors to determine whether to approve a field trip: (1) educational value, (2) student safety, (3) parent/guardian concerns, (4) heightened security alerts, and (5) 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) may be responsible for 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 an unforeseen event or condition.

LEGAL REF.: 105 ILCS 5/29-3.1.

CROSS REF.: 6:10 (Educational Philosophy and Objectives), 7:270 (Administering Medicines to Students)

ADOPTED: September 2, 2003

REVISED: February 17, 2004  
July 15, 2008

## Instruction

### Community Resource Persons and Volunteers

The Board of Education 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 schools 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 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 (Conduct on School Property), 8:95 (Parental Involvement)

ADOPTED: September 2, 2003

REVISED: February 17, 2004  
January 2, 2007

## **Instruction**

### **Assemblies and Ceremonies**

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.

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)

ADOPTED:            September 2, 2003

REVISED:            December 5, 2006

## **Instruction**

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

Persons with suggestions or complaints about curriculum, instructional materials, and programs should complete a curriculum objection form and/or 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.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 8:110 (Public Suggestions and Complaints)

ADOPTED: September 2, 2003

REVISED: December 5, 2006

## **Instruction**

### **Guidance and Counseling Program**

The School District provides a guidance and counseling program for students. The Superintendent or designee shall direct the District's guidance and counseling program. School counseling services, as described by State law, may be performed by a qualified guidance specialist or any certificated staff member. The counseling program will assist students with interventions related to academic, social and/or personal issues. Students shall be encouraged to seek academic, social, and or personal assistance.

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. Students will have the opportunity to receive career-oriented information throughout high school. 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).

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

ADOPTED: September 2, 2003

REVISED: December 5, 2006

## Instruction

### Grading and Promotion

The administration and professional staff 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 Prairie State Achievement Exam, Stanford 9 Achievement Test, 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.

For the classes of 2002 and thereafter, the following credit requirements must be earned by the student for each grade level standing:

Freshman - 8<sup>th</sup> grade graduation or approved equivalent

Sophomore - 6 credits

Junior - 12 credits

Senior - 18 credits

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)

ADOPTED: September 2, 2003

REVISED: December 5, 2006

## **Instruction**

### **Homework**

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

ADOPTED: September 2, 2003

## Instruction

### Graduation Requirements

Effective with the class of 2002 each student must successfully complete the following courses in order to graduate from high school:

#### **Regular Curriculum**

Twenty-two (22) credits are required for graduation.

English	4 credits
Mathematics	3 credits
Science	3 credits
Social Studies	3 credits (1 must be in American History and Pass the Constitution exam)
Physical Education/Health	4 credits (Pass Health, and a course with a Personal Wellness Plan component.)
Economics (Consumer Education)	1/2 credit
Microcomputers <sup>1</sup>	1 credit
Electives/Career Electives	<u>3 1/2 credits</u>
Total credits needed for graduation	22 credits <sup>2</sup>

#### **Challenge Curriculum**

Twenty-four (24) credits are required for graduation.

English	4 credits
Mathematics	3 credits
Science	3 credits
Social Studies	3 credits (1 must be in American History and Pass the Constitution exam)
Foreign Language	2 credits (Must be attained in high school 9-12)
Physical Education/Health	4 credits (Pass Health, and a course with a Personal Wellness Plan component.)
Economics (Consumer Education)	1/2 credit
Microcomputers <sup>1</sup>	1 credit
Electives/Career Electives	<u>3 1/2 credits</u>
Total credits needed for graduation	24 credits <sup>2</sup>

Note: To participate in Commencement Exercises, a student must have earned 22 credits as defined above.

<sup>1</sup> If a student passes a proficiency test, the student may be excused from receiving instruction in this course. The student will not receive credit for the course, and he/she must enroll in another course.

<sup>2</sup> All students must take six courses each school year for a total of twenty-four credits. However, students may graduate with twenty-two credits, provided all course requirements for graduation are met.

To graduate from high school, unless otherwise exempted, each student is responsible for:

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

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 the District's graduation requirements
3. Developing the criteria for #4 above.
4. Taking all other actions to implement this policy.

#### Consumer Education Proficiency Testing

Students who take the Annual Consumer Education Proficiency Test and who achieve a score not less than the minimum score established by the State Board of Education for the test shall be excused from having to receive instruction in Consumer Education. Students will not receive credit for this course, and they must enroll in another course.

#### Tests and Examinations

Tests and examinations may be used as a means of evaluating the student's knowledge of material that is covered in a specific course. Tests shall not be used as a disciplinary measure.

#### Transfer of Credits

1. Two credits are the maximum to be transferred into District 228 for purposes of meeting graduation requirements. This includes, but is not limited to correspondence courses from Indiana University and the University of Nebraska. This does not include credits from District 228 Evening High School, Delta Academy, or transferred credits from other accredited high schools for students transferring to District 228. Five credits are the maximum to be transferred for successful completion of the "Human Success Program" at South Suburban College.

2. College courses of two semester hours credits or less equal 1/2 high school credit. College courses of three semester hour's credits or more equals 1 high school credit.
3. Credit for special interest courses may be granted with the approval of the Principal. Two special interest courses will equal 1/2 high school credit. Only 1/2 credit may be earned through special interest courses.
4. For a student to be exempt from the two outside credit restriction, he/she must have enrolled in our District prior to the two credit restriction decision of May 8, 1981.

#### Physical Education Exemption

A student may apply to be excused from engaging in physical education in grades 11 and 12 for one or more of the following reasons: (1) for ongoing participation in an interscholastic athletic program; (2) to enroll in academic classes designed to prepare the student to meet the entrance requirements of an institution of higher learning; and (3) to enroll in courses required for graduation.

#### Early Graduation

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

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.

#### Veterans of World War II or the Korean Conflict

Upon application, an honorably discharged veteran of World War II or the Korean 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, or are currently residing within District boundaries, (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 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)

ADOPTED: September 2, 2003

REVISED: January 4, 2005  
April 5, 2005  
December 6, 2005  
March 3, 2009

## **Instruction**

### **Credit for Alternative Courses and Programs, and Course Substitutions**

#### Correspondence Courses

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

1. The course is given by an institution accredited by the North Central Association of Colleges and Secondary Schools;
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 up to 2 units of credit may be counted toward the requirements for a student's high school graduation.

#### Distance Learning Courses, Including Virtual or Online Courses

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

1. The course is offered by an institution approved by the Superintendent or designee;
2. The 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 distant 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 extra-curricular activities. The District may pay the fee for expelled students who are permitted to take virtual or online courses in alternative settings.

#### 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: (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

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

1. The course is not offered in the high school curriculum;
2. The course is approved in advance by the student's guidance counselor and the High School Principal; and
3. 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.

### Dual Credit

Dual credits may be available to students enrolled in Advanced Placement American History and/or Advanced Placement European History.

### 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.

### 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.

### Vocational Academy

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:

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.

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 student being unable to graduate (student must be in the 11th or 12th grade).

A student in grades 9-12 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.

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

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

ADOPTED: September 2, 2003

REVISED: December 6, 2005  
July 17, 2007

## Instruction

### High School Credit for Proficiency

#### Proficiency Credits

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** – 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. 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. 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 exam.

**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. 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.

#### Course Credit for High School Diploma

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 provided that: (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 elementary student's enrollment in the course would not prevent a high school student from being able to enroll.

A student in the District, or transferring into the District, who successfully completes a high school course, shall receive academic credit from the School Board. 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. Such a grade shall also be included in the student's grade point average in accordance with Board policy.

Students transferring into the District with high school course credit for courses that the student successfully completed pursuant to Section 27-22.10(a) of The School Code will be awarded credit according to State law.

LEGAL REF.: 105 ILCS 5/10-22.10, 5/10-22.43, 5/10-22.43a, 5/27-12.1, 5/27-22, 5/27-24.3, and 5/27-24.4.  
23 Ill.Admin.Code § 1.460.

CROSS REF.: 6:180 (Extended Instructional Programs), 6:280 (Grading and Promotion), 6:300 (Graduation Requirements), 6:310 (Credit for Alternative Courses and Programs, and Course Substitutions), 7:40 (Nonpublic School Students, Including Parochial and Home-Schooled Students)

ADOPTED: September 2, 2003

REVISED: April 4, 2006  
January 22, 2008  
March 3, 2009

## 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 statewide norms.

The Superintendent or designee shall develop and supervise a student assessment program and shall provide appropriate data to the Board to allow it to monitor the program's results. The program will:

1. Use the State assessment system and any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Conform to the schedule required by State law. It may include testing students in grades not required by State law to be tested.
3. Be uniformly applied to all students who are required to be tested, including: (a) students in a State approved transitional bilingual education or transitional program, and (b) students who have an Individualized Educational Plan (IEP).
4. Emphasize professional testing practices.

Overall student assessment data on tests required by State law will be disaggregated by the District and reported, along with other information, on the District's annual report card. Board policy 7:340, *Student Records*, and its implementing procedures govern 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)

ADOPTED: September 2, 2003

REVISED: January 4, 2005  
December 6, 2005  
January 2, 2007