

**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 Illinois 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 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 law and Illinois State Board of Education (ISBE) rules, and continuously keep the Board informed:

1. Prepare each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's process for continuous school improvement.
2. Continuously assess the District's and each school's overall performance in terms of both academic success and equity. This includes, without limitation, a thorough analysis of ISBE's balanced accountability measure and each school's Multiple Measure Index and corresponding Annual Measurable Objective provided by ISBE.
3. If applicable, develop District and School Improvement Plans, present them for Board approval, and supervise their implementation.
4. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law.
5. In accordance with Sec. 2-3.153 of the School Code, administer at least biennially a survey of learning conditions on the instructional environment within the school to, at minimum, students in grades 6 through 12 and teachers.

LEGAL REF.: 105 ILCS 5/2-3.25, 5/2-3.25a, 5/2-3.25b, 5/2-3.25c, 5/2-3.25d, 5/2-3.25d-5, 5/2-3.25e-5, 5/2-3.25f, 5/2-3.25f-5, 5/2-3.63, 5/2-3.64a-5, 5/10-21.3a, and 5/27-1.23 Ill.Admin.Code Part 1, Subpart A: Recognition Requirements.

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
September 15, 2015
February 16, 2016
February 21, 2017

Instruction

School Year Calendar and Day

School Calendar

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

Commemorative Holidays

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

School Day

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

LEGAL REF.: 105 ILCS 5/10-19, 5/10-24.46, 5/18-8.05, 5/18-12, 5/18-12.5, 5/24-2, 5/27-3, 5/27-18, 5/27-19, 5/27-20, 5/27-20.1, 5/27-20.2, and 20/1.
10 ILCS 5/11-4.1.
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), 6:60 (Curriculum Content), 6:70 (Teaching About Religions), 7:90 (Release During School Hours)

ADOPTED: September 2, 2003

REVISED: May 3, 2005
November 16, 2010

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.

Experimental Educational Programs and Pilot Projects

The Superintendent may recommend experimental educational programs and/or pilot projects 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.

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.

Curriculum Guides and Course Outlines

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

LEGAL REF.: 34 C.F.R. Part 106.
105 ILCS 5/10-20.8 and 5/10-19.

CROSS REF.: 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:70 (Teaching About Religions), 6:80 (Teaching About Controversial Issues), 6:100 (Using Animals in the Educational Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:130 (Program for the Gifted), 6:140 (Education of Homeless Children), 6:150 (Home and Hospital Instruction), 6:160 (Extended Instructional Programs), 7:10 (Equal Educational Opportunities), 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-based activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA). The Superintendent will ensure:

1. Each school building complies with this policy;
2. The policy is available to the community on an annual basis through copies of or online access to the Board Policy Manual; and
3. The community is informed about the progress of this policy's implementation.

Goals for Nutrition Education and Nutrition Promotion

The goals for addressing nutrition education and nutrition promotion include the following:

- Schools will support and promote sound nutrition for students.
- Schools will foster the positive relationship between sound 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* and Board policy 7:260, *Exemption from Physical Education*.
- 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* and Board policy 7:260, *Exemption from Physical Education*.
- 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 (ISBE).

Nutrition Guidelines for Foods Available During the School Day; Marketing Prohibited

Students will be offered and schools will promote nutritious food and beverage choices during the school day that are consistent with Board Policy 4:120, *Food Services* (requiring compliance with the nutrition standards specified in the U.S. Dept. of Agriculture's (USDA) *Smart Snacks* rules.

In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall:

1. Restrict the sale of *competitive foods*, as defined by the USDA, in the food service areas during meal periods;
2. Comply with all ISBE rules; and
3. Prohibit marketing during the school day of foods and beverages that do not meet the standards listed in Board Policy 4:120, *Food Services*, i.e., in-school marketing of food and beverage items must meet *competitive foods* standards.

Competitive foods standards do not apply to foods and beverages available, but not sold in school during the school day; e.g., brown bag lunches, foods for classroom parties, school celebrations, and reward incentives.

Exempted Fundraising Day (EFD) Requests

All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the “general nutrition standards for competitive foods” specified in federal law.

ISBE rules prohibit EFDs for grades 8 and below in participating schools. The Superintendent or designee in a participating school may grant an (EFD) for grades 9 through 12 in participating schools. To request an EFD and learn more about the District’s related procedure(s), contact the Superintendent or designee. The District’s procedures are subject to change. The number of EFDs for grades 9 through 12 in participating schools is set by ISBE rule.

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

At least every three years, the Superintendent shall provide implementation data and/or reports to the Board concerning this policy’s implementation sufficient to allow the Board to monitor and adjust the policy (a triennial report). This triennial report must include without limitation each of the following:

- An assessment of the District’s implementation of the policy;
- The extent to which schools in the District are in compliance with the policy;
- The extent to which the policy compares to model local school wellness policies;
- A description of the progress made in attaining the goals of the policy;
- How the District will make the results of the assessment available to the public; and
- Where the District will retain records of the assessment.

The Board will monitor and adjust the policy pursuant to Policy 2:240, *Board Policy Development*.

Community Involvement

The Board and Superintendent will actively invite suggestions and comments concerning the development, implementation, periodic reviews, and updates of the school wellness policy from parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the community. Community involvement methods shall align their suggestions and comments to Policy 2:140, *Communications*

To and From the Board and/or the **Community Engagement** subhead in Policy 8:10, *Connection with the Community*.

Recordkeeping

The Superintendent shall retain records to document compliance with this policy, the District's records retention protocols, and the Local Records Act.

LEGAL REF.: Child Nutrition and WIC Reauthorization Act of 2004, Pub. L. 108-265, Sec. 204.
Child Nutrition Act of 1966, 42 U.S.C. §1771 et seq.
National School Lunch Act, 42 U.S.C. §1751 et seq.
Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b, Pub. L. 111-296.
42 U.S.C. §1779, as implemented by 7 C.F.R. §§210.11 and 210.31.
Local Records Act, 50 ILCS 205/.
105 ILCS 5/2-3.139.
23 Ill.Admin.Code Part 305, Food Program.
ISBE's "School Wellness Policy" Goal, adopted Oct. 2007.

CROSS REF.: 2:140 (Communications To and From the Board), 2:150 (Committees), 2:240 (Board Policy Development), 4:120 (Food Services), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 7:260 (Exemption from Physical Education), 8:10 (Connection with the Community)

ADOPTED: March 7, 2006
June 17, 2008
November 16, 2010
June 19, 2012
February 16, 2016
February 21, 2017
February 20, 2018

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, American government, and for those students entering the 9th grade in the 2016-17 school year and each year thereafter, one semester of civics, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) vocational education.

Students otherwise eligible to take a driver education course must receive a passing grade in at least 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, Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate policy 6:235, *Access to Electronic Networks* and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.
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. Instruction in all grades should include educating students about behaviors that violate Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. In addition, in all grades, gang resistance 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 7:260, *Exemption from Physical Activity*.

8. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction, and (e) age-appropriate sexual abuse and assault awareness and prevention education in all grades. The Superintendent shall implement a comprehensive health education program in accordance with State law.
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: (a) financial literacy, including consumer debt and installment purchasing, (including credit scoring, managing credit debt, and completing a loan application); budgeting; savings, and investing; banking, (including balancing a checkbook, opening a deposit account, and the use of interest rates); understanding simple contracts; State and federal income taxes; personal insurance policies; the comparison of prices; higher education student loans; identity-theft security; and homeownership (including the basic process of obtaining a mortgage and the concepts of fixed and adjustable rate mortgages, subprime loans, and predatory lending); and (b) the roles of consumers interacting with agriculture, business, labor unions, and government in formulating and achieving the goals of the mixed free enterprise system.
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 (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State.

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

13. In all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.

14. 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.
15. In all schools, the curriculum includes a unit of instruction on the history, struggles, and contributions of women.
16. 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.
17. In all schools offering a secondary agricultural education program, the curriculum includes courses as required by 105 ILCS 5/2-3.80.
18. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.

- LEGAL REF.: 5 ILCS 465/3 and 465/3a.
20 ILCS 2605/2605-480.
105 ILCS 5/2-3.80(e) and (f), 5/27-3, 5/27-3.5, 5/27-5, 5/27-6, 5/27-6.5, 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, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-23.10, 5/27-24.2, 435/, and 110/3.
625 ILCS 5/6-408.5.
23 Ill.Admin.Code §§1.420, 1.425, 1.430, and 1.440.
Consolidated Appropriations Act of 2005, Pub. L. No. 108-447, Section 111 of Division J.
Protecting Children in the 21st Century Act, Pub. L. No. 110-385, Title II, 122 stat. 4096 (2008).
47 C.F.R. §54.520.
- CROSS REF.: 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70 (Teaching About Religions), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:260 (Exemption from Physical Education)
- ADOPTED: September 2, 2003
- REVISED: February 17, 2004
December 6, 2005
January 2, 2007
January 22, 2008
February 3, 2009
January 5, 2010
July 17, 2012
January 21, 2014
February 17, 2015
February 16, 2016
February 21, 2017

Instruction

Student Social and Emotional Development

Social and emotional learning (SEL) is defined as the process through which students enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks. Students competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions.

The Superintendent shall incorporate SEL into the District's curriculum and other educational programs consistent with the District's mission and the goals and benchmarks of the Ill. Learning Standards. The Ill. Learning Standards include three goals for students:

1. Develop self-awareness and self-management skills to achieve school and life success.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

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

CROSS REF.: 1:30 (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations, Immunizations, and Exclusion of Students), 7:180 (Preventing Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

ADOPTED: September 2, 2003

REVISED: September 7, 2004
March 19, 2013

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 religion, 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, (1989).

CROSS REF.: 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:255 (Assemblies and Ceremonies)

ADOPTED: September 2, 2003

REVISED: August 15, 2017

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.

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.

Animal Experiments

Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety are permissible.

Animal Dissection

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/.

CROSS REF.: 6:40 (Curriculum Development)

ADOPTED: September 2, 2003

REVISED: April 4, 2006
August 16, 2016

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 without limitation one or more of the following:

- 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
- Remediation program

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

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 English Language Learners program.

LEGAL REF.: 105 ILCS 5/2-3.41, 5/2-3.66, 5/10-20.9a, 5/13B-1, et seq., 5/26-2a, 5/26-13, 5/26-14, and 5/26-16.

CROSS REF.: 6:280 (Grading and Promotion), 6:300 (Graduation Requirements), 7:70 (Attendance and Truancy)

ADOPTED: September 2, 2003

REVISED: September 6, 2005
April 6, 2010
July 17, 2012
March 19, 2013
February 17, 2015

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

Program for the Gifted

The Superintendent or designee shall implement an education program for gifted and talented learners that will challenge and motivate academically advanced learners and engage them in appropriately differentiated learning experiences to develop their unique abilities. If the State Superintendent of Education issues a Request for Proposals because sufficient State funding is available to support local programs of gifted education, the Superintendent or designee shall inform the Board concerning the feasibility and advisability of developing a “plan for gifted education” that would qualify for State funding.

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 learner.

The School Board will monitor this program’s performance by meeting periodically with the Superintendent or designee to determine and/or review the indicators and data that evidence whether the educational program for gifted and talented learners is accomplishing its goals and objectives and is otherwise in compliance with this policy.

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

ADOPTED: September 2, 2003

REVISED: December 6, 2005
November 16, 2010
August 16, 2016

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 the Illinois Education for Homeless Children Act. The Superintendent or designee 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 Intermediate Service Center and provide the child or his or her parent/guardian a written explanation for the denial. The child will be enrolled and transported pending resolution of the dispute. 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-Vento Homeless Assistance Act, 42 U.S.C. § 11431 et seq.
Ill. Education for Homeless children Act, 105 ILCS 45/.

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
April 19, 2011
December 15, 2015
February 27, 2017

Instruction

Migrant Students

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

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students through appropriate local, State and federal educational programs, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, and elective classes.
3. Provide migrant children with full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide programs, activities, and procedures for the engagement of parents/guardians and family members of migrant students in an understandable format and language.

Migrant Education Program for Parent/Guardian and Family Member Engagement

Parents/guardians and family members of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parents/guardians and family members of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.: 20 U.S.C. §6318.
 20 U.S.C. §6391 et seq.
 34 C.F.R. §200.80 et seq.

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

ADOPTED: February 21, 2017

REVISED:

Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant, or advanced practice registered nurse anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rules governing (1) the continuum of placement options for students who have been identified for special education services or (2) the home and hospital instruction provisions for students who have not been identified for special education services. Appropriate educational services from qualified staff shall begin will begin no later than five school days after receiving a physician's written statement. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction (1) before the birth of the child when the student's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction and (2) for up to three 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, and 5/18-4.5.
23 Ill.Admin. Code §§1.520, 1.610 and 226.300.

CROSS REF.: 6:120 (Education of Children with Disabilities), 7:10 (Equal Educational Opportunity, 7:280 (Communicable and Chronic Infectious Disease

ADOPTED: September 2, 2003

REVISED: December 5, 2006
November 15, 2011
June 19, 2012
September 16, 2014
February 20, 2018

Instruction

English Learners

The district offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State academic standards that all children are expected to meet. The Superintendent or designee shall develop and maintain a program for English Learners that will:

1. Assist all English 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 Learners.
2. Appropriately identify students with limited English language proficiency.
3. Comply with State law regarding the Transitional Bilingual Educational Program (TBE) or Transitional Program of Instruction (TPI), whichever is applicable.
4. Comply with any applicable State and federal requirements for the receipt of grant money for English Learners and programs to serve them.
5. Determine the appropriate instructional program and environment for English Learners.
6. Annually assess the English proficiency of English Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment.
7. Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics.
8. Provide information to the parents/guardians of English 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) how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation, (6) specific exit requirements of the program, (7) how the program will meet their child's individualized education program, if applicable, and (8) 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 Learners will be informed how they can: (1) be involved in the education of their children, and (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students.

LEGAL REF.: 20 U.S.C. §§6312, 6314, 6315, and 6318.
20 U.S.C. §6801 et seq.
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
November 15, 2011
February 16, 2016
February 21, 2017

Instruction

Title I Programs

The Superintendent or designee shall pursue funding under Title I Improving the Academic Achievement of the Disadvantaged, of the 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 Parent Family Engagement

The District maintains programs, activities, and procedures for the involvement of parents/guardians and families 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 Parent and Family Engagement Compact

The Superintendent or designee shall develop a District-Level Parent and Family ~~a~~ Compact according to Title I requirements. The District-level Parent and Family compact shall contain: (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement 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 Parent and Family Engagement Compact according to Title I requirements. This School-Level Parent and Family Engagement 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.

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 Learners), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 8:95 (Parental Involvement).

ADOPTED: September 2, 2003

REVISED: July 15, 2008
February 21, 2017

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. Outdoor education program.
6. Summer school, whether for credit or not.
7. Independent study, whether for credit or not.
8. Support services and instruction for students who are, or whose parents/guardians are, chemically dependent.
9. Activities to address intergroup conflict.
10. Volunteer service credit program.
11. Advanced vocational academy training and/or career education program.

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, 5/10-22.20a, 5/10-22.20b, 5/10-22.20c, 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 433/23 Ill. Admin. Code § 1.450(b).

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

ADOPTED: September 2, 2003

REVISED: April 4, 2006
July 17, 2012

Instruction

Remote Education Program

The Superintendent shall develop, maintain, and supervise a remote educational program consistent with Section 10-29 of The School Code. The remote educational program shall provide an opportunity for qualifying students to participate in an educational program delivered by the District in a location outside of a school.

The remote educational program shall:

1. Align its curriculum with the Illinois State Learning Standards and Board policies 6:10, *Educational Philosophy and Objectives* and 6:15, *School Accountability*.
2. Offer instruction and educational experiences consistent with those given to students at the same grade level in the District through compliance with Board policies 6:30, *Organization of Instruction* and 6:300, *Graduation Requirements*.
3. Provide instructors that meet the teacher qualifications in board policy 5:190, *Teacher Qualifications*. Instructors are responsible for the following elements of the program:
 - a. Planning instruction,
 - b. Diagnosing learning needs,
 - c. Prescribing content delivery through class activities,
 - d. Assessing learning,
 - e. Reporting outcomes to administrators and parents/guardians, and
 - f. Evaluating the effects of instruction.
4. Provide a remote educational program anytime during the period of time from and including the opening date to the closing date of the District's regular school term. It may operate on any calendar day, notwithstanding whether it is a student attendance day or institute day on the School District's calendar or any other provision of law restricting instruction on that day. The District's regular school term is established by Board policies 2:20, *Powers and Duties of the School board* and 6:20, *School Year Calendar and Day*.
5. Calculate the number of clock hours a student participates in instruction in alignment with Board policy 6:20, *School Year Calendar and Day*.
6. Limit participation to students who are juniors or seniors or demonstrate individual educational need(s). Approval of students in the program will be on a space-available basis.
7. Authorize the Superintendent or designee to approve students for participation in the program when the student shows evidence of:
 - a. Enrollment in the District pursuant to Board policies 7:60, *Residence* and 7:30, *Student Assignment and Intra-District Transfer*,
 - b. Prior approval from their individualized educational program (IEP) team, if applicable.
 - c. How the remote educational program best serves the student's individual learning needs.
 - d. A consistent, appropriate attendance record, no disciplinary record, and a 2.5 minimum grade point average.

8. Include a process for developing and approving a written remote educational plan for each student participating in the program.
9. Require students to complete their participation in the program within 12 months, unless the student's participation is extended by the District.
10. Require students to participate in all assessments administered by the District pursuant to State and federal law and Board policy 6:340, *Student Testing and Assessment Program*.
11. Align with the requirements of Board policy 7:340, *Student Records*.
12. Comply with other State and federal laws and align with all applicable Board policies. This includes the Superintendent submitting a copy of this policy to the Illinois State Board of Education along with any amendments to it and any data on student participation.
13. Be monitored by the Board pursuant to Board policy 2:240, *Board Policy Development* and included as a topic for discussion in the annual report required by Board policy 6:10, *Educational Philosophy and Objectives*. It shall include a discussion of the process for renewal of the program when applicable.

LEGAL REF.: 105 ILCS 5/10-29.
23 Ill.Admin.Code §226.360.

CROSS REF.: 2:20 (Powers and Duties of the School Board), 2:240 (Board Policy Development), 5:190 (Teacher Qualifications), 6:10 (Educational Philosophy and Objectives), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:30 (Organization of Instruction), 6:300 (Graduation Requirements), 6:340 (Student Testing and Assessment Program), 7:30 (Student Assignment and Intra-District Transfer), 7:60 (Residence), 7:340 (Student Records)

ADOPTED: November 16, 2010
July 17, 2012

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. Requests from students.
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), 7:10 (Equal Educational Opportunities), 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
November 15, 2011

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 or description 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 age-appropriate supplemental material only when it will enhance, or otherwise illustrate, the subjects being taught. 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 Superintendent or designee shall give parents/guardians an opportunity to request that their child not participate in a class showing a movie, television program, or other media with an R or equivalent rating.

Instructional Materials Selection and Adoption

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, 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), 6:260 (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
August 15, 2017

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 and Appropriate Online Behavior

The use of the District's electronic networks shall (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response. Staff members may, consistent with the 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 administrative procedure, *Acceptable Use of the District's Electronic Networks*, 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

Technology protection measures shall be used on each District computer with Internet access. They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the 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 *Authorization for Access to the District’s Electronic Networks* 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 District’s administrative procedure, *Acceptable Use of the District’s Electronic Networks*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

District Social Media: Usage and Conduct

District 228 encourages and trusts its employees to utilize social media sensibly and responsibly.

Definitions

Personal Technology. Any device that is not owned or leased by the District or otherwise authorized for District use and which is designed to: (1) transmit sounds, images, text messages, videos, and electronic information, (2) electronically record, play, or store information, or (3) access the Internet, or private communication or information networks. Without limitation, this includes cellular phones, smartphones, pagers, personal digital assistants, personal computers, cameras, recorders, MP3 players, and electronic tablets.

Social Media. Media for social interaction, using highly accessible and scalable communication techniques through the use of web-based and mobile technologies to turn communication into interactive dialogue. Without limitation, this includes *Facebook, LinkedIn, MySpace, Google+, and Twitter.*

District staff and administrators may create a social media account for school district purposes provided the usage adheres to the following requirements:

1. Any social media usage for school district purposes must be done using the employee’s school district email address. If the staff member is unable to use the district email, permission from administration is required.
2. Use of social media accounts must enhance the delivery of education, co-curricular and educational support services; it must not interfere with or disrupt the educational or working environment, or the delivery of education, co-curricular or educational support services.

3. A social media account created pursuant to this policy must be accessible to the Superintendent or designee. Employees shall have no expectation of privacy in the social media account created in accordance with this policy. These accounts are District accounts, not a personal account, and the *Right to Privacy in the Workplace Act*, 820 ILCS 55/10, is not applicable to these accounts.
4. Prior to creating the social media account, the employee must obtain permission from the Superintendent or designee for the proposed social media account and its purpose.
5. Upon request of a parent or student, alternative methods of communication must be provided for parents or students unable to access social media.
6. No student records, personnel records or confidential records or information may be posted, disclosed, or otherwise published on a social media account.
7. All District copyright guidelines must be followed.
8. All posts and comments must be professional, appropriate and respectful.
9. Each district staff member who creates and uses a social media account is responsible for and shall monitor the account.
10. The Superintendent or designee shall monitor all social media accounts and may delete any content or account which is inappropriate, vulgar, profane or harassing. The Superintendent or designee must notify the staff member upon modification or deletion of an account.

Publication

The Administration shall inform District employees about this policy during the in-service programs on educator ethics, teacher-student conduct, and school employee-student conduct, shall communicate the rules of conduct set forth above, and shall take other steps to build awareness of this policy with students, parents, and the community.

Review and Administrative Procedures

The Administration shall periodically review this policy in consultation with staff for appropriate updating and bring recommendations for revisions to the Board. The Superintendent may adopt procedures to provide more specific directives, consistent with this Policy, with respect to particular usages, platforms, settings, and exceptions.

Enforcement

Any employee found to have engaged in conduct in violation of this Policy shall be subject to disciplinary 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.
47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and Libraries.
720 ILCS 135/0.01.
- CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum
Development), 6:60 (Curriculum Content), 6:210 (Instructional Materials), 6:220
(Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct,
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 (Restrictions on
Publications)
- ADOPTED: September 2, 2003
- REVISED: February 5, 2008
June 19, 2012
August 20, 2013
August 16, 2016

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.

Privately arranged trips, including those led by District staff members, shall not be represented as or construed to be sponsored by the District or school. Individuals who wish to participate in privately arranged field trips do so at their own choosing and at their own cost. Privately arranged field trips shall not interfere with the regular school schedule and shall not be required for any course credit. The District does not provide liability protection or insurance for privately arranged field trips. The District is not responsible or liable for any damages, injuries, or expenses arising or connected in any way to privately arranged field trips.

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
August 20, 2013

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. All volunteer coaches must comply with the requirement to report hazing in policy 5:90, *Abused and Neglected Child Reporting*.

LEGAL REF.: 105 ILCS 5/10-22.34 and 5/10-22.34b.
720 ILCS 5/12C-50.1.
730 ILCS 152/101 et seq. and 154/75-105.

CROSS REF.: 4:170 (Safety), 5:90 (Abused and Neglected Child Reporting), 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
February 18, 2014

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.: 6:50 (School Wellness), 6:65 (Student Social and Emotional Development), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:130 (Program for the Gifted), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 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, and performance *Partnership for Assessment of Readiness for College and Careers* (PARCC) and/or other assessments. 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 - 8th grade graduation or approved equivalent
Sophomore - 6 credits
Junior - 12 credits
Senior - 18 credits

LEGAL REF.: 105 ILCS 5/2-3.64a-5, 5/10-20.9a, 5/10-21.8, and 5/27-27.

CROSS REF.: 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:300 (Graduation Requirements), 6:340 (Student Testing and Assessment Program), 7:50 (School Admissions and Student Transfers to and from Non-District Schools)

ADOPTED: September 2, 2003

REVISED: December 5, 2006
February 17, 2015

Instruction

Homework

Homework is part of the District's instructional program and has the overarching goal of increasing student achievement. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. Recognizing the importance of parental involvement in homework, the Superintendent or designee shall ensure that parents/guardians are informed of whom to contact with questions or concerns about homework assignments. The Superintendent shall provide guidance to ensure that homework:

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

ADOPTED: September 2, 2003

REVISED: July 17, 2012

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	2 credits (1 must be in American History and Pass the Constitution exam)
American Government (Civics) begins with the Class of 2019	½ credit
Physical Education/Health	4 credits (Pass Health, and a course with a Personal Wellness Plan component)
Economics (Consumer Economics) Classes of 2018	½ credit
Personal Finance (Consumer Economics) begins with the Class of 2019	
Digital Literacy	½ credit
Electives/Career Electives	4-½ credits
<hr/>	
Total credits needed for graduation	22 credits ²

Challenge Curriculum

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

English	4 credits
Mathematics	3 credits
Science	3 credits
Social Studies	2 credits (1 must be in American History and Pass the Constitution exam)
American Government (Civics) begins with the Class of 2019	½ credit
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 component)
Economics (Consumer Education) Classes of 2018	½ credit

Personal Finance (Consumer Economics) begins with the Class of 2019	
Digital Literacy	½ credit
Electives/Career Electives	4-½ credits
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Total credits needed for graduation	24 credits ²
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Note: To participate in Commencement Exercises, a student must have earned 22 credits as defined above.

¹ 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.

² 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.
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. Participating in State assessments that are required for graduation by the School Code 105 ILCS 5/2-3,64a-5.

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. Complying with State law requirements for students who transfer during their senior year because their parent(s)/guardian(s) are on active military duty. This includes making reasonable adjustments to ensure graduation if possible, or efforts to ensure that the original (transferor) school district issues the student a diploma.
5. Taking all other actions needed or necessary 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. Four credits are the maximum to be transferred into District 228 by students currently enrolled in the District for purposes of meeting graduation requirements. This includes, but is not limited to correspondence and online/virtual courses from accredited schools and college/university courses. 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 seven 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 four years of high school, qualifies for a certificate of completion after the student has completed four 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, the Korean Conflict, or the Vietnam Conflict

Upon application, an honorably discharged veteran of World War II, the Korean Conflict, or the Vietnam Conflict will be awarded a diploma, provided that he or she: (1) resided within an area currently within the District at the time he or she left high school, 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.

LEGAL REF.: 105 ILCS 5/2-3.64a-5, 5/22-27, 5/27-3, 5/27-22, and 5/27-22.10.
105 ILCS 70/, Educational Opportunity for Military Children Act.
23 Ill.Admin.Code §1.440.

CROSS REF.: 6:30 (Organization of Instruction), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 6:315 (High School Credit for Students in Grade 7 or 8), 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
April 6, 2010
April 19, 2011
June 19, 2012
February 17, 2015
August 16, 2016
February 21, 2017

Instruction

High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students

Credit for Non-District Experiences

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

1. Distance learning course, including a correspondence, virtual, or online course
2. Courses in an accredited foreign exchange program
3. Summer school or community college courses
4. College courses offering dual credit courses at both the college and high school level
5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education
6. Work-related training at manufacturing facilities or agencies in a Youth Apprenticeship Vocational Educational Program (Tech Prep)
7. Credit earned in a Vocational Academy

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

Substitution for Required Courses

Vocational or technical education. 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 requests and approves the substitution in writing on forms provided by the District.

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

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 who is eligible for special education may be excused from physical education courses pursuant to 7:260, *Exemption from Physical Education*.

Re-Entering Students

Individuals younger than 21 years of age may re-enter high school to acquire a high school diploma or an equivalency certificate, subject to the limitations in Board policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*. Re-entering students may obtain credit through the successful completion of the following (not all of these may be available at any one time):

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

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

LEGAL REF.: 105 ILCS 5/2-3.44, 5/2-3.108, 5/2-3.115, 5/2-3.142, 5/10-22.43a, 5/27-6, 5/27-22.3, and 5/27-22.05.
23 Ill.Admin.Code §§1.425(e) and (f), 1.440(f), and 1.470(c).

CROSS REF.: 6:180 (Extended Instructional Programs), 6:300 (Graduation Requirements), 6:315 (High School Credit for Students in Grade 7 or 8), 6:320 (High School Credit for Proficiency), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:260 (Exemption from Physical Education)

ADOPTED: September 2, 2003

REVISED: December 6, 2005
July 17, 2007
April 6, 2010
June 19, 2012
February 18, 2014
February 17, 2015
February 21, 2017

Instruction

High School Credit for Students in Grade 7 or 8

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.

If a program is available, students in grades 7 and 8 to enroll in a course required for a high school diploma when the course is offered by the high school that the elementary student would attend and either of the following is satisfied: (1) the student participates in the course at the high school, and the elementary student's enrollment in the course would not prevent a high school student from being able to enroll, or (2) the student participates in the course where the student attends school as long as the course is taught by a teacher who holds a professional educator license with an endorsement for the grade level and content area of the course.

A student who successfully completes a course required for a high school diploma while in grades 7 and 8 shall receive academic credit for the course. 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.

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 5/10-22.43 and 5/27-22.10.
23 Ill.Admin.Code § 1.460.

CROSS REF.: 6:300 (Graduation Requirements), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 6:320 (High School Credit for Proficiency)

ADOPTED: February 16, 2016

REVISED:

Instruction

High School Credit for Proficiency

Proficiency Credits

Subject to the limitations in this policy and State law, the Superintendent or designee 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:

World language – A student is eligible to receive one year of world 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 world 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.

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

CROSS REF.: 6:300 (Graduation Requirements), 6:310 (High School Credit for Non-District Experiences; Course Substitutions: Re-Entering Students), 6:315 (High School Credit for Students in Grade 7 or 8)

ADOPTED: September 2, 2003

REVISED: April 4, 2006
January 22, 2008
March 3, 2009
April 6, 2010
March 15, 2011
February 16, 2016

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. Administers the State assessment system, known as the *Partnership for Assessment of Readiness for College and Careers* (PARCC), to all students and/or any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Informs students of the timelines and procedures applicable to their participation in every State assessment.
3. Provides each student's parents/guardians with the results or scores of each State assessment and an evaluation of the student's progress. See policy 6:280, Grading and Promotion.
4. Utilizes 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. All reliable assessments administered by the District and scored by entities outside of the District must be (1) reported to ISBE on its form by the 30th day of each school year, and (2) made publicly available to parents and guardians of students. 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.
Illinois School Student Records Act, 105 ILCS 10/
105 ILCS 5/2-3.63a-5, 5/2-3.64a-5, 5/10-17a, 5/22-82, and 5/27-1.

CROSS REF.: 6:15 (School Accountability), 6:280 (Grading and Promotion), 7:340 (Student Records)

ADOPTED: September 2, 2003

REVISED: January 4, 2005
December 6, 2005
January 2, 2007
February 17, 2015
February 21, 2017