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Instruction

Educational Philosophy and Objectives ¹

The District's educational program will seek to provide an opportunity for each student to develop to his or her maximum potential. The objectives for the educational program are to:

1. Foster students' self-discovery, self-awareness, and self-discipline.
2. Develop students' awareness of and appreciation for cultural diversity.
3. Stimulate students' intellectual curiosity and growth.
4. Provide students with fundamental career concepts and skills.
5. Help students develop sensitivity to the needs and values of others and a respect for individual and group differences.
6. Help each student strive for excellence and instill a desire to reach the limit of his or her potential.
7. Encourage students to become life long learners.
8. Provide an educational climate and culture free of bias concerning the protected classifications identified in policy 7:10, *Equal Educational Opportunities*.

In order for the School Board to monitor whether the educational program is attaining these objectives and to be knowledgeable of current and future resource needs, the Superintendent shall prepare an annual report that includes:

1. A review and evaluation of the present curriculum.
2. A projection of curriculum and resource needs.
3. An evaluation of, and plan to eliminate, any bias in the curriculum or instructional materials and methods concerning the classifications referred to in item 8, above.
4. Any plan for new or revised instructional program implementation.
5. A review of present and future facility needs.

¹ This policy is intended as a repository for the district's mission statement for instruction as well as for ends or objectives of the instructional program. A board monitors compliance and progress through superintendent reports. The items in both the objectives and monitoring lists are only examples. Each board should customize this policy, and re-visit it periodically, to ensure it is responsive to the district's needs and is effective and dynamic.

Alternative or additional objectives for the educational program might include one or more of the following:

1. Have all students meet or exceed State standards in their academic pursuits.
2. Provide meaningful learning activities for all students who have the capacity to learn.
3. Provide opportunities for students to develop emotionally, morally, and socially as well as to gain knowledge and skills to develop and maintain healthy minds and bodies.
4. Foster an appreciation for the efficient use of the natural resources.
5. Cultivate students' understanding and appreciation for democracy and the history of the United States.
6. Have students take responsibility for their own actions including understand their role in creating a positive learning environment as well as being active participants in the learning process.
7. Provide opportunities for students' parents/guardians to participate in their child's academic achievement and school performance.

CROSS REF: 1:30 (School District Philosophy), 3:10 (Goals and Objectives), 6:15 (School Accountability), 7:10 (Equal Educational Opportunities)

Instruction

School Accountability 1

According to the Illinois General Assembly, the primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. 2 To fulfill that purpose, the State Board of Education prepared State Goals for Learning with accompanying Illinois Learning Standards. 3

The School Board 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 statute and State Board of Education 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 continuous school improvement. 4
2. If applicable, implement a No Child Left Behind Act plan, including the completion of the NCLB Consolidated Application, and seek Board approval where necessary or advisable. 5
3. Continuously assess whether the District and its schools are making adequate yearly progress as defined by State law. 6
4. If applicable, develop District and School Improvement Plans, present them for Board approval, submit them to the State Superintendent for verification, and supervise their implementation. If applicable, develop a restructuring plan for any school that remains on academic watch status after a fifth annual calculation. 7
5. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law. 8

1 State or federal law controls this policy's content.

2 105 ILCS 5/27-1.

3 23 Ill.Admin.Code §1, Appendix D.

4 105 ILCS 5/2-3.25 - 2-3.25b; 23 Ill.Admin.Code §§1.10(a) and 1.20.

5 Omit this item if the district does not receive Title I funds. Title I is part of the Elementary and Secondary Education Act (20 U.S.C. §6301 *et seq.*). It was amended by No Child Left Behind (NCLB) which was signed on 1-8-02 and officially expired on 9-30-07. NCLB remains in effect due to a continuing resolution but must be reauthorized.

20 U.S.C. §6312 contains the required components of a NCLB plan. ISBE's *Grant and Programs* division administers the NCLB Consolidated Application. See Administrative Procedure 6:170-AP3, *No Child Left Behind Checklist*.

6 105 ILCS 5/2-3.25a and 5/2-3.64; 23 Ill.Admin.Code §§1.40-1.70, 1.80 & 1.85.

7 State requirements for district and school improvement plans as well as restructuring plans are in 105 ILCS 5/2-3.25d and 5/2-3.63; and 23 Ill.Admin.Code §1.85.

8 105 ILCS 5/10-17a. Districts must present the report card at a regular board meeting, post it on the district's website, make it available to newspapers of general circulation in the district, notify parents/guardians of its availability on the district's website, provide it to parents/guardians on request, submit it to the regional superintendent, and otherwise disseminate it as required by State law.

School Choice for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring⁹

This section applies to only those students enrolled in a school identified by the Board for school improvement, corrective action, or restructuring as defined by federal law. ¹⁰ Warren has only one school per grade level. Since there are no District schools available into which a student may transfer, the Superintendent or designee shall, to the extent practicable, establish a cooperative agreement with other districts in the area. ¹¹ A student who transfers to another school under this policy may remain at that school until the student completes the highest grade at that school. ¹² The District shall provide transportation only until the end of the school year in which the transferring school ceases to be identified for school improvement or subject to corrective action or restructuring. ¹³ All transfers and notices provided to parents/guardians and transfer requests are governed by State and federal law. ¹⁴

Students from low-income families shall be provided supplemental educational services as provided in federal law if they attend any District school that: (1) failed to make adequate yearly progress for 3 consecutive years, or (2) is subject to corrective action or restructuring. ¹⁵

LEGAL REF.: No Child Left Behind Act, §1116, 20 U.S.C. §6316.
34 C.F.R. §§200.32, 200.33, 200.42, and 200.43.
105 ILCS 5/2-3.25d, 5/2-3.63, 5/2-3.64, 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)

⁹ The provisions in this section are required by §1116 of No Child Left Behind (20 U.S.C. §6316; 34 C.F.R. §200.44). Districts that do not receive Title I funds should omit this section. Sample policy 7:30, *School Assignment*, implements the State law requirement that all districts have a policy governing student transfers within the district.

Helpful resources with web links are listed in 6:15-AP, *Administrative Procedure - School Choice and Supplemental Educational Services*.

¹⁰ For a school identified for school improvement, see 20 U.S.C. §6316(b)(1)(E)(i) and 34 C.F.R. §200.32; for corrective action, see 20 U.S.C. §6316(b)(7)(C)(i) and 34 C.F.R. §200.42; for restructuring, see 20 U.S.C. §6316(b)(8)(A)(i) and 34 C.F.R. §200.43.

¹¹ 20 U.S.C. §6316(b)(11). In its *Overview of Public School Choice for Illinois Schools*, ISBE suggests that a *good faith effort* requires a district to send a letter to superintendents of surrounding districts asking if they would be interested in participating in an intergovernmental agreement and to keep copies of the letter and any responses it receives.

¹² 20 U.S.C. §6316(b)(13).

¹³ 20 U.S.C. §6316(b)(9) and (b)(13).

¹⁴ The lowest achieving children from low-income families must receive transfer priority (20 U.S.C. §6316(b)(1)(E)(ii)). Federal law provides that transferring students “shall be enrolled in classes and other activities in the public school to which the students transfer in the same manner as all other children at the public school.”

¹⁵ 20 U.S.C. §6316(b)(5)(B), (b)(7)(iii), and (b)(8)(A)(ii). The definition of, and requirements for, supplemental education services are found in 20 U.S.C. §6316(e). Only students from low-income families must receive supplemental education services 20 U.S.C. §6316(e)(12)(A). ISBE’s rules for providers of supplemental educational services are at 23 Ill.Admin.Code Part 675, www.ilga.gov/commission/jcar/admincode/023/02300675sections.html.

Instruction

Administrative Procedure - School Choice and Supplemental Educational Services

In 2001, NCLB added *public school choice* and *supplemental educational services* to Title I of the Elementary and Secondary Education Act. Title I-funded schools, identified by ISBE as in School Improvement, must offer all enrolled students an opportunity to attend a public school within the district that has not been so identified, but Warren only has one school per grade level 34 C.F.R. §200.44. If there are no qualifying schools in the district that can accept students, the district must try to make cooperative agreements with nearby districts that do have eligible schools. *Supplemental educational services* refers to free extra academic assistance. Title I-funded schools, identified by ISBE as in School Improvement for 2 consecutive years, must offer supplemental educational services to eligible students. 34 C.F.R. §200.45.

School Choice

Legal Authority	Description
Elementary and Secondary Education Act	A district must offer public school choice when a school is identified for improvement [20 U.S.C. §§6316(b)(1)(E) and 6316(b)(5)]; for corrective action [§6316(b)(7)]; or for restructuring [§6316(b)(8)]. A district must seek cooperative agreements with other neighboring districts if there are no available choice recipient schools within the district. 20 U.S.C. §6316(b)(11).
U.S. Department of Education	Public school choice, 34 C.F.R. §§200.37, 200.39, and 200.44. Notification to eligible students' parents/guardians. 34 C.F.R. §200.37(b). <i>Public School Choice Non-Regulatory Guidance</i> , www.ed.gov/policy/elsec/guid/schoolchoiceguid.doc .
<u>The School Code</u>	A request to transfer a student pursuant to choice provisions should be made at least 30 days before the first day of the school year. 105 ILCS 5/10-21.3a.
Illinois State Board of Education	<i>Guidance for Public School Choice Letters</i> , which includes a web link to sample parent notice letters, www.isbe.net/grants/html/choice.htm . <i>NCLB, Public School Choice</i> , www.isbe.net/nclb/htmls/school_choice.htm .

Supplemental Educational Services

Legal Authority	Description
Elementary and Secondary Education Act	A district must: <ol style="list-style-type: none"> a. Offer SES when a school is identified for improvement [20 U.S.C. §6316(b)(5)]; for corrective action [§6316(b)(7)]; or restructuring [§6316(b)(8)]. b. Notify eligible students' parents/guardians of the availability of

Legal Authority	Description
	SES. 20 U.S.C. §6316(e)(2)(A). c. Enter into an agreement with a provider. 20 U.S.C. §6316(e)(3). d. Evaluate SES providers' services. 20 U.S.C. §6316(e)(2). e. Protect the privacy of students who receive SES. 20 U.S.C. §6316(e)(2)(D).
U.S. Department of Education	Supplemental educational services, 34 C.F.R. §200.45-48. A district must: a. Notify eligible students' parents/guardians. 34 C.F.R. §§200.37(b) and 200.46(a)(1). b. Enter into an agreement with provider(s). 34 C.F.R. §200.46(b). c. Evaluate SES providers' services. 34 C.F.R. §200.46(a)(6). <i>Supplemental Educational Services Non-Regulatory Guidance</i> , U.S. Dept. of Education, www.ed.gov/policy/elsec/guid/suppsvcsguid.doc .
Illinois State Board of Education	23 Ill.Admin.Code Part 675, Providers of Supplemental Educational Services, www.ilga.gov/commission/jcar/admincode/023/02300675sections.html . ISBE resources on supplemental educational services, www.isbe.net/ses/html/resources.htm and www.isbe.net/ses/default.htm . Parent notification letters, www.isbe.net/ses/word/parent_guardian.doc .

Instruction

Exhibit - Resolution Declining Requests to Accept Non-Resident Choice Students

WHEREAS, schools identified for school improvement, corrective action, or restructuring under Section 1116 of the federal Elementary and Secondary Education Act, as added by the No Child Left Behind Act of 2001, must offer their students the choice of attending other schools that have not been so identified (so-called "choice students");

WHEREAS, this School District may be requested by other school districts to accept and enroll students currently attending a school identified for school improvement, corrective action, or restructuring;

WHEREAS, no school in this School District has adequate resources, capacity, and/or staffing that would make it a candidate for accepting non-resident choice students from non-district schools without harming the educational program it currently offers.

THEREFORE, BE IT RESOLVED THAT:

1. The District will not enter into intergovernmental agreement to accept non-resident students from non-District schools identified for school improvement, corrective action, or restructuring;
2. The District will not accept non-resident choice students for enrollment, other than pursuant to: (1) an intergovernmental or cooperative agreement that pre-existed this Resolution; (2) a binding order from a court having appropriate jurisdiction; (3) foreign exchange students accepted pursuant to District policy; or (4) State or federal law requiring the District to accept a non-resident students.
3. The Superintendent shall keep the School Board apprised of any change in conditions that might cause the Board to reconsider this Resolution.

ADOPTED THIS 16TH DAY OF SEPTEMBER, 2009, BY THE FOLLOWING VOTE:

AYES: 6 NAYS: 0 ABSENT: 1

ATTEST: 
PRESIDENT, BOARD OF EDUCATION


SECRETARY, BOARD OF EDUCATION

Instruction

School Year Calendar and Day 1

School Calendar

The School Board, 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. ² The school calendar shall have a minimum of 185 days to ensure 176 days of actual student attendance. ³

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. ⁴ The Board may, from time to time, designate a regular school day as a commemorative holiday.

School Day

The Board establishes the length of the school day with the recommendation of the Superintendent and subject to State law requirements. ⁵ The Superintendent or designee shall ensure that observances required by State law are followed during each day of school attendance. ⁶

¹ State or federal law controls this policy's content. This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

² State-mandated school holidays are found in 105 ILCS 5/24-2, amended by P.A. 96-640. See policy 5:330, *Sick Days, Vacation, Holidays, and Leaves*, for a holiday listing. P.A. 96-640 allows a school board to hold school or schedule teachers' institutes, parent-teacher conferences, or staff development on five identified school holidays if: (1) the school board first holds a public hearing on the proposal, and (2) the person or persons honored by the holiday are recognized through instructional activities conducted on the school holiday or on the first school day preceding or following the school holiday. This is an item on which collective bargaining may be required, and a board that wishes to implement this law should consult its attorney.

A State mandated school holiday on "Good Friday" is unconstitutional according to Metzl v. Leininger, 57 F.3d 618 (7th Cir., 1995). Closing school on religious holidays may still be permissible for those districts able to demonstrate (e.g., through surveys) that remaining open would be a waste of educational resources due to widespread absenteeism. Also, districts may be able to close school on Good Friday by adopting a "spring holiday" rationale or ensuring that it falls within spring break. School districts should discuss all of these options, and collective bargaining implications with their board attorneys.

If the county board or board of election commissioners chooses a school to be a polling place, the school district must make the school available; however, for the election day, a school district may choose to keep the school open or hold a teachers' institute (10 ILCS 5/11-4.1).

³ The school calendar must have a minimum 185 days to ensure 176 days of actual pupil attendance (105 ILCS 5/10-19 and 5/24-1; 23 Ill.Admin.Code §1.420). Schools must be closed during county institute (105 ILCS 5/24-3). The school calendar may be a mandatory subject of collective bargaining. The calendar for the school term and any changes must be submitted to and approved by the regional superintendent before the calendar or changes may take effect (105 ILCS 5/10-19).

⁴ 105 ILCS 5/24-2, amended by P.A. 96-640, lists the following as commemorative holidays: Jan. 28 (Christa McAuliffe Day commemorating space exploration), Feb. 15 (Susan B. Anthony), March 29 (Viet Nam War Veterans' Day), the school day immediately preceding Veterans' Day (Korean War Veterans' Day), Oct. 1 (Recycling Day), and Dec. 7 (Pearl Harbor Veterans' Day). Other commemorative holidays include: Arbor and Bird Day on the last Friday in April (105 ILCS 5/27-18), Leif Erickson day on Oct 9 if a school day and otherwise on a school day nearest the date (105 ILCS 5/27-19), American Indian Day on the 4th Friday of Sept. (105 ILCS 5/27-20), Ill. Law Week during the first full school week in May (105 ILCS 5/27-20.1), "Just Say No" Day on a school day in May (105 ILCS 5/20.2), a Day of Remembrance on Sept. 11 (5 ILCS 490/86), Ronald Reagan Day on Feb. 6 (5 ILCS 490/2), Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade on March 25 (5 ILCS 490/155, added by P.A. 96-930), and the first full week of January as Emancipation Proclamation Week (5 ILCS 490/155, added by P.A. 96-1238, eff. 1-1-11).

- 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.
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 School Board), 5:200 (Terms and Conditions of Employment and Dismissal), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 6:60 (Curriculum Content), 6:70 (Teaching About Religions), 7:90 (Release During School Hours)

⁵ A school day must consist of a minimum 5 clock hours under the direct supervision of a teacher or non-teaching volunteer providing non-teaching or supervisory duties as specified in 105 ILCS 5/10-22.34(a), in order to qualify as a full day for calculating state aid entitlement (105 ILCS 5/18-8.05(F), amended by P.A. 96-640), 23 Ill.Admin.Code §1.420(f). Students in attendance for fewer than two hours of school work are not counted for calculating average daily attendance (23 Ill.Admin.Code §1.420(f)(4). Contrast 105 ILCS 5/18-12, amended by P.A. 96-734. It allows a partial day of attendance to be counted as a full day when: (1) the school district has provided at least one hour of instruction prior to the closure of the school district; (2) a school building has provided at least one hour of instruction prior to the closure of the school building; or (3) the normal start time of the school district is delayed. P.A. 96-734 also outlines the process to claim attendance prior to providing any instruction when a school district must close a building or buildings, but not the entire district, after consultation with a local emergency response agency or due to a condition beyond the control of the district. Additionally, 105 ILCS 5/18-12.5, added by P.A. 96-689 outlines the process for claiming attendance when a school district must close a building or buildings, but not the entire district, specifically because of a public health emergency. Attendance for such days may only be claimed if the school building(s) was scheduled to be in operation on those days.

Alternative education programs may provide fewer than 5 hours under certain circumstances (105 ILCS 5/2-3.33a and 5/13B-50). Exceptions also exist for kindergarten, teaching hospitalized or homebound students, first-grade, disabled children less than 6 years old, the opening and closing days of the school term, in-service training for teachers in accordance with 105 ILCS 5/10-22.39, parent-teacher conferences, and days when the Prairie State Achievement Examination is administered (105 ILCS 5/18-8.05(F), amended by P.A. 96-640).

⁶ 105 ILCS 5/27-3 requires the Pledge of Allegiance to be recited every day in elementary and secondary schools. Note that the Illinois statute does not require every student to recite the Pledge – that kind of mandatory participation would violate the U.S. Constitution. Schools may not coerce a student into saying the Pledge, nor may they punish students for refusing to participate in any aspect of the flag ritual, including standing, saluting the flag, and reciting the Pledge. West Virginia State Board of Education v. Barnette, 319 U.S. 624 (1943); Sherman v. Community Consolidated School District 21 of Wheeling Township, 980 F.2d 437 (7th Cir. 1992). Consider using permissive rather than mandatory language to introduce the recitation of the Pledge, such as, “You may now stand to recite the Pledge.” Schools may, of course, require that non-participants maintain order and decorum appropriate to the school environment.

On 10-11-07, an Illinois law went into effect requiring a mandatory *brief period of silence* for all Illinois public school students (Silent Reflection and Student Prayer Act, 105 ILCS 20/1). A student filed a federal lawsuit alleging that the *brief period of silence* law was unconstitutional because it is too vague and violates the First Amendment. Sherman v. THSD 214 and Koch, 624 F.Supp.2d 907 (N.D.Ill., 2007). The court issued a preliminary injunction to prevent the plaintiff-student’s school district from implementing the Act and State Superintendent Koch from enforcing it. The court granted plaintiff’s request to make the lawsuit a class action – the defendant class comprising all Illinois public school districts. After the case’s merits are heard, the preliminary injunction may be made permanent or be rescinded. School districts must follow court orders and the State Superintendent’s instructions.

105 ILCS 5/10-24.46, amended by P.A. 96-84, requires a moment of silence to recognize veterans during any type of event held at a district school on November 11. See f/n 2 above for more discussion.

Instruction

Organization of Instruction ¹

The School District has instructional levels for grades ___PK___ through ___12___ . The Superintendent shall annually present to the School Board 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.

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.

Kindergarten ²

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

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

¹ The contents of this policy, except the kindergarten section, are discretionary with each board. The first section serves to inform interested people that instructional levels are organized and assigned to school facilities according to a plan, developed by the superintendent, that meets standards adopted by the board. If a board does not want to include specific standards for the plan, it may substitute this sentence for the second sentence:

The grouping and housing of instructional levels in school facilities shall be according to plans developed by the Superintendent and approved by the Board.

Optional additional sentences for unit districts; insert after the first sentence.

The elementary schools enroll students in kindergarten through grade _____. The junior high school offers grades ___ through _____. The high school offers grades _____ through 12.

² This section is for only those districts having a kindergarten. A board may establish a full-day or half-day kindergarten program (105 ILCS 5/10-22.18). If a full-day program is established, the district must also establish a half-day program (105 ILCS 5/10-22.18). The district must offer a distinctive curriculum for full- and half-day kindergartens when 20 or more students' parents/guardians request a half-day program (23 Ill.Admin.Code §1.420(h)(2)). A board should consider adding a description of pre-kindergarten programs whether they are for all students or only those who qualify due to special needs.

105 ILCS 5/10-20.37, 5/10-20.19a, and 10-22.18 authorize a board to establish a program as described in the following optional provision:

To the extent State or federal funds are available and in accordance with State law, the Superintendent or designee shall establish, maintain, and operate a summer kindergarten program that: (1) begins two months before the beginning of the regular school year, and/or (2) continues for two months after the regular school year for grade one readiness for those students making unsatisfactory progress during the regular kindergarten session. The District shall provide transportation.

LEGAL REF.: 105 ILCS 5/10-20.19a, 5/10-20.37, and 5/10-22.18.
23 Ill.Admin.Code §1.420.

CROSS REF.: 6:40 (Curriculum Development), 6:170 (Title I Programs), 7:30 (Student Assignment), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students)

Instruction

Curriculum Development ¹

Adoption ²

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, ³
5. The curriculum of non-District schools that feed into or from a District school, provided that the necessary cooperation and information is available, ⁴
6. The Illinois State Learning Standards and any District learning standards, and
7. Any required State or federal student testing.

The School Board will adopt, upon recommendation of the Superintendent, a curriculum that meets the above criteria. ⁵

Experimental Educational Programs and Pilot Projects ⁶

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.

¹ State or federal law controls this policy's content.

² This section is not dictated by State or federal law, but reflects board work regarding curriculum. Each board should dwell over this section to ensure it articulates the board's intent.

³ State law mandates certain courses of study, but local school boards may set requirements exceeding State law-mandated courses of study (105 ILCS 5/10-20.8 and 5/27-1 et seq.).

⁴ Alternative for unit districts:

5. The curriculum District-wide and articulated across all grade levels.

⁵ The following is an alternative for boards that do not want the sample language's degree of delegation:

The School Board will consider the Superintendent's recommendation and adopt a curriculum that meets the above criteria.

⁶ Experimental educational programs may require the approval of the State Board of Education and an agreement with the affected exclusive bargaining agent (105 ILCS 5/10-19). State law addresses pilot programs for teachers in relation to clinical schools, restructuring, and providing special assistance and support to beginning teachers (105 ILCS 5/2-3.52A).

Single-Gender Classes and Activities ⁷

The Superintendent may recommend a program of nonvocational single-gender classes and/or activities to provide diverse educational opportunities and/or meet students' identified educational needs. Participation in the classes or activities must be voluntary, both genders must be treated with substantial equality, and the program must otherwise comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*. The Superintendent must periodically evaluate any single-gender class or activity to ensure that: (1) it does not rely on overly broad generalizations about the different talents, capabilities, or preferences of either gender, and (2) it continues to comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*.

Development ⁸

The Superintendent 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 Superintendent shall report to the Board as appropriate, the curriculum review program's efforts to:

1. Regularly evaluate 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/guardians, 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 shall develop and provide subject area curriculum guides to appropriate staff members.

⁷ The U.S. Dept. of Education (DOE) amended its Title IX regulation to make it easier for schools to have single-sex classes and extracurricular activities (eff. 11-24-06, 34 C.F.R. Part 106). Title IX generally protects students from discrimination on the basis of sex. However, citing recent research suggesting that some students benefit in single-sex classes, the DOE added flexibility to its rules on single-sex classes and activities. The rules are very specific and should be consulted when designing single-sex classes or activities.

⁸ The last two sections of this policy provide a process for the board to monitor the extent that its ends for curriculum development are being pursued. However, a board may be concerned that these sections offend the board's efforts to delegate authority to the superintendent to manage the district. If so, these sections should be deleted. See the IASB's "Foundational Principles of Effective Governance," http://www.iasb.com/pdf/found_prin.pdf.

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), 6:90 (Kindergarten), 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), 6:145 (Migrant Students), 6:150 (Home and Hospital Instruction), 6:160 (English Language Learners), 6:170 (Title I Programs), 6:180 (Extended Instructional Programs), 7:15 (Student and Family Privacy Rights)

Instruction

Administrative Procedure - Curriculum Development

Faculty Curriculum Committee

The Faculty Curriculum Committee assists in the District's curriculum planning process and provides the Superintendent with recommendations and supportive summaries. The Committee shall serve in an advisory capacity only.

The Faculty Curriculum Committee will:

1. Engage in two-way communication with teachers in order to address questions and concerns, keep everyone informed, and cooperatively strive for continuous improvement.
2. Provide system-wide coordination of curriculum and student learning experiences.
3. Identify and categorize problems related to curriculum.
4. Research instructional methods and curriculum, utilizing available resources.
5. Engage in long-range planning for the continuous improvement of the curriculum.

The Superintendent or designee appoints Committee members and directs the Committee providing specific tasks and time-frames.

Curriculum Guides and Course Outlines

Development of guides:

1. Curriculum guides are best developed by the staff and teachers who are to use them.
2. When entire staff participation is not feasible, the Superintendent or designee will direct staff representatives and/or relevant department heads to study, create, and revise the guides.
3. Completed guides will be given to the Superintendent.

Use of guides:

1. Curriculum guides serve as a framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction that will serve the students' particular needs at a particular time. The guides shall be used to map the logical sequence of instruction.
2. In subjects where sequence is important, such as mathematics, teachers shall be expected to adhere to the guide. In subjects where sequential learning is less important, the teacher may be given a greater degree of freedom in respect to sequence.
3. In all cases, sufficient latitude shall be permitted to provide the teacher with time to teach the current, topical, and incidental issues that add to motivation and meaningful teaching and learning.
4. The Building Principal and/or department heads shall see that optimum use is made of available curriculum guides.

Instruction

School Wellness ¹

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

Goals for Nutrition Education ²

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive health education curriculum. See School Board policy 6:60, *Curriculum Content*. ³

Goals for Physical Activity ⁴

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*. ⁵

¹ State or federal law requires this subject matter to be covered in policy and controls its content. The federal Child Nutrition and WIC Reauthorization Act of 2004 requires school districts participating in a program authorized by the National School Lunch Act or the Child Nutrition Act to have a school wellness policy (PL 108-265, Sec. 204). State law required ISBE to "establish a State goal that all school districts have a wellness policy," (105 ILCS 5/2-3.139). ISBE complied in October 2007 by "instruct[ing] all public school districts to establish a School Wellness Policy." The federal and State laws list mandatory topics for the policy. The second sentence of this policy should be deleted if the district does not participate in the National School Lunch Act or the Child Nutrition Act.

See ISBE's numerous resources at www.isbe.net/nutrition/htmls/wellness_policy.htm. Action for Healthy Kids is a national organization dedicated to overcoming the "epidemic of overweight, undernourished and sedentary youth by focusing on changes in schools;" see its resources at www.actionforhealthykids.org/index.php.

This sample policy seeks to be both legally compliant and consistent with good governance principles. Both federal and State laws allow each school district to determine how the required topics are addressed. Good governance principles suggest that the board should establish goals with community and stakeholder input. The administration should determine how to achieve the goals. The board should monitor this policy by requesting and reviewing periodic implementation data.

The Ill. Dept. of Agriculture and ISBE are directed to create the Farm Fresh Schools Program (30 ILCS 105/5.728, added by P.A. 96-153, recodified by P.A. 96-1000). They are also directed to administer a grant program to further the Program's intent of "reduc[ing] obesity and improve[ing] nutrition and public health, as well as strengthen[ing] local agricultural economies by increasing access to and promoting the consumption of locally grown fruits and vegetables in schools and increasing physical activities and programs that promote pupil wellness."

² This is a required topic, but the local board may determine what goals are appropriate (PL 108-265, Sec. 204(a)(1); 105 ILCS 5/2-3.139(a)(2)).

³ 105 ILCS 110/3 and 23 Ill.Admin.Code §1.420(n). ISBE's rules for Comprehensive Health Education found at 23 Ill.Admin.Code Part 253 were repealed effective 10/3/05.

⁴ This is a required topic, but the local board may determine what goals are appropriate (PL 108-265, Sec. 204(a)(1); 105 ILCS 5/2-3.139(a)(2)).

⁵ 105 ILCS 5/27-5 and 27-6.

- 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*.⁶
- 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.⁷

Nutrition Guidelines for Foods Available in Schools During the School Day⁸

Students will be offered and schools will promote nutritious food and beverage choices consistent with the current Dietary Guidelines for Americans and Food Guidance System published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall control food sales that compete with the District's non-profit food service in compliance with the Child Nutrition Act. Food service rules shall restrict the sale of foods of minimal nutritional value, as defined by the U.S. Department of Agriculture, in the food service areas during the meal periods and comply with all applicable rules of the Illinois State Board of Education.⁹

Guidelines for Reimbursable School Meals¹⁰

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.¹¹

Monitoring¹²

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

Community Input¹³

The Superintendent or designee will invite suggestions and comments concerning the development, implementation, and improvement of the school wellness policy from community members, including

⁶ *Id.*

⁷ Schools must "set student learning objectives which meet or exceed goals established by the State," (105 ILCS 5/2-3.63). The Learning Standards can be found on ISBE's website, www.isbe.state.il.us/ils.

⁸ The policy must include the nutrition guidelines selected by the board for "all foods available during the school day with the objective of promoting student health and reducing childhood obesity," (PL 108-265, Sec. 204(a)(2); 105 ILCS 5/2-3.139(a)(1)).

⁹ Districts must prohibit the sale of foods of minimal nutritional value, as defined by federal rule, in the food service areas during the lunch periods (42 U.S.C. §1779; 7 C.F.R. §210.11; 7 C.F.R. Part 210, App. B). The sale of other competitive foods is allowable in the food service area during the lunch period only if all income from the sale of such foods accrues to the benefit of the nonprofit school food service, the school, or student organizations approved by the school (*Id.*). ISBE's rule limits the types and amounts of food and beverages that may be sold to students in grades 8 or below before school or during the regular school day in any school that participates in the School Breakfast Program or the National School Lunch Program (23 Ill.Admin.Code §305.15). A board may place additional limitations on the sale of minimally nutritious or junk foods.

¹⁰ Inclusion in the policy is required for only those districts that participate in a program authorized by the National School Lunch Act or the Child Nutrition Act (PL 108-265, Sec. 204(a)(3)).

¹¹ Child Nutrition Act of 1966 (42 U.S.C. §1771 *et seq.*) and National School Lunch Act (42 U.S.C. §1758).

¹² The policy must establish "a plan for measuring implementation of the local wellness policy, including designation of 1 or more persons within the local educational agency at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy," (PL 108-265, Sec. 204(a)(4); 105 ILCS 5/2-3.139(a)(4)).

¹³ A board must establish a policy that "involves parents, students, and representatives of the school food authority, the board, school administrators, and the public in the development of the school wellness policy," (PL 108-265, Sec. 204(a)(5); 105 ILCS 5/2-3.139(a)(3)). This requirement's awkward wording notwithstanding, a board may take compliance steps by seeking community input during this policy's adoption and monitoring phases. See 2:240, *Board Policy Development*.

parents, students, and representatives of the school food authority, school administrators, and the public.

LEGAL REF.: Child Nutrition and WIC Reauthorization Act of 2004, PL 108-265, Sec. 204.
Child Nutrition Act of 1966, 42 U.S.C. §1771 et seq.
National School Lunch Act, 42 U.S.C. §1758.
42 U.S.C. §1779, as implemented by 7 C.F.R. §210.11.
105 ILCS 5/2-3.139.
23 Ill.Admin.Code Part 305, Food Program.
ISBE's "School Wellness Policy" Goal, adopted Oct. 2007.

CROSS REF.: 4:120 (Food Services)

Instruction

Warren C.U.S.D. #205 Wellness Policy

-Health and Wellness

- Wellness includes intellectual, social, emotional, physical, and spiritual aspects. It has to do with feeling good about oneself and with having goals and purposes in life. Wellness is more likely to be present in individuals who assume responsibility for his/her own health. Illness is the negative component of health that we want to treat or prevent, while wellness is the positive component of health that we want to promote. The Warren Wellness Plan will require instruction and education from Health and Physical Education faculty as well as cross-curricular intervention.

The goal of the Warren Wellness Plan is to improve the health of our children by promoting a healthier school environment. To help meet the goal, PBIS has been initiated in every area of the school, as well as efforts to achieve the Healthier Generation Schools criteria. The following identifies what changes have been made to:

1. improve the quality of the foods served,
 2. provide students with nutrition education, and
 3. provide students with physical education and opportunities for physical activity.
- Students in grades Pre-K-12 receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.
 - Nutrition education is offered in the school dining room as well as in the classroom, with coordination between the foodservice staff and teachers.
 - Students receive consistent nutrition messages throughout schools, classrooms, cafeterias, homes, community, and media
 - District health education curriculum standards and guidelines include both nutrition and physical education.
 - Nutrition is integrated into the health education or core curricula (e.g., math, science, language arts).
 - Schools link nutrition education activities with the coordinated school health program.
 - Staff who provide nutrition education have appropriate training.
 - Schools are enrolled as Team Nutrition Schools, and they conduct nutrition education activities and promotions that involve parents, students, and the community. IN
PROCESS

-Dining Environment

- The school district provides a clean, safe, enjoyable meal environment for students.
- The school district provides enough space and serving areas to ensure all students have access to school meals with minimum wait time.
- The school district makes drinking fountains available in all schools, so that students can get water at meals and throughout the day.
- The school district encourages all students participate in the school meals program and protects the identity of students who eat free and reduced price meals.

- Time to Eat

- The school district will ensure an adequate time for students to enjoy eating healthy foods with friends in schools.
- The school district will schedule lunch time as near the middle of the school day as possible.
- The school district will schedule recess for elementary schools before lunch so that children will come to lunch less distracted and ready to eat.

- Consistent School Activities and Environment

- The school district will provide opportunities for on-going professional training and development for foodservice staff and teachers in the areas of nutrition and physical education.
- The school district will make efforts to keep school or district-owned physical activity facilities open for use by students outside school hours.
- The school district encourages parents, teachers, school administrators, students, foodservice professionals, and community members to serve as role models in practicing healthy eating and being physically active, both in school and at home.
- The school district encourages and provides opportunities for students, teachers, and community volunteers to practice healthy eating and serve as role models in school dining areas.
- The school district encourages all students to participate in the school meals program, i.e. the National School Lunch, including snacks for After School Program, and School Breakfast programs.
- Sugared sodas and snacks will not be sold in the building during school hours.
- Nutrition guidelines for all foods and beverages are available on school campuses during the school day with the objectives of promoting student health and reducing childhood obesity.
- Warren is a part of a five year plan to measure the obesity in Jo Daviess County and implement nutrition education beginning in the elementary school

-Staff Wellness

- Warren School District highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. We have a Wellness Committee composed of staff members, administration, and parents. This committee will promote, and oversee a plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. This committee has developed a wellness policy for our district. This includes Faculty Fitness which includes a walking plan and strength training plan.

-Daily Physical Education Pre-K-12

- All students in grades Pre-K-12, including students with disabilities, special health-care needs, will receive daily physical education (or its equivalent of 150 minutes/week for elementary school students and 225 minutes/week for middle and high school students) for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (*e.g.*, interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Instruction

Curriculum Content 1

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

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, ² and (i) drug and substance abuse prevention. ³
2. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive course, (c) science, (d) mathematics, (e) social studies including U.S. history, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) vocational education. ⁴

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. ⁵ The course shall include classroom instruction on distracted driving as a major traffic safety issue. ⁶ 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. ⁷ 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. ⁸

3. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught. ⁹

¹ Districts must have a policy on physical education (23 Ill.Admin.Code §1.420(p). Policies on the remaining topics in this policy are optional. State or federal law controls this policy's content.

² 23 Ill.Admin.Code §1.430.

³ 105 ILCS 5/27-13.2.

⁴ 23 Ill.Admin.Code §1.440, 105 ILCS 5/27-22 and 5/27-23. The General Assembly encouraged school boards to implement American sign language courses into the school foreign language curriculum (105 ILCS 5/10-20.46, added by P.A. 96-843). Senate Joint Resolution 68, 96th General Assembly, encourages school districts to explore the introduction of Arabic as a foreign language in their curriculums.

⁵ 105 ILCS 5/27-23 and 5/27-24.2.

⁶ 105 ILCS 5/27-24.2.

⁷ 105 ILCS 5/27-17.

⁸ The Ill. Vehicle Code, 625 ILCS 5/6-408.5, contains these requirements; they are paraphrased below and may be added to the policy or otherwise disseminated.

Before a certificate of completion will be requested from the Secretary of State, a student must receive a passing grade in at least 8 courses during the 2 semesters last ending before requesting the certificate. A certificate of completion will not be requested for any person less than 18 years of age who has dropped out of school unless the individual provides:

1. Written verification of his or her enrollment in a GED or alternative education program or a GED certificate;
2. Written verification that before dropping out, the individual had received passing grades in at least 8 courses during the 2 previous semesters last ending before requesting a certificate;
3. Written consent from the individual's parent/guardian and the Regional Superintendent; or
4. Written waiver from the Superintendent of the School District in which the individual resides or resided at the time he or she dropped out of school, or from the chief school administrator with respect to a dropout who attended a non-public high school. A waiver may be given if the Superintendent or chief administrator deems it to be in the individual's best interests.

⁹ 105 ILCS 5/27-23.3.

4. In grades 4 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. **10**
5. In grades 3 or above, the curriculum contains a unit on Internet safety, the scope of which shall be determined by the Superintendent or designee. **11**
6. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. **12**
7. 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. **13**
8. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage daily during the school day in a physical education course. For exemptions and substitutions, see policies 6:310, *Credit for Alternative Courses and Programs, and Course Substitution*, and 7:260, *Exemption from Physical Activity*. **14**

10 105 ILCS 5/27-23.4.

11 105 ILCS 5/27-13.3. The statute recommends 7 topics for the unit on Internet safety. The statute specifically uses the conjunction *or*; arguably *or* indicates an alternative thus allowing districts to begin including the unit on Internet safety after third grade.

The Ill. General Assembly found that "the Internet is used by sexual predators and other criminals to make initial contact with children and other vulnerable residents in Illinois; and *** education is an effective method for preventing children from falling prey to online predators, identity theft, and other dangers," 105 ILCS 5/27-13.3. It required ISBE to "make available resource materials for educating children regarding child online safety;" and invited schools to "adopt an age-appropriate curriculum for Internet safety instruction of students in grades kindergarten through 12." A board that shares this concern may add the following option: "In grades kindergarten through 12, age-appropriate Internet safety must be taught."

12 105 ILCS 5/27-12. The Ill. General Assembly invited boards to "make suitable provisions for instruction in bullying prevention and gang resistance education and training in all grades and include such instruction in the courses of study regularly taught therein," 105 ILCS 5/27-23.7(c). A board that shares this concern may add the following option: "In addition, in all grades, bullying prevention and gang resistance education and training must be taught."

13 105 ILCS 5/27-3 requires the Pledge of Allegiance to be recited every day in elementary and secondary schools. Requirements for displaying a U.S. flag at each school and in each classroom are found in 5 ILCS 465/3 and 465/3a.

Note that the Illinois statute does not require every student to recite the Pledge – that kind of mandatory participation would violate the U.S. Constitution. Schools may not coerce a student into saying the Pledge, nor may they punish students for refusing to participate in any aspect of the flag ritual, including standing, saluting the flag, and reciting the Pledge. West Virginia State Board of Education v. Barnett, 319 U.S. 624 (1943); Sherman v. Community Consolidated School Dist. 21 of Wheeling Township, 980 F.2d 437 (7th Cir. 1992). Consider using permissive rather than mandatory language to introduce the recitation of the Pledge, such as, "You may now stand to recite the Pledge." Schools may, of course, require that non-participants maintain order and decorum appropriate to the school environment.

14 105 ILCS 5/27-5 requires school boards to provide for students' physical education and allows the P.E. course offered in grades 5 through 10 to include the health education courses required by State law.

105 ILCS 5/27-6 describes when students may be excused from daily P.E. See also 23 Ill.Admin.Code §1.420(p). 105 ILCS 5/27-7 describes the goals and requirements for P.E. courses; these are re-stated in this sample policy.

105 ILCS 5/27-6 contains an exception to the daily P.E. requirement for schools engaged in block scheduling; if this is applicable, substitute this sentence for the last sentence in this paragraph:

Unless otherwise exempted, all students are required to engage daily during the school day, except on block scheduled days for those schools in block scheduling, in a physical education course.

9. 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, and (d) dangers and avoidance of abduction. The Superintendent shall implement a comprehensive health education program in accordance with State law. **15**
10. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels. **16**
11. In grades 9 through 12, consumer education must be taught, including: financial literacy; installment purchasing; budgeting, savings, and investing; banking; simple contracts; income taxes; personal insurance policies; the comparison of prices; homeownership; and the roles of consumers interacting with agriculture, business, labor unions, and government in formulating and achieving the goals of the mixed free enterprise system. **17**
12. 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. **18**
13. In all schools, United States history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, 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. **19**
 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. **20**
14. In grade 7 and all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film. **21**

15 105 ILCS 5/27-13.2 and 110/3; 23 Ill.Admin.Code §1.420(n). Health education program content is described in administrative procedure 6:60-AP, *Comprehensive Health Education Program*; this administrative procedure requires the development of a family life and sex education program. The State Police and ISBE must develop instruction on child abduction prevention (20 ILCS 2605/2605-480).

16 23 Ill.Admin.Code §1.420(i). See 105 ILCS 435/ for the Vocational Education Act.

17 105 ILCS 5/27-12.1, amended by P.A. 96-1061; 23 Ill.Admin.Code §1.420(k).

18 105 ILCS 5/27-13.1 and 23 Ill.Admin.Code §1.420(l).

19 105 ILCS 5/27-21, amended by P.A. 96-629, and 23 Ill.Admin.Code §1.420(r).

20 Section 111 of Division J of Pub. L. 108-447, the Consolidated Appropriations Act, 2005, Dec. 8, 2004; 118 Stat. 2809, 3344-45 (Section 111). Section 111(b) states: "[e]ach educational institution that receives Federal funds for a fiscal year shall hold an educational program on the U.S. Constitution on September 17 of such year"

21 105 ILCS 5/27-3.5, added by P.A. 96-99. The Congressional Medal of Honor film is available on ISBE's website for no cost at www.isbe.net/curriculum/html/medal_of_honor.htm.

15. In all schools, the curriculum includes a unit of instruction on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan. **22**
16. In all schools, the curriculum includes a unit of instruction on the history, struggles, and contributions of women. **23**
17. 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. **24**
18. In all schools offering a secondary agricultural education program, the curriculum includes courses as required by 105 ILCS 5/2-3.80. **25**
19. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement. **26**

LEGAL REF.: 5 ILCS 465/3 and 465/3a.
 20 ILCS 2605/2605-480.
 Public Law 108-447, Section 111 of Division J.
 105 ILCS 5/2-3.80(e) and (f), 5/27-3, 5/27-3.5, 5/27-5, 5/27-6, 5/27-7, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-21, 5/27-22, 5/27-23, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-24.2, 435/, and 110/3.
 625 ILCS 5/6-408.5.
 23 Ill.Admin.Code §§1.420, 1.430, and 1.440.

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

22 105 ILCS 5/27-20.3 requires the curriculum to include a *unit of instruction* on this subject but does not specify the amount of time that constitutes a *unit of instruction*.

23 105 ILCS 5/27-20.5 requires the curriculum to include a *unit of instruction* on this subject but does not specify the amount of time that constitutes a *unit of instruction*.

24 105 ILCS 5/27-20.4 requires the curriculum to include a *unit of instruction* on this subject but does not specify the amount of time that constitutes a *unit of instruction*.

25 105 ILCS 5/2-3.80(e) or (f).

26 105 ILCS 5/27-23.8, added by P.A. 96-191. The statute requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee. The statute requires that the instruction be founded on the principle that all students, including students with disabilities, have the right to exercise self-determination. It urges districts to request individuals with disabilities to assist with the development and delivery of this instruction and allows instruction to be supplemented by knowledgeable guest speakers.

Instruction

Administrative Procedure - Comprehensive Health Education Program

The major educational areas of the District's comprehensive health education program are described below:

1. In all elementary and secondary schools the health program shall include human ecology and health; human growth and development; the emotional, psychological, physiological, hygienic, and social responsibilities of family life (including sexual abstinence until marriage); prevention and control of disease, and course material and instruction to advise students of the Abandoned Newborn Infant Protection Act. The program shall include information about cancer, including without limitation, types of cancer, signs and symptoms, risk factors, the importance of early prevention and detection, and information on where to go for help. ¹
2. The grades 6-12 health program shall include the prevention, transmission and spread of AIDS; public and environmental health; consumer health; safety education and disaster survival; mental health and illness; personal health habits; alcohol and drug use and abuse (including the medical and legal ramifications of alcohol, drug, and tobacco use and abuse during pregnancy); sexual abstinence until marriage; tobacco; nutrition; and dental health. ² Secondary schools shall include sexual assault awareness. ³
3. The following areas may also be included as in the curricula: basic first aid (including cardiopulmonary resuscitation and the Heimlich maneuver); heart disease; diabetes; stroke; the prevention of child abuse, neglect, and suicide; and teen dating violence in grades 8 through 12. ⁴
4. In grades 5-12, the health program shall include instruction on alcohol and drug use and abuse, including the consequences of drug and substance abuse. ⁵
5. In grades K-8, students should be provided with age-appropriate information about the dangers of drug abuse. The District's educational program shall offer drug education units that are integrated into the curricula and are designed to promote effective methods for the prevention and avoidance of drug and substance abuse. ⁶
6. In grades 7-12, the program shall include the prevention of abuse of anabolic steroids. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students participating in these programs. ⁷
7. The family life and sex education program shall be developed in a sequential pattern and related in depth and scope to the students' physical, emotional, and intellectual maturity level. Family life courses offered in grades 6-12, shall include information regarding the

¹ Required by 105 ILCS 110/3, amended by P.A. 96-128.

² *Id.*

³ *Id.* 105 ILCS 5/22-22 defines *secondary education* as the curriculum offered by a school district or an attendance center or centers serving grades 9 through 12 or grades 10 through 12.

⁴ 105 ILCS 5/27-17; and 110/3, amended by P.A. 96-128 and P.A. 96-383.

⁵ *Id.*

⁶ 105 ILCS 5/27-13.2.

⁷ Required by 105 ILCS 5/27-23.3, as implemented by 23 Ill.Admin.Code §1.420(u).

alternatives to abortion and information regarding the prevention, transmission, and spread of AIDS. Course content shall be age-appropriate. ⁸

Class sessions which deal exclusively with human sexuality may be conducted separately for males and females.

8. The health program in grades K-8 shall include annual instruction on the danger of and how to avoid abduction as part of the District's regular curriculum. Students shall be given, as appropriate, information on child sexual abuse. ⁹
9. Students shall be provided parenting education in grades 6-12. ¹⁰
10. Students shall be provided safety education in all grades. ¹¹
11. All students shall receive age-appropriate instruction on motor vehicle safety and litter control. ¹²
12. Students in grades 9 or 10 shall receive instruction on donations and transplants of organs/tissue and blood. ¹³

No student shall be required to take or participate in any class or course on AIDS, family life instruction, sex abuse, or organ/tissue transplantation, if his or her parent/guardian submits a written objection to the Building Principal. Parents/guardians of students in grades kindergarten through 8 shall be given at least 5 days written notice before instruction on avoiding sex abuse begins. Refusal to take or participate in any such course or program shall not be reason for disciplinary action or academic penalty. ¹⁴

Parents/guardians shall be provided the opportunity to preview all print and non-print materials used for instructional purposes. ¹⁵

LEGAL REF.: 105 ILCS 5/27-9.1, 5/27-9.2, 5/27-13.2, 5/27-17, 5/27-23, 5/27-23.1, 5/27-23.3, 5/27-23.5, 5/27-26, and 110/3.

⁸ Course requirements are mandated by 105 ILCS 5/27-9.1, amended by P.A. 96-1082, and 5/27-9.2, but offering the course is optional. 105 ILCS 5/27-9.1 lists several requirements for sex education courses that discuss sexual intercourse. Most recently, P.A. 96-1082 requires instruction about the dangers of drug and alcohol consumption during pregnancy.

⁹ The first sentence is required by 105 ILCS 5/27-13.2 and 23 Ill.Admin.Code §1.420(t). The second sentence is optional according to 105 ILCS 5/27-13.2.

¹⁰ Course requirements are mandated by 105 ILCS 5/27-23.1, but offering the course is optional.

¹¹ Optional according to 105 ILCS 5/27-17.

A repealed statute required ISBE to develop a model program for "reduction of self-destructive behavior" and invited districts to include such instruction in their curriculum (105 ILCS 5/27-23.2, repealed by P.A. 95-793). ISBE never developed the program but any district that includes such instruction may add this provision, amending it to reflect its program: "Students in grades 6-12 shall receive instruction for decreasing self-destructive behavior, including methods for increasing life-coping skills, self-esteem, and parenting skills of adolescents and teenagers as a deterrent to their acceptance or practice of self-destructive actions."

¹² Required by 105 ILCS 5/27-23.

¹³ Optional according to 105 ILCS 5/27-23.5.

¹⁴ Required by 105 ILCS 5/27-9.1, 5/27-13.2, and 5/27-23.5.

¹⁵ Id.

Instruction

Exhibit - Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes ¹

Date _____

Class and Time _____

Teacher _____

Classes or Courses on Sex Education, Family Life Instruction, Instruction on Diseases, Recognizing and Avoiding Sexual Abuse, or Donor Programs for Organ/Tissue, Blood Donor, and Transplantation

For your information, all classes that teach sex education emphasize that abstinence from sexual activity is the expected norm. Family life courses are designed to promote a wholesome and comprehensive understanding of the emotional, psychological, physiological, hygienic and social responsibility aspects of family life, and for grades 6 through 12, the prevention of AIDS.

Request to Examine Instructional Material

A sample of the District's instructional materials and course outline for these classes or courses are available from the classroom teacher for your inspection. If you are requesting to examine this material, please complete the following statement and return it to your child's classroom teacher within 5 days. ²

I request to examine the instructional materials and course outline for this class.

Class Attendance Waiver Request

According to State law, no student is required to take or participate in these classes or courses. There is no penalty for refusing to take or participate in such a course or program.

If you do not want your child to participate in these classes or courses, please complete the following **class attendance waiver** statement and return it to your child's classroom teacher within 5 school days. ³

I request that the District waive the class attendance of my child in a class or courses on:

- Comprehensive sex education, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS**
- Family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS**

The footnotes should be removed before the material is used.

¹ Schools are not required to notify parents/guardians of their rights as explained in this form. A district must modify this form to match its curriculum. Students may not be required to take or participate in classes or courses on:

1. Comprehensive sex education, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS (105 ILCS 5/27-9.1).
2. Family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS (105 ILCS 5/27-9.2).
3. Instruction on diseases (105 ILCS 5/27-11).
4. Recognizing and avoiding sexual abuse (105 ILCS 5/27-13.2).
5. Instruction on donor programs for organ/tissue, blood donor, and transplantation (105 ILCS 5/27-23.5).

² Schools are not required to provide a means for parents to request to examine material; this sentence and the following check box may be omitted.

³ Schools are not required to provide a means for parents to request a class attendance waiver; this sentence and the following check box may be omitted. If kept, the check boxes should be modified to match the curriculum.

- Instruction on diseases**
- Recognizing and avoiding sexual abuse**
- Instruction on donor programs for organ/tissue, blood donor, and transplantation**

Student *(please print)*

Parent/Guardian *(please print)*

Parent/Guardian Signature

Date

Instruction

Student Social and Emotional Development ¹

Student social and emotional development shall be incorporated in the District's educational program and shall be consistent with the social and emotional development standards to be contained in the Illinois Learning Standards. ² The objectives for addressing the needs of students for social and emotional development through the educational programs are to: ³

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

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

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

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

¹ State law requires this subject matter be covered by policy; it required districts to submit it to ISBE by 8/31/04.

² Required by the Children's Mental Health Act of 2003, 405 ILCS 49/1 *et seq.* ISBE incorporated social and emotional development standards into the Illinois Learning Standards, www.isbe.net/il/social_emotional/standards.htm. 105 ILCS 5/2-3.142, added by P.A. 95-558, created the Ensuring Success in School Task Force. Supervised by ISBE, this task force will develop policies, procedures, and protocols for school boards to adopt to address the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence; the goal is to encourage these students to stay in school, stay safe while in school, and successfully complete their education. School boards and superintendents may want to create their own study group to prepare for implementing of the task force's policies, procedures, and protocols. A report of the task force's findings is due to the General Assembly on or before January 1, 2009.

³ The objectives are a matter of local school board discretion.

Instruction

Teaching About Religions 1

The School District's curriculum may include the study of religions as they relate to geography, history, culture, and the development of various ethnic groups. The study of religions shall give neither preferential nor derogatory treatment to any single religious belief or to religion in general. The study of religions shall be treated as an academic subject with no emphasis on the advancement or practice of religion. ²

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

¹ State or federal law controls this policy's content.

² Conducting or sponsoring religious practices in public schools violates the First Amendment to the U.S. Constitution. A school district may not provide for religious instruction on public school property. (McCollum v. Board of Educ., 333 U.S. 203 (1948); reciting a prayer (Engel v. Vitale, 370 U.S. 421 (1962)); bible reading and prayer (School Dist. of Abington Twp v. Schempp, 374 U.S. 203 (1963) and Chamberlin v. Dade Co. Board of Public Instruction, 377 U.S. 402 (1964)); posting of the Ten Commandments (Stone v. Graham, 449 U.S. 39 (1980)); a moment of silence for "meditation and prayer." (Wallace v. Jaffree, 472 U.S. 38 (1985)).

See also Kitzmiller v. Dover Area School Dist., 400 F.Supp.2d 707 (M.D.Pa., 2005). This decision struck a policy on the teaching of intelligent design in high school biology class. The policy required students to hear a statement mentioning intelligent design as an alternative to Darwin's theory of evolution. The court held that it amounted to an endorsement of religion in violation of the Establishment Clause and violated the Establishment Clause.

The Establishment clause, however, permits teaching about religion as part of a balanced, secular education. Thus, the study of the Bible or religion is permissible when presented objectively as part of a secular education. School Dist. of Abington v. Schempp, 374 U.S. 203 (1963).

Generally, holiday observations will survive constitutional scrutiny if they advance society's cultural and religious heritage or provide an opportunity for students to perform a full range of music, poetry, and drama that is likely to interest the students and their audience. Florey v. Sioux Falls School District, 619 F.2d 1311 (8th Cir. 1980), approved a school board policy concerning holiday observations. That policy acknowledged that the school district would not promote a religious belief or non-belief. The policy allowed the historical and contemporary values and origins of religious holidays to be explained in an unbiased and objective manner. Furthermore, it permitted the use of religious music, art, literature, and symbols if presented in an objective manner and as part of the cultural and religious heritage of the particular holiday. The Court believed that Christmas programs, including Christmas carols, allowed students to learn about this country's customs and cultural heritage. Of course, a student who objects to participating in such programs must be accommodated.

Public schools are prohibited from appearing to endorse or promote religion through religious holiday displays. Whether a particular display endorses or promotes religion will depend upon the particular context in which it appears. A display that is purely religious and located prominently may send the message that the school is endorsing religion. Mixing secular symbols with the religious symbols and injecting cultural and historical messages into the holiday display will more likely make it acceptable. Allegheny County v. Pittsburgh ACLU, 446 A.2d 334, appeal after remand, 471 A.2d 128, cert. denied, 488 U.S. 815 (1989).

See also Skoros v. City of New York, 437 F.3d 1 (2d Cir., 2006). This decision upheld a holiday display policy restricting displays to "secular" symbols, including Christmas trees, menorahs, and the star and crescent, but not allowing displays of a crèche or nativity scene. The ruling was not on the question of whether a public school ever could include a crèche in a display. Instead, the case upheld the board's decision to classify Christmas trees, menorahs, and the star and crescent as either secular or as being both religious and secular, whereas a crèche "is solely a religious symbol."

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

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

Instruction

Administrative Procedure - Teaching About Religions

The following are guidelines for teaching about religions:

1. Instruction must be age appropriate to ensure that students will not believe the District is sponsoring religion.
2. Instruction may expose students to religious views, but may not impose any particular views.
3. Instruction must be informational, not indoctrination.
4. Instruction must be academic, not devotional.
5. Instruction may study what people believe, but may not teach a student what to believe.
6. Instruction should strive for student awareness of a variety of religions, but should not press for student acceptance of any one religion.

Within the parameters of the academic study of religion, teachers may display objects, artifacts, and symbols that illustrate a variety of religious customs, beliefs, and expressions. Any classroom and school display presented as a part of religious studies or holiday activities must meet the following criteria:

1. The display will be exhibited on a temporary basis.
2. The display will be constructed in a manner that presents no endorsement, favoritism, or promotion of a single religion or religious belief.
3. The display will include non-secular as well as secular symbols.
4. The display will include appropriate descriptive labels attached to the symbols.

Individual student participation in the preparation of a religious study display or a religious holiday display is strictly voluntary. If the display is a class activity, any student who wishes not to participate must be given an alternative assignment.

Instruction

Teaching About Controversial Issues 1

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

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

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

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

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

¹ This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. Before adopting this policy, a school board should review the scope of any clause on academic freedom contained in a collective bargaining agreement.

While this sample policy and its contents are discretionary with each board, its implementation should respect the constitutional rights of students and teachers to free speech and free association. The intent of this policy is to inform students, staff members, and the community that the board has established standards for the teaching and discussion of controversial topics in order to avoid culture wars from being fought in school.

Instruction

Kindergarten 1

The District maintains a half-day kindergarten with an instructional program that fulfills the District's curriculum goals and objectives and the requirements of the State law. ²

LEGAL REF.: 105 ILCS 5/10-20.19a, 5/10-20.37, and 5/10-22.18.
23 Ill.Admin.Code §1.420.

CROSS REF.: 6:40 (Curriculum Development), 7:100 (Health and Dental Examinations, Immunizations, and Exclusion of Students)

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

¹ State or federal law controls this policy's content.

² 23 Ill.Admin.Code §1.420. The school board may establish either a full-day or half-day kindergarten program. If a full-day program is established, the district must also establish a half-day program for students.

105 ILCS 5/10-20.37 allows a board to establish a program as described in the following optional provision:

To the extent State or federal funds are available and in accordance with State law, the Superintendent or designee shall establish, maintain, and operate a summer kindergarten program that: (1) begins 2 months before the beginning of the regular school year, and/or (2) continues for 2 months after the regular school year for grade one readiness for those pupils making unsatisfactory progress during the regular kindergarten session. The District shall provide transportation.

Instruction

Using Animals in the Educational Program ¹

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. ²

Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety are permissible. ³ 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 dissection of animals are excused from classroom attendance without penalty during times when such activities are taking place. ⁴ 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. ⁵

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

CROSS REF.: 6:40 (Curriculum Development)

ADMIN. PROC.: 6:120-AP3 (Service Animal Access Requests), 6:120-AP3, E1 (Request for a Service Animal to Accompany a Student in School Facilities)

¹ State or federal law controls this policy's content.

² This paragraph is optional and is not controlled by State or federal statute or rule.

³ This sentence's first clause is required by 105 ILCS 5/27-14; the clause after the semi-colon is a reasonable interpretation that will allow the use of mouse-mazes.

⁴ State law prohibits schools from penalizing a student who refuses to perform, participate in, or observe dissection (105 ILCS 112/25).

⁵ ISBE's guidelines for helping schools give notice to students, parents, teachers, and administrators are available at www.isbe.net/ils/science/mandates.htm. State law does not require that objecting students receive an alternative project. Instead, it says that the student may be given an alternative project that provides the student, through means other than dissection, with knowledge similar to that expected to be gained during the dissection project.

Instruction

Administrative Procedure - Dissection of Animals

Actor	Action	Time
Curriculum Director	<p>Identifies: (1) which, if any, courses contain a dissection project, and (2) the available alternative projects. Reports this information to the Building Principal.</p> <p>“Dissection” includes cutting, killing, preserving, or mounting of living or dead animals or animal parts for scientific study; it does not include the cutting, preserving, or mounting of: (1) meat or other animal products that have been processed for use as food or in the preparation of food, or (2) wool, silk, glue, or other commercial or artistic products derived from animals. 105 ILCS 112/10.</p> <p>Students who object to performing, participating in, or observing a dissection must be excused from classroom attendance without penalty. 105 ILCS 112/.</p>	Throughout the curriculum development process
Building Principal	<p>Ensures that course descriptions indicate which courses contain a dissection unit. For such courses, indicates that objecting students have the right to refrain, and the availability, if any, of an alternative.</p> <p>ISBE guidelines for notifying students, parents, administrators, and teachers are available at: www.isbe.net/ils/science/mandates.htm.</p>	Annually when course offerings and descriptions are distributed to students
Guidance Counselors and Teachers	Reminds objecting students to check the expectations and requirements of the post-secondary schools that they may be interested in attending. 105 ILCS 112/20(b).	Whenever a student may choose between dissection and an alternative program
Students	If dissection is objectionable, asks the teacher to be excused from the dissection project and requests an alternative project.	Within the first 10 days of the course, if possible
All Staff Members	Do not penalize or discriminate against a student in any way for refusing to perform, participate in, or observe dissection.	Continuously

Instruction

Exhibit - Guidelines and Application for Using Animals in School Facilities

To be submitted to the Building Principal

This application must be approved before an animal may be brought into any school facility. Animals may be brought into the classroom or learning center for educational purposes, provided prior permission is received from both the supervising teacher and the Building Principal. These guidelines must be followed by anyone, including a classroom teacher, wishing to bring an animal into the school facility.

Please print

Name and type of animal	School facility
Materials (i.e., cages, food, etc.)	Date(s) requested
Educational purpose	

Guidelines for Using Animals in School Facilities

Applicant responsibilities:

1. The applicant must have a plan that assures the animal is appropriately housed, humanely cared for, and properly handled.
2. No wild animal or animal that poses a known risk to humans or other animals may be brought into the school facility.
3. Animals are not to be transported on school buses.

Classroom teacher and/or facility staff responsibilities:

1. The classroom teacher signing the application must assume primary responsibility for the animal.
2. Before submitting the application, the classroom teacher must check with the school nurse regarding any known allergies among students in the classroom. If allergies exist, the teacher must contact the parents/guardians for directions.
3. The applicant must provide to the school office a certificate demonstrating that the animal's vaccinations, if applicable, are current.
4. Only the teacher or students designated by the teacher are to handle the animals.
5. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety.
6. If an animal bites someone at school and the skin is pierced, the teacher must report the incident immediately to the school office, who will assume responsibility to notify public health authorities.

Animal owner's responsibilities:

1. The animal's owner agrees to hold the District, its employees, agents, and assigns harmless for any injury to, including death of, the animal.

2. The animal's owner, if different from the person making the application, must sign below demonstrating that he or she granted permission for the animal to come into the classroom and agrees to the conditions set forth in this application.

I agree to abide by guidelines stated in this application.

_____ Applicant (<i>please print</i>)	_____ Telephone number
_____ Address	
_____ Applicant's signature	_____ Date
_____ Classroom teacher (<i>please print</i>)	
_____ Classroom teacher's signature	_____ Date
_____ Animal owner's name if different from applicant (<i>please print</i>)	
_____ Animal owner's signature	_____ Date

The Building Principal will base his or her decision on the information being provided in this application as well as other criteria deemed important. *Note to Building Principal or designee: after approving or denying this application, return a copy of it to the applicant and keep the original in the school office.*

Approved **Denied**

_____ Principal's or designee's signature	_____ Date
--	---------------

Instruction

Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program ¹

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

- Parent-teacher conferences
- Counseling services by social workers and/or guidance counselors
- Counseling services by psychologists
- Psychological testing
- Truants' alternative and optional education program ²
- 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 ³
- Graduation incentives program ⁴
- Illinois Hope and Opportunity Pathways through Education (IHOPE) Program

Any student who is below the age of 20 years is eligible to enroll in a graduation incentives program if he or she: ⁵

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

¹ State or federal law controls this policy's content.

² 105 ILCS 5/2-3.66 authorizes the ISBE to award grants to school districts, ROEs, and community college districts.

³ 105 ILCS 5/13B-1 *et seq.* Districts are not required to establish an alternative learning opportunities program. However, if they do, State law requires that the program "provide a flexible standards-based learning environment, innovative and varied instructional strategies, a student-centered curriculum, social programs, and supplemental social, health, and support services to improve the educational achievement of students at risk of academic failure" (105 ILCS 5/13B-20). The program must also meet the requirements in 105 ILCS 5/13B-45. Alternative learning opportunities programs "may include without limitation evening high school, in-school tutoring and mentoring programs, in-school suspension programs, high school completion programs to assist high school dropouts in completing their education, support services, parental involvement programs, and programs to develop, enhance, or extend the transition for students transferring back into the regular school program, an adult education program, or a post-secondary education program" (105 ILCS 5/13B-20.5). See 105 ILCS 5/13B-25.10, as well as other requirements for general State aid, for additional requirements to receive State funds for creating this program.

⁴ Required by 105 ILCS 5/26-16.

⁵ Required by 105 ILCS 5/26-16. Graduation incentives programs are entitled to claim general State aid. A school district must ensure that its graduation incentives program receives supplemental general State aid, transportation reimbursements, and special education resources, if appropriate, for students enrolled in the program. 105 ILCS 5/26-2a, amended by P.A. 96-1423, defines *dropout* as any child enrolled in grades 9 through 12 whose name has been removed from the district enrollment roster for reasons other than the student's death, extended illness, removal for medical non-compliance, expulsion, aging out, graduation, or completion of a program of studies and who has not transferred to another public or private school and is not known to be home-schooled by his or her parents or guardians or continuing school in another country.

Illinois Hope and Opportunity Pathways through Education (IHOPE) Program ⁶

The Superintendent or designee shall develop the required partnerships necessary to build a comprehensive plan to re-enroll high school dropouts in the District through the IHOPE Program. The IHOPE Program shall include all components required by State law and regulations. Any student who wishes to earn a high school diploma must meet the prerequisites to receiving a high school diploma in policy 6:300, *Graduation Requirements*.

LEGAL REF.: 105 ILCS 5/2-3.41, 5/2-3.66, 5/2-3.66b, 5/13B-1 et seq., 5/26-2a, 5/26-13, 5/26-14,
and 5/26-16.
23 Ill.Admin.Code Part 210.

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

⁶ Optional. 105 ILCS 5/2-3.66b, added by P.A. 96-106, and its implementing rules, 23 Ill.Admin.Code Part 210, authorize ISBE to award Illinois Hope and Opportunity Pathways through Education (IHOPE) Program grants to ROEs that partner with school districts, community colleges and other community programs that work with dropouts to re-enroll high school dropouts in programs that will enable them to earn their high school diploma. Alternatively, an ROE can contract with a school district (and create a sub-grant) to operate the IHOPE Program. An ROE or school district that enrolls students who receive qualifying services in a program funded by the IHOPE Program may claim general State aid.

Delete 23 Ill.Admin.Code Part 210 from the policy's legal references if the board does not include this subhead.