

Instruction

Education of Children with Disabilities ¹

The School District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of The School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. ² The term "children with disabilities," as used in this policy, means children between ages 3 and 21 (inclusive) for whom it is determined, through definitions and procedures described in the Illinois State Board of Education's *Special Education* rules, that special education services are needed.

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

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's *Special Education* rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), representation by counsel, and a review procedure. ³

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

If necessary, students may also be placed in nonpublic special education programs or education facilities. ⁴

¹ State or federal law controls this policy's content. Each school district and special education cooperative must develop written special education policies and procedures in conformance with ISBE's rules (23 Ill.Admin.Code §226.710). In its continuing commitment to help school districts and special education cooperatives comply with ISBE's requirements for policy and procedure, the Ill. Council of School Attorneys, special education committee, reviewed this policy and prepared extensive procedures, *Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities*, that are available gratis on www.iasb.com/law/.

² Opinions vary regarding the extent of a district's responsibility for providing FAPE to dually enrolled students, i.e., whether the responsibility is limited to the extent necessary to access the public portion of their education. Contact the board attorney for advice.

³ Districts must use ISBE's procedural safeguards for students who qualify for services under IDEA. For students who qualify for services exclusively under Section 504, the district must establish a system of procedural safeguards or use the ones provided by ISBE's *Special Education* rules (34 C.F.R. §104.36). ISBE's rules are more burdensome than is required by Section 504 and districts may, as the policy provides, develop their own procedures. See 6:120-E, Exhibit, *Notice to Parents/Guardians Regarding Section 504*.

⁴ The district may be eligible to receive reimbursement from the State for the student's expenses (105 ILCS 5/14-7.02).

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

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

Instruction

Administrative Procedure - Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities

In its continuing commitment to help school districts and special education cooperatives comply with ISBE requirements for procedure, the special education committee of the Ill. Council of School Attorneys prepared model special education procedures. ISBE has approved these procedures as conforming to 23 Ill.Admin.Code §226.710. This ISBE rule contains the requirements for special education procedures that must be adopted by each school district and cooperative entity. The IASB/ISBE model procedures are approximately 80 pages and are available on the IASB website: <http://iasb.com/law/icsasped.cfm>.

Instruction

Exhibit - Special Education Required Notice and Consent Forms

Below is the URL to ISBE's updated *Special Education Required Notice and Consent Forms and Instructions*. The forms are the official versions of the State-required forms and were updated in January 2008 to bring Illinois into compliance with IDEA 2004 and 23 Illinois Administrative Code Part 226. ISBE added three new forms: *Parent/Guardian Notification of Individualized Education Program Amendment*, *Parent/Guardian Excusal of an Individualized Education Program Team Member*, and *Delegation of Rights to Make Educational Decisions*. Each form contains useful instructions to understand the purpose and use of each form. The URL also provides access to each form in languages other than English.

www.isbe.net/spec-ed/html/consent.htm

Instruction

Administrative Procedure - Access to Classrooms and Personnel

Access to classrooms and personnel is permitted in limited situations by Section 105 ILCS 5/14-8.02(g-5), amended by P.A. 96-657. Guidelines follow:

1. These guidelines apply to access requested by the parent/guardian of a student receiving special education services or being evaluated for eligibility, an independent educational evaluator, or a qualified professional retained by or on behalf of a parent/guardian or child. A *qualified professional* means “an individual who holds credentials to evaluate the child in the domain or domains for which an evaluation is sought or an intern working under the direct supervision of a qualified professional, including a master’s or doctoral degree candidate.” These individuals are referred to in this procedure as *visitors*.
2. Visitors will be afforded reasonable access to educational facilities, personnel, classrooms, and buildings and to the child. To minimize disruption, reasonable access means that the parent(s)/guardian(s) or qualified professional retained by or on behalf of a parent/guardian or child is allowed access once per school quarter for up to one hour or one class period. ¹ A visitor may request the authorized administrator to grant longer or additional observations based on individual circumstances and provide any supporting documentation in support of such a request. A professional evaluator can request longer or additional observations in his or her initial request. The administrator may grant, deny, or modify the request, and the administrator’s decision shall be final.
3. Visitors must comply with:
 - a. School safety, security, and visitation policies at all times.
 - b. Applicable privacy laws, including those laws protecting the confidentiality of education records such as the federal Family Educational Rights and Privacy Act and the Illinois School Student Records Act.
 - c. Board policy 8:30, *Visitors to and Conduct on School Property*. Visitors may not disrupt the educational process.
4. If the visitor is a parent/guardian, he or she will be afforded reasonable access as described above for the purpose of:
 - a. Observing his or her child in the child’s current educational placement, services, or program, or
 - b. Visiting an educational placement or program proposed for the child by the IEP team.
5. If the visitor is an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child, he or she must be afforded reasonable access of sufficient duration and scope for the purpose of conducting an evaluation of the child, the child’s performance, the child’s current educational program, placement, services, or environment, or any educational program, placement, services, or environment proposed for the child, including interviews of educational personnel, child observations, assessments, tests, or assessments of the child’s educational program, services, or placement or of any educational program proposed by the IEP team, services, or placement. If one or more interviews of

¹ State law is silent on the frequency and length of access. These provisions may be omitted or changed. If the frequency or length of access is limited, the procedure should allow a visitor to request longer or additional access (as in the next sentence).

school personnel are part of the evaluation, the interviews must be conducted at a mutually agreed upon time, date, and place that do not interfere with the school employee's school duties. The Building Principal or designee may limit interviews to personnel having information relevant to the child's current educational services, program, or placement or to a proposed educational service, program, or placement.

6. Prior to visiting a school, school building, or school facility, a visitor must complete 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*. This form serves to:
 - a. Inform the Building Principal or designee in writing of the proposed visit(s), the purpose, and the duration, and
 - b. Identify requested dates/times for the visit(s) to facilitate scheduling.
7. The student's parent/guardian must consent in writing to the student being interviewed by the named evaluator as part of a visit. The parent/guardian will grant this consent by completing 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*.
8. The student's parent/guardian, or the student, if he or she is over the age of 18, must execute an Authorization to Release Student Record Information before an independent educational evaluator or a qualified professional retained by or on behalf of a parent/guardian or child will be given access to student school records or to personnel who would likely release such records during discussions about the student. If a student is over the age of 12 and the records contain mental health and/or developmental disability information, the student must also be requested to sign the Authorization to Release information before any observation by or disclosure of school student records or information to a visitor.
9. The visitor must acknowledge, before the visit, that he or she is obligated to honor students' confidentiality rights and refrain from any re-disclosure of such records. The visitor will provide this acknowledgment and agreement by completing 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*.
10. The Building Principal or designee will attempt to arrange the visit(s) at times that are mutually agreeable. The Building Principal or designee will accompany any visitor for the duration of the visit, including during any interviews of staff members.
11. If the visitor is a professional retained by the parent/guardian, the visitor must provide identification and credentials before the visit.
12. This procedure applies to any public school facility, building, or program and to any facility, building, or program supported in whole or in part by public funds. The student's case manager or other District designee must facilitate such visit(s) when the student attends a program outside of the School District, such as at a private day program or residential program, provided it is supported in whole or in part by public funds.

Instruction

Exhibit - Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes

Student name: _____ DOB: _____

School attending: _____ Grade: _____

The following information must be completed by individuals requesting to access a school building, facility, and/or educational programs or to interview District personnel or the student named above for the purpose of assessing the student's special education needs. Please complete this form and return it to the Building Principal or Program Director where the student is enrolled. He or she will contact you to coordinate your visit:

Parent/Guardian *(Complete this section if the person making the request is the parent/guardian.)*

Name: _____ Title: _____ Phone: _____

Address: _____

I am the parent/guardian of the above-named student and wish to observe my child in the following classroom/settings: _____
for the purpose of: _____

I am the parent/guardian of the above-named student and wish to observe the following classroom/settings which have been recommended for my child: _____

for the purpose of: _____

Observations are limited to one hour or one class period per school quarter.

Parent's Independent Evaluator or Other Qualified Professional *(Complete this section if the person making the request is not the parent/guardian.)*

Name: _____ Agency/Company: _____

Phone: _____ Email address: _____

Address: _____

My professional training and/or licensure or certification, if applicable, is (check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Teacher, certified in the areas of: _____ | Illinois certified? <input type="checkbox"/> Y <input type="checkbox"/> N |
| <input type="checkbox"/> Clinical Psychologist | <input type="checkbox"/> School Psychologist |
| <input type="checkbox"/> Licensed Clinical Social Worker | <input type="checkbox"/> Licensed Social Worker |
| <input type="checkbox"/> School Social Worker | <input type="checkbox"/> Occupational Therapist |
| <input type="checkbox"/> Physical Therapist | <input type="checkbox"/> Speech/Language Pathologist |
| <input type="checkbox"/> Audiologist | <input type="checkbox"/> Psychiatrist |
| <input type="checkbox"/> Registered Nurse | <input type="checkbox"/> Certified School Nurse |
| <input type="checkbox"/> Other qualified professional (list credentials): _____ | |

I have been requested by the above named student's parent/guardian to conduct an evaluation of the student for the purpose of: _____

As part of this evaluation, I am requesting the following for the length of time noted (check all that apply):

Observation of student in the following classroom(s)/setting(s): _____
_____ Duration: _____

Opportunity to interview the following personnel believed to work with the student: _____
Duration: _____

Opportunity to interview the student.

I will need more than one hour or one class period for my visit for the following reason(s): _____

Student records, as noted in the attached, signed Authorization to Release Student Record Information.

Acknowledgement *(To be completed by the person making the access request.)*

I understand that the School District will allow me reasonable access to the school, school facilities, or educational programs or individual(s) I have requested as related to the purpose of my visit. I have been provided with a copy of 6:120-AP2, *Access to Classrooms and Personnel*, and agree to comply with its terms and conditions. I further understand that during my visit, I must honor all students' confidentiality rights and refrain from any re-disclosure of such records.

Individual Requesting Access Signature

Date

Parent/Guardian Verification *(Must be completed whenever an independent evaluator or other qualified professional requests access.)*

I, _____, am the parent/guardian of the above-named student, and I confirm that I have requested an evaluation of my child by the individual named herein, for the stated purpose(s). If requested above, I consent to my child being interviewed by the named evaluator as part of this visit understanding that the District has not conducted a background check on the evaluator. I have no reason to believe the evaluator poses a safety risk to my child or others. I further understand and agree that it is my responsibility to notify the School District in writing if I end my working relationship with the named evaluator prior to the completion of the tasks outlined herein and that the School District otherwise will work with the evaluator to provide reasonable access to the school, school building, school facility, personnel, or my child at mutually agreed upon times and in a manner that is least disruptive to the school setting or my child's academic program.

Parent/Guardian Signature

Date

Instruction

Administrative Procedure - Service Animal Access Requests

A service animal that is individually trained to perform tasks for the benefit of a student with a disability is permitted to accompany that student to all school functions, whether in or outside the classroom. The student's right to have a service animal in the educational setting must be carefully balanced with the rights of other students who are equally entitled to receive educational benefits at the school. Use this procedure to evaluate and manage legal and practical issues when the District receives a request for a service animal to accompany a disabled student at school.

Definitions

Service Animal - An animal such as a guide dog, signal dog, or any other animal that is individually trained to perform tasks for the benefit of a student with a disability. 105 ILCS 5/14-6.02. While The School Code and the Americans with Disabilities Act both use the word *animal*, research identifies that dogs are the most commonly used service animals.

Adult Handler - The adult who has been trained to handle a service animal and has agreed to handle the service animal in the educational setting.

Actor	Action
Parent/Guardian	<p>Informs the School District of the need for a service animal to accompany their disabled child to school.</p> <p>Completes 6:120-AP3, E1, <i>Request for a Service Animal to Accompany a Student in School Facilities</i>.</p>
Superintendent or designee	<p>Discusses this procedure with the Building Principal, other appropriate administrative and special education staff, and the Board Attorney.</p> <p>The Board Attorney will be a necessary participant in the District's efforts to manage the issues presented by a request for service animal access. The Superintendent may want to authorize the Building Principal to consult with the Board Attorney as needed.</p> <p>Contacts the District's insurance carrier(s) to assess appropriate coverage for issues involving service animals, including the adult handler.</p> <p>Consults with the Building Principal and Special Education Coordinator to determine whether the student has the right to be accompanied by a service animal.</p> <p>105 ILCS 5/14-6.02 only grants students with a disability the right to bring a service animal to school.</p>
IEP and/or 504 Team	<p>For a student who is not already identified as disabled, follows the District's evaluation procedures for determining whether a student is a student with a disability within the meaning of IDEA or Section 504. See Board policy 6:120, <i>Education of Children with Disabilities</i>.</p> <p>If a student does not qualify as a student with a disability, denies the service animal access request unless special circumstances exist and</p>

Actor	Action
	<p>the Board Attorney advises that the request be granted.</p> <p>For a student with an IEP or Section 504 plan, or who qualifies for one, determines:</p> <ol style="list-style-type: none"> 1. Whether the service animal is a required <i>related service</i> to ensure the provision of a "free appropriate public education" (FAPE), and/or 2. Whether the service animal is an appropriate <i>reasonable accommodation</i> for the student's disability. <p>Conditionally approves the request if the answer to either of the above questions is positive (i.e., determines that the service animal will perform tasks for the benefit of a student with a disability). The service animal will be allowed to accompany the student to school, provided the service animal meets the criteria in 6:120-AP3, E1, <i>Request for a Service Animal to Accompany a Student in School Facilities</i>.</p> <p>If the request is denied, notifies the parent/guardian in writing of the reasons for the denial and the right to appeal. Provides any required procedural safeguard notices. See 23 Ill.Admin.Code Part 226; Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Parts 104 and 300); and 6:120-AP1, E1, <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>.</p>
Building Principal	<p>When service animal access is allowed:</p> <p>Permits the service animal to accompany the student to school if: (1) the IEP and/or 504 Team determined that the service animal will perform tasks for the benefit of a student with a disability, and (2) all of the criteria are met in 6:120-AP3, E1, <i>Request for a Service Animal to Accompany a Student in School Facilities</i>.</p> <p>Ensures that the District conducts a criminal background check on the adult handler. See 6:250-AP, <i>Securing and Screening Resource Persons and Volunteers</i>, and 6:250-E, <i>Volunteer Information Form and Waiver of Liability</i>.</p> <p>The ADA regulation, 28 C.F.R. §35.130(f), and the Illinois White Cane Act, 775 ILCS 30/, both prohibit charging a disabled individual a deposit or a surcharge as a condition to allowing a service animal to accompany the disabled individual. Consult the Board Attorney about payment of any criminal background screening fees for an adult handler.</p> <p>Creates a plan with the student's parent/guardian and the adult handler for:</p> <ol style="list-style-type: none"> 1. Integrating the animal into the classroom and school environment (assemblies, cafeteria, library, etc.), and 2. Meeting the service animal's basic needs during the school day. <p>Any plan depends on the individual student's service animal</p>

Actor	Action
	<p>arrangement, any management issues, and the schedules within each individual building. The school staff is not required to provide care or assistance except in special circumstances (see 28 C.F.R. Part 35, App.A). Consider addressing: where the animal will urinate and defecate, who disposes of the waste, where the animal drinks water, and who provides it, etc.</p> <p>Checks with the school nurse regarding any known allergies among students attending the school.</p> <p>Manages identified students' competing educational interests by:</p> <ol style="list-style-type: none"> 1. Consulting the Board Attorney. 2. Minimizing contact between any allergic students and the service animal. 3. Creating a method to monitor identified competing educational interests between students. 4. Responding to future unidentified competing educational interests and managing them immediately. 5. Modifying any other conditions as the facts of the situation require. <p>See <u>Kalbfeisch ex rel. v. Columbia Community Unit School District</u>, Ill.App.3d 1105, for a discussion about the balancing of interests. Other helpful publications include:</p> <p>The U.S. Department of Education's "Reasonable Accommodation Handbook," Section C10, provides information about balancing competing interests in the context of a service animal's presence in the work environment. It is available at: www2.ed.gov/policy/gen/leg/foia/acshbom3.pdf.</p> <p>The Ill. Attorney General Office's "Disability Rights Service Animals: A Guide for Illinois Businesses and Other Public Accommodations," available at: www.illinoisattorneygeneral.gov/rights/servanimals.html.</p> <p>The U.S. Dept. of Justice's "Commonly Asked Questions about Service Animals in Places of Business," available at: www.ada.gov/qasrvc.htm.</p> <p>Facilitates the dissemination of accurate information about the presence of the service animal at school while respecting privacy rights.</p> <p>Creates a joint communication from the Building Principal and the parent/guardian of the student using a service animal. The communication should inform other students and their parents/guardians about the placement of a service animal in their educational setting.</p> <p>Providing a joint communication allows the school to exchange the information needed to balance competing educational</p>

Actor	Action
	<p>interests without violating federal or State laws that govern student records. See Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, and its implementing rules at 34 C.F.R. Part 99; Ill. School Student Records Act, 105 ILCS 10/, and its implementing rules at 23 Ill.Admin.Code Part 375.</p> <p>FERPA prohibits schools from disclosing personally identifiable information from students' education records without the consent of a parent or eligible student, unless an exception applies. See policy 7:340, <i>Student Records</i>.</p> <p>Prepares a list of answers to anticipated questions.</p> <p>Educates students, staff, and the community about the rights of students to use service animals in the school and the consequences for mistreatment of animals. See Humane Care of Animals Act (510 ILCS 70/4.03, 70/4.04, and 70/7.15 make it unlawful to meddle or tamper with a service dog or to tease, strike or mistreat one); White Cane Law (775 ILCS 30/3 makes it unlawful to interference with the rights of a disabled person); Guide Dog Access Act (720 ILCS 630/1 makes it unlawful to deny right of entry and use of facilities of any public place of accommodation).</p> <p>When a service animal arrives at school without notice:</p> <p>Requests the parent/guardian to retrieve the animal. Keeps the animal with the student until the parent/guardian removes the animal from school property.</p> <p>Informs school personnel that the animal may not be taken away from the student.</p> <p>Contacts animal control if the Principal or designee believes the animal may be dangerous or sick.</p> <p>Informs the parent/guardian upon retrieval of the animal of the requirements in this procedure.</p>

LEGAL REF.: 105 ILCS 5/14-6.02.
Humane Care for Animals Act, 510 ILCS 70/
Guide Dog Access Act, 720 ILCS 630/
Illinois White Cane Act, 775 ILCS 30/
28 C.F.R. Part 35.
28 C.F.R. §36.104.
34 C.F.R. Parts 100 and 300.

Instruction

Exhibit - Request for a Service Animal to Accompany a Student in School Facilities ¹

This form identifies criteria to help the District minimize risks that a service animal poses to students, staff, and the educational environment. It is not based on speculation, stereotypes, or generalizations about students with disabilities. Each criterion includes guidelines and explanations with resources. A service animal that meets the criteria may accompany a student to all school functions in or outside the classroom.

Parent/guardian Complete this form and return it to the Building Principal. It will be used during the Individual Education Plan or Section 504 plan meeting.

Student name (please print)	DOB
School attending	Grade
Parent/Guardian name (please print)	Contact number
Animal owner's name (if other than parent/guardian; please print)	Contact number
Animal handler's name (if other than owner's name; please print)	Contact number

Please initial before each of the following statements if the statement is true.

 The animal has completed a professional service animal training program.
(Initials)

Guidelines	Explanation
<p>Trained service animals generally include:</p> <ul style="list-style-type: none"> • Hearing dog • Guide dog • Assistance dog • Seizure alert dog • Mobility dog • Psychiatric service dog • Autism service dog (could be same as therapy dog) <p>Trained service animals generally do not include:</p> <ul style="list-style-type: none"> • Skilled Companion Animal • Social Dog • Facility Dog • Trained Agility Dog • Police Dog 	<p>To minimize risks, a service animal should be professionally trained. This training is different from and in addition to the <i>individualized training</i> to perform tasks for the benefit of the student.</p> <p>Assistance Dogs International, Inc. (ADI) is a coalition of not-for-profit organizations. Its purpose is to improve the areas of training, placement, and utilization of service dogs. See its website for service animal training programs at: www.assistancedogsinternational.org/Standards/ServiceDogStandards.php.</p>

¹ Managing service animals in the school setting presents many unsettled and complex legal issues. Consult the board attorney for advice before using this exhibit. Illinois law provides little guidance on the issue of service animals in the school setting.

Guidelines	Explanation
<ul style="list-style-type: none"> • Search And Rescue Dog • Helping Dog 	

The animal meets minimum standards for a service animal in public.

(Initials)

Guidelines	Explanation
<p>Public appropriateness standards:</p> <ul style="list-style-type: none"> • Clean, well-groomed with no offensive odor. • Does not urinate or defecate in inappropriate locations. <p>Behavior standards:</p> <ul style="list-style-type: none"> • Does not disrupt the normal course of school business; solicit attention, visit or annoy, solicit or steal food or other items from any member of the staff or student population; or vocalize unnecessarily, i.e., barking, growling or whining, etc. • Shows no aggression towards people or other animals, i.e., showing teeth, barking, growling, jumping on individuals, etc. <p>General training standards:</p> <ul style="list-style-type: none"> • Works calmly and quietly on harness, leash, or other tether. • Performs tasks in the school setting and lies quietly beside the student or adult handler without blocking aisles, doorways, etc. • Trained to urinate and defecate on command. • Stays within 24 inches of the student or adult handler at all times unless the nature of a trained task requires it to be working at a greater distance. 	<p>Requiring "minimum standards for a service animal in public" ensures that the school provides reasonable accommodations without fundamentally altering the nature of the school environment. No State laws or agency rules address specific minimum standards for a service animal. This list follows the ADI's "minimum standards for a service animal in public," available at: www.assistancedogsinternational.org/Standards/ServiceDogStandards.php.</p> <p>Additional standards may be appropriate to meet a school building's and its students' needs. The ADI's sample public access test ensures that an animal has appropriate behavior for a public setting. Available at: www.assistancedogsinternational.org/publicaccesstest.php.</p>

The animal is individually trained to perform tasks for the benefit of a student with a disability.

(Initials)

Guidelines	Explanation
<p>A service animal must perform individualized tasks to mitigate aspects of the student's disability.</p> <p>Identify individualized tasks:</p>	<p>105 ILCS 5/14-6.02 requires the service animal to be <i>individually trained</i> to perform tasks for the benefit of a student with a disability. This verification of training helps the school identify necessary IEP related</p>

Guidelines	Explanation
1. _____ 2. _____ 3. _____	services or 504 plan reasonable accommodations. Tasks may include, but are not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items. 28 C.F.R. §36.104.

The animal has a current rabies vaccination tag.

(Initials)

Guidelines	Explanation
A service animal's vaccinations must be current and filed in the student's temporary record.	Illinois law only requires a current rabies vaccination, which is verified through a current rabies vaccination tag. 510 ILCS 5/8. Local municipalities, cities, or villages within the District's boundaries may have additional registration requirements. Require proof of those if they exist.

The adult handler(s) may lawfully: 1. Be on school property, and
2. Have contact with children.

(Initials)

Guidelines	Explanation
Identify adult handler(s): 1. _____ 2. _____ The animal handler must not be a person who is a "sex offender," as defined by the Sex Offender Registration Act, or a "violent offender against youth," as defined in the Child Murderer and Violent Offender Against Youth Registration Act.	At a minimum, 720 ILCS 5/11-9.3 prohibits a child sex offender from being present on school property when persons under the age of 18 are present. Note that some school boards forbid the use of convicted felons as volunteers. Board policy 6:250, <i>Community Resource Persons and Volunteers</i> , requires the Superintendent to establish procedures for securing and screening resource persons and volunteers. 6:250-AP, <i>Securing and Screening Resource Persons and Volunteers</i> , requires criminal history records checks for individuals who work in direct contact with students or where a check would be prudent.

Acknowledgement

- I. I understand that the presence of a service animal may present competing educational rights between my student and other students at school. These issues may present at any time, and I understand that the Building Principal must manage them immediately. I will:
- a. Participate in any meetings requested of me by the Building Principal;
 - b. Participate in drafting a joint communication to notify other students and their parents/guardians about the placement of the service animal; and
 - c. Authorize the school to disclose information as necessary to balance competing educational interests and integrate the animal into the classroom and the school environment.

- II. I understand that for the safety and protection of students and staff, which is necessary for the safe operation of the school, the school may revoke access because:
- a. One of the criteria above is not present.
 - b. The service animal displays aggression or appears to be an imminent threat to the safety or health of any person in the school. If this occurs, the Building Principal will immediately contact me to remove the animal from school property and summon Animal Control.
 - c. The adult handler fails to follow the Building Principal's instructions.
- III. I understand that a service animal's owner is solely liable for any damage to persons, premises, or facilities that were caused by the service animal. I will hold the District, its employee, agents, and assigns harmless for any injury to, including death of, the service animal. I understand that the Local Governmental and Governmental Employees Tort Immunity Act protects staff members from liability arising from actions consistent with Board policies and administrative procedures.

Parent/guardian signature	Date
Animal owner's signature	Date

The Building Principal and, if applicable, the IEP or 504 team, based this decision on the information provided in this request. *(Note to Building Principal: return a copy of this form to the individual(s) making the request, file the original in the student's temporary record, and send a copy to the District's main office.)*

Approved Denied

Building Principal or designee	Date
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Instruction

Program for the Gifted ¹

The Superintendent or designee shall implement an education program for gifted and talented learners. If the State Superintendent of Education issues a Request for Proposals because sufficient State funding is available to support local programs of gifted education, the Superintendent or designee shall inform the Board concerning the feasibility and advisability of developing a "plan for gifted education" that would qualify for State funding. ²

Eligibility to participate in the gifted program shall not be conditioned upon race, religion, sex, disability, or any factor other than the student's identification as gifted or talented learner. ³

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

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

¹ State law controls this policy's content to the extent that districts can qualify for State funding for the education of gifted and talented children, should such funding be available (105 ILCS 5/14A-5 et seq.). A policy on this topic is not required.

² School districts have the authority and flexibility to design education programs for gifted and talented learners, but these programs must comply with 105 ILCS 5/14A-30 to qualify for State funding, should such funding become available.

If a board does not wish to tie the gifted program to requirements for State funding, use this alternative:

The Superintendent or designee shall implement an education program for gifted and talented learners that is responsive to student needs and is within the budget parameters as set by the Board.

³ 105 ILCS 5/14A-25.

Instruction

Education of Homeless Children ¹

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. ² A “homeless child” is defined as provided in the McKinney Homeless Assistance Act and State law. ³ The Superintendent shall act as or appoint a Liaison for Homeless Children to coordinate this policy’s implementation. ⁴

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

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. ⁵ Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law. ⁶ The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. ⁷ If a child is denied enrollment

¹ State and federal law control this policy’s content. This sample policy contains the basic requirements of 105 ILCS 45/1-1 *et seq.*, as well as the McKinney Homeless Assistance Act, 42 U.S.C. §11431 *et seq.*, as amended by the No Child Left Behind Act.

² For high school districts, delete “including a public pre-school education” at the end of the sentence.

³ Under the McKinney Homeless Assistance Act (42 U.S.C. §11434a(2)),

“Homeless Children” (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302(a)(1); and (B) includes —

- i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals, or are awaiting foster care placement;
- ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of Section 11302(a)(2)(C);
- iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- iv. migratory children (as such term is defined in section 6399 of Title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

Under State law (105 ILCS 45/1-5),

“Homeless person, child, or youth” includes, but is not limited to, any of the following:

- (1) An individual who lacks a fixed, regular, and adequate nighttime place of abode.
- (2) An individual who has a primary nighttime place of abode that is:
 - (A) a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing);
 - (B) an institution that provides a temporary residence for individuals intended to be institutionalized; or
 - (C) a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

See www.isbe.net/homeless/default.htm for helpful informational resources and training with regard to the education of homeless children in Illinois.

⁴ 42 U.S.C. §11432(g)(I)(J)(ii).

⁵ The first sentences in this paragraph are required by 42 U.S.C. §11432(g)(7).

⁶ 42 U.S.C. §11432(g)(I)(J)(iii) and 105 ILCS 45/1-15.

⁷ Required by 42 U.S.C. §11432(g)(7).

or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial. ⁸ Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law. ⁹

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

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

ADMIN. PROC.: 6:140-AP (Education of Homeless Children)

⁸ Required by 105 ILCS 45/1-25.

Use this alternative for districts in suburban Cook County: replace "Regional Superintendent" with "appropriate Intermediate Service Center." Use this alternative for districts in suburban Cook County: replace "Regional Superintendent" with "appropriate Intermediate Service Center." P.A. 96-893 abolished the Regional Office of Education for Suburban Cook County and transferred its duties and powers to Intermediate Service Centers.

⁹ Optional (105 ILCS 45/1-25(a-5)). As an alternative, a school board may omit this sentence or use a permissive verb, such as, "...the Liaison for Homeless Children may, after the passage of 18 months and annually thereafter, conduct..."

Instruction

Administrative Procedure - Education of Homeless Children

Actor	Action
<p>Superintendent Preliminary Steps</p>	<p>Serve as or designate an appropriate staff person, who may also be a coordinator for other federal programs, to serve as a Liaison for Homeless Children. 42 U.S.C. §11432 (g)(1)(J)(ii).</p> <p>Under the McKinney Homeless Assistance Act (42 U.S.C. §11434a), "homeless children" means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of Section 11302(a)(1)). The term includes: 42 U.S.C. §11434a.</p> <ol style="list-style-type: none"> 1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; 2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of Section 11302(a)(2)(C)); 3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and 4. Migratory children (Sec. 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless under this subtitle because the children are living in clauses (1) through (3) above. <p>Under State law, 105 ILCS 45/1-5, "homeless person, child, or youth" includes, but is not limited to, any of the following:</p> <ol style="list-style-type: none"> 1. An individual who lacks a fixed, regular, and adequate nighttime place of abode. 2. An individual who has a primary nighttime place of abode that is: <ol style="list-style-type: none"> a. A supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing); b. An institution that provides a temporary residence for individuals intended to be institutionalized; or c. A public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
<p>Liaison for Homeless Children Duties</p>	<p>Review the information provided at www.isbe.net/homeless/default.htm in order to become aware of the resources and training materials provided by the Illinois State Board of Education with regard to the education of homeless children.</p> <p>Ensure that homeless children are identified by school personnel and through coordinated activities with other entities and agencies. 42 U.S.C.</p>

Actor	Action
	<p>§11432(g)(6)(A)(i). Ensure that homeless children enroll in, and have full and equal opportunity to succeed in District programs. 42 U.S.C. §11432(g)(6)(A)(ii). Ensure that homeless families and children receive educational services for which they are eligible and make referrals to health, mental health, dental, and other appropriate services. 42 U.S.C. §11432(g)(6)(A)(iii). Inform parent(s)/guardian(s) of educational and related opportunities available to their child or ward, and provide them with meaningful opportunities to participate in their child or ward's education. 42 U.S.C. §11432(g)(6)(A)(iv). Disseminate public notice of the educational rights of homeless students in the location where homeless children receive services (such as schools, family shelters, and soup kitchens). 42 U.S.C. §11432(g)(6)(A)(v). Mediate enrollment disputes to: 42 U.S.C. §11432(g)(3)(E) and 42 U.S.C. §11432(g)(6)(A)(vi).</p> <ol style="list-style-type: none"> a. Ensure the child is immediately admitted to the school in which enrollment is sought, pending resolution of the dispute; b. Provide the homeless child's parent/guardian with a written explanation of the school's decision regarding school selection or enrollment, including their rights to appeal the decision; c. Complete the dispute resolution process as expeditiously as possible; and d. In the case of an unaccompanied youth, ensure that the youth is immediately enrolled in school pending resolution of the dispute. <p>Fully inform the parent/guardian of a homeless child, and any unaccompanied youth, of all transportation services and assist in accessing transportation services. 42 U.S.C. §11432(g)(6)(A)(vii). Assist unaccompanied youth in placement/enrollment decisions, consider the youth's wishes in those decisions, and provide notice to the youth of the right to appeal such decisions. 42 U.S.C. §11432(g)(3)(B)(ii). Assist children who do not have immunizations or medical records in obtaining necessary immunizations and/or medical records. 42 U.S.C. §11432(g)(3)(C)(iii). Collaborate with State and local social service agencies that provide services to the homeless as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths. 42 U.S.C. §11432(g)(5)(A) and (g)(6)(C). Conduct a hardship review whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing; a hardship review should be performed after the passage of 18 months and annually thereafter. 105 ILCS 45/1-25(a-5). Refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent whenever a school denies a homeless child enrollment or transportation, and provide the child or his or</p>

Actor	Action
	her parent/guardian with a written statement of the basis for the denial. 105 ILCS 45/1-25(a).
Parent(s)/guardian(s) Assignment	<p>Choose the child's attendance center between the following options (105 ILCS 45/1-10 controls because it exceeds the rights granted to parent(s)/guardian(s) in federal law.):</p> <ul style="list-style-type: none"> a. Continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or b. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend. <p>The term "school of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled. 42 U.S.C. §11432(g)(3)(G) and 105 ILCS 45/1-5.</p>
Building Principal Where Homeless Student Will be Enrolled Enrollment	<p>Shall immediately enroll the homeless child, even if the child is unable to produce records normally required for enrollment, e.g., previous academic records, medical records, proof of residency, or other documentation. 42 U.S.C. §11432(g)(3)(C)(i) and 105 ILCS 45/1-20.</p> <p>Shall immediately contact the school last attended by the child to obtain relevant academic and other records. 42 U.S.C. §11432(g)(3)(C)(ii) and 105 ILCS 45/1-20.</p> <p>If the child needs to obtain immunizations, or immunization or medical records, shall immediately refer the child's parent/guardian to the Liaison for Homeless Children. 42 U.S.C. §11432(g)(3)(C)(iii) and 105 ILCS 45/1-20.</p> <p>Maintain records for the homeless student that are ordinarily kept for students according to District policy and procedure on student school records. 42 U.S.C. §11432(g)(3)(D).</p> <p>Ensure each homeless student is provided services comparable to services offered to other students including the following: 42 U.S.C. §11432(g)(4).</p> <ul style="list-style-type: none"> a. Transportation services; b. Educational services for which the student meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs; c. Educational programs for children with disabilities and educational programs for students with limited English proficiency; d. Programs in vocational and technical education as well as programs for gifted and talented students; and e. School nutrition programs. <p>Shall require a parent/guardian of a homeless student, if available, to submit contact information. 42 U.S.C. §11432(g)(3)(H) and 105 ILCS 45/1-20.</p>

Actor	Action
<p>Transportation Director and Building Principal Where Homeless Student Will be Enrolled</p> <p>Transportation</p>	<p>Ensure transportation is provided to a homeless student, at the request of the parent/guardian (or in the case of an unaccompanied youth, the Liaison), to and from the school of origin. 42 U.S.C. §11432(g)(1)(J)(iii); State law, found at 105 ILCS 45/1-15, is superseded by federal law. The term "school of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled. 42 U.S.C. §11432(g)(3)(G). Transportation shall be arranged as follows: 42 U.S.C. §11432(g)(1)(J)(iii).</p> <ol style="list-style-type: none"> 1. If the homeless student continues to live in the area served by the school district in which the school of origin is located, the student's transportation to and from the school of origin shall be provided or arranged by the district in which the school of origin is located. 2. If the homeless student's living arrangements in the area served by the district of origin terminate and the student, though continuing his or her education in the school of origin, begins living in an area served by another school district, the district of origin and the district in which the homeless student is living shall agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.
<p>Superintendent or Designee</p> <p>Dispute</p>	<p>If a dispute arises, shall inform the homeless child's parent(s)/guardian(s) of the availability of an investigator, sources for low-cost or free legal assistance, and other advocacy services in the community.</p> <p>Each Regional Superintendent appoints an ombudsperson to provide resource information and resolve disputes at schools within his or her jurisdiction relating to the rights of homeless children under this Act. 105 ILCS 45/1-25. The Homeless Family Placement Act governs shelter placement. 310 ILCS 85/1 <u>et seq.</u></p>

Instruction

Migrant Students ¹

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

This program will include a means to:

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

Migrant Education Program for Parents/Guardians Involvement

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

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

LEGAL REF.: 20 U.S.C. §6391 et seq.
34 C.F.R. §200.80 et seq.
105 ILCS 5/14B-6.

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

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. The first sentence of this policy allows a school board to consider the goals for its migrant education program and to amend the sample policy accordingly. The Migrant Education Program is a federally funded program authorized under Title I, Part C, of NCLB (20 U.S.C. §6391 et seq.). To qualify for the program, a migrant child must have moved within the last 3 years across state or school district lines with a parent or guardian or on his/her own to obtain qualifying temporary or seasonal work in agriculture or fishing. Although most of the requirements are directed to State agencies, local school districts that receive State money for these programs will be held to many of the same requirements by the State. For additional information, see NCLB, Non-Regulatory Guidance, "Education of Migratory Children," 10-23-03, <http://www.ed.gov/programs/mep/mepguidance2003.doc>.

Instruction

Home and Hospital Instruction ¹

A student who is absent from school because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services. ² Appropriate educational services from qualified staff shall begin as soon as eligibility is established. ³ Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction (1) before the birth of the child when the student's physician indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage. ⁴

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

LEGAL REF.: 105 ILCS 5/10-22.6a, 5/14-13.01, 5/18-4.5, and 5/18-8.05.
23 Ill.Admin.Code §§1.610 and 226.300.

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

¹ State or federal law controls this policy's content. The following State laws and ISBE rules govern homebound and hospital instruction: 105 ILCS 5/14-13.01, amended by P.A. 96-257 (reimbursement for home and hospital instruction along with factors to qualify for it); 105 ILCS 5/18-4.5 (governs reimbursement for home and hospital instruction); 105 ILCS 5/18-8.05 (an instructional session of one clock hour may be counted as ½ day of attendance, however, a student must receive 4 or more instructional clock hours to count as a full day of attendance); 23 Ill.Admin.Code §226.300 (home/hospital service for a special education student); ISBE General State Aid Claim form.

² 105 ILCS 5/14-13.01(a), amended by P.A. 96-257 and 23 Ill.Admin.Code §226.300 require, at a minimum, all students to provide a written statement from a physician licensed to practice medicine in all of its branches stating the existence of a medical condition, the impact on the student's ability to participate in education, and the anticipated duration or nature of the child's absence from school. A student with health needs may be protected by the Individuals with Disabilities Education Act (20 U.S.C. §1401(3)) or Section 504 of the Rehabilitation Act (29 U.S.C. §794(a)).

³ Id. 23 Ill.Admin.Code §226.300(g) also requires home or hospital instructors to meet the requirements listed in 23 Ill.Admin.Code §1.610; i.e., proper certification as required by 105 ILCS 5/21-1 and 23 Ill.Admin.Code §25.464.

⁴ 105 ILCS 5/10-22.6a. Number (2) does not require a physician's written statement.

Instruction

English Language Learners ¹

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

1. Assist all English Language Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Language Learners. ²
2. Appropriately identify students with limited English-speaking ability. ³
3. Comply with State law regarding the Transitional Bilingual Educational Program (TBE) or Transitional Program of Instruction (TPI), whichever is applicable. ⁴
4. Comply with any applicable State and federal requirements for the receipt of grant money for English Language Learners and programs to serve them. ⁵
5. Determine the appropriate instructional program and environment for English Language Learners. ⁶
6. Annually assess the English proficiency of English Language Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment. ⁷

¹ State or federal law controls this policy's content. The assessment and accountability provisions in NCLB and State law include limited English proficient students (20 U.S.C. §6312-6319 and 34 C.F.R. Part 200). NCLB also provides funding to support schools' efforts to help children who are limited English proficient "develop high levels of academic attainment in English and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet," (20 U.S.C. §6801 et seq.). Reimbursement for programs is contingent on the submission and approval of a program plan and request for reimbursement in accordance with the requirements in 105 ILCS 5/14C-12 and 23 Ill.Admin.Code Part 228. This policy uses "English Language Learners" (ELL) rather than "Limited English Proficient" – the labels are interchangeable for the purpose of this policy.

For purposes of this policy, *English Language Learners* is synonymous with the State law definition of "children of limited English-speaking ability," that is, all children in grades pre-K through 12 who, (1) were not born in the U. S., whose home language is a language other than English, and who are incapable of performing ordinary class work in English; or (2) were born in the U. S. of parents possessing no or limited English-speaking ability and who are incapable of performing ordinary class work in English (105 ILCS 5/14C-2, as amended by P.A. 95-793; 23 Ill.Admin.Code §228.10).

² This policy's first sentence and the first numbered paragraph both allow a school board to consider the goals for its English Language Learners programs; a board should amend the sample policy accordingly.

³ Districts must administer a home language survey to each student entering the district's schools for the first time for the purpose of identifying students of non-English background (23 Ill.Admin.Code §228.15). ISBE's website contains useful information about communicating with parents/guardians, including sample Home Language Surveys and program letters in many languages (www.isbe.net/bilingual/htmls/tbe_tpi.htm).

For purposes of identifying students eligible to receive special education, districts must administer non-discriminatory procedures to English Language Learners coming from homes in which a language other than English is used (105 ILCS 5/14-8.02).

⁴ 105 ILCS 5/14C-3 and 23 Ill.Admin.Code §228.25.

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

⁶ 23 Ill.Admin.Code §228.25.

⁷ 23 Ill.Admin.Code §228.15(c).

7. Include English Language Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics. ⁸
8. Provide information to the parents/guardians of English Language Learners about: (1) the reasons for their child's identification, (2) their child's level of English proficiency, (3) the method of instruction to be used, (4) how the program will meet their child's needs, (5) specific exit requirements of the program, (6) how the program will meet their child's individualized education program, if applicable, and (7) information on parent/guardian rights. Parents/guardians will be regularly apprised of their child's progress and involvement will be encouraged. ⁹

Parent Involvement ¹⁰

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

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

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

⁸ 34 C.F.R. Part 200.

⁹ 20 U.S.C. §7012(a) and 23 Ill.Admin.Code §228.40.

¹⁰ 20 U.S.C. §7012(e) and 23 Ill.Admin.Code Part 228.

Instruction**Exhibit - Student Home Language Survey**

This form must be completed for each student entering the District for the first time. Students who indicate the use of a language other than English may be assessed as to English proficiency. Answers to this survey are useful in determining whether to administer further tests.

 Student's Name *(please print)*

 School

Please circle the best answer to each question and provide additional information.

Was English the first language the student learned? Yes No

Can the student speak a language other than English? Yes No

Is any language other than English used at home? Yes No

If Yes, please indicate language used: _____

Which language does the student use most often with parents? English Other: _____

Which language is used most often with other relatives? English Other: _____

Which language does the student use most often with friends? English Other: _____

Has the student attended school in a country other than the United States? Yes No

If Yes, please indicate the following: Name of Country _____

Grades Attended _____

Language of Instruction _____

Has the student attended another school in the United States? Yes No

If Yes, please indicate the following: Name of School _____

Name of State _____

Grades Attended _____

Language of Instruction _____

Please provide any other related information (i.e., referrals to gifted or special education programs, etc.): _____

 Parent/Guardian *(please print)*

 Signature

 Date

Instruction

Exhibit - Notice to Parents of Students Identified as Limited English Proficient

On District letterhead

Date

Re: Notice to Parents of Students Identified as Limited English Proficient

Dear Parents:

This letter contains important information regarding your child's education.

Your child, _____, has been identified as needing additional instruction to achieve English proficiency. Our goal is to ensure that your child will learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation. We anticipate that your child will transition from this course of study by: _____ *(insert timeline)*.

Please contact the individual listed at the bottom of this letter if you need assistance reading this letter or if you have any questions.

Your Child's Current Academic Achievement: *(describe GPA, standardized test scores, reading level, etc.)*

Level of English Proficiency Identified:

Reasons for identification:

Assessment instruments and methods used for identification:

District's Method(s) of English Language Instruction: *(list and explain the method(s) used in the District and, if more than one is used, how they compare with each other with regard to their content, instructional goals, and the use of English and a native language in instruction)*

English Language Instruction Method(s) Selected for Your Child:

Method Objectives:

This method will meet the educational strengths and need of your child by:

This method will help your child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation by:

If your child has a disability, this method will assist your child in meeting his or her individualized educational program objectives by: *(list objectives and ways in which the program will assist in meeting them)*

Criteria for Transfer From the District's English Language Instructional Education Program into Classrooms That Are Not Specifically for Limited English Proficient Students: (state exit criteria such as test scores, reading level, verbal ability, etc.)

The expected rate of transition from the District's language instruction educational program into classrooms that are not specifically for limited English proficient students is:

The expected high school graduation rate for students transferred from the District's language instructional education program is: *[High School or Unit Districts only]*

Parental Rights:

Please be aware that as parents/guardians you have the following rights:

- You have the right to remove your child from the program.
- If the District offers more than one program or method, you have the right to choose among the various programs or methods.
- You have the right to assistance by a District representative to help you select among various programs and methods of instructions, if the District offers more than one program or method.

If you would like additional information on how to exercise these rights, or if you have questions or require assistance, please contact: _____

(name, building location and other contact information)

Sincerely,

Superintendent

Instruction

Title I Programs ¹

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

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools. ²

Title I Parental Involvement

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

District-Level Parental Involvement Compact ³

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

School-Level Parental Involvement Compact ⁴

Each Building Principal or designee shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain: (1) a process for continually involving parents/guardians in its development and

¹ State or federal law controls this policy's content. **This policy is mandatory for any district that receives or desires to receive Title I funds.** Title I is part of the Elementary and Secondary Education Act (20 U.S.C. §6301 *et seq.*). It was amended by the No Child Left Behind Act (NCLB). NCLB 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. During the reauthorization process, Congress will analyze data about the old law in an attempt to draft an improved law.

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

³ 20 U.S.C. §6318(a) requires each district receiving Title I funds to "develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy." This requirement is accomplished in this sample policy by mandating the superintendent or designee to develop a District-Level Parental Involvement Compact, according to Title I requirements. A sample District-Level Parental Involvement Compact is contained in 6:170-E1, *District-Level Parental Involvement Compact*. A sample process for developing a Parental Involvement Compact is contained in 6:170-AP1, *Checklist for Development, Implementation, and Maintenance of Parent Involvement Compacts for Title I Programs*.

⁴ 20 U.S.C. §6318(b) requires each school served under Title I to "jointly develop with, and distribute to, parents of participating children a written parent involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f)." This requirement is accomplished in this sample policy by mandating the building principal or designee to develop a School-Level Parental Involvement Compact, according to Title I requirements. A sample School-Level Parental Involvement Compact is contained in 6:170-E2, *School-Level Parental Involvement Compact*. A sample process for developing a Parental Involvement Compact is contained in 6:170-AP1, *Checklist for Development, Implementation, and Maintenance of Parent Involvement Compacts for Title I Programs*

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

**Incorporated
by Reference**

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

LEGAL REF.:

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

CROSS REF.:

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

Instruction

Administrative Procedure - Checklist for Development, Implementation, and Maintenance of Parent Involvement Compacts for Title I Programs 1

The development, implementation, and maintenance of parent/guardian involvement compacts must be accomplished with meaningful consultation with parents/guardians of children participating in Title I programs. The Superintendent designates a person to be responsible for the process of obtaining meaningful consultation. This checklist includes some measures designed to encourage meaningful consultation.

This is an annual checklist. *Check steps as completed.*

- Plan regular meetings throughout the school year with parents/guardians to discuss the District and/or school compacts; identify dates and convenient times, places, and persons whose attendance is desired. Offer meetings in the morning or evening, and, if funds are available under Title I for this purpose, provide transportation, childcare, or home visits, as such services relate to parent/guardian involvement.
- Plan an agenda for meetings to be held to discuss District and/or school compacts.
 - Always begin with “introducing where we are now” and end with “next steps.”
 - Agendas should provide for 2-way communication between District and parents/guardians of children participating in Title I programs.
 - Agendas can be built around the federal compliance requirements as stated in the IASB sample district- and school-level compacts.
 - Agendas should also include a section to inform parents/guardians of their school’s participation under Title I and to explain Title I’s requirements regarding parent/guardian involvement, including the right of the parents/guardians to be involved.
 - Agendas should also include a section to describe and explain the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - If requested by a parent/guardian, agendas should also include a section for parents/guardians to formulate suggestions and to participate, as appropriate, in decisions relating to their children’s education.
 - Agendas should also include a section to involve parents/guardians in the planning, review, and improvement of Title I programs, including the joint development of the schoolwide program plan under 20 U.S.C. §6314(b)(2).
 - Another agenda topic is how funds are allotted for parent/guardian involvement in activities; parents/guardians of children receiving services must be involved in these decisions.
- Notify interested persons of meeting dates to discuss the District and/or school compacts, including:
 - Parents/guardians of students’ participating in Title I programs

¹ NCLB §1118 (20 U.S.C. §6318). This administrative procedure should be used along with 6:170-E1, *District-Level Parental Involvement Compact*, and 6:170-E2, *School-Level Parental Involvement Compact*, but only by those districts receiving Title I funds.

Instruction

Administrative Procedure - Notice to Parents Required by No Child Left Behind Act of 2001¹

- I. Improving Basic Programs Operated by Local Educational Agencies
 1. **Annual report cards.** Districts must disseminate an annual report card with aggregate information, including student achievement (designated by category), graduation rates, district performance, teacher qualifications, and other required information.
 2. **Progress review.** Districts must disseminate the results for its yearly progress review of each school.
 3. **Teacher and paraprofessional qualifications.** At the beginning of each school year, a school district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
 - a. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - b. Whether the teacher is teaching under emergency or other provisional status.
 - c. The teacher's baccalaureate degree major and any other graduate certifications or degrees.
 - d. Whether paraprofessionals provide services to the student and, if so, their qualifications.
 2. **Student achievement.** Districts must provide to parents information on the level of achievement of the parent's child in each of the State academic assessments.
 3. **Non-highly qualified teachers.** Districts must provide parents timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.
- II. English Language Learners
 1. **Language instruction educational programs.** Districts must inform a parent of a limited English proficient child identified for participation, or participating in, such a program of the reasons for their child being identified, their child's level of English proficiency, instructional method, how their child's program will meet their child's needs, how the program will help the child to learn English, exit requirements for the program to meet the objectives of any limited English proficiency, and information regarding parental rights.
 2. **Insufficient language instruction educational programs.** Each district using funds provided under this part to provide a language instruction educational program that has failed to make progress on the annual measurable achievement objectives described in Section

¹ This list of parental notice requirements may not be exhaustive; contact the ISBE, regional superintendent, or the board's attorney for further information. The only notices applying to districts that do not receive Title I funds are those regarding student privacy. The notices described in this administrative procedure are paraphrased; please see the specific NCLB Section cited for the exact requirements.

3122 for any fiscal year for which Part A is in effect, shall separately inform the parents of a child identified for participation in such a program, or participating in such program, of such failure not later than 30 days after such failure occurs.

3. **Outreach.** Each district shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.

III. Academic Assessment and Local Education Agency and School Improvement

1. **Schools identified for school improvement, corrective action, or re-structuring.** Districts shall promptly provide to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §6316(b)(1)(E)(i), for corrective action under §6316(b)(7)(C)(i), or for restructuring under §6316(b)(8)(A)(i).
 - a. An explanation of what the identification means, and how the school compares in terms of academic achievement to other district schools and the State educational agency;
 - b. The reasons for the identification;
 - c. An explanation of what the school identified for school improvement is doing to address the problem;
 - d. An explanation of what the district or State educational agency is doing to help the school address the achievement problem;
 - e. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
 - f. An explanation of the parents' option to transfer their child to another public school under paragraphs (1)(E), (5)(A), (7)(C)(i), (8)(A)(i), and subsection (c)(10)(C)(vii) (with transportation provided by the agency when required by paragraph (9)) or to obtain supplemental educational services for the child, in accordance with subsection (e).
2. **Schools identified for restructuring.** Whenever the school fails to make adequate yearly progress and/or is restructured, the district shall provide the teachers and parents with an adequate opportunity to comment and participate in developing a plan.
3. **Schools identified for corrective action - supplemental services notice.** The district shall provide annual notice to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §6316(b)(1)(E)(i), for corrective action under §6316(b)(7)(C)(i), or for restructuring under §6316(b)(8)(A)(i).
 - a. The availability of supplemental education services;
 - b. The identity of approved providers that are within the district or whose services are reasonably available in neighboring districts; and
 - c. A brief description of those services, qualifications, and demonstrated effectiveness of each such provider.

IV. Parental Involvement

1. **Parental involvement policies.** Parents shall be notified of the parental involvement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

2. **Meeting and information.** Each school shall:

- a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved;
- b. Offer a flexible number of meetings;
- c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parental involvement policy and the joint development of the schoolwide program plan under §1114(b)(2);
- d. Provide parents of participating children:
 - Timely information about programs under this part;
 - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

V. **Voluntary Public School Choice Program**

The district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of:

- a. The existence of the program;
- b. The program's availability; and
- c. A clear explanation of how the program will operate.

VI. **Education of Homeless Children and Youths**

1. **Notice of rights.** The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent/guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:
 - a. Shall be signed by the parent/guardian;
 - b. Sets the general rights provided under this subtitle;
 - c. Specifically states:
 - The choice of schools homeless children and youths are eligible to attend,
 - That no homeless child or youth is required to attend a separate school for homeless children or youths,
 - That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs;
 - That homeless children and youths should not be stigmatized by school personnel; and
 - Includes contact information for the local liaison for homeless children and youths.
2. **Assistance to unaccompanied youth.** In the case of an unaccompanied homeless youth, the district shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.

3. **Public notice of rights.** Each district shall ensure that public notice of the educational rights of homeless children is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.

VII. Student Privacy

1. **Notice of privacy policy.** The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district. At a minimum, the district shall:
 - a. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and
 - b. Offer an opportunity for the parent to opt the student out of the activity.
2. **Notification of specific events.** Each district shall directly notify parents/guardians, at least annually at the beginning of the school year, of the specific or approximate dates when activities described in 20 U.S.C. §1232h(c)(2)(C) are scheduled.
3. **Notice of existing policy.** All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g., “The Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. Copies of those policies are available on request.”

LEGAL REF.:

- I.
 1. NCLB §6311(h)(2); 20 U.S.C. §6311(h)(2).
 2. NCLB §6316 (a)(1)(C); 20 U.S.C. §6316(a)(1)(C).
 3. NCLB §6311(h)(6)(A); 20 U.S.C. §6311(h)(6)(A).
 4. NCLB §6311(h)(6)(B)(i); 20 U.S.C. §6311(h)(6)(B)(i).
 5. NCLB §6311(h)(6)(B)(ii); 20 U.S.C. §6311(h)(6)(B)(ii).
- II.
 1. NCLB §1112(g)(1)(A) and (g)(2), and §3302(a); 20 U.S.C. §6312(g)(1)(A) and (g)(2); 20 U.S.C. §7012(a).
 2. NCLB §1112(g)(1)(B), and §3302(b); 20 U.S.C. §6312(g)(1)(A) and (g)(2); 20 U.S.C. §7012(a).
 3. NCLB §1112(g)(4) and §3302(e); 20 U.S.C. §6312(g)(4); 20 U.S.C. §7012(e)(1).
- III.
 1. NCLB §6316(b)(6); 20 U.S.C. §6316(b)(6).
 2. NCLB §6316(b)(8)(C); 20 U.S.C. §6316(b)(8)(C).
 3. NCLB §6316(e)(2)(A); 20 U.S.C. §6316(e)(2)(A).
- IV.
 1. NCLB §1118(b); 20 U.S.C. §6318(b).
 2. NCLB §1118(c); 20 U.S.C. §6318(c).
- V. NCLB §5245(a); 20 U.S.C. §7225d(a).
- VI.
 1. NCLB §722(e)(3)(C); 42 U.S.C. §11432(e)(3)(C).
 2. NCLB §722(g)(2)(B)(iii); 42 U.S.C. §11432(g)(3)(B)(iii).
 3. NCLB §722(g)(6)(A)(v); 42 U.S.C. §1432(g)(6)(A)(v).
- VII.
 1. NCLB §1061(c)(2)(A); 20 U.S.C. §1232h(c)(2)(A).
 2. NCLB §1061; 20 U.S.C. §1232h(c)(2)(B).
 3. NCLB §1061(c)(3); 20 U.S.C. §1232h(c)(3).

- Staff members
 - Students participating in Title I programs
 - School Board members
 - Media
 - Coordinators for other school programs, e.g., Head Start and preschool programs
 - Other _____
- Publicize the meeting dates, times, and locations to discuss District and/or school compacts.
 - Make all Open Meetings Act notifications and postings for meetings to be held to discuss District and/or school compacts. Note: it is wise to assume these meetings will be in open session if Board members are expected to attend.
 - Appoint a recording secretary to keep meeting minutes.
 - Provide copies of working drafts to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
 - Determine “success” indicators to measure the effectiveness of the parental involvement compacts in improving the academic achievement.
 - Review the “success” indicators in order to evaluate the effectiveness of the parental involvement compacts in improving the academic achievement.
 - Identify barriers to greater participation by parents/guardians, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Use the findings of such evaluation to design strategies for more effective parent/guardian involvement.
 - If the schoolwide program plan under 20 U.S.C. §6314(b)(2) is not satisfactory to the parents/guardians of participating children, submit any parents/guardians comments on the plan when the school makes the plan available to the School Board.
 - Provide status reports to the Board and, periodically, submit updated parental involvement compacts to the Board.
 - Revise the applicable parental involvement compacts as necessary.

Instruction

Administrative Procedure - No Child Left Behind Checklist

The tables below are organized by NCLB topic and list sample policies, procedures, and exhibits.

School Accountability

1:20-AP	Administrative Procedure - Checklist for Handling Intergovernmental Agreement Requests	Contains issues to consider when requested to enter into an intergovernmental agreement for receiving school choice transferees. August 2002; August 2007
6:15	School Accountability	Includes a section on school choice and supplemental services. August 2002; February 2004; June 2009
6:15-AP	Administrative Procedure - School Choice and Supplemental Educational Services	Contains web links to resources including sample parental notices. June 2009
6:15-AP1	Administrative Procedure - Consequences for a SCHOOL Missing Adequate Yearly Progress	February 2004; February 2005; October 2006; Deleted June 2009
6:15-AP2	Administrative Procedure - Consequences for a DISTRICT Missing Adequate yearly Progress	February 2004; February 2005, October 2006; Deleted June 2009
6:15-AP3	Administrative Procedure - School Choice for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring	March 2004; Deleted June 2009 . See 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web links to ISBE resources and sample parent notices.
6:15-AP4	Administrative Procedure - Compliance Steps for Providing Supplemental Educational Services	March 2004; Deleted June 2009 . See 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web-web links to ISBE resources and sample parent notices.
6:15-E	Exhibit - Resolution Declining Requests to Accept Non-Resident Choice Students	March 2004; June 2009
6:15-E2	Exhibit - Notice to Parents of Children Enrolled in a School that Missed AYP for Two or More Consecutive Years	July 2004; Deleted June 2009 . See 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web links to ISBE resources and sample parent notices.

School Accountability

6:15-E3	Exhibit - Application for School Choice Transfer Option	July 2004; Deleted June 2009 . See 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web links to ISBE resources and sample parent notices.
6:15-E4	Exhibit - Application for Supplemental Educational Services	July 2004; Deleted June 2009 . See 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web links to ISBE resources and sample parent notices.
7:30	Student Assignment and Intra-District Transfer	August 2003; February 2008

Teachers and Paraprofessionals

5:190	Professional Personnel - Teacher Qualifications	Includes <i>highly qualified</i> as employment criteria; refers to ISBE's "Illinois Criteria for Meeting the NCLB Requirements for Highly Qualified Teachers." May 2003; March 2004; February 2008
5:190-AP	Administrative Procedure - Plan to Ensure that All Teachers Who Teach Core Academic Subjects Are Highly Qualified" By the End of the 2005-2006 School Year	May 2003; February 2008
5:190-E1	Exhibit - Notice to Parents of Their Right to Request a Classroom Teachers' Qualifications	Informs parents of their right to receive certain information regarding their children's teachers. May 2003; February 2008
5:190-E2	Exhibit - Notice to Parent When Their Student Is Assigned To, or Has Been Taught for at Least Four Straight Weeks By, A Teacher Who Is Not Highly Qualified	May 2003; February 2008
5:190-E3	Letter to Teacher Who Fails to Meet the Federal Definition of "Highly Qualified"	August 2003; February 2008
5:280	Educational Support Personnel - Duties and Qualifications	Requires paraprofessionals to have the "duties and qualifications" as described in Title I of the Elementary and Secondary Education Act. May 2003; July 2004; February 2006

Teachers and Paraprofessionals

5:280-AP	Administrative Procedure - Paraprofessionals Working in a Program Supported With Title I Funds	Quotes NCLB; provides sample language to inform paraprofessionals of the requirements. June 2002; Deleted August 2007
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Parental Involvement

6:170	Title I Programs	Complies with NCLB; includes a section on parental involvement. August 2002; February 2008
6:170-AP1	Administrative Procedure - Checklist for Development, Implementation, and Maintenance of Parental Involvement Compacts in Title I Programs	August 2002; August 2007
6:170-AP2	Administrative Procedure - Notices to Parents Required by No Child Left Behind Act of 2001	Gives districts a reference guide to notice requirements for districts that receive Title I funds. August 2002; August 2007
6:170-E1	Exhibit - District Level Parental Involvement Compact in Title I Programs	August 2002; August 2007
6:170-E2	Exhibit - School Level Parental Involvement Compact in Title I Programs	Incorporated by reference in 6:170 and may be used as a template. August 2002; August 2007

McKinney Homeless Assistance Act

2:260	Uniform Grievance Procedure	Provides complaint procedure for Title I as well as the McKinney Homeless Assistance Act. January 2003; October 2003; July 2006, October 2007; June 2009
4:110	Transportation	January 2003; March 2004; February 2008
6:140	Education of Homeless Children	Contains the basic requirements of State law as well as the McKinney Homeless Assistance Act. January 2003; October 2005
6:140-AP	Administrative Procedure - Education of Homeless Children	Contains procedures in actor-action format regarding educating homeless children. January 2003; October 2005
7:10	Equal Educational Opportunities	Specifically includes "status as a homeless youth" as a protected classification. January 2003; October 2008
7:50	School Admissions and Student Transfers To and From Non-District Schools	Requires immediate admission of homeless children pursuant to the McKinney Homeless Assistance Act. January 2003; October 2004; June 2005; October 2008

6:170-AP3

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McKinney Homeless Assistance Act

7:60	Residence	Requires immediate admission of homeless children pursuant to the McKinney Homeless Assistance Act. January 2003; October 2004; October 2005; February 2009
7:100	Health Examinations, Immunizations, and Exclusion of Students	Requires immediate admission of homeless children pursuant to the McKinney Homeless Assistance Act. June 2002; October 2005; October 2008

Migrant Student

6:145	Migrant Students	Addresses NCLB, 20 U.S.C. §6391 <i>et seq.</i> and requires the superintendent to develop a program addressing the needs of migratory children. August 2002; March 2007
6:145-E	Exhibit - Programs for Migrant Students - Family Interview Form	August 2002; Deleted July 2006

Persistently Dangerous School and Choice for Victim of Violent Crime

4:170	Safety	Contains provisions on Unsafe School Choice Option. March 2004; October 2006; February 2009
4:170-AP5	Administrative Procedure - Unsafe School Choice Option	Complies with §9532 of NCLB, 20 U.S.C. §7912. August 2003; March 2004; June 2009
7:30	Student Assignment and Intra-District Transfer	Refers to district policy on the Unsafe School Choice Option contained in 4:170 and 4:170-AP5. August 2003; February 2008

Limited English Proficiency Students

6:160	English Language Learners	Implements NCLB, §§3001-3004, 20 U.S.C. §§6312-19; 6801 <i>et seq.</i> and requires the superintendent to develop and implement a program to address the needs of children with limited English language proficiency. August 2002; March 2007; October 2008
6:160-E1	Exhibit - Student Home Language Survey	May 2003; Deleted March 2007
6:160-E2	Exhibit - Notice to Parents of Student's Identified as Limited English Proficient	Complies with the NCLB's requirement that schools notify parents of their student's placement in a LEP program. May 2003; Deleted March 2007

Protection of Pupil Rights Act

7:15	Student and Family Privacy	Complies with the Protection of Pupil Rights Act [20
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Protection of Pupil Rights Act

	Rights	U.S.C. §1232h(c)(1)(E)] as well as 2 state laws. June 2002; March 2004; February 2008
7:15-E	Exhibit - Notification to Parents of Family Privacy Rights	Notifies parents/guardians of privacy rights policy. June 2002; March 2004; March 2007

Military Recruiter Access to Students

7:340	Student Records	June 2002; March 2004; July 2006; October 2008
7:340-AP	Administrative Procedure - Student Records	Contains provision on access rights of military recruiters and institutions of higher learning. June 2002; June 2005
7:340-E1	Exhibit - Notification to Parents and Students of Rights Concerning a Student's School Records	Includes right to refuse all release of directory information to military recruiters. May 2003; February 2006
7:340-E3	Exhibit - Letter to Parents/Guardians Regarding Military Recruiter and Postsecondary Institutions Receiving Student Directory Information	Contains a form for parents to complete if they do not want military recruiters and/or institutions of higher learning to be given their secondary school student's name, address, and telephone numbers. May 2003; June 2008
7:340-E4	Exhibit - FAQ's Regarding Military Recruiter Access to Students and Student Information	Answers many questions for school staff members and may be distributed at will. May 2003; June 2008

No Policy Prohibiting Student Prayer

7:130	Student Rights and Responsibilities	States that student rights include the right to pray. September 2002; March 2007
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Boy Scouts Access to School Facilities

8:20	Community Use of School Facilities	Footnotes discuss NCLB, 20 U.S.C. §7905. Schools are prohibited from denying equal access to school facilities to the Boy Scouts or any other youth group "for reasons based on membership or leadership criteria or oath of allegiance to God and country." August 2002; March 2004; October 2007
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