

**Instruction**

**School Accountability 1**

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

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

**Quality Assurance**

The Board continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State law and Illinois State Board of Education (ISBE) rules, and continuously keep the Board informed:

1. Prepare each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's continuous school improvement.<sup>4</sup>
- ~~2. If applicable, implement a No Child Left Behind Act (NCLB) plan, including the completion of the NCLB Consolidated Application, and seek Board approval where necessary or advisable.<sup>5</sup>~~
- ~~3.~~<sup>2</sup> Continuously assess the District's and each school's overall performance in terms of both academic success and equity. This includes, without limitation, a thorough analysis of ISBE's balanced accountability measure and each school's *Multiple Measure Index* and corresponding *Annual Measurable Objective* provided by ISBE.<sup>6</sup>

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

<sup>1</sup> State or federal law controls this policy's content.

<sup>2</sup> 105 ILCS 5/27-1.

<sup>3</sup> 23 Ill.Admin.Code §1, Appendix D.

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

~~<sup>5</sup> Omit this item if the district does not receive Title I funds. Title I is part of the Elementary and Secondary Education Act (20 U.S.C. §6301 et seq.). It was amended by No Child Left Behind (NCLB) which was signed on 1-8-02 and officially expired on 9-30-07. While NCLB remains in effect due to a continuing resolution, state education offices (like ISBE) routinely receive waivers while Congress considers ways to re-write NCLB to provide greater flexibility to states.~~

~~<sup>6</sup> 20 U.S.C. §6312 contains the required components of a NCLB plan. ISBE's *Grant and Programs* division administers the NCLB Consolidated Application. See [www.isbe.net/grants/html/grants\\_nclb.htm](http://www.isbe.net/grants/html/grants_nclb.htm).~~

<sup>6</sup> 105 ILCS 5/2-3.25a, amended by P.A. 99-193 and P.A. 99-657; and 5/2-3.25d, amended by P.A. 99-193; 5/2-3.64a-5, added by P.A. 98-972. P.A. 99-193 significantly revised the system of standards for school districts and schools, and P.A. 99-657 delayed certain implementation dates by one school year. ISBE must establish recognition standards for student performance and school improvement for all districts and their individual schools. The recognition standard must be an outcome-based, *balanced accountability measure*. Subject to funding, the *balanced accountability measure* must focus on student performance and, beginning in the 2016-17~~2017-18~~ school year for some districts and for all districts by the ~~2021-22~~<sup>2022-23</sup> school year, professional practice. The student performance component must focus on student outcomes and closing the achievement gaps using a *Multiple Measure Index* and *Annual Measurable Objectives*. ISBE must establish a *Multiple Measure Index* and *Annual Measurable Objectives* for each school that address the school's overall performance in terms of both *academic success* and *equity* (105 ILCS 5/2-3.25d(a), amended by P.A. 99-193). A process for assistance, remediation, and intervention exists for low-performing districts known as *priority* and *focus* districts, as those terms are defined by 105 ILCS 5/2-3.25d-5, added by P.A. 99-193 (105 ILCS 5/2-3.25e-5 and 5/2-3.25f, amended by P.A. 99-193).

- 4.3. If applicable, develop District and School Improvement Plans, present them for Board approval, and supervise their implementation. 7
- 5.4. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law. 8
- 6.5. In accordance with Sec. 2-3.153 of the School Code, administer at least biennially a survey of learning conditions on the instructional environment within the school to, at minimum, students in grades 6 through 12 and teachers. 9

School Choice and Supplemental Education Services 10

~~This section of the policy is effective only if the choice and/or supplemental educational services requirements in federal law are applicable to Illinois. When effective, school choice and supplemental education services will be offered to students as provided in Title I of the Elementary and Secondary Education Act.~~

LEGAL REF.: ~~No Child Left Behind Act, §1116, 20 U.S.C. §6316. 34 C.F.R. §§200.32, 200.33, 200.42, and 200.43. 105 ILCS 5/2-3.25, 5/2-3.25a, 5/2-3.25b, 5/2-3.25c, 5/2-3.25d, 5/2-3.25d-5, 5/2-3.25e-5, 5/2-3.25f, 5/2-3.25f-5, 5/2-3.63, 5/2-3.64a-5, 5/10-21.3a, and 5/27-1. 23 Ill.Admin.Code Part 1, Subpart A: Recognition Requirements.~~

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

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7 The requirements around district and school improvement plans are unknown until ISBE revises its rules following P.A. 99-193. This Public Act deleted the requirements concerning improvement plans as well as the sanctions for failing to make adequate yearly progress (105 ILCS 5/2-3.25d, amended by P.A. 99-193). 105 ILCS 5/2-3.25f continues to state that schools or districts “that fail to make reasonable efforts to implement an approved Improvement Plan may suffer loss of State funds by school district, attendance center, or program as the State Board of Education deems appropriate.”

~~When the federal choice law is effective, school districts must reconcile it with the State law limiting transfers (105 ILCS 5/10-21.3a). Sample policy 7:30, *School Assignment and Intra-District Transfer*, implements this law.~~

8 105 ILCS 5/10-17a, amended by P.A. 99-193. Districts must present the report card at a regular board meeting, post it on the district’s website, make it available to newspapers of general circulation in the district, notify parents/guardians of its availability on the district’s website, provide it to parents/guardians on request, submit it to the regional superintendent or appropriate Intermediate Service Center, and otherwise disseminate it as required by State law.

9 Required by 105 ILCS 5/2-3.153; 23 Ill.Admin.Code §1.97. The State Superintendent must publicly report on selected indicators of learning conditions resulting from the administration of the instrument at the individual school, district, and State levels. A district may use an alternate learning instrument approved by the State Superintendent at its own cost. These survey instruments are authorized by July 1 each year and posted at: [www.isbe.net/5essentials/default.htm](http://www.isbe.net/5essentials/default.htm) (23 Ill.Admin. Code §1.97(g)(1)-(2)). To use an alternate survey instrument, the district must submit a form developed for this purpose and posted at [www.isbe.net/5essentials/default.htm](http://www.isbe.net/5essentials/default.htm) to the State Superintendent by August 1 each year (Id.).

Insert the following sentence for districts that administer an alternate survey of learning conditions at their own cost: “The District has elected to use an alternate survey of learning conditions instrument.”

10 ~~The provisions in this section are required by §1116 of No Child Left Behind (20 U.S.C. §6316; 34 C.F.R. §200.44). Districts that do not receive Title I funds should omit this section. ISBE received a waiver for school year 2015; ISBE’s website says that “there will be no choice requirement for the 2014-2015 school year and until further notice,” and “no SES requirements beginning with the 2014-15 school year,” (emphasis added) at [www.isbe.net/grants/html/choice.htm](http://www.isbe.net/grants/html/choice.htm).~~

## Instruction

### School Wellness <sup>1</sup>

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school activities, and meal programs.<sup>2</sup> This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA).<sup>3</sup> The Superintendent or designee will ensure each school building complies with this policy, the policy is available to the community on an annual basis, and that the community is informed about the progress of this policy's implementation. <sup>4</sup>

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

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

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

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

<sup>2</sup> 7 C.F.R. §210.30(a).

<sup>3</sup> Healthy Hunger-Free Kids Act of 2010 (HHFKA); 42 U.S.C. §1758b (PL 111-296); 7 C.F.R. §§210.10 and 210.30(a).

<sup>4</sup> Id.; 7 C.F.R. §210.30(c)(4), §210.30 (d)(2), §210.30 (d)(3), and §210.30(e). The intent of the rule is that schools "notify households on an annual basis of the availability of the local school wellness policy information and provide information that would enable *interested households* to obtain additional details" (Fed. Reg. Vol. 81, No. 146 at 50160). However, the rule states, "[i]nform the *public* about the content and implementation of the local school wellness policy, and make the policy and any updates to the policy available to the public on an annual basis."

To achieve the intent of this requirement, the regulations suggest several methods for districts, which include a common method many districts likely already use: post the policy on the websites for the *public*, and use the student handbook to distribute important information to *interested households*.

Members of the Ill. Principals Assoc. may subscribe to the IPA's *Model Student Handbook Service*. While this service is not a handbook *per se*, it provides principals with quick, user-friendly access to model student handbook provisions that are attorney drafted and fully aligned with IASB's policy services. For more information, see: [www.ilprincipals.org/resources/model-student-handbook](http://www.ilprincipals.org/resources/model-student-handbook).

### Goals for Nutrition Education and Nutrition Promotion <sup>5</sup>

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

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

### Goals for Physical Activity <sup>7</sup>

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. See Board policy 6:60, *Curriculum Content* and Board policy 7:260, *Exemption from Physical Education*. <sup>8</sup>
- During the school day, all students will be required to engage in a daily physical education course, unless otherwise exempted. See Board policy 6:60, *Curriculum Content* and Board policy 7:260, *Exemption from Physical Education*. <sup>9</sup>
- The curriculum will be consistent with and incorporate relevant *Illinois Learning Standards for Physical Development and Health* as established by the Illinois State Board of Education (ISBE). <sup>10</sup>

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<sup>5</sup> This is a required topic, but the local board may determine what goals are appropriate (PL 108-265, Sec. 204(a)(1) and PL 111-296; 105 ILCS 5/2-3.139(a)(2); and 7 C.F.R. §210.30(c)(1). *Nutrition promotion* is now required by PL 111-296, but the concept is not described or defined. The Food Nutrition Service (FNS) has described *nutrition promotion* more clearly in its upcoming technical assistance materials and the proposed 7 C.F.R. Part 210 rules (Fed. Reg. Vol. 79, No. 38 at 10695), dated Feb. 26, 2014, which state, "... evidence based techniques and scientifically-based nutrition messages targeted to a specific audience to inspire and motivate them to take action and use these techniques and messages to create environments and food service venues (classroom, cafeteria, a la carte, vending machines, school stores, snack bars, fundraisers, home, etc.) that encourage healthy nutrition choices, as well as enhance and encourage participation in school meal programs."

<sup>6</sup> 105 ILCS 110/3 and 23 Ill.Admin.Code §1.420(n). ISBE's rules for Comprehensive Health Education found at 23 Ill.Admin.Code Part 253 were repealed, effective 10-3-05.

<sup>7</sup> This is a required topic, but the local board may determine what goals are appropriate (PL 108-265, Sec. 204(a)(1); 105 ILCS 5/2-3.139(a)(2); and 7 C.F.R. §210.30(a)).

<sup>8</sup> 105 ILCS 5/27-5 and 27-6; 23 Ill.Admin.Code §1.425 (added at 40 Ill. Reg. 2990).

<sup>9</sup> *Id.*

<sup>10</sup> Schools must "set student learning objectives which meet or exceed goals established by the State," (105 ILCS 5/2-3.63). The *Learning Standards* can be found on ISBE's website, [www.isbe.state.il.us/ils](http://www.isbe.state.il.us/ils). See *State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment* at: [www.isbe.net/ils/pdh/standards.htm](http://www.isbe.net/ils/pdh/standards.htm).

105 ILCS 5/27-6.5 describes physical fitness assessments required, beginning with the 2016-17 school year and every school year thereafter, for grades 3-12 in an effort to meet State Goal 20 of the *Illinois Learning Standards for Physical Development and Health* (at [www.isbe.net/ils/pdh/pdf/goal20.pdf](http://www.isbe.net/ils/pdh/pdf/goal20.pdf)). See also 23 Ill.Admin.Code §1.425 (g), (h); ISBE's *IL Fitness Assessments and Data Reporting Requirements Questions and Answers* (Rev. 8/25/16) at: [www.isbe.net/EPE/pdf/fitness-asmt-faq.pdf](http://www.isbe.net/EPE/pdf/fitness-asmt-faq.pdf).

### Nutrition Guidelines for Foods Available During the School Day 11

Students will be offered and schools will promote nutritious food and beverage choices consistent with the current *Dietary Guidelines for Americans* published jointly by the U.S. Departments of Health and Human Services and Agriculture (USDA). In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall restrict the sale of *competitive foods*, as defined by the USDA, in the food service areas during meal periods and comply with all ISBE rules. 12

### Exempted Fundraising Day (EFD) Requests 13

All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the “general nutrition standards for competitive foods” specified in federal law, unless the Superintendent or designee in a participating school has granted an *exempted fundraising day* (EFD). To request an EFD and learn more about the District’s related procedure(s), contact the Superintendent or designee. The District’s procedures are subject to change. The number of EFDs is set by ISBE rule.

### Guidelines for Reimbursable School Meals 14

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program. 15

### Monitoring 16

The Superintendent or designee shall annually provide implementation data and/or reports to the Board concerning this policy’s implementation sufficient to allow the Board to monitor and adjust the policy. This report must include without limitation each of the following:

- An assessment of the District’s implementation of the policy
- The extent to which schools in the District are in compliance with the policy

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11 The policy must include the nutrition guidelines selected by the board for “all foods available during the school day with the objective of promoting student health and reducing childhood obesity,” (PL 108-265, Sec. 204(a)(2); 105 ILCS 5/2-3.139(a)(1); and 7 C.F.R. §210.10 and 210.30(a) and (c)(3)).

12 7 C.F.R. §210.11(a)(2); 23 Ill. Admin. Code §305.5. For a definition of *competitive foods*, see 4:120-AP, *Administrative Procedure - Food Services; Competitive Foods; Exemptions*.

13 Required by 23 Ill. Admin. Code §305.15(c)(2) and 7 C.F.R. §230(c)(2) (79 Fed. Reg. 10693). Detailed procedures are subject to change and are too complicated for policy text. This policy seeks to balance the requirement to include procedures in the policy for requesting an EFD by providing information about the initial steps and directing the superintendent or designee to inform the requestor of the current procedure. For a list of the number of available EFDs and a more detailed sample step-by-step procedure to request them, see 4:120-AP, *Administrative Procedure - Food Services; Competitive Foods; Exemptions*.

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

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

16 The policy must establish a plan for measuring implementation of the local wellness policy, including designation of ~~4~~ one or more persons within the local educational agency at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy, (PL 108-265, Sec. 204(a)(4); 105 ILCS 5/2-3.139(a)(4); and 7 C.F.R. §210(c)(5) and (6)). 105 ILCS 110/3.5(a) requires ISBE to develop and maintain a nutrition and physical activity best practices database. Materials may be found at: [www.isbe.net/nutrition/htmls/wellness\\_policy.htm](http://www.isbe.net/nutrition/htmls/wellness_policy.htm).

42 U.S.C. §1758b (PL 111-296) requires the public to receive periodic measures with the listed items. ~~While the proposed 7 C.F.R. Part 210 is not finalized,~~ ~~the~~ ~~accepted~~ practice is annual reports. There is very little guidance to assist school districts in complying with this requirement, ~~and,~~ school districts were expected to be working toward developing a reasonable method to implement this requirement by the end of the 2011-2012 school year ([www.fns.usda.gov/tn/healthy/lwpo/overview.pdf](http://www.fns.usda.gov/tn/healthy/lwpo/overview.pdf)). Without guidance, to ensure compliance, superintendents should contact their Regional Office of Education regarding their school districts’ efforts to comply with this requirement. A guide to help school districts conduct an evaluation of local wellness policies is available, along with more guidance is expected and will be available at: [www.fns.usda.gov/tn/healthy/wellnesspolicy\\_tools.html](http://www.fns.usda.gov/tn/healthy/wellnesspolicy_tools.html).

- The extent to which the policy compares to model local school wellness policies
- A description of the progress made in attaining the goals of the policy

Community Input 17

The Superintendent or designee will actively invite suggestions and comments concerning the development, implementation, and improvement of the school wellness policy from parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and community.

Recordkeeping 18

The Superintendent or designee shall retain records to document compliance with this policy.

LEGAL REF.: Child Nutrition and WIC Reauthorization Act of 2004, PL 108-265, Sec. 204.  
 Child Nutrition Act of 1966, 42 U.S.C. §1771 et seq.  
 National School Lunch Act, 42 U.S.C. §1751 et seq.  
 Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b, PL 111-296.  
 42 U.S.C. §1779, as implemented by 7 C.F.R. §§210.11 and 210.30.  
 105 ILCS 5/2-3.139.  
 23 Ill.Admin.Code Part 305, Food Program.  
 ISBE’s “School Wellness Policy” Goal, adopted Oct. 2007.

CROSS REF.: 4:120 (Food Services), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 7:260 (Exemption from Physical Education)

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17 A board must establish a policy that involves parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the public in the development of the school wellness policy, (PL 108-265, Sec. 204(a)(5), amended by 42 U.S.C. §1758b (PL 111-296); 105 ILCS 5/2-3.139(a)(3); and 7 C.F.R. §210(d)(1)). This requirement’s awkward wording notwithstanding, a board may take compliance steps by seeking community input during this policy’s adoption and monitoring phases. See 2:240, *Board Policy Development*. A board may also choose to post this policy on its website and include it in the student handbook.

18 7 C.F.R. §210.30(f). Records must include: (1) the policy, (2) documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public; and (3) documentation of the triennial assessment of the local school wellness policy for each school under its jurisdiction.

## Instruction

### Curriculum Content<sup>1</sup>

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

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics,<sup>2</sup> (f) social studies, (g) art, (h) music,<sup>3</sup> and (i) drug and substance abuse prevention.<sup>4</sup> A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level.<sup>5</sup>
2. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive course, (c) science, (d) mathematics,<sup>6</sup> (e) social studies including U.S. history, American government and, for students entering the 9th grade in the fall of 2016 and each year after it those students covered by P.A. 99-434 (eff. 1-1-2016 but may be delayed by subsequent legislation), one

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<sup>1</sup> Districts must have a policy on physical education (23 Ill.Admin.Code §1.420(p)). Policies on the remaining topics in this policy are optional. State or federal law controls this policy's content. 23 Ill.Admin.Code §1.420 recommends that activities, including student internships and observations of government in action, be a part of the instructional program where appropriate.

<sup>2</sup> 105 ILCS 5/2-3.156 requires ISBE to coordinate, adapt and develop middle and high school math curriculum models. There is no consistent definition for *middle school* or *high school* in either State or federal law. Districts are not required to use ISBE's models and may develop their own mathematics curricula.

The purpose of the math curriculum models will be to aid school districts and teachers in implementing the *Common Core Standards*. The ISBE has adopted new Math-math and English Language-language Arts-arts (ELA) standards for K-12 education referred to as the "*New Ill. State Learning Standards Incorporating the Common Core*."<sup>2</sup> The goal of incorporating the *Common Core Standards* into the *State Goals for Learning* is to better prepare Ill. students for success in college and the workforce in a competitive global economy. [www.isbe.net/common\\_core/default.htm](http://www.isbe.net/common_core/default.htm).

The terms *Common Core Standards* and the "*New Ill. State Learning Standards Incorporating the Common Core*"<sup>2</sup> are synonymous. Referencing the *Ill. Learning Standards* includes them both. That is because they are incorporated by reference into ISBE's rules and *State Goals for Learning*. A district that wants to include the term *Common Core Standards* in its policy may do so; however, districts should understand that referring to the *Common Core Standards* only will cover only math and ELA learning standards and goals and not any other subject areas that the *Ill. Learning Standards* cover. The best practice is to continue using *Ill. Learning Standards*, which includes the *Common Core Standards*.

<sup>3</sup> 23 Ill.Admin.Code §1.430.

<sup>4</sup> 105 ILCS 5/27-13.2. House Resolution 824 (2014) urges all Illinois schools to educate youth about the dangers of using heroin and the rising numbers of accidental deaths from heroin overdoses through comprehensive drug education programs, including the *Drug Abuse Resistance Education* (DARE) program. No guidance on age appropriate instruction for heroin abuse is provided in the resolution.

<sup>5</sup> 105 ILCS 5/10-20.53.

<sup>6</sup> 105 ILCS 5/2-3.156. See f/n 2.

105 ILCS 5/27-22, amended by P.A. 98-885, allows the substitution of an advanced placement computer science course for a year of mathematics. For specific requirements, see 6:300-E2, *State Law Graduation Requirements*, and 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-entering Students*.

semester of civics,<sup>7</sup> (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) vocational education.<sup>8</sup>

Students otherwise eligible to take a driver education course must receive a passing grade in at least eight ~~8~~ courses during the previous two ~~2~~ semesters before enrolling in the course. The Superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest.<sup>9</sup> The course shall include: (a) classroom instruction on distracted driving as a major traffic safety issue—~~10~~, and (b) instruction concerning law enforcement procedures for traffic stops, including a demonstration of the proper actions to be taken during a traffic stop and appropriate interactions with law enforcement.<sup>11</sup> Automobile safety instruction covering traffic regulations and highway safety must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle.<sup>12</sup> The eligibility requirements contained in State law for the receipt of a certificate of completion from the Secretary of State shall be provided to students in writing at the time of their registration.<sup>13</sup>

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<sup>7</sup> 105 ILCS 5/27-22, amended by P.A. 99-434 and ~~(eff. 1-1-2016); P.A. 99-485 if approved by the Senate and signed by the Governor, HB800 will:~~ (1) delayed the effective date of P.A. 99-434 until 7-1-2016, and (2) make the civics course requirement effective ~~for only~~ for students entering the 9th grade ~~in the 2016-2017 school year and each year thereafter~~. The statute specifically states that school districts may utilize private funding available for offering civics education.

<sup>8</sup> 23 Ill.Admin.Code §1.440, 105 ILCS 5/27-22. The General Assembly encouraged school boards to implement American sign language courses into the school foreign language curriculum (105 ILCS 5/10-20.46). Senate Joint Resolution 68, 96<sup>th</sup> General Assembly, encourages school districts to explore the introduction of Arabic as a foreign language in their curriculums.

The ISBE rule on driver education personnel is found at 23 Ill.Admin.Code §252.40. School districts may contract with a commercial driver training school (CDTS) for driver education by obtaining a waiver or modification of the administrative rules and regulations promulgated by the ISBE or a modification of School Code mandates (105 ILCS 5/2-3.25g). See 2:20-E, *Waiver and Modification Request Resource Guide*. To qualify to contract with a school district, a CDTS must (a) hold a valid license issued by the Ill. Sec. of State, and (b) provide instructors who hold a valid Ill. teaching certificate or license (Id.). A district contracting with a CDTS must provide a list to ISBE of the CDTS instructors (Id.). The list must include the name, personal ISBE identification number, birth date and driver's license number of each instructor who will teach driver education (Id.).

<sup>9</sup> 105 ILCS 5/27-24.2.

<sup>10</sup> ~~Id.~~ 105 ILCS 5/27-24.2.

<sup>11</sup> Id., amended by P.A. 99-720, eff. 1-1-17. Required beginning with the 2017-2018 school year.

<sup>12</sup> 105 ILCS 5/27-17.

<sup>13</sup> The Ill. Vehicle Code, 625 ILCS 5/6-408.5, amended by P.A. 98-718, contains these requirements; they are paraphrased below and may be added to the policy or otherwise disseminated.

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

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



3. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.<sup>14</sup>
4. In kindergarten through grade 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.<sup>15</sup>
5. In grades kindergarten through 12, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate policy 6:235, *Access to Electronic Networks* and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.<sup>16</sup>
6. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage.<sup>17</sup>
7. In all schools, citizenship values must be taught, including: (a) patriotism, (b) democratic principles of freedom, justice, and equality, (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.<sup>18</sup>

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<sup>14</sup> 105 ILCS 5/27-23.3.

<sup>15</sup> 105 ILCS 5/27-23.4.

<sup>16</sup> 47 C.F.R. § 54.520(c)(1)(i) and 105 ILCS 5/27-13.3 control this section. "Grades kindergarten through 12" is used because federal law requires school districts that receive E-rate funding to certify that they have an Internet safety education policy for all minors (47 C.F.R. §54.520(c)(1)(i)). This federal law defines *minors* as any individual who has not attained the age of 17 years (47 C.F.R. §54.520(a)(4)).

105 ILCS 5/27-13.3 requires a unit on Internet safety for students in grades 3 or above. It recommends 7-seven topics for the unit on Internet safety and required ISBE to "make available resource materials for educating children regarding child online safety." It also invites schools to "adopt an age-appropriate curriculum for Internet safety instruction of students in grades kindergarten through 12."

For boards that do not receive E-rate funds and do not want to exceed the requirements of the School Code, replace this section with the following sentence: "In grades 3 or above, the curriculum contains a unit on Internet safety, the scope of which shall be determined by the Superintendent or designee."

<sup>17</sup> 105 ILCS 5/27-12.

Because of the negative outcomes associated with bullying in schools, the Ill. General Assembly has also found "that [school districts] should educate students, parents, and school district personnel about what behaviors constitute prohibited bullying" (105 ILCS 5/27-23.7(a), amended by P.A. 98-669). A board may want to add the following option:

Instruction in all grades should include educating students about behaviors that violate Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

The Ill. General Assembly invited boards to "make suitable provisions for instruction in gang resistance education and training in all grades and include such instruction in the courses of study regularly taught in those grades," 105 ILCS 5/27-23.10(c). A board that shares this concern may add the following option: "In addition, in all grades gang resistance education and training must be taught."

<sup>18</sup> 105 ILCS 5/27-3 requires the Pledge of Allegiance to be recited every day in elementary and secondary schools. Requirements for displaying a U.S. flag at each school and in each classroom are found in 5 ILCS 465/3 and 465/3a.

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

8. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage daily during the school day in a physical education course. For exemptions and substitutions, see policies 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students* and 7:260, *Exemption from Physical Activity Education*.<sup>19</sup>
9. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction, and (e) age-appropriate sexual abuse and assault awareness and prevention education in all grades. The Superintendent shall implement a comprehensive health education program in accordance with State law.<sup>20</sup>
10. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work,

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<sup>19</sup> 105 ILCS 5/27-5 requires school boards to provide for students' physical education and allows the P.E. course offered in grades 5 through 10 to include the health education courses required by State law. See also 23 Ill.Admin.Code §1.425, added at 40 Ill. Reg. 2990.

105 ILCS 5/27-6 describes when students may be excused from daily P.E. See also 23 Ill.Admin.Code §1.420(p)1.425(e).

~~105 ILCS 5/27-7 describes the goals and requirements for P.E. courses; these are re-stated in this sample policy.~~

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

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

105 ILCS 5/27-6.5 describes physical fitness assessments required, beginning with the 2016-17 school year and every school year thereafter, for grades 3-12 in an effort to meet State Goal 20 of the Illinois Learning Standards for Physical Development and Health ([www.isbe.net/ils/pdh/pdf/goal20.pdf](http://www.isbe.net/ils/pdh/pdf/goal20.pdf)). See also 23 Ill.Admin.Code §1.425 (g) and (h); ISBE's *IL Fitness Assessments and Data Reporting Requirements Questions and Answers (Rev. 8-25-16)* at: [www.isbe.net/EPE/pdf/fitness-asmt-faq.pdf](http://www.isbe.net/EPE/pdf/fitness-asmt-faq.pdf).

~~105 ILCS 5/27-7 describes the goals and requirements for P.E. courses; these are re-stated in this sample policy.~~

<sup>20</sup> 105 ILCS 110/3 and 23 Ill.Admin.Code §1.420(n). Each school system shall provide a program in compliance with the Critical Health Problems and Comprehensive Health Education Act. More detailed health education program content is described in administrative procedure 6:60-AP, *Comprehensive Health Education Program*. It includes the requirements for the development of a family life and sex education program (105 ILCS 5/27-9.1 and 110/3), among other health education topics including *teen dating violence* (105 ILCS 110/3.1, see 7:185, *Teen Dating Violence Prohibited* for the required "teen dating violence policy") and cardiopulmonary resuscitation and automated external defibrillator use (105 ILCS 110/3, amended by P.A. 98-632).

Citations for letters (a) - (e) in this paragraph follow:

- (a) 105 ILCS 5/2-3.139 and 105 ILCS 5/27-7 (proper nutrition) and see also policy 6:50, *School Wellness*.
- (b) *Id.* (physical fitness) and see also policy 6:50, *School Wellness*.
- (c) *Id.* (sound mind and healthy body).
- (d) 105 ILCS 5/27-13.2 (dangers and avoidance of abduction). The State Police and ISBE must develop instruction on child abduction prevention (20 ILCS 2605/2605-480).
- (e) 105 ILCS 110/3 and 105 ILCS 5/10-23.13 a/k/a *Erin's Law* (child sexual abuse prevention). *Erin's Law* requires a policy addressing child sexual abuse prevention. A sentence in 6:60-AP, *Comprehensive Health Education Program* restates the basic recommendations for a child sexual abuse prevention program from page 16 of the *Erin's Law* Taskforce Final Report (Report) to Governor Quinn at: [www.isbe.state.il.us/reports/erins-law-final0512.pdf](http://www.isbe.state.il.us/reports/erins-law-final0512.pdf). The professional educator training component of *Erin's Law* is addressed in policy 5:100, *Staff Development Program*. The Report also encourages parental involvement because parents play a key role in protecting children from child sexual abuse.

and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.<sup>21</sup>

11. In grades 9 through 12, consumer education must be taught, including: (a) financial literacy, including consumer debt and installment purchasing (including credit scoring, managing credit debt, and completing a loan application); budgeting; savings and investing; banking (including balancing a checkbook, opening a deposit account, and the use of interest rates); understanding simple contracts; State and federal income taxes; personal insurance policies; the comparison of prices; higher education student loans; identity-theft security; and homeownership (including the basic process of obtaining a mortgage and the concepts of fixed and adjustable rate mortgages, subprime loans, and predatory lending); and (b) the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system.<sup>22</sup>
12. In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.<sup>23</sup>
13. In all schools, United States history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, and (e) the role and contributions of ethnic groups, including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State.<sup>24</sup>

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.<sup>25</sup>

14. In grade 7 and all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.<sup>26</sup>

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<sup>21</sup> 23 Ill.Admin.Code §1.420(i). See 105 ILCS 435/ for the Vocational Education Act.

<sup>22</sup> 105 ILCS 5/27-12.1, amended by P.A. 99-284; 23 Ill.Admin.Code §1.420(k). P.A. 99-284 added these new subjects to the required consumer education course: consumer debt, higher education student loans, and identity-theft security.

<sup>23</sup> 105 ILCS 5/27-13.1; 23 Ill.Admin.Code §1.420(l).

<sup>24</sup> 105 ILCS 5/27-21; 23 Ill.Admin.Code §1.420(r).

<sup>25</sup> Section 111 of Division J of Pub. L. 108-447, the Consolidated Appropriations Act, 2005, Dec. 8, 2012-8-04; 118 Stat. 2809, 3344-45 (Section 111). Section 111(b) states: “[e]ach educational institution that receives Federal funds for a fiscal year shall hold an educational program on the U.S. Constitution on September 17 of such year ...”

<sup>26</sup> 105 ILCS 5/27-3.5. The Congressional Medal of Honor film is available on ISBE’s website for no cost at [www.isbe.net/curriculum/html/medal\\_of\\_honor.htm](http://www.isbe.net/curriculum/html/medal_of_honor.htm).

15. In all schools, the curriculum includes a unit of instruction on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.<sup>27</sup>
16. In all schools, the curriculum includes a unit of instruction on the history, struggles, and contributions of women.<sup>28</sup>
17. In all schools, the curriculum includes a unit of instruction on Black History, including the history of the African slave trade, slavery in America, and the vestiges of slavery in this country, as well as the struggles and contributions of African-Americans <sup>29</sup>
18. In all schools offering a secondary agricultural education program, the curriculum includes courses as required by 105 ILCS 5/2-3.80.<sup>30</sup>
19. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.<sup>31</sup>

LEGAL REF.: 5 ILCS 465/3 and 465/3a.  
 20 ILCS 2605/2605-480.  
 105 ILCS 5/2-3.80(e) and (f), 5/27-3, 5/27-3.5, 5/27-5, 5/27-6, 5/27-6.5, 5/27-7, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-21, 5/27-22, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-23.10, 5/27-24.2, 435/, and 110/3.  
 625 ILCS 5/6-408.5.  
 23 Ill.Admin.Code §§1.420, 1.425, 1.430, and 1.440.  
 Consolidated Appropriations Act of 2005, Pub. L. No. 108-447, Section 111 of Division J.  
 Protecting Children in the 21<sup>st</sup> Century Act, Pub. L. No. 110-385, Title II, 122 stat. 4096 (2008).  
 47 C.F.R. §54.520.

CROSS REF.: 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70 (Teaching About Religions), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student ~~Discipline~~Behavior), 7:260 (Exemption from Physical ~~Activity~~Education)

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

<sup>28</sup> 105 ILCS 5/27-20.5 requires the curriculum to include a *unit of instruction* on this subject but does not specify the amount of time that constitutes a *unit of instruction*. House Resolution 365 (2013) and Senate Resolution 1073 (2014) both urge all Illinois educators to share with students of an appropriate age the story of *comfort women* when discussing the history of Asia or World War II, or the issue of human trafficking.

<sup>29</sup> 105 ILCS 5/27-20.4 requires the curriculum to include a *unit of instruction* on this subject but does not specify the amount of time that constitutes a *unit of instruction*.

<sup>30</sup> 105 ILCS 5/2-3.80(e) or (f).

<sup>31</sup> 105 ILCS 5/27-23.8. The statute requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee. The statute requires that the instruction be founded on the principle that all students, including students with disabilities, have the right to exercise self-determination. It urges districts to request individuals with disabilities to assist with the development and delivery of this instruction and allows instruction to be supplemented by knowledgeable guest speakers.

## Instruction

### Education of Homeless Children<sup>1</sup>

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.<sup>2</sup> A *homeless child* is defined as provided in the McKinney-Vento Homeless Assistance Act and the Ill. Education for Homeless Children Act.<sup>3</sup> The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation.<sup>4</sup>

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.<sup>5</sup>

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

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<sup>1</sup> State and federal law control this policy's content. This sample policy contains the basic requirements of the Ill. Education for Homeless Children Act, 105 ILCS 45/, as well as the McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 *et seq.* Other policies that are relevant to the education of homeless children are listed in the Cross References, e.g., school admissions and immunizations.

<sup>2</sup> For high school districts, delete "including a public pre-school education" at the end of the sentence.

<sup>3</sup> Under the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11434a(2)),

"*Homeless Children*"<sup>2</sup> (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).

**Note:** Effective 12-10-16, Section §11434a(2) will no longer include children "awaiting foster care placement" within the definition of *homeless children*.

Under State law the Ill. Education for Homeless Children Act (105 ILCS 45/1-5),

"*Homeless person, child, or youth*"<sup>2</sup> 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](http://www.isbe.net/homeless/default.htm) for helpful informational resources and training with regard to the education of homeless children in Illinois. See [www2.ed.gov/programs/homeless/legislation.html](http://www2.ed.gov/programs/homeless/legislation.html) for the U.S. Dept. of Education's information about federal requirements.

<sup>4</sup> 42 U.S.C. §11432(g)(1)(J)(ii).

<sup>5</sup> 105 ILCS 45/1-10.

certificates, school records and other documentation, and guardianship.<sup>6</sup> Transportation shall be provided in accordance with the McKinney-Vento Homeless Assistance Act and State law.<sup>7</sup> 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.<sup>8</sup> If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial.<sup>9</sup> 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.<sup>10</sup>

LEGAL REF.: McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 *et seq.*  
Ill. Education for Homeless Children Act, 105 ILCS 45/.

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

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

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<sup>6</sup> The first sentences in this paragraph are required by 42 U.S.C. §11432(g)(7).

<sup>7</sup> 42 U.S.C. §11432(g)(l)(J)(iii), 42 U.S.C. §11432(g)(4)(A), and 105 ILCS 45/1-15.

<sup>8</sup> Required by 42 U.S.C. §11432(g)(7)(C).

<sup>9</sup> 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.

<sup>10</sup> Optional, but allowed by 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..." Any change required as a result of this review becomes effective at the close of the school year. Any person who knowingly or willfully presents false information in any review commits a Class C misdemeanor.

**Instruction**

**Administrative Procedure - Education of Homeless Children**

Actor	Action
<p>Superintendent</p> <p><b>Preliminary Steps</b></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-Vento Homeless Assistance Act (42 U.S.C. §11434a(2)), “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"> <li>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;  <u>Note: Effective 12-10-16, Section §11434a(2) will no longer include children “awaiting foster care placement” within the definition of homeless children.</u></li> <li>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));</li> <li>3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and</li> <li>4. Migratory children (<del>Sec. 1309 of the Elementary and Secondary Education Act of 1965</del> as such term is defined in section 6399 of title 20) who qualify as homeless <del>under this subtitle</del> for purposes of this part because the children are living in clauses (1) through (3) above.</li> </ol> <p>Under <del>State law</del> the Ill. Education for Homeless Children Act, 105 ILCS 45/1-5, “homeless person, child, or youth” includes, but is not limited to,</p> <ol style="list-style-type: none"> <li>1. An individual who lacks a fixed, regular, and adequate nighttime place of abode.</li> <li>2. An individual who has a primary nighttime place of abode that is:             <ol style="list-style-type: none"> <li>a. A supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing);</li> <li>b. An institution that provides a temporary residence for individuals intended to be institutionalized; or</li> <li>c. A public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.</li> </ol> </li> </ol>

Actor	Action
<p>Liaison for Homeless Children</p> <p><b>Duties</b></p>	<p>Review and use the information provided at <a href="http://www.isbe.net/homeless/default.htm">www.isbe.net/homeless/default.htm</a> 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. See <a href="http://www2.ed.gov/programs/homeless/legislation.html">www2.ed.gov/programs/homeless/legislation.html</a> for the U.S. Dept. of Education's information about federal requirements.</p> <p>Ensure that homeless children <u>and youths</u> are identified by school personnel and through coordinated activities with other entities and agencies. 42 U.S.C. §11432(g)(6)(A)(i).</p> <p>Ensure that homeless children <u>and youths</u> enroll in, and have a <u>full</u> and equal opportunity to succeed in District programs. 42 U.S.C. §11432(g)(6)(A)(ii).</p> <p>Ensure that homeless families, <del>and children,</del> <u>and youths</u> receive educational services for which they are eligible, and make referrals to <u>health care, mental health, dental, mental health,</u> and other appropriate services. 42 U.S.C. §11432(g)(6)(A)(iii).</p> <p>Inform parent(s)/guardian(s) of educational and related opportunities available to their <del>children or ward,</del> and provide them with meaningful opportunities to participate in their <del>children's or ward's</del> education. 42 U.S.C. §11432(g)(6)(A)(iv).</p> <p>Disseminate public notice of the educational rights of homeless <del>students</del> <u>children and youths</u> in the location where <del>homeless children</del> <u>they</u> receive services (such as schools, family shelters, and soup kitchens). 42 U.S.C. §11432(g)(6)(A)(v).</p> <p>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"> <li>a. Ensure the <u>child/youth</u> is immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;</li> <li>b. Provide the homeless <u>child/youth's</u> parent/guardian with a written explanation of the school's decision regarding school selection or enrollment, including their rights to appeal the decision;</li> <li>c. Complete the dispute resolution process as expeditiously as possible; and</li> <li>d. In the case of an unaccompanied youth, ensure that the youth is immediately enrolled in school pending resolution of the dispute. 42 U.S.C. §11432(g)(3)(E) and 42 U.S.C. §11432(g)(6)(A)(vi).</li> </ol> <p>Fully inform the parent/guardian of a homeless <u>child/youth</u>, and any unaccompanied youth, of all transportation services and assist in accessing transportation services. 42 U.S.C. §11432(g)(6)(A)(vii).</p> <p>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)(iii).</p> <p>Assist <u>children/youths</u> who do not have immunizations or medical records</p>



Actor	Action
	<p>in obtaining necessary immunizations and/or medical records. 42 U.S.C. §11432(g)(3)(C)(iii).</p> <p>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).</p> <p>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).</p> <p>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 her parent/guardian with a written statement of the basis for the denial. 105 ILCS 45/1-25(a).</p>
<p>Parent(s)/guardian(s)</p> <p><b>Assignment</b></p>	<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> <ol style="list-style-type: none"> <li>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</li> <li>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.</li> </ol> <p>The term "<i>school of origin</i>" means the school that the <u>studentchild</u> attended when permanently housed or the school in which the <u>studentchild</u> was last enrolled. 42 U.S.C. §11432(g)(3)(G) and 105 ILCS 45/1-5.</p>
<p>Building Principal Where Homeless Student Will be Enrolled</p> <p><b>Enrollment</b></p>	<p>Shall immediately enroll the homeless <u>child/youth</u>, even if the <u>child/youth</u> 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 <u>child/youth</u> 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 <u>child/youth</u> needs to obtain immunizations, or immunization or medical records, shall immediately refer the <u>child/youth's</u> 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 <u>studentchild/youth</u> 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>

Actor	Action
	<p>Ensure each homeless <u>studentchild/youth</u> is provided services comparable to services offered to other students including the following: 42 U.S.C. §11432(g)(4).</p> <ol style="list-style-type: none"> <li>a. Transportation services;</li> <li>b. Educational services for which the <u>studentchild/youth</u> 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, <u>educational programs for children with disabilities, and educational programs for students with limited English proficiency;</u></li> <li>c. <u>Programs in vocational and technical education</u><del>Educational programs for children with disabilities and educational programs for students with limited English proficiency;</del></li> <li>d. <del>Programs in vocational and technical education as well as programs for gifted and talented students;</del> and</li> <li>e. School nutrition programs.</li> </ol> <p>Shall require a parent/guardian of a homeless <u>studentchild/youth</u>, if available, to submit contact information. 42 U.S.C. §11432(g)(3)(H) and 105 ILCS 45/1-20.</p>
<p>Transportation Director and Building Principal Where Homeless Student Will be Enrolled</p> <p><b>Transportation</b></p>	<p>Ensure transportation is provided to a homeless <u>studentchild/youth</u>, 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); 42 U.S.C. §11432(g)(4)(A). State law, found at 105 ILCS 45/1-15, is superseded by federal law. The term “<i>school of origin</i>”<sup>2</sup> 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"> <li>1. If the homeless <u>student-child/youth</u> continues to live in the area served by the school district in which the school of origin is located, the <del>student’s child/youth’s</del> transportation to and from the school of origin shall be provided or arranged by the district in which the school of origin is located.</li> <li>2. If the homeless <del>student’s child/youth’s</del> living arrangements in the area served by the district of origin terminate and the <u>studentchild/youth</u>, 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 <u>student-child/youth</u> 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.</li> </ol> <p>42 U.S.C. §11432(g)(1)(J)(iii).</p>
<p>Superintendent or</p>	<p>If a dispute arises, shall inform the homeless <u>child/youth’s</u></p>

<b>Actor</b>	<b>Action</b>
Designee  <b>Dispute</b>	<p>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 <sup>1</sup>

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

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students through appropriate local, State and federal educational programs, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, and elective classes.
3. Provide migrant children with ~~the opportunity~~ full and appropriate opportunities to meet the same ~~statewide~~ challenging State academic 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 programs, activities, and procedures for the engagement of parents/guardians and family members of migrant students ~~an opportunity for meaningful participation in the program~~ in an understandable format and language.

#### Migrant Education Program for Parents/Guardians and Family Member Engagement-Involvement

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

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

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

<sup>1</sup> 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~~ the Elementary and Secondary Education Act (ESEA, 20 U.S.C. §6391 et seq.). Note: Section 6391 of the ESEA was amended by the Every Student Succeeds Act (ESSA), eff. 12-10-15. However applicable regulations at 34 C.F.R. §200.80 have not been updated. Amendments to the regulations are highly likely within the next year.

To qualify for the program, a migrant child must have moved within the last ~~3~~ three 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, at: www.ed.gov/programs/mep/mepguidance2003.doc;~~ ISBE's collection of material about the Migrant Education Program in Illinois is available at [www.isbe.net/bilingual/htmls/migrant.htm](http://www.isbe.net/bilingual/htmls/migrant.htm).

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

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

## Instruction

### English Learners <sup>1</sup>

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

1. Assist all English Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Learners. <sup>2</sup>
2. Appropriately identify students with limited English-speaking ability ~~language proficiency~~. <sup>3</sup>

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

<sup>1</sup> State or federal law controls this policy's content. The assessment and accountability provisions in ~~NCLB~~ the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act, and State law include ~~limited English Learners~~ proficient students (20 U.S.C. §§6312, 6314, 6315, and 6318-6319 and:). Note: Applicable regulations at 34 C.F.R. Part 200 have not been updated; amendments to the regulations are highly likely within the next year.<sup>34 C.F.R. Part 200).</sup>

NCLB ESEA Title III, Part A, also known as the English Language Acquisition, Language Enhancement, and Academic Achievement Act, also provides funding to support schools' efforts to help children who are English learners "~~develop~~ achieve at high levels of academic attainment in subjects so that all English learners can and meet the same challenging State academic content and student academic achievement standards as that all children are expected to meet," (20 U.S.C. §6812(2) ~~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 Learners" (EL) rather than "English Language Learners (ELL)" or "Limited English Proficient (LEP)." LEP and ELL are no longer terms used generally among educators and researchers in the field of English language acquisition (37 Ill. Reg. 16804). ISBE now uses the term *English learners*, which are synonymous with LEP and ELL. P.A. 99-30 has also deleted language from "English language learner."

For purposes of this policy, *English Learners* is synonymous with the State-law School Code definition, which means: (1) all students in grades Pre-K through 12 who were not born in the United States, whose native tongue is a language other than English, and who are incapable of performing ordinary classwork in English; and (2) all students in grades Pre-K through 12 who were born in the United States of parents possessing no or limited English-speaking ability and who are incapable of performing ordinary classwork in English (105 ILCS 5/14C-2, amended by P.A. 99-30). Note: The Illinois Administrative Code definition of *English Learners* has not been amended since the effective date of P.A. 99-30 and still provides that *English Learners* means any student in preschool, kindergarten or any of grades 1 through 12, whose home language background is a language other than English and whose proficiency in speaking, reading, writing, or understanding English is not yet sufficient to provide the student with: (1) the ability to meet the State's proficiency level of achievement on State assessments; (2) the ability to successfully achieve in classrooms where the language of instruction is English, or (3) the opportunity to participate fully in the school setting ("Limited English proficient student" and "students with limited English proficiency," as used in Article 14C of the School Code, are now *English learners* and 23 Ill.Admin.Code §228.10).

The Office for Civil Rights (OCR) at the U.S. Dept. of Education (ED) and the Civil Rights Division at the U.S. Department of Justice (DOJ) have issued joint guidance to assist school districts and all public schools in meeting their legal obligations to ensure that English learners can participate meaningfully and equally in educational programs and services. The guidance is available at: [www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf). In support of this guidance, the Office of English Language Acquisition released an *English Learner (EL) Tool Kit* to assist school districts in providing EL students with the support necessary to achieve their full academic potential. The *Tool Kit* is available at: [www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html](http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html).

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

3. Comply with State law regarding the Transitional Bilingual Educational Program (TBE) or Transitional Program of Instruction (TPI), whichever is applicable. <sup>4</sup>
4. Comply with any applicable State and federal requirements for the receipt of grant money for English Learners and programs to serve them. <sup>5</sup>
5. Determine the appropriate instructional program and environment for English Learners. <sup>6</sup>
6. Annually assess the English proficiency of English Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment. <sup>7</sup>
7. Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics. <sup>8</sup>
8. Provide information to the parents/guardians of English Learners about: (a) the reasons for their child's identification, (b) their child's level of English proficiency, (c) the method of instruction to be used, (d) how the program will meet their child's needs, (e) how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation, (ef) specific exit requirements of the program, (fg) how the program will meet their child's individualized education program, if applicable, and (gh) information on parent/guardian rights. Parents/guardians will be regularly apprised of their child's progress and involvement will be encouraged. <sup>9</sup>

#### Parent Involvement <sup>10</sup>

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children, and (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students.; ~~(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 Learners programs.~~

<sup>3</sup> 23 Ill.Admin.Code §228.15. Districts must administer a home language survey to each student entering the district's schools for the first time within 30 days after the student's enrollment. The survey's purpose is to identify students of non-English background. 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](http://www.isbe.net/bilingual/htmls/tbe_tpi.htm) [www.isbe.net/bilingual/htmls/forms-and-notifications.htm](http://www.isbe.net/bilingual/htmls/forms-and-notifications.htm)).

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

<sup>4</sup> 105 ILCS 5/14C-3, amended by P.A. 99-30, and 23 Ill.Admin.Code §§228.25 and 228.30.

<sup>5</sup> 20 U.S.C. §§6312, 6314, 6315, 6318, 6349 and 6801 et seq.; 34 C.F.R. Part 200; 105 ILCS 5/14C-1 et seq., amended by P.A. 99-30; and 23 Ill.Admin.Code Part 228.

<sup>6</sup> 23 Ill.Admin.Code §228.25.

<sup>7</sup> 23 Ill.Admin.Code §228.25(b).

<sup>8</sup> 34 C.F.R. Part 200.

<sup>9</sup> 20 U.S.C. §~~7012~~(a)6312(e)(3)(A) and 23 Ill.Admin.Code §228.40.

<sup>10</sup> 20 U.S.C. §~~7012~~(e)6312(e)(3)(C) and 23 Ill.Admin.Code Part 228.

LEGAL REF.: 20 U.S.C. §§6312, 6314, 6315, and 6318-6319 and 6801.  
20 U.S.C. §6801 et seq.  
34 C.F.R. Part 200.  
105 ILCS 5/14C-1 et seq.  
23 Ill.Admin.Code Part 228.

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



## Instruction

### Title I Programs <sup>1</sup>

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. <sup>2</sup>

### Title I Parental and Family Engagement Involvement

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

#### *District-Level Parental and Family Engagement Involvement Compact* <sup>3</sup>

The Superintendent or designee shall develop a *District-Level Parental and Family Engagement Involvement Compact* according to Title I requirements. The *District-Level Parental and Family Engagement Involvement Compact* shall contain: (1) the District's expectations for parental involvement and family engagement, (2) specific strategies for effective parent and family engagementinvolvement 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.

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

<sup>1</sup> 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)Every Student Succeeds Act (ESSA, eff. 12-10-15). 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. The U.S. Dept. of Education invited each State educational agency (ISBE in Illinois) to request flexibility regarding NCLB requirements in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes, close achievement gaps, increase equity, and improve instructional quality. See [www2.ed.gov/policy/elsec/guid/esea\\_flexibility/index.html](http://www2.ed.gov/policy/elsec/guid/esea_flexibility/index.html).

ISBE's focus on NCLB flexibility is reported at [www.isbe.state.il.us/nclb-waivers/default.htm](http://www.isbe.state.il.us/nclb-waivers/default.htm).

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

<sup>3</sup> 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 and family engagementinvolvement policy." This requirement is accomplished in this sample policy by mandating the superintendent or designee to develop a *District-Level Parental and Family Engagement Involvement Compact*, according to Title I requirements. A sample *District-Level Parental and Family Engagement Involvement Compact* is contained in 6:170-AP1, E1, *District-Level Parental and Family Engagement Involvement Compact*. A sample process for developing a parental and family engagementinvolvement compact is contained in 6:170-AP1, *Checklist for Development, Implementation, and Maintenance of Parent and Family Engagement Involvement Compacts for Title I Programs*.

School-Level Parental and Family Engagement-Involvement Compact <sup>4</sup>

Each Building Principal or designee shall develop a School-Level Parental and Family Engagement-Involvement Compact according to Title I requirements. This School-Level Parental and Family Engagement-Involvement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Incorporated

by Reference:

6:170-API, E1 (District-Level Parental and Family Engagement-Involvement Compact) and 6:170-API, E2 (School-Level Parental and Family Engagement 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 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)

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

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

**Instruction**

**Administrative Procedure - Checklist for Development, Implementation, and Maintenance of Parental- and Family Engagement Involvement Compacts for Title I Programs** <sup>1</sup>

The development, implementation, and maintenance of parent/guardian and family engagement 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 two-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 achievement levels of challenging State academic standards.
  - 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

The footnotes should be removed before the material is used.

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

- 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 and family engagement involvement compacts in improving the academic achievement.
- Review the *success* indicators in order to evaluate the effectiveness of the parental and family engagement involvement compacts in improving the academic achievement.
- Identify: 2
  - 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;
  - The needs of parents/guardians and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  - Strategies to support successful school and family interactions.

Use the findings of such evaluation to design evidence-based 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 Board.
- Provide status reports to the Board and, periodically, submit updated parental and family engagement involvement compacts to the Board.
- Revise the applicable parental and family engagement involvement compacts as necessary.

The footnotes should be removed before the material is used.  
2 20 USC §6318(a)(2)(D) and (E), as amended by ESSA.

**Instruction****Exhibit - District-Level Parental and Family Engagement Involvement Compact 1**

This District-level *Compact* provides an understanding of the joint responsibility of the District and parents/guardians and family members to improve students' academic achievement and school performance. To that end, the District provides opportunities for parents/guardians and family engagement involvement at the District level by follows:

1. The District involves parents/guardians and family members in the joint development of the District's plan to help low-achieving children meet challenging achievement and academic standards (20 U.S.C. §6312), and the ~~process of school review and development of comprehensive and targeted support and improvement plans~~ (20 U.S.C. §§63161(d)(1), (2)) by:
  - Establishing a District-level committee with parents/guardians liaisons from each building as well as representatives from other ~~impacted relevant federal, State, and local programs, including Head Start.~~
  - Establishing meaningful, ongoing two-way communication between the District, staff and parents/guardians.
  - Developing a District newsletter to communicate to parents/guardians about the plan and seek their input and participation.
  - Training personnel on how to collaborate effectively with families with diverse backgrounds that may impede parents/guardians participation, e.g., illiteracy or language difficulty.
2. The District provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parents/guardians and family involvement activities to improve student academic achievement and school performance by:
  - Providing ongoing District-level workshops to assist buildings in planning and implementing improvement strategies.
  - Establishing training programs for building liaisons to bring the communication and facilitation skills to the buildings they represent.
  - Providing information to parents/guardians about the various assessment tools and instruments that will be developed to monitor progress.
  - Seeking input from parents/guardians in developing workshops.
3. ~~The District builds the capacity of schools and parents/guardians for strong parental involvement by:~~
  - Providing ongoing communication about the District-wide committee through District newsletters or other written or electronically communicated means.

The footnotes should be removed before the material is used.

1 This exhibit should be used along with 6:170-E2, *School-Level Parental and Family Engagement Involvement Compact* but only by those districts receiving Title I funds. ~~Everything in this Compact is required;~~ The numbered paragraphs correspond to requirements in NCLB §1118(a)(2)(A)-(F) which is codified 20 U.S.C. §6318(a)(2)(A)-(F). The bulleted items are merely ideas, unless otherwise noted; each district must, with parents, develop its own process for accomplishing everything listed.

- Engaging the building PTO's to actively seek out and involve parents/guardians through regular communication updates and information sessions.
- Utilizing PTO's to assist in identifying effective communication strategies based on their members' needs.
- Providing a master calendar of District meetings to discuss pertinent topics.
- Allowing meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents/guardians and family members in education. <sup>2</sup>

~~4.3.~~ The District coordinates and integrates parents/guardians and family engagement involvement strategies under this Compact, to the extent feasible and appropriate, with parents/guardians involvement engagement strategies under other relevant federal, State and local programs, such as, the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State run preschool programs by:

- Involving District and program representatives to assist in identifying specific population needs.
- Sharing data from other programs to assist in developing new initiatives to improve academic achievement and school improvement.

~~5.4.~~ The District conducts, with the meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parents/guardians and family engagement involvement policy in improving the academic quality of the schools served under Title I, including identifying: (a) barriers to greater participation by parents/guardians in activities authorized by this section <sup>20 U.S.C. §6318</sup> (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); (b) the needs of parents/guardians and family members to assist with the learning of their children, including engaging with school personnel and teachers; and (c) strategies to support successful school and family interactions. The District and then uses the findings of such evaluation to design evidence-based strategies for more effective parents/guardians involvement, and to revise, if necessary, the its District-level parents/guardians involvement and family engagement policies, described in this section. The District does these activities by:

- Evaluating the effectiveness of the content and communication methods through a variety of ~~methods~~ means, including: focus groups, surveys, workshops, and informal coffees with District and building administrative staff, parents/guardians, and teachers.
- Identifying barriers to effective evaluation by language support or other assistance as needed.
- Identifying potential policy and compact changes to revise and improve program(s).

~~6.5.~~ The District involves parents/guardians in the activities of the schools served under Title I by:

- Providing communication and calendar information to parents/guardians of upcoming meetings, discussions or events and encouraging their participation.
- Providing Building Principal and PTO coordination of events.
- Establishing a parent-advisory board comprised of a sufficient number and representative group of parents/guardians or family members to adequately represent the needs of the

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<sup>2</sup> Optional. 20 U.S.C. §6318(a)(2)(B).

District's population for the purposes of developing, revising, and reviewing the parent and family engagement policy. <sup>3</sup>

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The footnotes should be removed before the material is used.

<sup>3</sup> Optional, 20 U.S.C. §6318(a)(2)(F).

6:170-AP1, E1

**Instruction**

**Exhibit - School-Level Parental and Family Engagement Involvement Compact** <sup>4</sup>

This school-level parent ~~and family engagement involvement~~ compact provides an understanding of the joint responsibility of the District and parents/guardians for improving student academic achievement and school performance. The District provides opportunities for parent/guardian involvement at the school level by:

Parent/Guardian Involvement <sup>2</sup>

1. Convening an annual meeting, at a convenient time, to which all parents/guardians of participating children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The Building Principal or designee shall:
  - Invite all parents/guardians of participating children to the annual meeting at school.
  - Explain the rights of parents/guardians to be involved in establishing this compact.
  - Introduce and involve the building representatives on the District-level committee.
  - Provide an overview of Title I and give parents/guardians an opportunity to express questions and concerns.
  - Indicate the mechanisms by which the committee work will be communicated.
  - Seek the involvement and input of parents/guardians.
  - Provide child care so that all parents/guardians who would otherwise be unable to attend may attend.
2. Offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by the relevant provision in Title I, transportation, child care, or home visits, as such services relate to parental involvement. The Building Principal or designee shall:
  - Provide parents/guardians with opportunities to ask questions and dialogue informally about student academic achievement and school performance.
  - Engage building-based parent organizations to assist with communication and implementation needs.
  - Develop and use outreach programs to involve community groups and organizations.
3. Involving parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parental ~~and family engagement involvement~~ policy and the joint development of the school-wide program plan (under 20 U.S.C. §6314(b)(2), except that if a school has in place a process for involving parents/guardians in the joint planning and design of the school's programs,

The footnotes should be removed before the material is used.

<sup>1</sup> ~~The numbered paragraphs correspond to requirements in ESEA, 20 U.S.C. §6318(e), (d), and (c). NCLB §1118(b) (f) and are all mandatory inclusions (20 U.S.C. §6318(b) (f). The items bulleted are merely ideas; each district must, with parents, develop its own process for accomplishing the respective numbered paragraph. This exhibit should be used along with 6:170-AP1, E1, District-Level Parental and Family Engagement Involvement Compact, but only by those districts receiving Title I funds.~~

<sup>2</sup> ~~The numbered paragraphs correspond to mandatory requirements in ESEA, 20 U.S.C. §6318(c). Bulleted items are ideas that each district must, with parents/guardians and family, develop through its own process for accomplishing the respective numbered paragraph. Districts receiving Title I funds should use this exhibit with 6:170-AP1, E1, District-Level Parent and Family Engagement Compact. NCLB §1118(e), 20 U.S.C. §6318(e).~~



the school may use that process, if such process includes an adequate representation of parents/guardians of participating children. The Building Principal or designee shall:

- Identify and establish a process by which an adequate representation of parents/guardians of participating children can occur.
  - Establish a schedule for the building-based committee to plan, review, and recommend improvements to the District parent involvement policy.
4. The Building Principal or designee shall:
    - Provide parents/guardians of participating children timely information about programs.
    - Communicate updates through use of school newsletters, the District website, email and telephone contact, and home visits if needed.
  5. The Building Principal or designee will provide 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 achievement levels of challenging State academic standards.
  6. The Building Principal or designee shall:
    - Provide parents/guardians, upon request, 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 suggestions as soon as practicably possible.
    - Develop a feedback loop for parents/guardians to ask questions and receive follow-up.
  7. If the school-wide plan under 20 U.S.C. §6314(b)(2) is not satisfactory to the parents/guardians of participating children, the Building Principal or designee shall:
    - Submit any parent/guardian comments on the plan when the school makes the plan available to the School Board.
    - Provide a process for parents/guardians to express concerns and complaints.

### Shared Responsibilities for High Student Academic Achievement <sup>3</sup>

1. The School is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's studentchallenging academic achievement standards. Each parent/guardian is responsible for supporting their children's learning by:
  - ~~Monitoring attendance, homework, and television viewing.~~
  - Volunteering in their child's classroom, and p
  - Participating, as appropriate, in decisions relating to their children's education and positive use of extracurricular activitiestime.
2. Communication between teachers and parents/guardians occurs on an ongoing basis through:
  - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievements.
  - Frequent reports to parents/guardians on their child's progress.
  - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
  - Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

The footnotes should be removed before the material is used.

<sup>3</sup> The numbered paragraphs correspond to mandatory requirements in ESEA, 20 U.S.C. §6318(d). Bulleted items are ideas that each district must, with parents/guardians and family, develop through its own process for accomplishing the respective numbered paragraph. Districts receiving Title I funds should use this exhibit with 6:170-API, E1, District-Level Parental and Family Engagement Compact, NCLB §1118(d), 20 U.S.C. §6318(d).

#### Building Capacity for Involvement 4

To ensure effective involvement of parents/guardians and to support a partnership among the school's involved, each school shall:

- Provide assistance to parents/guardians in understanding the ~~State's academic content standards and challenging State student academic achievement standards~~, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- Provide materials and training, such as, literacy, and technology (including education about the harms of copyright piracy), etc., to help parents/guardians work with their children to improve their children's achievement.
- Educate teachers, instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents/guardians, in: a) the value and utility of contributions of parents/guardians; and b) how to effectively communicate and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the school.
- ~~Implement and coordinate parent/guardian programs that will build ties between them and the school.~~
- To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, State and local programs, including Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and public preschool and other programs, and conduct other activities, such as parent/guardian resource centers, that encourage and support parents/guardians in more fully participating in their children's education.
- Ensure that information is sent to the parents/guardians of participating children in a format and, to the extent practicable, in a language that parents/guardians can understand.
- Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request.

In addition, each school may:

- Involve parents/guardians in the development of training for teachers, Building Principals, and other educators to improve the effectiveness of such training.
- Provide necessary literacy training from funds provided by the relevant provision in Title I if the District has exhausted all other reasonably available sources of funding for such training.
- Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents/guardians to participate in school-related meetings and training sessions.
- Train parents/guardians to encourage and enhance the involvement of other parents/guardians.
- ~~Use outreach programs to involve community groups and organizations.~~
- Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.
- Adopt and implement model approaches to improving parental involvement.
- Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in supported programs.

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The footnotes should be removed before the material is used.

4 NCLB §1118(e)ESEA, 20 U.S.C. §6318(e). Each bulleted item corresponds to a shall or may provision contained in §6318(e)(1)-(14).

- Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.
- ~~Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request.~~

Accessibility <sup>5</sup>

In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide ~~full~~ opportunities for the informed participation of parents/guardians and family members (including those with limited English proficiency, ~~or~~ with disabilities, and migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians understand. <sup>6</sup>

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The footnotes should be removed before the material is used.

<sup>5</sup> ESEA, 20 U.S.C. §6318(f).

<sup>6</sup> ~~NCLB §1118(f)~~ ESEA, 20 U.S.C. §6318(f).

6:170-AP1, E2

## Instruction

### Administrative Procedure - Notice to Parents Required by ~~No Child Left Behind Act of 2004~~ Elementary and Secondary Education Act, McKinney-Vento Homeless Assistance Act, and Protection of Pupil Rights Act

The ~~No Child Left Behind Act (NCLB)~~ Elementary and Secondary Education Act (ESEA), McKinney-Vento Homeless Assistance Act (McKinney-Vento), and Protection of Pupil Rights Act (PPRA) mandates that schools receiving federal funds provide parents/guardians with information and notices in an understandable and uniform format, and, to the extent practicable, in a language that the parents can understand. This procedure contains the key notifications that districts and schools must provide to the parents/guardians of ~~Title I served~~ students. The legal references are provided at the end of the procedure. The only notices applying to districts that do not receive Title I funds are those regarding student privacy. In addition, see:

- ISBE's *Frequently Asked Questions regarding the Every Student Succeeds Act (ESSA)*, published 8-12-16, at: ~~description of parent notices in its October 2008 Bulletin, Title I Parent Involvement Notification Requirements, www.isbe.net/ESSA/pdf/ESSA-faq.pdf~~ www.isbe.state.il.us/e-bulletins/pdf/03-08.pdf.
- U.S. Department of Education's *Frequently Asked Questions regarding Transitioning to the Every Student Succeeds Act (ESSA)*, updated 6-29-16, at: ~~non-regulatory guidance document, Parental Involvement Title I, Part A, www2.ed.gov/policy/elsec/leg/essa/essafaqtransition62916.pdf~~ www.ed.gov/programs/titleiparta/parentinvguid.doc.

#### I. Improving Basic Programs Operated by Local Educational Agencies

The following information must be provided to parents in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. 1

1. **Annual report cards.** Districts must disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students, including: (a) student achievement on academic assessments (designated by category), (b) graduation rates, district performance, teacher qualifications, and (c) other required information required by Section 6311(h)(2)(C)). See 6:170-AP2, E1 *District Annual Report Card Required by Every Student Succeeds Act (ESSA)*.

The District's annual report card shall be concise and accessible to the public, which includes placing it on the District's website or, if the District does not operate a website, providing it in another manner determined by the District. 2

1. ~~Progress review.~~ Districts must disseminate the results for its yearly progress review of each school.
2. **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

The footnotes should be removed before the material is used.

1 Required by 20 U.S.C. §6312(e)(4); 20 U.S.C. §6311(h)(2)(B)(ii).

2 Required by 20 U.S.C. §6311(h)(2)(B)(i), (iii).

attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, ~~the following whether:~~

- 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 is teaching in the field of discipline of the certification of the teacher ~~baccalaureate degree major and any other graduate certifications or degrees.~~<sup>3</sup>
  - d. ~~Whether~~ Paraprofessionals provide services to the student and, if so, their qualifications.
4. **Student achievement.** Districts must provide to parents information on the level of academic achievement and growth of the parent's child in each of the State academic assessments.<sup>4</sup>
5. **~~Non-highly qualified~~certificated/licensed teachers.** Districts must provide parents timely notice that the parent's child has been assigned, or has been taught for ~~4~~<sup>four</sup> or more consecutive weeks by, a teacher who ~~is not highly qualified~~does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
6. **Testing transparency.**<sup>5</sup> At the beginning of each school year, a school 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 in a timely manner, information regarding any State or District agency policy regarding student participation in any assessments mandated by Section 6311(b)(2) and by the State or District, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

In addition, the District shall make widely available through public means (including by posting in a clear and easily accessible manner on the District's website and, where practicable, on each school's website), information on each assessment required by the State to comply with Section 6311, other assessments required by the State, and (where available and feasible to report) assessments required districtwide, including:

- a. The subject matter assessed;
- b. The purpose for which the assessment is designed and used;
- c. The source of the requirement for the assessment; and
- d. Where such information is available:
  - i. The amount of time students will spend taking the assessment, and the schedule for the assessment; and
  - ii. The time and format for disseminating results.

## II. English Language Learners

The footnotes should be removed before the material is used.

<sup>3</sup> Required by 20 U.S.C. §6312(e)(1), as amended by ESSA.

<sup>4</sup> Required by 20 U.S.C. §6312(e)(1), as amended by ESSA.

<sup>5</sup> Required by 20 U.S.C. §6312(e)(2), as amended by ESSA.

1. Language instruction educational programs.<sup>6</sup> Districts must inform a parent of an limited English learner~~proficient~~ child identified for participation, or participating in, such a program of:
- a. The reasons for their child being identified as an English learner;<sup>t</sup>
  - b. Their child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
  - c. The instructional methods used in their child's program and the instructional methods used in other available programs;
  - d. How their child's program will meet their child's educational strengths and needs;<sup>h</sup>
  - e. How the program will help their child to learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;<sup>e</sup>
  - f. Exit requirements for the program, including the expected rate of transition from such program into classrooms not tailored for English learners and the expected rate of high school graduation;
  - g. In the case of a child with a disability, how the program meets the objects of their child's individualized education program; to meet the objectives of any limited English proficiency; and
  - h. Information regarding parental rights that includes written guidance:
    - i. Detailing parents' right to immediately remove their child from the program upon their request;
    - ii. Detailing parents' options to decline enrollment in the program or to choose another program or instructional method, if available; and
    - iii. Assisting parents in selecting among various programs and instruction methods, if more than one program/method is offered.

Parents shall be provided this information no later than 30 days after the beginning of the school year or, for students identified as English learners during the school year, within the first two weeks of the child's placement in a language instruction educational program.<sup>7</sup>

1. ~~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 3-122 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.
- 1-2. Outreach.<sup>8</sup> Each district shall implement an effective means of outreach to parents of limited English learners~~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~~within a well-rounded education~~, and meet challenging State academic achievement standards and State academic

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<sup>6</sup> Required by 20 U.S.C. §6312(e)(3)(A)(i)-(viii), as amended by ESSA.

<sup>7</sup> Required by 20 U.S.C. §6312(e)(3)(A), (B).

<sup>8</sup> Required by 20 U.S.C. §6312(e)(3)(C), as amended by ESSA.

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.

#### 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.~~

#### H.III. Parental and Family Engagement Involvement

1. **Parental and family engagement involvement policies.**<sup>2</sup> Parents and family members shall be notified of the parental and family engagement 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

The footnotes should be removed before the material is used.

<sup>2</sup> Required by 20 U.S.C. §6318(b)(1), as amended by ESSA.

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 and family engagement involvement policy and the joint development of the schoolwide program plan under §~~14~~6314(b)(2)<sup>10</sup>;
- 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 achievement/proficiency levels students are expected to meet of the challenging State academic standards<sup>11</sup> 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.
- e. If the schoolwide program plan under §6314(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the Board.<sup>12</sup>

#### III-IV. 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.

#### IV-V. 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 (or, in the case of an unaccompanied youth, the youth);
  - 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

The footnotes should be removed before the material is used.

<sup>10</sup> Required by 20 U.S.C. §6318(c)(3), as amended by ESSA.

<sup>11</sup> Required by 20 U.S.C. §6318(c)(4)(B), as amended by ESSA.

<sup>12</sup> Required by 20 U.S.C. §6318(c)(5), as amended by ESSA.



- 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 and youths 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 School 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);~~ Elementary and Secondary Education Act (ESEA),  
20 U.S.C. §6311(h)(2).  
NCLB §6316 (a)(1)(C); 20 U.S.C. §6316(a)(1)(C).  
2. ~~NCLB §6311(h)(6)(A);~~ ESEA, 20 U.S.C. §6312(e)(1)6311(h)(6)(A).  
3. ~~NCLB §6311(h)(6)(B)(i);~~ ESEA, 20 U.S.C. §6312(e)(1)6311(h)(6)(B)(i).  
4. ~~NCLB §6311(h)(6)(B)(ii);~~ ESEA, 20 U.S.C. §6312(e)(1)6311(h)(6)(B)(ii).  
4.5. ESEA, 20 U.S.C. §6312(e)(2).

II. 1. ~~NCLB §1112(g)(1)(A) and (g)(2), and §3302(a);~~ ESEA, 20 U.S.C. §6312(e)(3)(A), (B), 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).  
3.2. ~~NCLB §1112(g)(4) and §3302(e);~~ ESEA, 20 U.S.C. §6312(e)(3)(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).

III.V. 1. ~~NCLB §1118(b);~~ ESEA, 20 U.S.C. §6318(b).  
2. ~~NCLB §1118(e);~~ ESEA, 20 U.S.C. §6318(c).

IV. ~~NCLB §5245(a);ESEA~~, 20 U.S.C. §7225d(a).

VI. 1. ~~NCLB §722(e)(3)(C);McKinney-Vento Homeless Assistance Act (McKinney-Vento)~~, 42 U.S.C. §11432(e)(3)(C).

2. ~~NCLB §722(g)(2)(B)(iii);McKinney-Vento~~, 42 U.S.C. §11432(g)(3)(B)(iii).

3. ~~NCLB §722(g)(6)(A)(v);McKinney-Vento~~, 42 U.S.C. §11432(g)(6)(A)(v).

VII. 1. ~~NCLB §1061(e)(2)(A);Protection of Pupil Rights Act (PPRA)~~, 20 U.S.C. §1232h(c)(2)(A).

2. ~~NCLB §1061;PPRA~~, 20 U.S.C. §1232h(c)(2)(B).

3. ~~NCLB §1061(e)(3);PPRA~~, 20 U.S.C. §1232h(c)(3).

## Instruction

### Administrative Procedure - District Annual Report Card Required by Every Student Succeeds Act (ESSA)

Districts must disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students, including: (a) student achievement on academic assessments (designated by category), (b) graduation rates, district performance, teacher qualifications, and (c) other required information required by Section 6311(h)(2)(C) of ESSA.

#### District Annual Report Card

The Illinois State Board of Education (ISBE) will ensure that the District:

1. Collects the appropriate data for its annual report card, including:
  - a. ISBE's State Report Card Information (see **ISBE Annual Report Card Requirements in 20 U.S.C. §6311(h)(1)(C)** subhead, below) disaggregated in the same manner as ISBE is required to present it, as that information applies to the District and each of its schools, including:
    - i. Information that shows how students in the District achieved on the academic assessments described in 20 U.S.C. §6311(b)(2) (high quality Illinois Assessments) compared to students in the State as a whole (20 U.S.C. §6311(h)(2)(C)(i));
    - ii. Information that shows how each student in each of the District's Schools achieved on the academic assessments described in described in 20 U.S.C. §6311(b)(2) (high quality Illinois Assessments) compared to students in the State as a whole (20 U.S.C. §6311(h)(2)(C)(ii)); and
    - iii. Any other information that the District determines is appropriate and will best provide parents, students, and other members of the public with information regarding the progress of each school in the District, whether or not such information is included in the annual ISBE report card (20 U.S.C. §6311(h)(2)(C)(iii)).
2. Excludes "results on the Illinois academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results (20 U.S.C. §6311(h)(1)(C)(xii))."

#### ISBE Annual Report Card Requirements in 20 U.S.C. §6311(h)(1)(C)

The following text is a direct copy of 20 U.S.C. §6311(h)(1)(C)(i)-(xiv); it states that Illinois' report card shall include the following information:

- (i) A clear and concise description of the State's accountability system under subsection (c), including--
  - (I) The minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;
  - (II) The long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

- (III) The indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;
  - (IV) The State's system for meaningfully differentiating all public schools in the State, including--
    - (aa) The specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;
    - (bb) The methodology by which the State differentiates all such schools;
    - (cc) The methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and
    - (dd) The methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
  - (V) The number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and
  - (VI) The exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.
- (ii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of Title 10) on active duty (as defined in section 101(d)(5)8 of such title), information on student achievement on the academic assessments described in subsection (b)(2) at each level of achievement, as determined by the State under subsection (b)(1).
  - (iii) For all students and disaggregated by each of the subgroups of students, as defined in subsection (c)(2), and for purposes of subclause (II) of this clause, homeless status and status as a child in foster care--
    - (I) Information on the performance on the other academic indicator under subsection (c)(4)(B)(ii) for public elementary schools and secondary schools that are not high schools, used by the State in the State accountability system; and
    - (II) High school graduation rates, including four-year adjusted cohort graduation rates and, at the State's discretion, extended-year adjusted cohort graduation rates.
  - (iv) Information on the number and percentage of English learners achieving English language proficiency.
  - (v) For all students and disaggregated by each of the subgroups of students, as defined in subsection (c)(2), information on the performance on the other indicator or indicators of school quality or student success under subsection (c)(4)(B)(v) used by the State in the State accountability system.
  - (vi) Information on the progress of all students and each subgroup of students, as defined in subsection (c)(2), toward meeting the State-designed long term goals under subsection (c)(4)(A), including the progress of all students and each such subgroup of students against the State measurements of interim progress established under such subsection.

- (vii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), the percentage of students assessed and not assessed.
- (viii) Information submitted by the State educational agency and each local educational agency in the State, in accordance with data collection conducted pursuant to section 3413(c)(1) of this title, on--
  - (I) Measures of school quality, climate, and safety, including rates of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment; and
  - (II) The number and percentage of students enrolled in--
    - (aa) Preschool programs; and
    - (bb) Accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examinations, and dual or concurrent enrollment programs.
- (ix) The professional qualifications of teachers in the State, including information (that shall be presented in the aggregate and disaggregated by high-poverty compared to low-poverty schools) on the number and percentage of--
  - (I) Inexperienced teachers, principals, and other school leaders;
  - (II) Teachers teaching with emergency or provisional credentials; and
  - (III) Teachers who are not teaching in the subject or field for which the teacher is certified or licensed.
- (x) The per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.
- (xi) The number and percentages of students with the most significant cognitive disabilities who take an alternate assessment under subsection (b)(2)(D), by grade and subject.
- (xii) Results on the State academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)), compared to the national average of such results.
- (xiii) Where available, for each high school in the State, and beginning with the report card prepared under this paragraph for 2017, the cohort rate (in the aggregate, and disaggregated for each subgroup of students defined in subsection (c)(2)), at which students who graduate from the high school enroll, for the first academic year that begins after the students' graduation--
  - (I) In programs of public postsecondary education in the State; and
  - (II) If data are available and to the extent practicable, in programs of private postsecondary education in the State or programs of postsecondary education outside the State.
- (xiv) Any additional information that the State believes will best provide parents, students, and other members of the public with information regarding the progress of each of the

State's public elementary schools and secondary schools, which may include the number and percentage of students attaining career and technical proficiencies (as defined by section 113(b) of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2323(b)) and reported by States only in a manner consistent with section 113(c) of such Act (20 U.S.C. 2323(c)).

LEGAL REF.: 20 U.S.C. §6311(h)(1)(C) and (h)(2)(C).

## Instruction

### High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students <sup>1</sup>

#### Credit for Non-District Experiences <sup>2</sup>

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

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

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

<sup>1</sup> State law requires that several of the programs in this policy be covered in policy. State law controls this policy's content. Note that 23 Ill.Admin.Code §1.420(b) requires "[e]very school district [to] have an organized plan for recording pupil progress and/or awarding credit, including credit for courses completed by correspondence, on-line, or from other external sources, that can be disseminated to other schools within the State." Section 1.460 requires "[e]ach local board of education with a high school [to] adopt a policy which defines the board's position with reference to the awarding of high school credit on the basis of local examinations to pupils who have achieved the necessary proficiencies through independent study, either with or without private tutoring, or for work taken in or from another institution."

Sample policy 6:185, *Remote Educational Program*, provides for educational programs **delivered by the district** in a location outside of the school.

Sample policy 6:315, *High School Credit for Students -in Grade 7 or 8*, allows students enrolled in grade 7 or 8 to enroll in a course required for high school graduation (105 ILCS 5/27-22.10(a), amended by P.A. 99-189, and 23 Ill.Admin.Code §1.440(c)(3)).

<sup>2</sup> Each board may choose for which, if any, of the listed non-district experiences the district will grant high school credit. If a district does not grant credit for any of the listed activities, substitute the following alternative for all text in the entire section: "The District does not grant graduation credit for learning experiences that an enrolled student does not complete through the District."

<sup>3</sup> 105 ILCS 5/27-22.1 provides that no fewer than 60 hours of classroom instruction in summer school is required for one semester of high school course credit. Districts may accept courses completed in a community college toward graduation (23 Ill.Admin.Code §1.440(f)). Superintendents, pursuant to 105 ILCS 5/10-21.4, must annually report to ISBE the number of students enrolled in accredited courses at any community college along with the name(s) and number(s) of the course(s) each student is taking (105 ILCS 2-3.142).

<sup>4</sup> The Dual Credit Quality Act, 110 ILCS 27, defines dual credit as a college course taken by a high school student for credit at both the college and high school level. An instructor who teaches a dual credit course does not need the certification required by Article 21 of the School Code. Dual credit programs will require cooperation between the school district and the institution providing the dual credit courses (see the Higher Education Student Assistance Act at 110 ILCS 947/10 for a definition of *institution*). A high school evaluation of a dual credit program must also incorporate the analysis of data from ISBE's statewide longitudinal data system (see the P-20 Longitudinal Education Data System Act, 105 ILCS 13/, for more information).

<sup>5</sup> 105 ILCS 5/2-3.44 and 5/10-22.43a. An ethnic school is a part-time, private school that teaches the foreign language of a particular ethnic group as well as the culture, geography, history, and other aspects of a particular ethnic group. For requirements, see 23 Ill.Admin.Code §1.465.

## 7. Credit earned in a Vocational Academy <sup>7</sup>

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

### Substitutions for Required Courses

**Vocational or technical education.**<sup>8</sup> A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses if:

1. The Building Principal approves the substitution and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and
2. The student's parent/guardian requests and approves the substitution in writing on forms provided by the District.

**Advanced placement computer science.**<sup>9</sup> The advanced placement computer science course is equivalent to a high school mathematics course. A student in grades 9-12 may substitute the advanced placement computer science course for one year of mathematics, in accordance with Section 27-22 of the School Code. The transcript of a student who completes the advanced placement computer science course will state that it qualifies as a mathematics-based, quantitative course.

**Substitutions for physical education.** A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the

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<sup>6</sup> The State Superintendent and Board of Higher Education were encouraged by 105 ILCS 5/2-3.115 to establish a program of academic credit for youth apprenticeship vocational education programs, which could be instituted by school districts. See also 23 Ill.Admin.Code §1.445.

<sup>7</sup> Vocational Academies Act, 105 ILCS 433/. The Act's purpose is to "integrate workplace competencies and career and technical education with core academic subjects." School districts are permitted to partner with community colleges, local employers, and community-based organizations to establish a vocational academy that functions as a ~~two~~-year school within a school for grades 10 through 12. Grant funds may be available from ISBE when the vocational academy meets statutory requirements.

<sup>8</sup> Allowing this substitution is optional, but, if offered, must be included in board policy (105 ILCS 5/27-22.05). The *related* requirement is met if the course contains at least 50% of the content of the required course. 23 Ill.Admin.Code §1.445 requires that the vocational or technical education course be completely described in the policy along with its relationship to the required course. The sample policy satisfies these requirements by referring to the courses as described in curricular material.

ISBE requires that the parent/guardian of a student under the age of 18 request the course substitution "on forms that the school district makes available" and that the request must be maintained in the student's temporary record (23 Ill.Admin.Code §1.445). See 6:310-E, *Class Substitution Request*.

<sup>9</sup> Optional, but allowed by 105 ILCS 5/27-22, amended by P.A. 98-885.



reasons stated below.<sup>10</sup> The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.<sup>11</sup>

1. Enrollment in a marching band program for credit;
2. Enrollment in Reserve Officer's Training Corps (ROTC) program sponsored by the District;
3. Ongoing participation in an interscholastic athletic program (student must be in the 11th or 12th grade);
4. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or
5. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

~~A student requiring adapted physical education must receive that service in accordance with his or her Individualized Educational Program/Plan (IEP).~~

~~A student who is eligible for special education may be excused from physical education courses pursuant to 7:260, *Exemption from Physical Education*, in either of the following situations:<sup>12</sup>~~

- ~~1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or~~
- ~~2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.~~

**Volunteer service credit.**<sup>13</sup> A student participating in the District's Volunteer Service Credit Program, if any, may earn credit toward graduation for the performance of community service. The amount of credit given for program participation shall not exceed that given for completion of one semester of language arts, math, science, or social studies.

#### Re-Entering Students <sup>14</sup>

Individuals younger than 21 years of age may re-enter high school to acquire a high school diploma or an equivalency certificate, subject to the limitations in Board policy 7:50, *School Admissions and*

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

<sup>10</sup> Optional, but allowed by 105 ILCS 5/27-6; 23 Ill.Admin.Code §1.420(p)5(e) and (f) (added at 40 Ill. Reg. 2990). A board that wants to allow any of these P.E. exemptions must include the ones it selects in a policy that excuses students on an individual basis.

This policy excuses students from P.E. only during the marching band season because the statute allows the exemption "for ongoing participation in such marching band program." Thus, if the marching band season is over, the student's *ongoing participation* has ceased and the student no longer qualifies for the P.E. exemption. Common sense, however, would allow the exemption to continue until the end of the current grading period.

<sup>11</sup> 23 Ill.Admin.Code §1.425(f).

~~<sup>12</sup> 105 ILCS 5/27-6.~~

<sup>13</sup> Optional. The credit given for one semester may not exceed that stated in this policy (105 ILCS 5/27-22.3). The program may include participation in the organization of a high school or community blood drive or other blood donor recruitment campaign. ISBE must provide assistance to districts opting to offer the program (105 ILCS 5/2-3.108).

<sup>14</sup> Required by 23 Ill.Admin.Code §1.470(a). While the sample policy does not provide for it, a school board may permit adults 21 years of age or older to re-enter high school (23 Ill.Admin.Code §1.470(b)). Items #4 & #5 are optional, but must be included in a policy if credit will be granted for them.

*Student Transfers To and From Non-District Schools.* Re-entering students may obtain credit through the successful completion of the following (not all of these may be available at any one time):

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

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

LEGAL REF.: 105 ILCS 5/2-3.44, 5/2-3.108, 5/2-3.115, 5/2-3.142, 5/10-22.43a, 5/27-6, 5/27-22.3, and 5/27-22.05.  
23 Ill.Admin.Code §§1.420~~(p)~~5(e) and (f), 1.440(f), and 1.470(c).

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

## Instruction

### Student Testing and Assessment Program <sup>1</sup>

The District student assessment program provides information for determining individual student achievement and instructional needs; curriculum and instruction effectiveness; and school performance measured against District student learning objectives and statewide norms.

The Superintendent or designee shall manage the student assessment program that, at a minimum:

1. Administers the State assessment system, known as the *Partnership for Assessment of Readiness for College and Careers* (PARCC), to all students and/or any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Informs students of the timelines and procedures applicable to their participation in every State assessment. <sup>2</sup>
3. Provides each student's parents/guardians with the results or scores of each State assessment and an evaluation of the student's progress. See policy 6:280, *Grading and Promotion*. <sup>3</sup>
4. Utilizes professional testing practices. <sup>4</sup>

Overall student assessment data on tests required by State law will be aggregated by the District and reported, along with other information, on the District's annual report card. <sup>5</sup> All reliable assessments administered by the District and scored by entities outside of the District must be (1) reported to ISBE on its form by the 30<sup>th</sup> day of each school year, and (2) made publicly available to parents and

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<sup>1</sup> State and federal law control this policy's content. Until July 1, 2017-1-14, 105 ILCS 5/2-3.64 contained the State assessment program; it was repealed by P.A. 98-972.

105 ILCS 5/2-3.64a-5, added by P.A. 98-972, requires ISBE to "establish the academic standards that are to be applicable to students who are subject to State assessments." It contains the schedule for assessing students by calendar year and grade. ISBE selected the *Partnership for Assessment of Readiness for College and Careers* (PARCC) as the State assessment and accountability measure. For ISBE resource material, see [www.isbe.net/assessment](http://www.isbe.net/assessment). In House Joint Resolution 54 (2015), members of the Ill. House and Senate encouraged school districts to not use results of the PARCC test for the 2014-2015 school year through the 2017-2018 school year "as a determining factor for making decisions about a student's educational opportunities, the evaluation of educators, and the allocation of resources based on educational achievement on this assessment."

105 ILCS 5/2-3.64a-5(d), added by P.A. 98-972 and P.A. 99-30 (deleted *language* from "English language learner), contains the requirements for assessing students receiving special education services and students determined to be English learners.

<sup>2</sup> Required by 105 ILCS 5/2-3.64a-5(e), added by P.A. 98-972.

<sup>3</sup> 105 ILCS 5/2-3.64a-5(e), added by P.A. 98-972, requires districts to provide State assessment results/scores to students' parents/guardians. The second part of this provision is optional and may be deleted, i.e. "~~and an evaluation of the student's progress.~~"

<sup>4</sup> 105 ILCS 5/2-3.107; 23 Ill.Admin.Code §1.30(a).

<sup>5</sup> Required by 105 ILCS 5/10-17a, amended by P.A. 99-642~~98-648~~. School districts must annually, by October 31, submit to parents/guardians, district taxpayers, the Governor, the General Assembly, and ISBE a school report card assessing the performance of its schools and students. The school report card must describe student characteristics, curriculum information, student outcomes and progress, and school environment. The environment report must include indicators from the *school climate survey* approved under 105 ILCS 5/2-3.153, ~~amended by P.A. 98-648~~ (requires ISBE, in addition to its default school climate survey, to identify 2 or 3 alternative school survey instruments from which districts may select).

guardians of students.<sup>6</sup> Board policy 7:340, *Student Records*, and its implementing procedures govern recordkeeping and access issues. <sup>7</sup>

LEGAL REF.: Family Educational Rights and Privacy Act, 20 U.S.C. §1232g,  
105 ILCS 5/2-3.63a-5, 5/2-3.64a-5, 5/10-17a, 5/22-82, and 5/27-1.

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

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<sup>6</sup> 105 ILCS 5/22-82, added by P.A. 99-590, requires every school district to report for each of its schools, by the 30th day of each school year, all reliable assessments the district administers that are scored by entities outside of the district. The district must make the report on an ISBE-provided form, starting with the 2016-2017 school year. At the date of publication, ISBE announced in its *Weekly Message* that it sent a survey tool to report the required information the week of 10-3-16 (See *Message From State Supt. on 10-4-16* at: [www.isbe.net/board/archivemessages/2016/message-10042016.pdf](http://www.isbe.net/board/archivemessages/2016/message-10042016.pdf)). Because districts have a wide range of starting dates, ISBE will likely establish a reporting window for providing this information.

Each school must also make this information publicly available to the parents and guardians of its students through the district's Internet website or distribute the information in paper form (Id. at (b)). See 2:250, E2, *Immediately Available District Public Records and Web-Posted Reports and Records*.

<sup>7</sup> 105 ILCS 5/2-3.64a-5(e), added by P.A. 98-972, governs recording assessment results in school student records.