

## **7000 ORGANIZATION OF INSTRUCTION**

### **7001 Definition of Instruction**

Instruction is the delivery of academic and vocational content to students by teachers in order to strive towards the academic goals and the achievement of standards as determined by the School District staff and expressed in the curriculum guides.

Adopted: March 19, 2002

Revised:

Replaces:

Reference:

### **7002 School Calendar**

The Board of Education recognizes that the preparation of a calendar is necessary for the efficient operation of the District.

The Board shall annually determine the days and the hours when Community High School District 94 shall be in session for instructional purposes in accordance with State law and local bargaining agreements.

The school calendar shall normally include a sufficient number of instructional days for students to meet the requirements of State law, and additional days for the teaching staff in accordance with State laws and local bargaining agreements.

The Board will establish, upon recommendation of the Superintendent, an official calendar for the ensuing school year. Prior to proposing the school calendar, the Superintendent should seek input from staff, feeder districts and other cooperatives with which the District may be involved. Tentative calendars for future years also may be established.

Any days that Community High School District 94 is closed for emergency reasons will be made up in accordance with the provisions in the school calendar, as established by the Board.

The Board of Education reserves the right to alter the school calendar when it is in the best interests of the District in accordance with state law.

Adopted: March 19, 2002

Revised: May 7, 2013

Replaces:

Reference: 105 ILCS 5/10-19

### **7003 School Accountability**

The Board of Education gives priority in the allocation of resources, including funds, time, personnel, and facilities to meet state goals for learning and accompanying Illinois learning standards.

The Superintendent shall supervise the following in accordance with State Board of Education rules to monitor the District's progress towards achievement of the foregoing goals and standards.

1. Preparing Community High School's annual recognition application and quality assurance appraisal, whether internal or external, to monitor Community High School's process for continuous school improvement.
2. Establishing school improvement plans that contain:
  - A. District student learning objectives
  - B. assessment systems for measuring students' progress in the fundamental learning areas, and
  - C. reporting systems for informing the community and the State of assessment results.

The Superintendent shall regularly report the District's progress to the Board of Education and seek the Board's approval for each School Improvement Plan.

Adopted: March 19, 2002

Revised: May 7, 2013

Replaces:

Reference: 105 ILCS 5/2-3.63, 5/2-3.64, and 5/27-1.  
23 Ill. Admin. Cod §§1.10, 1.20, and 1.30

## **7100 CURRICULUM DEVELOPMENT, ADOPTION, AND EVALUATION**

### **7101 Purpose**

The educational program shall contain instruction on subjects required by federal or State statute or regulation. The educational program shall be designed to provide appropriate learning opportunities for all of the students served by the district. And, at the discretion of the Board, for adult residents of the District when such opportunities are desired by enough persons to make a formal educational program self-supporting.

The educational program shall provide the District's students with opportunities for obtaining the skills, knowledge, and experience which will best prepare them to live productive and fulfilling lives and to make positive contributions to our society. In order to achieve this end, the educational program should be a dynamic progression of learning experiences designed to fully engage the intellectual capabilities of the District's diverse student population.

These learning experiences should take place in a school climate which encourages balanced maturation, including the development of a sense of individuality and self-worth, a strong sense of responsibility, and a sense of belonging to a larger community in which tolerance and acceptance of others is valued. This climate should be one of humaneness in which all members of the school community demonstrate respect, consideration, and compassion for each other, one that is free of any form of disruption which interferes with the learning process.

Adopted: March 19, 2002

Revised: May 7, 2013; December 17, 2013

Replaces: IA – Philosophy

Reference:

**7102 Goals of Education**

The Board of Education of Community High School District 94 believes that the purpose of education is described by the goals listed below. These goals will be reflected in the District's strategic plan to guide the process of continuous improvement.

1. Civic Goals –

To the extent possible, the school will model a democratic community and teach students how to effectively participate as a citizen within a democratic society:

2. Career Goals –

The school will provide opportunities where students will develop skills and acquire knowledge that will help them in their career choices:

3. Life-long Learning Goals –

The school will provide an instructional program and learning environment which nurtures a lifelong intellectual curiosity and passion for learning.

Adopted: March 19, 2002

Revised: May 7, 2013

Replaces:

Reference:

**7103 Curriculum Development Procedures**

The Superintendent, or his/her designee, shall be responsible for developing procedures for monitoring existing curricula and for utilizing expertise available within the school system and from outside the school system to develop new, more effective, and/or appropriate curricula.

Proposals to add new courses or programs and/or to delete existing courses or programs shall be considered upon the recommendation of the Superintendent. Such proposals shall be presented to the full Board of Education for action.

The Principal, or his/her designee, may approve the revision of a unit(s) of instruction within an individual course or program, provided the objectives of the revised unit(s) are consistent with the existing course goals.

Adopted: March 19, 2002  
Revised: May 7, 2013  
Replaces: Curriculum Development Procedures (January 20, 1998)  
Reference:

### **7104 Curriculum Development, Adoption, Revision**

Effective curriculum is based upon developing an adequate description of the educational results desired. The curriculum is a means to the desired outcome – student learning.

Curriculum development in this school system will be a goal-based process. The process encompasses:

1. identification of departmental goals,
2. identification of program goals
3. identification of student learning outcomes,
4. curriculum evaluation, and
5. curriculum improvement.

The purposes of the process are to:

1. respond to assessments of departmental needs.
2. establish definitive student learning outcomes in each curriculum area.
3. evaluate the curriculum and its implementation.
4. close the gap between what is taught and what should be taught.
5. provide for continuous curriculum improvement.
6. provide for curriculum alignment within, between, and across grade levels.
7. determine how well students accomplish program goals and achieve expected learning outcomes.
8. provide a process for staff and community input in developing and implementing curriculum.

The Board of Education expects the administration and faculty to evaluate the educational program as provided under the approved system for a goal-based curriculum and to regularly report findings to the Board, along with recommendations. These recommendations may concern modification of desired learning outcomes, department or program goals; new courses or course content; resources, materials, learning experiences.

The Superintendent will present new courses and new educational programs to the Board of Education for action, as well as programs and courses that have extensive revisions or additions.

Adopted: March 19, 2002

Revised: May 7, 2013

Replaces: ICF - Curriculum Adoption; IF – Curriculum Development, Adoption, and Revise  
Reference:

### **7105 Curriculum Research and Development**

The Board of Education recognizes the value of educational research in the District. District 94 employees are encouraged to prepare and create professional materials and resources that contribute to effective instruction, meaningful curriculum development and engaged student learning.

The ownership of materials and resources created as part of officially assigned staff responsibilities or which are produced at District 94 expense will be vested in the District and will be copyrighted or patented, if at all, in the name of Community High School District 94. Such items, however, will bear the name(s) of those individuals who created them or contributed to their creation.

All royalties from the production of professional materials and resources will be returned by the publisher or producer to Community High School District 94.

The ownership of any materials and resources developed solely through the individual effort, time and expense of the staff member (without the use of time, facilities, or other District resources) will be vested in the employee and will be copyrighted or patented, if at all, in his/her name.

To encourage staff members to develop such professional materials, and resources for use within and outside Community High School District 94, special agreements may be initiated between the creator(s) of such materials and the Board of Education through the Superintendent and the District's attorney representing the District's interests.

Adopted: March 19, 2002

Revised: May 7, 2013

Replaces:

Reference:

## **7200 INSTRUCTIONAL MATERIALS AND RESOURCES**

### **7201 General Selection Criteria**

The Board of Education recognizes that materials and resources are invaluable to the instructional and learning processes at Community High School District 94. The following criteria will be used as a guide for the selection of such materials and resources.

1. Relation to Curriculum – materials shall support and be consistent with the educational goals of the District and the written objectives of specific courses.
2. Relation to Existing Materials – The material should make a contribution to the existing District collection of materials for which they are selected and coordinated with feeder districts when possible.
3. Appropriateness – Materials should be appropriate for the subject area, the age level, the emotional development, the ability level, and the social development of the students for whom the materials are selected.
4. Accuracy and Authenticity – The content of materials should be valid, reliable, complete and current.
5. Authority – Consideration should be given to the qualifications, reputation, and significance of those responsible for creating the material (the author, producer, publisher) and to the recommendation of the professional staff.
6. Permanence and Timeliness – The material should be of lasting value and/or should be of widespread current interest or concern.
7. Cultural Pluralism – Consideration should be given to the contribution the material makes to the breadth of representative viewpoints on controversial issues and to the depiction of the pluralistic nature of society.
8. Whole vs. Part – Each item should be approached from a broad perspective, looking at the work as a whole and judging controversial elements in context rather than as isolated parts. Periodicals, for example, should be selected and purchased for their overall reputation, and should not be rejected because of an occasional article which may be offensive.
9. Cost – Value should be commensurate with cost and/or need.

Adopted: March 19, 2002

Revised: May 7, 2013

Replaces:

Reference:

## **7202 Textbook Selection & Adoption**

For purposes of this policy, *textbook* shall be defined as a published volume, whether in an electronic version or paper version that is provided to each student in a class or program and used as a primary resource of study in that class or program.

The Board of Education recognizes that the provision of well-written, accurate, appropriate, and up-to-date textbooks is essential for the effective use of student and teacher time. It shall be the policy of Community High School District 94 to provide textbooks that meet these criteria.

The Board of Education is legally responsible for the adoption of textbooks; however, the selection of textbooks to be considered for adoption by the Board shall be the responsibility of the professional staff.

The procedure for the selection and adoption of a new textbook or a revised edition of a textbook currently in use shall be as follows:

1. Each Division Head shall be responsible for the selection of appropriate textbooks for the courses or programs offered in his/her division and shall recommend textbooks for adoption to the Principal.
2. The Principal shall review textbooks proposed for adoption and shall make a recommendation regarding the proposed textbooks to the Superintendent.
3. The Superintendent shall review textbooks proposed for adoption by the Principal and shall make a recommendation regarding the proposed textbooks to the Board of Education.
4. Textbooks recommended for adoption shall be placed on public display for a period of not less than twenty-one (21) calendar days, and notice of their availability for inspection by residents of Community High School District 94 shall be made.



5. The Board of Education shall act upon the proposed textbook adoptions.

The Superintendent or his/her designee shall maintain a list of all textbooks currently in use in the School District, and said list or a copy of any textbook currently in use shall be available for inspection by any resident of Community High School District 94; however, any such inspection shall be on an appointment basis.

Any resident of District 94 shall have the right to file a complaint regarding a textbook to which s/he objects. The complaint shall be filed in writing on a form provided by the District. The procedure for processing such complaints shall be as follows:

1. The complaint shall be filed with the Principal who shall review the complaint, meet with the appropriate Division Head/members, and respond with a decision regarding the complaint within fifteen (15) calendar days after the date on which the complaint was filed. The Principal, after consultation with the Superintendent shall have the authority to withdraw, temporarily, a textbook from use when, in his/her judgment, such action is in the best interest of the School District.

2. If the complainant is not satisfied with the Principal's decision, s/he may request that the complaint be reviewed by a Textbook or Materials Review Committee as provided for in paragraph 4 below. Such a request may also be initiated by the Principal and/or the Superintendent.

3. If the Principal, with the concurrence of the Superintendent, temporarily removes a textbook from use, the Principal's action shall automatically be reviewed by a Textbook or Materials Review Committee as provided for in paragraph 4 below.

4. A Textbook or Materials Review Committee shall be recommended by the Superintendent and approved by the Board of Education within thirty-one (31) calendar days after the date on which the request for such review is received from a complainant or the date on which the Principal and the Superintendent temporarily removes a textbook from use, whichever the case may be, for the purpose of reviewing the action taken regarding a complaint concerning a textbook. The Textbook or Materials Review Committee shall be composed of two (2) members of the Board of Education; two (2) parents of Community High School District 94 students; the Principal, one (1) chairperson of a division other than the department in which the textbook in question is used; and one (1) teacher from a department other than the department in which the textbook in question is used. The Textbook or Materials Review Committee shall review the action taken and shall make a recommendation, in writing, to the Board of Education regarding said action within thirty-one (31) calendar days after the date on which the Committee is appointed by the Board. During the course of a Textbook or Materials Review Committee's review of the action taken regarding a complaint, the complainant shall have the opportunity to appear in support of the complaint, the Division Head of the division in which the textbook is used and the teachers who use the textbook shall have the opportunity to present their rationale

for using the text, and the Committee may solicit and/or accept information, evidence, or testimony from such other persons or sources as the Committee deems advisable.

5. The Board of Education shall review and act upon the recommendation from the Textbook Review Committee within thirty-one (31) calendar days after the date on which the recommendation is received in the School District office. The Board's decision shall be final. The complainant will receive notification of the final decision.

Adopted: March 19, 2002

Revised: May 7, 2013

Replaces: IFAA – Textbook Selection & Adoption

Reference:

### **7203 Piloting Process for New Materials**

When it is proposed to pilot new instructional material, the steps below shall be followed:

1. The material recommended for piloting shall be reviewed by the appropriate Department and the Principal.

2. A list of materials to be piloted will be submitted to the Board of Education by the Superintendent for approval prior to use in the curriculum.

3. A valid evaluation tool will be developed by the Principal or his/her designee to assess the effectiveness and appropriateness of the piloted materials.

4. A list of alternative books will be maintained for students who do not want to learn from the pilot materials that may be deemed controversial.

Adopted: March 19, 2002

Revised: May 7, 2013

Replaces:

Reference:

### **7204 Field Trips, Student Travel and Optional Student Travel**

This policy applies to Field Trips, Student Travel, and Optional Student Travel. As used in this Policy:

- “Field Trips” refers to trips that are a required part of a District class; examples of Field Trips include, but are not limited to, annually scheduled trips to museums, concerts, places of business or industry, or field trips related to instruction provided as part of the

District's curriculum. Field trips are permissible when the experiences are an integral part of the school curriculum and contribute to the District's educational goals.

- "Student Travel" refers to travel undertaken by students as a customary part of a District-approved program or extracurricular activity; examples of Student Travel include, but are not limited to, student exchange programs previously approved by the Board of Education, or interscholastic activities of District-sponsored teams or clubs sanctioned by organizations such as the Illinois High School Association or NASSP.
- "Optional Student Travel" refers to optional travel undertaken by a school club or group of students outside of school; examples of Optional Student Travel include, but are not limited to, a trip to Spain by the Spanish club, trips to a Shakespeare festival by the Drama Department, trips by WeGo Global, or District-sponsored senior class trips.

Any other trip or tour, including but not limited to privately arranged trips or tours, and privately arranged trips or tours led or supervised (in whole or in part) by District staff members, shall not be represented as or construed to be sponsored by the Board of Education, the District, West Chicago Community High School, or its employees, agents, or representatives (collectively, the "District"). The District does not provide liability protection for such trips or tours and is not responsible for any damages arising from them. Please refer to Board Policy 7205 and Board Procedure 7205P.

All Field Trips, Student Travel, and Optional Student Travel must have the Superintendent or designee's prior approval, except that Field Trips, Student Travel, or Optional Student Travel beyond a 250-mile radius of Community High School must have the prior approval of the Board of Education. All requests for trips covered by this Policy must be made in writing to the Superintendent or his/her designee on the appropriate form provided by the District, and shall include a rationale for the trip and completion of all items included on the form. Requests for Field Trips (regardless of the location or duration of the trip) must be submitted for approval at least fourteen (14) days prior to the date of the proposed trip. Requests for Optional Student Travel within a 250-mile radius of Community High School must be submitted for approval not less than forty-five (45) days before the trip is scheduled to begin. Requests for Student Travel and Optional Student Travel beyond a 250-mile radius of Community High School must be submitted for approval not less than ninety (90) days before the trip is scheduled to begin. In the event travel out-of-state or beyond 250 miles is a result of a culminating competition, the Superintendent is granted authority to preclude required notice. Each requested trip covered by this Policy that is properly submitted for approval shall be reviewed using the following factors: educational value, student safety, cost, parent concerns, heightened security alerts, and liability concerns. No registration, reservations, fundraising, or other related activity shall be conducted prior to approval by the appropriate authority.

All trips covered by this Policy shall be adequately supervised as determined by the Activity Director and/or Building Principal, by District employees and other adults and, in general, minimize loss of student attendance days. If possible, all trips covered by this Policy

should be planned on non-student attendance days.

On all Field Trips and Student Travel, a bus fee set by the Superintendent or designee may be charged to help defray the transportation costs. Parents/guardians of students (1) shall give their written consent to their child's participation in any Field Trip or Student Travel, and (2) are responsible for all entrance fees, food, lodging, or other costs. The District will pay such costs for students who qualify for IHSA events and for field trip expenses for those students who are eligible for a waiver and/or reduction of student fees. Any Field Trip or Student Travel may be cancelled without notice due to an unforeseen event or condition. All eligible students that do not participate in an approved Field Trip shall be provided an appropriate alternative learning experience; the teacher shall arrange for such alternative learning experience as well as the supervision of the non-participating students, when appropriate.

Parents/guardians of students (1) shall give their written consent to their child's participation in any Optional Student Travel, and (2) are responsible for all fees, substitute costs, transportation costs, food, lodging, or other costs related to the Optional Student Travel. The District will not pay or be responsible for any costs related to Optional Student Travel. Any Optional Student Travel may be cancelled without notice due to an unforeseen event or condition.

On all trips covered by this Policy, an "Emergency Treatment Release for Minors" form provided by the District must be completed and signed by the parent/guardian of a minor student. This form will be submitted to the staff sponsor of the field trip at least five (5) days before the date of the trip. These completed forms will be available throughout the trip to be used in the event of a medical emergency. Students that do not turn in a completed form shall not participate in the trip.

To the fullest extent permitted by law, the District cannot and does not assume responsibility for the safety and welfare of students while engaged in any trip covered by this Policy. The District cannot prevent injuries during these trips. Staff and other chaperones cannot control each and every student at all times, cannot control the conditions present, and cannot be physically present at all times during these trips. By permitting their student to participate in a trip covered by this Policy, the parent(s)/guardian(s) understand(s) and agree(s) that their child must abide by all District rules and regulations, and all staff and chaperone instructions while on the trip. The parent(s)/guardian(s) must discuss with their student the District rules and regulations that will apply to them during the trip, and that their student must follow the instructions of District staff and chaperones while on the trip. Parent(s)/guardian(s) who permit their student(s) to go on any trip covered by this Policy must (1) accept full and complete responsibility and liability for the participation of their student on the trip, including responsibility and liability for any injury to their student or caused by their student; and (2) agree to indemnify and hold harmless the District from and against any and all claims, damages, causes of action or injury, including reasonable attorneys' fees and costs expended in defense thereof, which are incurred, arise out of, or result in any way from their student's participation in the trip, including any transportation provided for the trip.

Adopted: March 19, 2002

Revised: May 7, 2013; December 15, 2015

Replaces: IICA – Field Trips; 7204 – Student Field Trips; 7206 – Disclaimer of Liability – Field Trips;

Reference: *See Also* ¶8401 – Fundraising/Solicitation by Students

*See Also* ¶8401P – Fundraising/Solicitations by Students Procedures

### **7205 Private Trips**

The Board of Education believes that conducting or sponsoring trips, tours, or other organized travel arrangements for students or employees that are not Field Trips, Student Travel, or Optional Student Travel (as those terms are used and defined in Board Policy 7204) is not a proper function for a public school district. Therefore, the District shall not organize, conduct or sponsor any form of tour, trip or travel arrangements for students or employees that does not meet the requirements of Board Policy 7204, including but not limited to privately arranged trips or tours, and privately arranged trips or tours led or supervised (in whole or in part) by District staff members. Such tours, trips, or travel arrangements are referred to in this policy as “Private Trips.”

The Superintendent may permit Private Trips that he/she in their sole discretion determine are legitimate to be advertised to students and employees at school provided such advertisement is not done during class time, no endorsement or approval by the Board of Education, the District, West Chicago Community High School, or its employees, agents, or representatives (collectively, the “District”) is given or implied, and such advertising includes a disclaimer of liability and/or responsibility on the part the District.

Students may not be solicited during the school day to participate in Private Trips. Informational meetings regarding Private Trips may be held on school premises; however, such meetings may not be held during the school day.

In the event that a Board of Education member or District employee is in any way involved with the Private Trip, that board member or employee shall make a full disclosure to the Superintendent of any financial interest s/he may have in the Private trip and/or any consideration s/he will receive as a result of his/her involvement with the Private Trip.

To the fullest extent permitted by law, the District cannot and does not assume responsibility for the safety and welfare of students while engaged in any Private Trip. The District cannot prevent injuries during these trips. The District has no ability or authority to direct or control the actions of any staff or chaperones associated with a Private Trip. Parent(s)/guardian(s) who permit their student(s) to go on any Private Trip must (1) accept full and complete responsibility and liability for the participation of their student on the trip, including responsibility and liability for any injury to their student or caused by their student; and (2) agree not to bring any claims against, and to otherwise indemnify and hold harmless the

District from and against any and all claims, damages, causes of action or injury, including reasonable attorneys' fees and costs expended in defense thereof, which are incurred, arise out of, or result in any way from their student's participation in the Private Trip, including any transportation provided by the trip.

A procedure regarding the advertisement of Private Trips to students and/or employees shall be developed and shall accompany this policy.

Adopted: March 19, 2002

Revised: December 15, 2015

Replaces: IFCBA – Educational Tours; 7205 – Educational Tours; 7206 – Disclaimer of Liability – Field Trips

Reference: *See Also:* ¶8401 – Fundraising/Solicitation by Students

*See Also:* ¶8401P – Fundraising/Solicitation by Students Procedures

### **7205P Private Trips**

The Superintendent may permit a legitimate Private Trip (as that term is used and defined in Board Policy 7205) to be advertised to West Chicago Community High School students and/or employees, subject to the following conditions:

1. The agent sponsoring the Private Trip shall submit a letter to the Superintendent clearly relieving the Board of Education, the District, Community High School, and its employees, agents, or representatives (collectively, the “District”) of any liability that might arise out of the advertisement, organization, or conduct of the Private Trip.

2. The following information regarding the Private Trip shall be submitted in writing to the Superintendent by the sponsoring agency:

- A. the full cost to a participant
- B. the educational emphasis of the tour, if any
- C. evidence of adequate liability coverage for participants
- D. tour itinerary, including specific dates and times
- E. evidence of reliability and financial soundness of the sponsoring agency

3. All literature regarding the Private Trip shall be submitted to the Superintendent for approval prior to distribution on school premises to any student or employee. Such literature shall include a disclaimer stating that the District neither approves nor endorses the trip and that the District shall not be liable for any aspect of the trip. Such disclaimer should be substantially as follows:

**The Board of Education of Community High School District 94 does not approve or endorse this trip and the district shall not be liable for any aspect of this trip. The Board of Education does not assume responsibility for the safety and welfare of**

**students while engaged in any student travel regardless of whether the trip is sponsored or operated by the District or if it is a private trip. The Board of Education of Community High School District 94 cannot prevent injuries during student travel experiences. Chaperones cannot control each and every student at all times, cannot control the conditions present, and cannot be physically present at all times during the trip.**

4. Prior to the commencement of the Private Trip, the sponsoring agency shall require a parent or guardian of each District student participating in the trip to sign and return to the Superintendent a specific disclaimer relieving and otherwise releasing the District from any responsibility or liability for any aspect of the Private Trip, and acknowledging that the District is neither endorsing nor sponsoring the trip.

5. Class time may not be used for distributing literature regarding Private Trips, or for discussing such trips.

6. Neither students nor employees may be solicited at school to participate in Private Trips by means other than approved advertising.

7. Informational meetings regarding Private Trips may be held in District facilities, providing approval is obtained in advance from the Superintendent.

8. A student and/or staff bulletin may be used to inform students and/or employees of the availability of information regarding Private Trips or to provide notice of any information meeting regarding such trips; however, such announcements shall be approved in advance by the Superintendent.

9. The Superintendent shall make all final determinations regarding whether or not a specific Private Trip may be advertised to students and/or employees on school premises or through school-related channels of communication.

Adopted: March 19, 2002

Revised: December 15, 2015

Replaces: IFCBA-R – Rules & Regulations to Accompany Policy IFCBA: Educational Tours;  
7205P – Educational Tours

Reference: *See Also:* ¶8401 – Fundraising/Solicitation by Students

*See Also:* ¶8401P – Fundraising/Solicitation by Students Procedures

**7205 Pex Disclaimer of Liability – Private Field Trips**

**PRIVATE TRIP IDENTIFICATION**

**Trip Name:** \_\_\_\_\_

**Trip Destination:** \_\_\_\_\_

**Trip Dates:** \_\_\_\_\_

**Person/Entity Organizing, Conducting, or Sponsoring Trip:** \_\_\_\_\_

**DISCLAIMER**

Community High School District 94, its Board of Education, individual Board members, employees, agents, and representatives (collectively, the “District”) does not organize, conduct or sponsor any form of tour, trip or travel arrangements for students or employees that does not meet the requirements of Board Policy 7204, including but not limited to privately arranged trips or tours, and privately arranged trips or tours led or supervised (in whole or in part) by District staff members. These trips are not considered part of the District’s educational programs or activities, and are not sponsored or operated by the District. Tours, trips, or travel arrangements that are not organized, conducted, or sponsored by the District are referred to as “Private Trips.” Private Trips include trips that are sponsored and operated by parties that are completely independent of the District; some of these trips will use District teachers or employees, hired separately by the party that is sponsoring and operating the trip, as chaperons or supervisors.

**THE PRIVATE TRIP IDENTIFIED AT THE BEGINNING OF THIS FORM IS NOT A DISTRICT-SPONSORED TRIP; THE DISTRICT HAS NEITHER APPROVED NOR ENDORSED THIS TRIP AND SHALL NOT BE LIABLE FOR ANY ASPECT OF THE TRIP. The District cannot and does not assume responsibility for the safety and welfare of students while engaged in this trip. The District cannot prevent injuries during this trip. Chaperons used during this trip are not acting as employees or representatives of the District, and cannot control each and every student on the trip at all times, cannot control the conditions present, and cannot be physically present at all times during this trip.**

By permitting your child to participate in the Private Trip identified at the beginning of this form, you understand and agree that (1) your child is not participating in a District-sponsored trip, (2) accept full and complete responsibility and liability for the participation of their child in the trip, including responsibility and liability for any injury to their child or caused by their child, and (3) agree to indemnify and hold harmless the Board of Education of Community High School District 94, DuPage County, Illinois, its board members, employees, agents, and representatives, either jointly or severally, from and against any and all claims, damages, causes of action or injuries, including reasonable attorneys’ fees and costs expended in defense thereof, which are incurred, arise out of, or result in any way from their child’s participation in the trip, including the transportation provided for the trip.



**I HAVE READ AND UNDERSTAND THIS DISCLAIMER OF LIABILITY.**

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Name (Please Print)

\_\_\_\_\_  
Names of Child/Children Participating in Private Trip

Adopted: December 15, 2015

Revised:

Replaces:

Reference:

### **7207 One – to – One District Technology Program; Responsible Use and Conduct**

The Superintendent or designee shall establish a *One – to – One District Technology Program*. The program will:

1. Provide each District student with an approved District-owned technology device (e.g., laptops, tablet devices, E-readers, and/or similar devices) for use solely for District educational purposes.
2. Promote educational excellence by facilitating resource sharing, innovation, and communication to enhance (a) technology use skills; (b) web-literacy and critical thinking skills about Internet resources and materials, including making wise choices; and (c) habits for responsible digital citizenship required in the 21st century.
3. Provide sufficient wireless infrastructure within budget parameters.
4. Provide access to the Internet only through the District's electronic networks.
5. Align with established Board policies, including but not limited to, policies 8601, *Student Fees*; 8602, *Student Fees – Waiver*; 8602, *Personal Technology and Social Media; Usage and Conduct*; 6017, *Reproduction of Copyrighted Materials*; 8007, *Education of Children with Disabilities*; 7308 and 7308P, *Internet Guidelines, Terms, and Conditions*; 1802, *Student Search and Seizure*; 1806, *Preventing Bullying, Intimidation, and Harassment*; 8202, *Student Discipline Policy*; and 8501, *Collection, Maintenance, Inspection, and Dissemination of Student Records*.
6. Provide a method to inform parents/guardians and students about this policy.

The District reserves the right to discontinue this program at any time.

#### Responsible Use

The District recognizes students participating in the program as responsible young adults and holds high expectations of their conduct in connection with their participation in the program. All students and their parents/guardians shall sign the *One – to – One District Technology Program Participation Authorization and Responsible Use Agreement Form*. Students and their parents shall be solely responsible for all charges for the loss, misuse, damage, or destruction of all technology devices provided to them pursuant to this program. All devices issued pursuant to this program are District-owned, and students accordingly have no right or expectation of privacy to such device or its contents.

Responsible use in the program incorporates into this policy the individual's Computer and Internet Use Agreement pursuant to policy 7308 and 7308P, *Internet Guidelines, Terms, and Conditions*. Responsible use also incorporates the established usage and conduct rules in policy 6031, *Social Media and Personal Technology; Usage and Conduct* for staff and 8202, *Student Discipline Policy* for students. Failure to follow these rules and the specific program student guidelines may result in: (a) the loss of access to the District's electronic network and/or student's One – to – One program privileges; (b) disciplinary action pursuant to 8202, *Student Discipline Policy*, 8203, *Suspension and Expulsion Procedures*; and/or (c)

appropriate legal action, including referrals of suspected or alleged criminal acts to appropriate law enforcement agencies.

Adopted: April 22, 2014

Revised:

Replaces:

Legal Reference: Children's Internet Protection Act (CIPA), 47 U.S.C. §254(h) and (l).  
Enhancing Education Through Technology Act, 20 U.S.C §6751 et seq.  
47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and  
Libraries.  
Children's Online Privacy Protection Act (COPPA), 15 U.S.C. §§6501-6508.  
16 C.F.R. Part 312, Children's Online Privacy Protection Rule.  
105 ILCS 5/28.

## **7300 INSTRUCTION**

### **7301 Teaching Methods**

The Board of Education recognizes the need to provide the best teaching and learning situations for each classroom respective of the broad range of cultural, social, and economic factors which are inherent in all communities. A considerable amount of educational study and research has been devoted to the subject of teaching methodology and organization for instruction. Various teaching methods and organizations for instruction have been studied by a wide range of professionals, committees and study groups. Though many useful and noteworthy conclusions have resulted, the search continues for more information. The educational needs of this School District, the different rates at which students learn, the nature and great variety of subjects taught in the modern school, and the increasing body of knowledge suggest that there is not one teaching method or organization for instruction which could be used to advantage by all teachers for all courses and grade levels.

It is the policy of the Board of Education to encourage and support reasoned and reasonable experimentation, variation, and flexibility in organization and teaching methods which may promote and implement the basic philosophy of the Board.

This policy recognizes the contribution made by educational research and affirms that teachers and administrators can best meet the educational needs of our students by employing a variety of teaching methods and systems of organization for instruction. Moreover, this policy is an encouragement to creative and constructive study of the teaching process.

Adopted: March 19, 2002

Revised: May 7, 2013

Replaces:

Reference:

### **7302 Supportive Services for Truant Students**

Supportive services may be offered to a student who is experiencing an attendance problem, including:

- Parent-teacher conferences
- Counseling services by social workers
- Counseling services by psychologists
- Psychological testing
- Alternative educational programs
- Alternative school placement
- Community agency services

Students who have dropped out of school and who are 17 or 18 years of age may apply for status as a truant and may be permitted to participate in various programs offered by the District for truant.

A student who receives an alternative educational program shall meet with the Principal or his/her designee and appropriate staff for the purpose of developing an individualized optional educational plan. The truant student's parent(s)/guardian(s) and an Associate/Assistant Principal, shall participate in the planning sessions unless the truant student is 18 years or older, in which case parent(s)/guardian(s) participation is optional.

Adopted: March 19, 2002

Revised: March 3, 2009

Replaces: I-2 – Truants Alternative and Optional Educational Programs

References: 105 ILCS 5/2-3.66, 5/26-2A, and 5/26-14

*See Also 7:70*

### **7303 Consumer Education Proficiency Test**

A student who takes the State Board of Education Consumer Education Proficiency Test and earns a score equal to or greater than the minimum passing score specified in The Illinois Program for Evaluation, Supervision, and Regulation of Schools, Section 1.462, or its successor, shall be excused from the one-half credit consumer education graduation requirement specified in policy ¶7406. Such student shall not receive credit for consumer education and the total number of credits required for graduation specified in policy ¶7406 shall not be reduced for such student; however, the student's official transcript shall indicate that the student has met the consumer education requirement specified in Section 17-12.1(s) of the *Illinois School Code*.

Adopted: March 19, 2002

Revised:

Replaces: IID – Consumer Education Proficiency Test

Reference:

### **7304 Physical Education Excusals**

#### Discretionary Excusals

Section 5/27-6 of the *Illinois School Code* states that eleventh (11<sup>th</sup>) and twelfth (12<sup>th</sup>) grade students may be excused from participating in physical education courses if the pupils so request for the following reasons:

1. On-going participation in an interscholastic athletic program.
2. To enroll in academic classes which are required for admission to an institution of higher learning, provided that failure to take such classes will result in the pupil being denied admission to the institution of his/her choice and no other scheduling options are available.

3. To enroll in academic classes which are required for graduation from high school, provided that failure to take such classes will result in the pupil being unable to graduate and no other scheduling options are available.

Students in grades eleven (11) and twelve (12) enrolled in a for-credit marching band program or cheerleading (if intent to participate as a sport is submitted to I.H.S.A. and authorized by the Activity Director) may be excused from engaging in physical education during the season they are participating if the student makes such a request.

#### Procedures

Excusal for any one or more of the foregoing reasons shall be reviewed and granted on an individual basis, provided that the following criteria have been met:

1. A signed request from a student and/or parent is received by the Superintendent, or his/her designee, no later than thirty (30) days prior to the start of the semester for which the excusal is sought; except, in the case of the excusal is sought for reason three (3) above, the request shall be received not later than five (5) days after the first day of the semester for which the excusal is sought.

2. The request is proven to be legitimate and includes verification from the athletic department, guidance office, registrar, or institution in which a student seeks admission.

3. The student maintains a full schedule of academic classes during the period of excusal as defined below:

A. Six (6) academic classes or

B. DAOES program and two (2) academic classes; or

C. The required number of academic courses in addition to the classroom phase of a cooperative work study program.

4. The student and/or parents fully understand and agree that s/he shall be re-enrolled in physical education beginning with the start of the quarter following discontinuation or resolution of the reason for which the excusal was granted.

5. Any forms or information required by the District to review the request are completed and submitted to the Superintendent, or his/her designee, within the required timeframe.

6. Schedule changes for the purposes of adding an extra course shall be on a space-available basis. An excusal does not preclude assignment to a study hall during the period the activity prompting the excusal continues.

7. Students may be excused from assignment to a study hall as long as the excusal does not give them two study halls per day.

8. Any student who drops out of the activity for which s/he was excused from participation in physical education must immediately enroll in an available physical education class.

To the extent possible, students who know in the spring they will be participating in golf should inform the guidance department so schedules can be planned to minimize course changes and balance class sizes.

Adopted: June 20, 2006

Revised: May 7, 2013

Replaces: IKJ – Physical Education Exemptions; IKJ-R – Rules and Regulations to Accompany Policy IKJ – Physical Education Exemptions; 7304 Adopted March 19, 2002

Reference:

### **7305 Independent Study Option**

Independent study options may be used as an alternative to the regular classroom program of instruction. As such, they shall be designed to meet educational objectives, may occur on or off campus, and may or may not include some classes in regular school programs.

Independent study options may include, but are not limited to, the following:

- Advanced College Placement
- College or junior college courses
- Evening school courses fully recognized by the State Board of Education
- Home school and/or part-time attendance
- Correspondence courses

The following procedures shall apply to all independent study options:

1. **Application** – A student desiring independent study must submit a proposed program to the Principal or his/her designee for approval prior to enrolling in the option. The program proposal must include a written application that specifies:

- A. a statement of objectives.
- B. the nature and duration of the desired option.
- C. why the program cannot be taken at Community High School.
- D. what is unique about this student's needs and any supporting evidence related to it.
- E. how the option will be evaluated.
- F. manner, time and place that progress will be reported.
- G. who the CHS supervisor will be.
- H. the signature of any outside person who will be assisting or directing the student.

2. **Criteria for Approving Applications** – Decisions to approve or reject applications for independent study options shall be based on one or more of the following criteria:

- A. Whether the desired option helps the student meet the Board's graduation requirements.
- B. Whether the program needs identified by the student may be adequately served by existing Community High School classes or programs.
- C. Whether the needs of the student are so unique as to justify the desired option.
- D. Whether the option is credible and sufficiently challenging.
- E. Whether the option complies with State law and Board policy.
- F. Whether the option provides for the security, welfare, and safety needs of the student.
- G. Whether the option is demographically, logistically and physically viable.
- H. Whether the option involves risk for others.
- I. Whether the option restricts or minimizes options that might otherwise be available to other students.
- J. Whether the option involves expenditures for the District not required by law.

3. **Determination of Credit** – The amount of credit to be awarded for an approved independent study option shall be determined by the Principal or his/her designee in conjunction with the service provider. Credit determinations shall be consistent with and similar to expectations set forth in:

- A. local Board of Education policy
- B. requirements of the State Board of Education
- C. regional secondary school accrediting agencies

Up to a total of three (3) credits, applicable to graduation from District 94, may be granted for college or junior college courses, evening school courses, correspondence courses or web-based/online courses.

4. **Granting of Credit** – Credit shall be granted by Community High School District 94 only when an official transcript indicating successful completion of the approved independent



study option has been received by the Registrar from the registrar of the school or service provider.

5. **Records to be Maintained** – Maintenance of the records will be the responsibility of the District and will include, but will not be limited to:

- A. a file of independent study option agreements
- B. a list of students participating in the independent study program
- C. the number of credits/units attempted
- D. the number of students successfully completing a contract or agreement
- E. the number of credits/units actually awarded
- F. the designation of a person to monitor the status of independent study agreements no less than quarterly
- G. letters of reassignment of students to the regular program when agreements are not pursued or fulfilled.

6. **Payment for Options** – Payment for all approved independent study options shall be the responsibility of the student or his/her parents except for:

- A. options provided by Community High School District 94 staff
- B. options provided by the District as a requirement of special education law at either the State or Federal level.

7. **Excluded Options** – Community High School District 94 shall not grant credit on the basis of any program option not pre-approved by the Principal or his/her designee or for any form of proficiency testing, military experience, or non-formal educational experience.

Except where required by law, transportation services must be provided by the student and his/her parents.

Adopted: March 19, 2002  
Revised:  
Replaces:  
Reference:

### **7307 Participation in Driver Education**

For a Community High School District 94 student to enroll in the classroom portion of a driver education course, the student must have received a passing grade in at least eight (8) courses during the previous two semesters or have received a waiver of that requirement from the Superintendent or Principal.

Adopted: March 19, 2002

Revised:

Replaces: IGAJ – Participation in Driver’s Education

Reference: 105 ILCS 5/27-24.2

### **7308 Internet Guidelines, Terms, and Conditions**

#### Introduction

The Community High School District 94 Internet network is a part of the School District’s instructional program. Use of the School District’s Internet allows students and staff potential access to electronic mail communication and other forms of electronic communication; to information via the World-Wide Web and other information networks; to various research sources including certain university library catalogs, the Library of Congress, and other research databases. The use of the term “Internet” or “network” in this policy refers to all information accessed through the School District’s Internet network from the various sources as identified above and any and all information accessed using District means of access. Access to the Internet and the School District’s network is part of the District curriculum and is not a public forum for general use.

It is the policy of the School District to (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use or dissemination of personal identification information of minors; and (d) comply with the Children’s Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254 (h)].

#### Definitions

Key terms are as defined in the Children’s Internet Protection Act.

#### Access to Inappropriate Material

To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children’s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

#### Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the School District's network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking" and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Employees shall not load onto the District's network or Internet any student work or District work product (as defined in 7308P) without prior approval of the Superintendent or his/her designee.

The School District shall provide education to all of its students about inappropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, cyberbullying awareness and responses to cyberbullying.

#### Supervision and Monitoring

It shall be the responsibility of all members of the Community High School staff to supervise and monitor use of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Technology Director or designated representative.

#### Disclaimer

The District denies any responsibility for any information, including its accuracy or quality, obtained or transmitted through use of the Internet. Further, the District denies responsibility for any information that may be lost, damaged or altered or unavailable when using the District's network. Employees shall be solely responsible for any unauthorized charges or fees resulting from their access to the Internet.

#### Procedures

Authorized use of the District's network and the Internet shall be governed by administrative procedures developed by the Superintendent.

#### Adoption

The Board of Education adopted this Revised Policy at a public meeting, following normal public notice, on April 3, 2012

Adopted: March 19, 2002 and October 17, 2006 and November 19, 2013

Revised: April 3, 2012  
Replaces: IGBC – Internet Use  
Reference: *Children’s Internet Protection Act*, Public Law 106-554, December, 2000

## **7308P Internet Guidelines, Terms, and Conditions**

### 1. General Use of District Computers

A. Authorized personnel and students may use District computers and use District means to access the Internet only for activities related to the school curriculum and co-curricular activities sponsored by the District, for research consistent with the District’s educational objectives, and for administrative housekeeping. Use of District computers or means for any non-curricular activities not sponsored by the District is prohibited.

B. While the District encourages placement of its work product on the Internet, personnel shall not load it onto the network or Internet without prior approval from the Superintendent or his/her designee. Examples of materials constituting District work product include, but are not limited to: District curriculum, District test or examination materials, department guidelines and/or procedures, parent/student handbooks, personnel handbooks, District publications and brochures, school newspaper, school yearbook, District policies and administrative regulations/procedures and information published on the District's web site.

C. Personnel shall maintain confidentiality of student records in their use of District computers. Confidential student information should not be loaded onto the network where unauthorized access to such information may be obtained. Student work shall not be loaded into the District’s network or “published” on the Internet without prior written consent from both the student and the parent/guardian.

D. As a condition of being allowed access to the Internet and the District’s electronic mail communication through use of District computers or District means of access, personnel and students shall consent to monitoring and inspection by school administration of personnel and students use of District computers and District means of access including any and all electronic mail communications made or attempted to be made or received by personnel and students and all materials accessed, uploaded, installed, downloaded or transmitted by personnel and students. Personnel and students will therefore make all passwords available to the District to facilitate said monitoring.

E. Personnel and students shall provide their passwords to the system administrator.

F. Personnel and students shall not modify, install, upload or download software without school authorization. In particular, personnel and students shall not modify or disable, or attempt to modify or disable, any filtering or blocking software installed in District computers or the District's computer system.

G. Personnel and students shall not use the District's computer network or District means of access to the Internet for any illegal or inappropriate activities, including, but not limited to, "hacking," intentionally introducing destructive programs (e.g., virus, worm, spy ware, etc.); unauthorized loading of programs; copyright and license violations, unauthorized access to or unauthorized use of databases, unauthorized loading, access to or use of material that is obscene, child pornography, or deemed harmful to minors, or participation in other Internet activities where personnel and students maintain or are otherwise identified on any Internet site depicting illegal or inappropriate behavior.

H. Personnel and students shall monitor student use of computers to confirm that technology protection measures are in place that block or filter Internet access to materials that are obscene, child pornography, or harmful to minors. If personnel detect that such protection measures are not in place or are not functioning properly, personnel shall immediately notify the system administrator.

I. Although the District reserves the right to monitor its computer network for improper and illegal activity, it is impracticable for the School District to do so at all times. Therefore, employees and students shall be solely responsible for any improper or illegal activity and/or transaction resulting from the employee's or student's use of the District's computer network. The School District does not condone, authorize or approve of use of the District's computer network for any activity which is not related to the school curriculum or co-curricular activities sponsored by the District.

J. Personnel and students shall not use the District's computer network for personal financial or commercial gain.

K. Use of the District's electronic mail communication, network and access to and use of the Internet on District computers or District means of access to the Internet is a privilege, not a right. Staff members and students who abuse the privilege by engaging include suspension or loss of the privilege and denial of access to the network, Internet and/or the District's electronic mail communications.

L. The School District shall provide education to all of its students about inappropriate online behavior, including: interacting with other individuals in email communication, text messaging, on social networking websites, and in chat rooms; cyberbullying awareness; and, responses to cyberbullying. The Administration shall develop the curriculum for such education.

## 2. Use of Electronic Mail Communication

A. Electronic mail communication shall be used for educational or work purposes only. Personnel and students shall not be allowed to use the District's electronic mail communication for anonymous messages or communications unrelated to the school program. Personnel and students shall not use electronic mail communication to create, communicate, repeat or otherwise convey or receive personally identifiable student information (the disclosure of which is unauthorized), any message or information which is illegal, indecent, obscene, harmful to minors, inappropriate for minors, child pornography, defamatory, likely to constitute harassment of another staff member, student or any other individual, likely to cause disruption in schools, or is otherwise inconsistent with the District's curriculum and educational mission.

B. Staff members shall respect the privacy rights of others and shall not attempt to access any electronic mail communications directed to them or intended to be received by them.

## 3. Consequences of Improper or Prohibited Use of District Computers or District Means of Access to the Internet

Improper or prohibited use of District computers or District means of access to the Internet will result in discipline up to and including dismissal. Criminal conduct will be referred to law enforcement authorities.

Adopted: March 19, 2002 and November 19, 2013

Revised: October 17, 2006; April 3, 2012

Replaces: IGBC – Internet Use

Reference: *Children's Internet Protection Act*, Public Law 106-554, December, 2000.

# **Community High School District 94 Computer and Internet Use Agreement**

Dear Parent and Student:

Please read this document carefully. Both the student and a parent/legal guardian must sign this agreement and return it to your school before computer and Internet access will be allowed.

The goal of Internet services at Community High School is to facilitate access to online information resources and reference materials for educational purposes, to create innovative learning environments for classes, and to prepare students for life in the technology-rich twenty-first century.

The Internet is a vast electronic network of millions of computers and users all over the world. In addition to access to legitimate sources of information for academic purposes, the Internet makes available materials that may not be educational. While Internet filtering security measures have been installed on the high school's network, the structure of the Internet makes it impossible to control all materials that a student may view, and some of these materials may be controversial or inappropriate for Community High School students. The District 94 Board of Education, administration and staff, however, believe that the vast amount of valuable information and interaction available on this worldwide network far outweighs the possibility that users may discover material that is not consistent with the educational goals of the District.

Internet access is coordinated through a complex association of government agencies and regional and state networks. The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. This requires efficient, ethical and legal utilization of the network resources. A list of guidelines is provided here so that you are aware of the responsibilities that you or your son/daughter are about to acquire. Additional guidelines may be provided to students by the school from teachers and other staff from time to time. All rules and regulations must be strictly followed when working on the high school computers, network and Internet in completing assignments, doing research, and telecommunicating on the Internet. Non-class Internet activities are not permitted at any time.

If a student violates any of the general or specific guidelines and rules provided here or by a teacher or staff member at the high school, they will immediately lose access privileges and future access may be denied. They may also be subjected to possible suspension or expulsion. It will be the responsibility of the student to do appropriate substitute work in lieu of their online work as assigned by their teacher.

The signatures at the end of this document are legally binding and indicate that the parties who signed this agreement have read the terms and conditions carefully and understand the agreement.

## **Internet Guidelines, Terms and Conditions**

1. **Acceptable Use** — The use of school computers, the network and District Internet access must at all times be in support of education and research consistent with the educational objectives of Community High School. Use must comply with all rules, regulations, guidelines, terms, conditions and instructions supplied both here and at school by teachers and school staff members. Accessing, transmitting to others or downloading to any school computer or to any computer through the means of District access of any material in violation of any U.S. or state regulation or school policy is prohibited. This includes, but is not limited to: copyrighted material, threatening, obscene or pornographic material (including child pornography), information which is inaccurate, illegal, indecent, harmful to minors, inappropriate for minors, defamatory, likely to result in harassment of another student or staff member, likely to cause material disruption in the schools, inconsistent with the District's educational mission, hacker sites and files, passwords, a users full name, home address or phone number or that of another student or teacher. File transfers of any software to or from a school computer or school network and installing of any software onto a school computer or the school network is prohibited. While excessive downloading of files is prohibited, students may download reasonable materials directly related to a classroom assignment or pertaining to instruction therein. Use with for-profit commercial activities, including advertising and sales, or political lobbying, is also not acceptable. The use of school Internet accounts to make purchases or place orders of any kind is prohibited.

2. **Privileges** — Internet access through the District is provided as a privilege by the District and may be revoked at any time the school deems appropriate. The District reserves the right to monitor the use of school computers, the school network, and the Internet for illegal or improper activity by students and District personnel. Access to the Internet and the District's network is part of the District's curriculum and is not a public forum for general use. Inappropriate use will result in loss of these privileges and may result in school suspension or expulsion. The administration, faculty and staff of Community High School may request the system administrators to deny, revoke or suspend specific users Internet access at any time. The District 94 Board of Education, school administration and the system administrators will deem what is inappropriate use and their decision is final. Students and their parents shall be solely responsible for any unauthorized charges or fees resulting from a student's access to the Internet.

3. **Network Etiquette** — Students are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite and do not get abusive in your messages to others. Use appropriate language. Do not swear, use vulgarities or any other obscene\_or inappropriate language.



- Illegal activities are strictly forbidden.
- Students are not to reveal any personal information such as address, phone number, full name or such information about any other students, teachers or staff members while online.
- Note that e-mail is not private. People who operate the system do have access to all mail, and messages may also be intercepted by others on the Internet. Messages relating to or in support of illegal activities may be reported to the authorities. Chat rooms and other forms of direct electronic communications such as instant messaging are not permitted on the school network.
- A student may not use the Internet, the school network or any computer at school in such a way that would disrupt the use of them by other users. Accessing hacking materials and attempting to use any such items or procedures on the school network is strictly prohibited. Use of the school's network bandwidth for multimedia access or downloads such as streaming audio and video or mp3 files not related to class educational activities is prohibited.
- Any attempt to electronically break into the school's network, computers, Internet access, codes, security and passwords shall result in the loss of all Internet privileges, immediate disciplinary action, and possible legal action.
- In addition, the following activities are not permitted:
  - a. Sending or displaying offensive messages or pictures that demean or inappropriately depict or portray gender, race, religion, political views or other personal beliefs;
  - b. Maintaining or being identified on any Internet site which depicts illegal or inappropriate behavior;
  - c. Cyberbullying, harassing, insulting or attacking others;
  - d. Violating copyright laws;
  - e. Using others' passwords;
  - f. Accessing others' folders, work or files;
  - g. Refusing to cooperate with District personnel with regard to use of District computers or the network
  - h. Intentionally introducing some destructive programs (e.g., virus, worm, spy ware, etc.);
  - i. Unauthorized loading of programs.

**4. Warranty** — Community High School makes no warranties of any kind, whether expressed or implied, for the service it is providing. CHS will not be responsible for any damages suffered, including the loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions. Use of any information obtained via the Internet is at the user's own risk. Community High School denies any responsibility for the accuracy or quality of information obtained by Internet users.

**5. Security** — Security on any computer system is a high priority, especially when the system involves many users. If a student feels that he/she can identify a security problem or

way to get past security, or if he/she sees or hears that someone else can or has done so, the student must notify a school staff member immediately.

Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the school’s network and the Internet.

Students are never to give their login id or password to anyone, except that they must provide their password to the system administrator. Any attempt to log in as a system administrator or another individual will result in immediate cancellation of Internet access privileges.

**6. Vandalism** — Any vandalism or attempted vandalism (physical or electronic) to school computers, the school network, files of others or to the Internet in any way will result in immediate cancellation of computer access privileges, disciplinary action and possible legal action. This includes, but is not limited to, the downloading, uploading, or creation of computer viruses, and modifying or disabling, or attempting to modify or disable any filtering or blocking software installed in District computers or the District’s computer system.

**7. Filtering** — In compliance with the “Children’s Internet Protection Act,” District 94 has implemented technology protection measures. These measures are designed to restrict, block and filter Internet access to items that may include obscene, child pornographic and other materials deemed inappropriate for minors.

I have read, understand and will abide by this **Computer and Internet Use Agreement**. I consent to monitoring and inspection by school staff and the administration of my use of the District computers and the District means of access, including any and all electronic mail communications I make or attempt to make or I receive, and all materials I upload, install, download, transmit or access. Should I commit any violation of this policy, I understand that my privileges will be revoked and that school disciplinary action and/or appropriate legal action may be taken.

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

As parent or legal guardian to the above named student, I have read and understand the above **Computer and Internet Use Agreement**. I will hold harmless the School District, its employees, agents, or Board members for any harm caused by materials or software transmitted or obtained by using District computers and/or District means of access to the Internet.

I hereby authorize my son/daughter to use the Internet at school.

Circle one: Yes / No

Parent or Legal Guardian Name: \_\_\_\_\_

Circle one: Mother    Father    Legal Guardian

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**This form is to be signed and returned during registration, or to the Principal’s Office.**

If you have any questions, please feel free to contact the Principal’s Office at Community High School District 94, 326 Joliet St., West Chicago, IL 60185    Phone: (630) 876-6300.

Adopted: March 19, 2002 and November 19, 2013

Revised: October 17, 2006; April 3, 2012

Replaces: IGBC – Internet Use

Reference:

**7310 Class Size**

The minimum enrollment required for an individual course to be offered shall be fifteen (15) students as of the August 15 preceding the opening of school. However, the Principal, with the approval of the Superintendent, may schedule a class with fewer than fifteen (15) students when one or more of the special conditions defined in the rules and regulations exists.

Adopted: March 19, 2002

Revised:

Replaces: IEC – Class Size

Reference:

**7310P Class Size – Rules and Regulations**

Conditions under which a class may be offered when the enrollment is less than fifteen (15) students:

- A. The teacher scheduled to teach the course cannot be utilized in an alternative assignment.
- B. The course is being offered for the first time and, in the judgment of the Principal, the prospects for developing larger enrollments the following year appear to be favorable.
- C. The course is one that completes a sequence of courses that is required for entry into some form of post-high school formal education.
- D. The course is a multiple section course in which the average class size is greater than fifteen (15) and the limitation of a section would result in class sections above maximum room capacity.
- E. The course is part of a required service as mandated by state and/or federal legislation.

Adopted: March 19, 2002

Revised:

Replaces: IEC-R Rules and Regulations Class Size

Reference:

### **7311 Student Newspaper**

The Student Newspaper serves as a communication link between the students, Community High School, and the communities served by Community High School. It will relay information about school events and current events and social trends that are of interest to the readers. The paper will strive to develop understanding among faculty, students, administrators, parents, and the community of each other's needs and interests. Editors and reporters will attempt to tap valuable sources in order to provide a balanced account of the news and to explain the significance of the news. The Student Newspaper will be a highly realistic learning tool designed to develop a full understanding of journalism, the theory behind journalism, and newspaper production.

- A. Freedom and Responsibility of the Press – It is an essential function of the operation of the Student Newspaper to teach students the value of the freedom of a responsible press in order to preserve a free society. To that end, the Student Newspaper is not itself a community newspaper or an unlimited open forum for the indiscriminate expression of views, but an integral part of Community High School's educational function, subject to the ultimate editorial control of the Faculty Advisor and the Administration in order to inculcate students with the values of responsibility in journalism and in public discourse.
- B. Statement of Purpose –
  - 1) The Student Newspaper will serve primarily as a learning tool for students in their pursuit of journalistic skills. In order to foster this goal, professional journalistic production techniques will be simulated to the extent possible in the school setting.

2) The Student Newspaper will be guided in the publication of all material by a concern for truth, for human betterment and for human decency, remembering that the test of good journalism is the measure of its public service.

3) The Student Newspaper will strive to provide a comprehensive and intelligent account of events and issues in a meaningful context.

4) The Student Newspaper will not be an unlimited open forum but will accept submissions for the exchange of comment and criticism, from students and others interested in Community High School, as a learning exercise, subject to restraints appropriate to a school setting and to a curricular project.

#### C. Coverage –

1) The Student Newspaper will strive to report accurately and fairly the news which is important, interesting and relevant to the students of Community High School. The coverage given to school clubs, activities, departments, and sports will depend upon the news value of the material to the majority of the readers as determined by the Editorial Board. (The Editorial Board will consist of all editors and the advertising manager).

2) The Student Newspaper will clearly identify sources of news, except when it is necessary to protect the source when the danger of retaliation is present. However, in any instance in which, in the judgment of the Principal, it is in the best interest of the School District, the Student Newspaper will identify to the Principal the source of a news item.

3) The Student Newspaper will present both sides of an issue impartially in its news columns but will be free to favor one side or another in its editorials or opinion columns.

4) The Student Newspaper will avoid sensational treatment of news but will never avoid an issue simply because it is controversial, subject to restraints appropriate to a school setting.

5) Realizing that all news is not good, the school newspaper will report both the strengths and the weaknesses of Community High School.

#### D. Fairness –

1) The Student Newspaper will protect the individual's right to privacy.

2) The Student Newspaper will not use weapons of rumor, harassment, innuendo, or gossip.

3) The Student Newspaper will maintain rigorous standards of honesty and fair play in selecting and editing news in its relations with news sources and readers.

4) The Student Newspaper will attempt to provide fair coverage of controversial issues.

#### E. Errors –

1) The Student Newspaper will guard against carelessness, bias, or distortion by either emphasis or omission.

2) When an error is committed, a correction will be published.

#### F. Editorials –

- 1) The Student Newspaper editorial page will take stands on issues affecting the readership.
- 2) The Student Newspaper will attempt to protect the rights and privileges of Community High School students.
- 3) Opinions and editorials will be clearly labeled and separated from news.
- 4) The Student Newspaper will be void of gossip columns.
- 5) Editorials will be based upon a reasonable appraisal of accurate information.
- 6) Editorials are the voice of the Student Newspaper and will be based upon a consensus of the Editorial Board, subject to review by the Faculty Advisor.
- 7) Columns and reviews, since they are opinions of individuals, will be signed.

#### G. Letters to the Editor –

- 1) Since it is the purpose of the Student Newspaper to serve the student body, the Student Newspaper will publish responsible letters to the editor.
- 2) All letters to the editor must be signed; however, the Student Newspaper may publish such a letter without naming the author when the author has requested that his/her name be withheld and the Editorial Board concludes that publication of the author's name might result in harassment.
- 3) Letter writers, as journalists, may not commit libel, be obscene, name juveniles accused of crime, or cause disruption of school activities. Further, letters should avoid vulgarities and insulting language and should respect each person's privacy. Letters will be edited accordingly.
- 4) Letters will be edited as needed.
- 5) If letters require editing, care will be taken not to alter the original meaning.

#### H. Advertisements –

- 1) The Student Newspaper may accept advertising. Inclusion of advertising in the school newspaper is subject to administrative approval.
- 2) Goods and services advertised in the Student Newspaper will not be endorsed by the Student Newspaper.
- 3) The Faculty Advisor and the Administration may restrict advertising to goods and services appropriate for student use and may prohibit advertising inappropriate to a school setting, including, but not limited to, those dealing with human sexuality, promoting use of alcohol, tobacco, electronic cigarettes, or illegal or unauthorized substances, or promoting films, periodicals, or products not designed for minors.

#### I. Prohibited Material –

- 1) The Student Newspaper will not publish any material which is obscene as to minors, applying public high school standards.
- 2) The Student Newspaper will not publish material which is libelous, insulting or containing derogatory ethnic or religious stereotypes.
- 3) The Student Newspaper will not publish material which is likely to result in a material and substantial disruption of school activities.

- 4) The Student Newspaper will not publish materials that are not appropriate for minors.
- 5) The Student Newspaper will not publish material which invades the privacy of individuals.
- 6) The Student Newspaper will not knowingly or recklessly publish as fact that which is false or misleading.

J. Responsibilities –

1) Student Staff:

- a) To produce the Student Newspaper in conformance with all provisions of this policy statement.
- b) To commit the time and effort required to produce a high quality student newspaper.

2) Faculty Advisor –

- a) To develop a program of instruction and practical application that will enable students to learn skills and knowledge essential to the practice of journalism.
- b) To supervise all aspects of the production of the Student Newspaper.
- c) To review all newspaper copy prior to its publication to ensure that the content is in conformance with this policy.
- d) To ensure that the Student Newspaper student staff operates in conformance with this policy statement.
- e) To serve as a resource to the Student Newspaper student staff members with respect to ethical and legal questions regarding all aspects of the operation of a high school student newspaper.
- f) To keep abreast of changes that have impact on the field of journalism.
- g) To assist in the development of the budget for the Student Newspaper and to ensure that the budget is implemented in compliance with all applicable school rules and regulations.

3) The Administration –

- a) To provide information to the Student Newspaper staff regarding the various aspects of the District's programs.
- b) To provide feedback to the Student Newspaper staff regarding the accuracy and quality of the content of the paper.
- c) To support the efforts of the Student Staff and Advisor to produce a high quality student newspaper.
- d) To provide direction to the Student Staff and Advisor as to content, consistent with this policy.

Adopted: March 19, 2002

Revised: May 7, 2013; April 22, 2014

Replaces: JHCC – Student Newspaper (The Bridge)

Reference:

### **7312 Student Schedules and Course Loads**

All students in grades nine (9) through twelve (12) shall be required to be enrolled in a minimum of four (4) credit courses in addition to physical education.

All students in grade twelve (12) shall be required to enroll in sufficient courses to enable them to graduate at the conclusion of the twelfth grade.

Exceptions may be granted by the Principal.

Adopted: March 19, 2002

Revised: May 7, 2013

Replaces: IEE – Student Schedules and Course Loads

Reference:

### **7313 Participation Conflicts**

It is the policy of Community High School District 94 to encourage participation in extracurricular activities and/or athletics. Since many students participate in more than one activity/sport, conflicts may occur from time to time. When conflicts arise, the following guidelines shall be used to resolve them:

1. Performances, regularly scheduled athletic contests, and activities which are curricular in nature will be given priority over all practices.
2. If two performances and/or athletic contests are scheduled at the same time, the activity that is curricular in nature should be attended.
3. If two performances and/or athletic contests are scheduled at the same time and neither is curricular in nature, the decision relative to which activity to attend shall be made by the student.
4. No student should ever be pressured by a coach or sponsor to participate in one activity or event over another.
5. Coaches/sponsors should review all practice schedules, etc., and make every attempt to avoid conflicts.
6. Coaches/sponsors should not penalize students without just cause who miss a practice or performance.



If a conflict arises that cannot be resolved by coaches, sponsors, and student participants, the Principal, or his/her designee, will make the decision.

Adopted: February 17, 2004  
Revised:  
Replaces:  
Reference:

### **7314 Student Social and Emotional Development**

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

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

Adopted: August 17, 2004  
Revised:  
Replaces:  
Reference: 405 ILCS 49/1 *et seq*

### **7315 Service Learning**

The Board of Education of Community High School District 94 promotes and supports the involvement of students, faculty and the community in service-learning projects. Service-learning is a teaching and learning methodology that integrates community service with academic instruction. It focuses on critical and reflective thinking, develops civic and social responsibility and connects students with the community. Service-learning, although encouraged, is not a District requirement for graduation.

Adopted: June 21, 2005  
Revised:

Replaces:

Reference:

**7400 ACADEMIC ACHIEVEMENT****7401 Reporting Student Progress**

The Board of Education believes that parents should be regularly informed regarding their children's progress in school classes.

Therefore, a system for regularly reporting to the parent(s)/guardian(s) of each student regarding the student's progress in his/her classes shall be established and maintained.

Adopted: March 19, 2002

Revised:

Replaces: IHAB – Report Cards

Reference:

**7402 Grading & Promotion**

The Administration and professional staff shall establish a system of grading and reporting academic achievement to parent(s)/guardian(s) and students, as well as determine when promotion and graduation requirements are met. The criteria for promotion shall be the student's ability to meet District goals and objectives and to perform at the next grade level rather than age or any other social reason not related to academic performance.

Every teacher shall maintain an evaluation record for each student in the teacher's classroom.

If a District administrator changes a final grade assigned by a teacher, the District administrator will first notify the teacher prior to the change being made. Reasons for changing a student's final grade include but may not be limited to:

- A. a miscalculation of test scores;
- B. a technical error in assigning a particular grade or score;
- C. the teacher agrees that the student may do an extra work assignment and its evaluation impacts the grade;
- D. an inappropriate grading system used to determine the grade; or
- E. an inappropriate grade based on an appropriate grading system.

Adopted: March 19, 2002

Revised: May 7, 2013

Replaces I-1 Grading & Promotion

Reference: 105 ILCS 5/2-3.64, 5/10-20.9a, 5/10-21.8, and 5/17-17  
23 Ill. Admin. Code §1.440

*See Also* ¶ 7403 – Policy on Grading Student Performance; ¶7404 – Procedures for Policy on Grading Student Performance

**7403 Policy on Grading Student Performance**

Community High School District 94 teachers shall administer the School District’s approved marking system in evaluating and reporting student progress. Each teacher shall maintain the responsibility and right to determine student grades consistent with the District’s approved marking system based upon the teacher’s professional judgment of available criteria pertinent to any subject area or activity for which the teacher is responsible.

Generally a student will be provided a letter grade (i.e., “A,” “B,” “C,” “D,” “E,” or “F”) for each course in which the student is enrolled. These letter grades are intended to reflect the following levels of student achievement.

<u>Grade</u>	<u>Level of Achievement</u>	
A	Excellent	- Greatly exceeds expectations
B	Above Average	- Exceeds expectations
C	Average	- Meets expectations
D	Below Average	- Meets some expectations
F	Failing	- Fails to meet minimum expectations
E	Effort	-
S	Satisfactory	- Satisfactory Performance

In addition to an achievement grade (i.e., “A,” “B,” “C,” “D,” “E,” or “F”), teachers are encouraged to enter comments regarding the student’s performance in the course.

With the permission of the Division Head, or upon the recommendation of a student’s special education team (i.e., Individual Education Program (“IEP”) or Section 504 team), the student may take a course either on a pass/fail or an audit basis.

Under the pass/fail option, the student shall earn credit for a course if the student’s level of performance is at a level of Satisfactory or better. With the pass/fail option, a letter marking of “S” denoting Satisfactory performance and credit will be recorded on the student’s progress report. If the student does not achieve a level of Satisfactory performance, a letter marking of “F” denoting Failing performance will be recorded and no credit will be recorded on the student’s progress report.

If a student enrolls in a course on an audit basis, the student will not earn credit in the course and a letter marking of “V” denoting the course was taken on an audit basis will be recorded on the student’s progress report.

Student grades earned in special education classes and/or in general education classes with either the support of special services or course modifications shall be included when determining the District-wide academic honor roll and grade point average (“GPA”). In all cases, for a student challenged by a disability, the student’s IEP or Section 504 Plan shall discuss any grading modifications that may be applied to the student particularly as such modifications apply to courses completed within the general curriculum.

Adopted: March 19, 2002

Revised: May 7, 2013

Replaces: IHA(a) – Policy on Grading Student Performance

Reference: 105 ILCS 5/10-20.9a; the Individuals with Disability Education Act; 20 USC §1400 et seq; Section 504 of the Rehabilitation Act of 1973; 29 USC §794  
*See Also* ¶ 7402 – Grading & Promotion; ¶7404 – Procedures for Policy on Grading Student Performance

#### **7404 Grades from “Non-Accredited/Non-Public High Schools”**

Community High School District 94 will accept the grades from a “Non-Accredited/Non-Public High School” if the credit has been based on North Central Association’s definitions of a Carnegie Unit.

Adopted: March 19, 2002

Revised:

Replaces:

Reference:

**7405 Graduation Requirements**

It shall be the policy of the Board of Education to acknowledge each student’s completion of an instructional program appropriate to the student’s interests and needs that meets the minimum graduation requirements set forth in State law by being eligible to receive the award of a diploma.

All Community High School District 94 students must complete the required number of credits in grades 9-12 as shown below in order to graduate:

<b>Subject Area</b>	<b>Units of Credit</b>
	<b>Class of 2016 and Beyond</b>
English	4.0
Social Studies	2.5
Government	.5
Mathematics	3.0
Science	2.0
Consumer Education	.5
Physical Education/Drivers Education and Health	4.0
Any combination of Music, Art, Foreign Language, or Vocational Education	1.0
Electives	4.5
Total	22.0

The above credits must include successful completion of the following courses to graduate:

<b>Subject Area</b>	<b>Required Courses</b>
English	English I, II, III
Social Studies	American History and Government
Mathematics	1 Year Algebra 1 Year Geometry
Consumer Education	May be met with 1 Semester of Consumer Education or: 1 Semester Economics 1 Year CWT 1 Year BTI Passing the Consumer Education Proficiency Exam
Physical Education	6 Semesters Physical Education 1 Semester Health

	1 Semester Physical Education/Safety Education
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Students are also required to complete an assessment administered by the ISBE that includes a college and career ready determination. (105 ILCS 5/2-3.64a-5, P.A. 98-0972, effective August 15, 2014). Students who are not assessed for college and career ready determinations may not receive a regular high school diploma unless the student is exempted from taking State assessments for one or more of the following reasons:

1. The student's IEP identifies the State assessment as inappropriate;
2. The student is enrolled in a program of adult and continuing education;
3. The District is not required to assess the individual student for purposes of accountability under the No Child Left Behind Act;
4. The student has been determined to be an English language learner and has been enrolled in U.S. schools for less than 12 (Calendar) months; or,
5. The student is otherwise identified by ISBE rules as being exempt from the assessment.

Students are also required to complete any other courses, assessments or examinations required by the Illinois School Code or ISBE rules.

A student must meet above assessment requirements, attend Community High School District 94 one full semester and earn a minimum of two full credits to be eligible for a diploma from Community High School District 94.

Students not satisfactorily completing the above requirements will not graduate or be permitted to participate in the graduation ceremony unless they qualify under Policy ¶7406. Attendance and/or participation in any graduation ceremony at Community High School is a privilege, not a right. The Board of Education or the Administration may, at their discretion, prohibit a student from attending and/or participating in a graduation ceremony.

Adopted: November 19, 2008

Revised: December 2, 2008; May 7, 2013; January 19, 2016

Replaces: IHF – Graduation Requirements: ¶7405 Graduation Requirements (March 19, 2002)

Reference: 105 ILCS 5/2-3.64a-5; 105 ILCS 5/22-1 et seq.; 23 Ill. Admin. Code Sec. 1.440

**7406 Graduation Ceremony for Students with Disabilities**

Any student with a disability who has fulfilled the attendance and enrollment requirements for four years of high school at the end of a school year may participate, consistent with and attendant to any special accommodations and restrictions befitting the decorum of the

ceremony, in the graduation ceremony of his/her high school graduating class and receive a certificate of completion, if the student has not met the requirements for a regular high school diploma and his/her individualized education plan (IEP) prescribes special education, transition planning, transition services, or related services beyond the student's four years of high school. A student's participation in a graduation ceremony and receipt of a certificate of completion will not terminate the student's receipt of any special education, transition planning, transition services or related services otherwise prescribed in the student's IEP beyond the student's first four years of high school. The student and his/per parent(s)/guardian(s) shall receive timely and meaningful written notice about this Policy. A student's participation in a graduation ceremony under this Policy is subject to all applicable federal and State laws and Board policies and procedures, including, but not limited to, all policies and procedures concerning graduation and student conduct and discipline.

A traditional diploma will be issued when a student completes the transitional program as prescribed in the student's Individualized Educational Program.

Special Education students who complete requirements for graduation and do not wish to participate in a transition program will receive a traditional diploma at Commencement.

- Adopted: March 19, 2002
- Revised: March 15, 2005
- Replaces: ¶7406 - Special Education Graduation adopted March 19, 2002;  
IDDFE - Special Education Graduation
- Reference: 105 ILCS 5/14-16  
*Individuals with Disabilities Education Act*, 20 USC §1400 et seq.  
105 ILCS 5/14-8.03  
105 ILCS 5/14-8.04  
23 ILL. Admin. Code §226.50(k)

### **7407 Recognition of Student Achievement**

It shall be the policy of Community High School District 94 to publicly recognize student achievement that is of outstanding quality and/or that is far in excess of minimum requirements.

Such recognition programs may include honor rolls, honor societies, special awards, or special recognition at board meetings, school assemblies, honors programs and/or commencement exercises.

- Adopted: March 19, 2002
- Revised:
- Replaces IHD-a Recognition of Student Achievement
- Reference:



### **7408 Homework**

The Board of Education believes that homework and other assignments, meaningfully tied to learning objectives, can and do extend study time and influence how much students learn. As such it supports using homework and other assignments to promote student involvement in learning.

Guidelines shall be developed to establish expectations which can be mutually understood by students, parents and teachers and address the following:

1. General comments on homework and assignments
2. Effective homework assignments
3. Desired results of homework
4. Responsibilities of parents.

Adopted: March 19, 2002

Revised:

Replaces: IHB - Homework

Reference:

### **7409 Testing**

Tests, quizzes and other alternative assessments are used with students to: measure progress on learning activities; determine the readiness of individual students and classes to move to the next learning objective; and provide them with feedback on their performance.

1. *Effective Testing:* Effective tests should:
  - A. measure the learning objectives taught.
  - B. measure the student's progress toward mastering the objectives.
  - C. be used as learning tools in and of themselves.
  - D. be corrected and returned to provide timely feedback to the student.
  - E. be used by the teacher to monitor and adjust instruction.
  - F. provide parents with information on progress toward learning objectives.
2. *Access to Test Results:* To insure that testing is effective, all tests should be:
  - A. returned to, and reviewed with, students expeditiously.
  - B. retained by teachers and be available for review by parents upon request.

Adopted: March 19, 2002

Revised:

Replaces:

Reference:

**7410 Academic Achievement – Staff Interaction**

In the event there is a lack of learning progress by the student, the teacher, within a reasonable period of time, shall notify the parent that interaction with school personnel is necessary to remediate the problem.

Adopted: March 19, 2002

Revised:

Replaces: IH – Academic Achievement – Staff Interaction

Reference:

**7411 School Choice for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring**

This Policy has been approved solely to comply with the dictates of the Federal and State provisions of the No Child Left Behind Act of 2001, as modified. In the event the No Child Left Behind Act of 2001 provisions are modified, the Board will comply with such provisions as are required, and/or act within its discretion, to modify this Policy consistent with District needs and goals.

1. Definitions

A “sending or home school” refers to a school that must offer choice because it was identified for school improvement, corrective action, or restructuring.

A “choice recipient school” refers to a school that may receive students who are eligible for choice because they are otherwise assigned to a school identified for school improvement, corrective action, or restructuring.

2. Criteria for Selecting Choice Recipient Schools

The following schools are disqualified from being a choice recipient school:

- A. a school that is identified for improvement, corrective action, or restructuring;
- B. a school that is identified as persistently dangerous as determined by the ISBE;
- C. as to a specific grade, a school that has reached, or as a result of the transfer would exceed, its attendance capacity for that grade; or
- D. any school when a transfer would prevent the School District from meeting its obligations under a State or federal law, court order, or consent decree applicable to the School District.

A school with established academic criteria for enrollment is a choice recipient

school for only those students who meet the enrollment criteria; however, a transfer will be permitted if the school is the only attendance center serving the student’s grade that has not been identified for school improvement, corrective action, or restructuring. Choice recipient schools may include public charter schools.

3. Priority for Selecting Students Who Request a Transfer

The following order shall determine which student transfers will receive priority:

- Students not meeting performance standards in reading **and** math who are eligible for the federal Free Breakfast or Lunch Program.
- Students not meeting performance standards in reading **or** math who are eligible for the federal Free Breakfast or Lunch Program.
- Students not meeting performance standards in reading and math who are eligible for the federal Reduced Breakfast or Lunch Program.
- Students not meeting performance standards in reading or math who are eligible for the federal Reduced Breakfast or Lunch Program.
- Students not meeting performance standards in reading and math.
- Students not meeting performance standards in reading **or** math.
- Students eligible for free or reduced breakfast or lunch programs.
- Any other students based on performance standards.
- Performance standards are determined using ISAT, IMAGE, IAA and PSAE as well as other District assessments.

4. Preparing to Offer Choice

Superintendent	<p>Convenes parent meetings to provide information regarding <i>NCLB</i> and discuss options, criteria, implications, and protocol.</p> <p>Identifies members of the District’s Choice Team, e.g., Building Principal, curriculum director, director of personnel, and facilities director. The purpose of the District’s Choice Team is to help make administrative decisions to implement school choice.</p> <p>Serves as chairperson or selects a chairperson for the Choice Team.</p> <p>Determines a timeline.</p> <p>Forecasts costs and resources available to implement choice.</p>
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<p>District's Choice Team</p>	<p>Monitors whether school is likely to be identified for school improvement, corrective action, or restructuring.</p> <p>Monitors which area school districts are operating eligible choice recipient schools.</p> <p>Prepares forms and notices, including a school choice notification form and an application for school choice transfer.</p>
<p>Building Principals</p>	<p>Continuously communicate with parents to build District morale.</p>

5. Offering Choice

<p>Superintendent</p>	<p>Makes regular assessment reports to the Board, including projections whether school is or will be making adequate yearly progress as defined in State law; continuously communicates all relevant information to the Board.</p> <p>Provides the School Board with lists of all area schools that qualify as eligible choice recipient schools.</p> <p>Identifies costs and resources available to implement choice.</p>
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<p>District's Choice Team</p>	<p>To the extent practicable, establishes a cooperative agreement with other neighboring districts.</p> <p>If a choice recipient school is not available, prepares plans to offer supplemental educational services to eligible students.</p> <p>Develops a timeline including all deadlines.</p>
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<p>Superintendent or designee</p>	<p>Sends a school choice notification letter to parents/guardians informing them of the school choice transfer option. This notification shall be given at least 30 days before the first day of the school year.</p> <p>Includes an application for school choice transfer with the choice notification letter identifying possible choice recipient schools.</p> <p>Informs parents/guardians of the deadline for them to submit a completed application for school choice transfer if they want their child to be transferred.</p> <p>If there is more than one choice recipient school, asks parents which choice recipient school they want their child to attend.</p> <p>Asks parents/guardians to rank order their preferred selections.</p> <p>Uses all means available to ensure that school staff and families know and understand eligibility requirements, and required procedures.</p>
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<p>Parents/guardians</p>	<p>If they desire a school choice transfer, return a completed application for school choice transfer within 30 days.</p> <p>Selects among attendance and supplemental service options by submitting the rank ordering preferences.</p>
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<p>District's Choice Team</p>	<p>After the deadline for parents/guardians to submit an application for school choice transfer, applies choice priority to students requesting choice transfer and analyzes the preferences identified by parents/guardians.</p> <p style="text-align: center;">Parent/guardian preferences must be considered.</p> <p>Based on the above analysis, decides which student transfer applications to approve; identifies the students and the applicable choice recipient schools.</p> <p>Determines a deadline for parents/guardians to confirm the transfer and, after the deadline, reassigns the available space to another student.</p> <p>Develops transportation plan considering economic need.</p>
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<p>Superintendent or designee</p>	<p>Notifies parents/guardians whether their application for school choice transfer was approved and, if so, of the deadline by which they have to confirm the transfer; explains that after the deadline, the available space may be assigned to another student.</p>
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<p>Parents/guardians</p>	<p>After being notified that their selection is available, must submit a written acceptance of the assigned choice recipient school within 5 business days; must immediately complete the enrollment process at the choice recipient school.</p>
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Adopted: May 16, 2006  
 Revised:  
 Replaces:  
 Reference:

## 7412 Compliance Steps for Providing Supplemental Educational Services

This Policy has been approved solely to comply with the dictates of the Federal and State provisions of the No Child Left Behind Act of 2001, as modified. In the event the No Child Left Behind Act of 2001 provisions are modified, the Board will comply with such provisions as are required, and/or act within its discretion, to modify this Policy consistent with District needs and goals.

### 1. Definitions

"School Choice" (to the extent practicable) or "Supplemental Educational Services" will be provided to District students to the extent required by applicable federal and State law, and in accordance with procedures developed by the Superintendent or his/her designee.

"Supplemental Educational Services" (SES) means tutoring and other supplemental academic enrichment services that are: (1) in addition to instruction provided during the school day; (2) specifically designed to increase the academic achievement of eligible students and enable them to meet or exceed state academic achievement standards; and (3) of high quality and research-based. 34 C.F.R. §200.45.

### 2. Resources

- 20 U.S.C. §1116(e) of the *No Child Left Behind Act* (portion of *NCLB* relating to SES).
- 34 C.F.R. Part 200 (U.S. Department of Education's (USDE) rules relating to Supplemental Educational Services).
- "Supplemental Educational Services Non-Regulatory Guidance," published by the USDE.

### 3. Initial Administrative Steps

A. Identify an individual(s) to supervise and monitor the provision of SES in the District and each school.

B. Design a generic provider agreement that can be tailored to a particular student and provider using cost-effective methods. The agreement's mandatory provisions are listed in the section below on "Executing the Parent's Choice of SES Provider."

C. Request an exemption from ISBE of the SES requirement if the ISBE determines that no approved provider can make services available in the District, within the District's general geographic location, or via distance learning. In which case provide evidence that it cannot provide SES. Prior to making a request, consider using distance-learning technologies to make SES available to eligible students. See 34 C.F.R. §200.45(c)(4) and "Supplemental Educational Services Non-Regulatory Guidance," III, G-5, USDE.

D. Determine how the District will fund SES. See “Supplemental Educational Services Non-Regulatory Guidance,” V, USDE.

4. Determine Which Students Will Be Offered SES

A. All children from low-income families are eligible to receive SES. 34 C.F.R. §200.45(b); “Supplemental Educational Services Non-Regulatory Guidance,” III, F, USDE.

B. If sufficient funds are not available to serve all eligible children, give priority to the lowest-achieving eligible students. 20 U.S.C. §1116(b)(1)(C); 34 C.F.R. §200.45(b).

C. Set priorities to select eligible students to receive SES.

D. One possible approach is for the school to select a cut-off score on an assessment either on a school-by-school basis or across all identified District schools. The District may also decide to concentrate services on the lowest-achieving students in particular grades or on those students in the subgroups that caused the school to be identified. Whatever measure the District selects, it should apply it fairly and equitably. “Supplemental Educational Services Non-Regulatory Guidance,” III, F, USDE.

E. SES must be provided until the end of the school year in which such services were first received. 20 U.S.C. §1116(e)(8). However, the sufficiency of funds and the intensity of services selected (e.g., the number of sessions per week), may limit the availability of services to a shorter period of time.

5. Parent Involvement

A. At least annually, notify eligible students’ parents/guardians of the availability of SES. 20 U.S.C. §1116(e)(2)(A); 34 C.F.R. §§200.37(b)(5), 200.46(a)(1); “Supplemental Educational Services Non-Regulatory Guidance,” E-2, USDE.

B. This notice must:

- Identify each approved SES provider that is within the District, in the District’s general geographic location, or accessible through technology such as distance learning;
- Describe the services, qualifications, and evidence of effectiveness for each provider;
- Describe the procedures and deadline for selecting a provider; and
- Be easily understandable and, to the extent practicable, in a language the parents can understand.

C. Ensure that parents have comprehensive, easy-to-understand information about supplemental educational services.



D. Establish a reasonable deadline for parents to make their selection.

E. Give parents sufficient time and information to make an informed decision about requesting SES and selecting a provider. According to “Supplemental Educational Services Non-Regulatory Guidance,” E-3, USDE:

- 1) The school should allow a rolling enrollment for services, as long as eligible students are served and priorities are respected as necessary.
- 2) The school may also provide SES to students who are newly enrolled in the school.
- 3) If sufficient funds are unavailable to serve all student eligible to receive SES, notify parents that priorities will be set in order to determine which of the eligible students may receive these services.

F. Consider multiple avenue for providing general information about SES, including newspapers, Internet, or notices mailed home.

G. Help parents choose a provider, if requested 20 U.S.C. §1116(e)(2)(B); “Supplemental Educational Services Non-Regulatory Guidance,” F-1, USDE.

Parents may select any provider from the State-approved list, as long as that provider is in the area served by the school or within the general geographic location. Their selection may also include any approved provider that uses e-learning, online, or distance learning technology to provide supplemental educational services.

H. If a specific provider does not have enough spaces to serve all the students who want it, establish fair and equitable procedures for selecting students to receive services, giving consideration to allocating such spaces consistent with the priority to serve the lowest-achieving eligible children.

#### 6. Executing the Parent’s Choice of SES Provider

A. Enter into an agreement with a provider selected by the parents/guardians of eligible children that includes the following: [20 U.S.C. §1116(e)(3); 34 C.F.R. 200.46(b)(2); “Supplemental Educational Services Non-Regulatory Guidance,” G-2, USDE.]

- Specific achievement goals for the student, which must be developed in consultation with the student’s parents/guardians.
- A description of how the student’s progress will be measured and how the student’s parents/guardians and teachers will be regularly informed;
- A timetable for improving the student’s achievement;
- For a student with disabilities, the agreement must be consistent with the student’s individualized education program under Section 614(d) of IDEA and, for a student covered under Section 504, the agreement must be

consistent with the provision of an appropriate education under Section 504;

- A provision for terminating the agreement if the provider fails to meet student progress goals;
- A provision governing payment for the services;
- A provision prohibiting the SES provider from disclosing to the public any eligible student's identity without the student's parents/guardians' written permission; and
- An assurance that SES will be provided consistent with applicable civil rights laws.

B. Determine whether the District will provide transportation to SES providers.

The District may provide transportation, but is not required to do so. "Supplemental Educational Services Non-Regulatory Guidance," K-12, USDE.

7. Evaluating SES Providers

Provide ISBE information regarding the quality and effectiveness of the SES providers' services. 20 U.S.C. §1116(e)(2); "Supplemental Educational Services Non-Regulatory Guidance," D, USDE.

8. Privacy

- Protect the privacy of students who receive SES. 20 U.S.C. §1116(e)(2)(D); 34 C.F.R. §200.46(a)(6).
- Do not give SES providers eligible students' names without their parents/guardians' written consent. "Supplemental Educational Services Non-Regulatory Guidance," F-8, USDE.

Adopted: May 16, 2006  
 Revised:  
 Replaces:  
 Reference:

### 7413 Unsafe School Choice Option

This Policy has been approved solely to comply with the dictates of the Federal and State provisions of the No Child Left Behind Act of 2001, as modified. In the event the No Child Left Behind Act of 2001 provisions are modified, the Board will comply with such provisions as are required, and/or act within its discretion, to modify this Policy consistent with District needs and goals.

District students shall, to the extent possible and practicable, be offered the opportunity to transfer from Community High School, if it meets the *No Child Left Behind Act's* definition of a "persistently dangerous school," i.e., a school meeting all of the following criteria for 2 consecutive years.

1. Have violence-related expulsions greater than 3% of the student enrollment;
2. Have one or more students expelled for bringing a gun or weapon to school as defined in 18 U.S.C. §921;
3. Have 3% or more of the student enrollment exercising the individual option to transfer; and
4. The District receives notification of such status from the ISBE.

Within 10 calendar days of such identification, or longer if necessary, the principal shall notify by U.S. mail, the parent(s)/guardian(s) of Community High School students, of its status as "persistently dangerous".

The Superintendent shall keep the School Board informed as appropriate, and determine which, if any, schools are available recipients for students. The Superintendent will explore appropriate options, e.g., intergovernmental agreements with another district to accept transfer students. The Superintendent shall also form a committee to develop and implement a corrective action plan for Community High School. The Superintendent, or designee, shall, upon completion of the corrective action plan, request that the ISBE remove Community High School from the list of "persistently dangerous schools".

To the extent possible, a recipient school should be making adequate yearly progress and not identified as being in school improvement, corrective action, or restructuring. A recipient school may be a public charter school.

The needs and preferences of Community High School students and parents/guardians shall be considered.

Within 20 calendar days of identification, or longer if necessary, the Building Principal shall inform parents/guardians of the following:

1. The status of the corrective action plan; and

2. The identities of any available school or public charter school into which students may transfer, if any.

Parents/Guardians must, within 30 calendar days of being informed of an unsafe school choice option, inform the Building Principal whether his or her child will transfer to an available school or public charter school.

The Building Principal, or designee, upon receipt of such request shall, to the extent possible, execute any requested transfers as soon as possible. Transfers will be in effect at least while Community High School is identified as “persistently dangerous”. When determining the transfer length, the Principal shall consider the student’s educational needs as well as other factors affecting the student’s ability to succeed if returned to Community High School.

Unsafe School Choice Option Available to Any Student Who Is a Victim of a Violent Criminal Offense While In the School, or On the School Grounds, that the Student Regularly Attends

Any student, or any individual on the student’s behalf, may notify the Building Principal that the student was a victim of a violent crime, as defined by 725 ILCS 120/3, while at Community High School, or on the school grounds, and shall provide, if possible, the Building Principal with a copy of the police report.

The Building Principal, or designee, shall then notify the Superintendent that a student was a victim of a violent crime while in school or on school grounds. The Superintendent shall, as soon as possible, determine which, if any, schools are available recipients for the student. The Superintendent will explore appropriate options, e.g., an intergovernmental agreement with a neighboring district to accept the student.

To the extent possible, the recipient school should be making adequate yearly progress and not identified as being in school improvement, corrective action, or restructuring. The recipient school may be a public charter school.

The needs and preferences of the affected student and his or her parents/guardians shall be considered. The Superintendent shall also keep the School Board informed as appropriate.

The Building Principal or designee, shall as soon as possible, notify the student’s parents/guardians that the student may transfer to another school, provided another school is available.

The parents/guardians of such student shall, within 30 calendar days of being informed of the unsafe school choice option, inform the Building Principal whether his or her child will transfer to an available school or public charter school.

The Building Principal or designee shall, to the extent possible, execute any requested transfer as soon as possible. When determining the transfer length, the Principal shall consider the student's educational needs as well as other factors affecting the student's ability to succeed if returned to Community High School.

Adopted: May 16, 2006

Revised:

Replaces:

Reference: 725 ILCS 120/3

### **Definitions for "Crime Victim" and "Violent Crime"**

725 ILCS 120/3 (current as of December 8, 2004)

"§3. The terms used in this Act, unless the context clearly requires otherwise, shall have the following meanings:

(a) **"Crime victim"** means (1) a person physically injured in this State as a result of a violent crime perpetrated or attempted against that person or (2) a person who suffers injury to or loss of property as a result of a violent crime perpetrated or attempted against that person or (3) a single representative who may be the spouse, parent, child or sibling of a person killed as a result of a violent crime perpetrated against the person killed or the spouse, parent, child or sibling of any person granted rights under this Act who is physically or mentally incapable of exercising such rights, except where the spouse, parent, child or sibling is also the defendant or prisoner or (4) any person against whom a violent crime has been committed or (5) any person who has suffered personal injury as a result of a violation of Section 11-501 of the Illinois Vehicle Code, or of a similar provision of a local ordinance, or of Section 9-3 of the Criminal Code of 1961, as amended;[.]

(c) **"Violent Crime"** means any felony in which force or threat of force was used against the victim, or any offense involving sexual exploitation, sexual conduct or sexual penetration, domestic battery, violation of an order of protection, stalking, or any misdemeanor which results in death or great bodily harm to the victim or any violation of Section 9-3 of the Criminal Code of 1961, or Section 11-501 of the Illinois Vehicle Code, or a similar provision of a local ordinance, if the violation resulted in personal injury or death, and includes any action committed by a juvenile that would be a violent crime if committed by an adult. For the purposes of this paragraph, "personal injury" shall include any Type A injury as indicated on the traffic accident report completed by a law enforcement officer that requires immediate professional attention in either a doctor's office or medical facility. A Type A injury shall include severely bleeding wounds, distorted extremities, and injuries that require the injured party to be carried from the scene;[.]"

**7413P Administrative Procedure – Unsafe School Choice Option**

**ADMINISTRATIVE PROCEDURE – UNSAFE SCHOOL CHOICE OPTION**

Actor	Action
ISBE	Identified Community High School as meeting its definition of a “persistently dangerous school,” i.e., a school meeting all of the following criteria for 2 consecutive years: <ol style="list-style-type: none"> <li>1. Have violence-related expulsions greater than 3% of the student enrollment;</li> <li>2. Have one or more students expelled for bringing a gun or weapon to school as defined in 18 U.S.C. §921;</li> <li>3. Have 3% or more of the student enrollment exercising the individual option to transfer.</li> </ol>
Building Principal or Designee	Within 10 calendar days of identification, or longer time if necessary, notifies parents/guardians by U.S. mail of Community High School’s status as “persistently dangerous”.
Superintendent	Keeps the School Board informed as appropriate.  Determines which, if any, schools are available recipients for Community High School students. <ul style="list-style-type: none"> <li>• To the extent possible, the recipient school should be making adequate yearly progress and not identified as being in school improvement, corrective action, or restructuring. The recipient school may be a public charter school.</li> <li>• The Superintendent will explore appropriate options, e.g., intergovernmental agreements with another district to accept transfer students.</li> <li>• The needs and preferences of affected students and parents/guardians shall be considered.</li> </ul> Forms a committee to develop and implement a corrective action plan.
Principal or Designee	Within 20 calendar days of identification, or longer time if necessary, informs parents/guardians of the following: <ol style="list-style-type: none"> <li>1. The status of the corrective action plan; and</li> <li>2. The identities of any available school or public charter school into which students may transfer.</li> </ol>
Parents/Guardians	Within 30 calendar days of being informed of the unsafe school choice option, informs the Building Principal whether his or her child will transfer to an available school or public charter school.

<b>Actor</b>	<b>Action</b>
Building Principal or Designee	Executes any requested transfers as soon as possible. Transfers will be in effect at least while Community High School is identified as “persistently dangerous”. When determining the transfer length, the Principal considers the student’s educational needs as well as other factors affecting the student’s ability to succeed if returned to Community High School.
Superintendent or Designee	Upon completion of the corrective action plan, shall request that the ISBE remove Community High School from the list of “persistently dangerous schools.”

Adopted: May 16, 2006

Revised:

Replaces:

Reference:

## **7500 UNIQUE INSTRUCTIONAL SITUATIONS**

### **7501 Religion and Public Schools**

The historical and contemporary significance of religious holidays may be included in the program of education provided that such instruction is presented in an unbiased, balanced and objective manner. The selection of holidays to be recognized or studied will take into account major celebrations of several world religions, not just those of a single religion. Holiday-related activities will be educationally sound and sensitive to religious differences, and will be selected carefully to avoid the excessive or unproductive use of school time. Teachers will be especially sensitive in planning activities that are to take place immediately preceding or on a religious holiday.

Music, art, literature, and drama having religious themes (including traditional carols, seasonal songs, and classical music) will be permitted if presented in an objective manner without sectarian indoctrination. The emphasis on religious themes will be only as extensive as necessary for a balanced and comprehensive study or presentation. Religious content included in student performances will be selected on the basis of its independent educational merit, and will seek to give exposure to a variety of religious customs, beliefs and forms of expression. Holiday programs, parties, or performances will not become religious celebrations, or be used as a forum for religious worship, such as the devotional reading of sacred writings, or the recitations of prayers. Student participation in a program or performance that involves personally offensive religious material or expression will be voluntary.

The use of religious symbols (e.g., a cross, menorah, crescent, Star of David, lotus blossom, nativity scene, or other symbol that is part of a religious ceremony) will be permitted as a teaching aid, but only when such symbols are used temporarily and objectively to give information about a heritage associated with a particular religion. Practices such as the Christmas tree, Santa Claus, Easter eggs, Easter bunnies, etc. are secular seasonal symbols and as such can be displayed in a seasonal context.

Expressions of belief or non-belief initiated by individual students will be permitted in composition, art forms, music, speech, and debate. However, teachers may not require projects or activities that are indoctrinational or force students to contradict their personal religious beliefs or non-beliefs. Where practicable, appropriate alternate activities (as determined by the administration) will be made available to students who request same in instances where, as the result of a school project or activity, a verbal or written expression of religious belief is made in the presence of other students.

Adopted: March 19, 2002

Revised:

Replaces: IGAC – Religion and Public Schools

Reference:



### **7502 Family Life/Sex Education**

In recognition of the fact that sexuality is fundamental to all life, and is of primary importance in nature, in society, and in the life of every individual; and in recognition of the fact that the essence of education is the acquisition of knowledge related to those areas that are important in society and in the lives of individuals, the Board accepts the responsibility to provide information concerning family life and sex education, as set forth in the Illinois School Code, as part of the educational opportunities available to students.

The Board further recognizes that the family has the primary responsibility for the education of children in the areas of family life and sex education. Although the public schools have a responsibility to provide information concerning these topics, it is the family that provides the specific value system through which students translate knowledge into decisions and actions.

In recognition of the sensitive nature of topics related to family life and sex education, Community High School District 94 has established the following guidelines for instruction which it feels are necessary to keep the moral and ethical questions that accompany these topics in perspective. These guidelines include:

1. Moral issues, dilemmas and choices related to the instruction of family life and sex education must be discussed objectively.
2. as many sides of controversial issues as can be anticipated must be presented objectively;
3. the instruction must avoid advocacy of a particular moral position or practice;
4. instruction should be presented in a dignified and respectful manner;
5. the administration should monitor the program as closely as possible.

The Illinois School Code provides parents and guardians with the right to examine the instructional materials used in the units on family life and sex education before the units are taught. Parents and guardians have the right to exclude their son/daughter from participating in the units of instruction related to family life and sex education, without disciplinary action or academic penalty.

Adopted: March 19, 2002

Revised: December 17, 2013

Replaces:

Reference: 105 ILCS 5/27-9.1, 5/27-9.2

### **7503 Outside Speakers**

Inviting persons who are not members of the District staff to speak to or meet with groups of students may be a valuable learning tool.

A teacher who has asked an outside speaker to meet with a class should complete a Request for Outside Speaker form and submit it for approval to the appropriate Division Head. Upon administrative approval, the form will be distributed to both the main office and the administrative office. It is the obligation of the teacher requesting the speaker to make arrangements to have the guest greeted and taken to the appropriate area of the building. The ideas presented by the speaker will have a demonstrable relation to the curricular activity in which the participating students are involved. The teacher who is responsible for inviting the speaker, or any member of the staff, has the right and duty to interrupt or suspend any proceedings if the conduct of the speaker is judged to be offensive or endangering to the health and safety of students and staff.

Adopted: March 19, 2002

Revised:

Replaces:

Reference: *See Also* ¶9301 Visitors to School; ¶9301P Visitors to School – Classroom Visitation Procedures

#### **7504 School-Sponsored Media**

For purposes of this policy the term “media” means all forms of media, including, but not limited to, art, writings, publications, live or video productions, websites, graphic arts, and all other forms of media. School-sponsored media are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete media which is inconsistent with the District’s educational mission.

All school-sponsored and student media shall comply with the ethics and rules of responsible journalism. Media that is libelous, obscene, vulgar, lewd, invades the privacy of others, conflicts with the basic educational mission of the school, is socially inappropriate, is inappropriate due to the maturity of the students, or is materially disruptive to the educational process will not be tolerated.

The author’s name will accompany personal opinions and editorial statements. An opportunity for expression of differing opinions from those published/produced will be provided within the same media.

Adopted: March 19, 2002

Revised: May 7, 2013

Replaces:

Reference: *See also* ¶7505 – Non-School-Sponsored Publications

### **7505 Non-School-Sponsored Media**

For purposes of this policy the term “media” means all forms of media, including, but not limited to, art, writings, publications, live or video productions, websites, graphic arts, and all other forms of media. Students may distribute non-school-sponsored media, provided the manner in which these views are expressed and the views themselves do not conflict with the basic educational mission of District 94.

Students may not, therefore, distribute material at school:

1. which will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. which violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. which is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, or contains indecent and vulgar language;
4. which is primarily intended for the immediate solicitation of funds.

The distribution of non-school-sponsored material shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the material is endorsed by District 94.

Distribution “at school” includes distribution on school property or at school-related activities. Students who distribute forbidden material or who create or publish such material for distribution at school engage in gross disobedience and misconduct may be disciplined.

Adopted: March 19, 2002

Revised: May 7, 2013

Replaces:

Reference: *See also* ¶7504 –School-Sponsored Publications