

**BOARD OF EDUCATION MEETING
COMMUNITY HIGH SCHOOL DISTRICT 94**

May 7, 2013 – 7:00 P.M.

**Immediately Following the 7:00 p.m. Organization Meeting
ADMINISTRATION CONFERENCE ROOM – Entrance “H”
326 JOLIET STREET, WEST CHICAGO, IL 60185**

A G E N D A

OPENING ACTIVITIES

1. Call to Order
2. Salute to the Flag
3. Reading of Mission Statement
“Community High School strives to promote and provide growth experiences in Learning, Leadership and Living.”
4. Roll Call
5. Additions to the Agenda – (Voice Vote)

RECOMMENDED MOTION: That the Board of Education approve the addition of the topics shown above to this agenda.

STUDENT/SCHOOL RECOGNITION

1. Presentation of Certificate from the League of Women Voters Missey Wilhelm
Vice President of Voter Service

PUBLIC PARTICIPATION (Agenda Items Only)

REPORTS AND INFORMATION

1. Policy Series 8000 (Att. §B - pp. 1 - 98) Pete Martino
2. Director of Business Services Report Gordon Cole
3. Principal’s Report Moses Cheng
4. Assistant Superintendent’s Report Kim Chambers
5. Future Dates
 - a. Finance Committee Meeting – May 15, 2013
 - b. Regularly Scheduled Board of Education Meeting – May 21, 2013 – 7:00 p.m.
 - c. Regularly Scheduled Board of Education Meeting – June 4, 2013 – 7:00 p.m.

Open Comment Board Members

NEW BUSINESS

1. **Personnel Reports – (Roll Call)**

RECOMMENDED MOTION:

That the Board of Education approve the Personnel and Supplemental Contract reports as presented in the packet and at table. (Att. §D – pp. 1 - 3).

RECOMMENDED MOTION:

That the Board of Education accept the resignation of Emerita Garcia, Personal Care Assistant in the Special Education Division, effective May 2, 2013; and the resignations of Meghan Mullaney, Program Assistant in the Special Education Division and Rachel Weiss, Staff Nurse, effective at the conclusion of the 2012-2013 school year as shown on (Att. §D - pp. 1 - 3).

2. **Board Policy Series ¶7000 – (Roll Call)**

Board Policy Series ¶7000 has been thoroughly reviewed by members of the Board of Education and was approved at 1st Reading at the January 24, 2012 Board of Education Meeting.

RECOMMENDED MOTION:

That the Board of Education approve on 2nd Reading Policy Series ¶7000, Organization of Instruction, as shown on (Att. §B - pp. 99 - 173).

3. **Amended 2012-2013 School Calendar – (Roll Call)**

Administration is recommending that the 2012-2013 School Calendar be amended to reflect the interrupted school day on April 10, 2013, due to loss of power to half of the school. Administration is also recommending the 2012-2013 School Calendar be amended to reflect the interrupted school day on April 18, 2013, due to heavy storms and street closures.

RECOMMENDED MOTION:

That the Board of Education approve the amended 2012-2013 school calendar as shown on (Att. §B - pp. 174 - 174).

4. **Revisions to 2013-2014 School Calendar – (Roll Call)**

Administration is recommending corrections/additions to the school calendar. The date of Parent Open House has been added as September 19, 2013; Homecoming week has been added in the description portion of the calendar, as well as 12:00 p.m. dismissal for students on October 4, 2013; the Half Day School Improvement in December was moved from December 6 to December 20, 2013. The time for Prom early dismissal was added to April 25, 2014; and the dates of the first two Institute Days were corrected in the description portion of the calendar from August 21 & 22 to August 19 & 20, 2013.

RECOMMENDED MOTION:

That the Board of Education approve the recommended revisions to the 2013-2014 school calendar as shown on (Att. §B - pp. 175 - 175).

5. **Girls' and Boys' Swimming Cooperative Team Agreement – (Roll Call)**

Community High School District 94 and Batavia High School are requesting approval of a new cooperative team sponsorship for Girls' and Boys' Swimming and Diving

programs for school years 2013-2014 and 2014-2015. Members of our conference have been polled and do not object to the formation of our new cooperative agreement.

RECOMMENDED MOTION: That the Board of Education approve the formation of a cooperative team sponsorship for Girls' and Boys' Swimming and Diving programs for school years 2013-2014 and 2014-2015 as shown on (Att. §B - pp. 176 - 179).

6. **Confidential Staff Salary Ranges and Salary Increases**

RECOMMENDED MOTION: That the Board of Education approve the recommendations for confidential support and supervisory positions for the 2013-2014 school year as shown on (Att. §D - pp. 4 - 8).

RECOMMENDED MOTION: That the Board of Education approve a salary increase for confidential support and supervisory employees whose wages are within the established salary ranges in the amount of 2.75% and a salary longevity bonus, as defined in the WCHSSA Contractual Agreement, for confidential support and supervisory employees whose wages are in excess of the established salary ranges in the amount of 2.75% for the 2013-2014 school year.

OLD BUSINESS

PUBLIC PARTICIPATION (Any item)

EXECUTIVE SESSION – Only if needed and with the understanding that possible action could be taken on matters discussed in closed session.

RECOMMENDED MOTION TO

MOVE TO CLOSED SESSION

That the Board of Education hold a Closed Session at [Time] for the purpose(s) of [1-15 below].

1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees.
2. Collective negotiating matters.
3. The selection of a person to fill a public office.
4. Evidence or testimony presented in open hearing, or in closed hearing, where specifically authorized by law, to a quasi-adjudicative body.
5. The purchase or lease of real property.
6. The setting of a price for sale or lease of property.
7. The sale or purchase of securities, investments, or investment contracts.
8. Emergency security procedures.
9. Student discipline.
10. The placement of individual students in special education programs.
11. Litigation has been filed and is pending before a court or administrative tribunal.
12. Establishment of reserves or settlement of claims as provided by local government and governmental employees Tort Immunity Act.
13. Self-evaluation.

14. Discussion of minutes of meetings lawfully closed under Open Meetings Act (P.A. 88-621, effective 1-1-95).
15. Considering meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America.

BEGIN CLOSED SESSION TAPING

RECOMMENDED MOTION TO

MOVE TO OPEN SESSION: That the Board of Education return to Open Session at [Time] to possibly vote on closed session items.

END CLOSED SESSION TAPING

ADJOURNMENT

RECOMMENDED MOTION: That the Board of Education meeting be adjourned at [Time].

**COMMUNITY HIGH SCHOOL
DISTRICT 94**

**May 7, 2013
7:00 p.m.
Board of Education Meeting**

**SECTION B -
Regular Meeting Attachments**

8000 STUDENTS**8001 Student Goals**

~~Through its policies that affect the lives of students, the Board of Education seeks to advance these goals:~~

- ~~• to enhance equal educational opportunities for all students;~~
- ~~• to promote faithful attendance;~~
- ~~• to ensure that the constitutional rights of all students as citizens in a democracy have practical meaning and application;~~
- ~~• to develop in students a deep sense of personal responsibility for their actions;~~
- ~~• to attend vigorously to matters of student safety, health, and welfare;~~
- ~~• to deal justly and constructively with all students in matters of discipline; and~~
- ~~• to help all students feel that they are valued as individual persons in the school environment.~~

Comment [PM1]: Strike from 8001 as a result of the advent of the strategic plan? Should 8010 be moved into this spot?

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Adopted: September 17, 2002

Revised:

Replaces: JA Goals/Objectives - Students

Reference:

8002 Title IX

In accordance with applicable laws, equal educational and extracurricular opportunities shall be available for all students without regard to race, color, national origin, gender, religious beliefs, physical and mental disability, marital or parental status, or any other protected status. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of gender or any other protected status. Any student may file a discrimination grievance by using the Uniform Grievance Procedure.

No student shall, on the basis of gender or any other protected status, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using the Uniform Grievance Procedure. A student may appeal the Board's resolution of the complaint to the Regional Superintendent of Schools (pursuant to 105 ILCS 5/3-10 of The Illinois School Code) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8 of The Illinois School Code).

The Superintendent shall appoint a Nondiscrimination Coordinator. The Superintendent and Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure.

Adopted: September 17, 2002

Revised:

Replaces: JAA - Equal Educational Opportunities; JCA - Student Sex Equity ...

Reference:

8003 Uniform Grievance Procedure – Consider replacing with Press Policy.

The uniform grievance procedure shall be used to file complaints regarding alleged violations of the following laws:

- Equal Educational Opportunities - Title IX (Policy 8002)
- Student Sex Equity, Sex Discrimination, and Sexual Harassment/Intimidation (Policy 8004)
- Americans with Disabilities Act, Section 504 (Policy 8006)

1. Definitions –

A. *Complaint* means any written charge which alleges that the Board of Education or any of its agents or employees engaged in conduct which is prohibited by one or more of the above cited laws.

B. *Complainant* means any student enrolled in the school District, his/her parent(s) or legal guardian(s), or any employee of the Board of Education.

C. *Day* means calendar day.

D. *Responsible Employee* means the employee of the Board of Education who has been designated by the Board of Education to process the complaint.

E. *Respondent* means the employee of the Board of Education whose actions give rise to the complaint.

F. *Superintendent* means the Superintendent of the school District.

G. *Board* means the governing body of the school District.

2. Statement of Basic Principles:

A. Every student, parent or guardian of a student, or employee of the Board of Education shall have the right to present complaints in accordance with the procedures established herein with or without representation. Nothing contained in this procedure or in any other Board policy or collective bargaining agreement shall be construed to prevent any individual student, parent of a student, or employee from discussing a problem arising under one of the above

cited laws with any person employed by the Board of Education and having such problem adjusted without resort to these procedures.

B. Participation in these grievance procedures shall not subject anyone to discipline or reprisal.

C. The failure of a Complainant to file, appeal or otherwise act on any complaint within the prescribed time limits will act as a bar to any further appeal.

D. Any employee of the Board whose duty it is under this procedure to make a decision and who fails to make such a decision within the prescribed time limits shall permit the Complainant to proceed to the next step. The time limits, however, may be extended by mutual agreement between the Complainant and the employee of the Board whose duty it is under this to make a decision.

E. The Responsible Employee may for good cause shown extend any of the time limits herein. Good cause shall include, but shall not be limited to, the illness or unavoidable absence of any necessary person. The extension of time limits shall not be applicable or precedential to any other complaint, but shall be within the sole discretion of the Responsible Employee.

F. A Complainant may be represented during the grievance procedure.

G. Conferences under this procedure shall be conducted at a time and place which will afford a fair and reasonable opportunity for all persons, including witnesses, to attend provided they will be held insofar as possible after regular school hours or during periods of the day which will not disrupt the work or studies of the persons involved. When such conferences are held during school hours, all persons whose presence is required will be excused for that purpose.

H. The election of a Complainant to utilize this grievance procedure shall, upon the filing of the complaint, constitute a waiver by the Complainant of his/her right to resolve such complaint through any other administrative procedures provided under any other Board policy or collective bargaining agreement to which the Board is a party.

I. The Responsible Employee shall be the administrator who administers the personnel function at Community High School District 94, 326 Joliet Street, West Chicago, IL 60185.

3. Procedures

A. *Initiation of Grievance* – The grievance procedures shall be initiated by the Complainant filing a written complaint with the Responsible Employee within thirty-five (35) days from the date of the occurrence of the event giving rise to the grievance. It shall state the nature of the complaint, including all pertinent facts and the identity of all persons involved, the specific portion or sections of one of the above cited laws allegedly violated, and the specific remedy requested. Such written complaint shall be filed on a form supplied by the Responsible Employee. At the request of the Complainant the Responsible Employee shall assist the Complainant in preparing and filing the complaint. Assistance may also be sought from a teacher, counselor or administrator to whom the Complainant may have originally complained about the incident.

B. *Investigation and Response* – The Responsible Employee or his/her designee shall promptly (1) notify the Superintendent in writing that a complaint has been received, and (2) investigate the complaint. *If the Superintendent is the Respondent, the Responsible Employee shall advise the Board President that a complaint has been received.* The Coordinator or his/her designee shall make all reasonable efforts, including, but not limited to, convening a conference with the grievant to discuss the complaint and the results of the investigation, to resolve the matter informally. Within seven (7) days after the filing of the complaint, a decision will be made as to which step of the grievance procedure is most appropriate to initiate processing of the complaint.

C. *Step 1: Meeting of Complainant and Respondent* – The Complainant and the Respondent shall meet informally in an attempt to resolve the complaint.

- 1) **Time** – The Responsible Employee shall arrange the informal meeting required under this section within fourteen (14) days of the filing of the complaint.
- 2) **Persons in Attendance** – The Responsible Employee may attend this meeting and/or direct any other interested persons to attend the meeting. Complainant and Respondent shall not have a right to call witnesses on their behalf.

D. *Step 2: Conference with the Principal* –

- 1) **Appeal** – If the matter cannot be resolved at Step 1, the Complainant may request a meeting with the Principal or, if applicable, the employee's immediate supervisor. Such a request must be made in writing to the Respondent within seven (7) days of the meeting between the Complainant and the Respondent. *If the Respondent is the Principal or the Respondent, or, if applicable, the Complainant's immediate supervisor the Responsible Employee may shall move the procedure to Step 3. If the Respondent is the Superintendent, the Responsible Employee shall move the procedure to Step 4.*
- 2) **Time** – The Responsible Employee shall call such meeting within seven (7) days of the Complainant's filing of a request or within fourteen (14) days of the filing of the complaint if this step is the first step of the grievance procedure.
- 3) **Conduct of Conference** – Complainant and Respondent shall have the right to attend the meeting and present relevant evidence and call pertinent witnesses on their behalf, provided the Responsible Employee or designee who may attend such meeting may limit the number of witnesses called by either the Complainant or Respondent, and may call other witnesses or introduce evidence at such meeting.

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- 4) **Decision** – Within seven (7) days of the end of the meeting, the Principal or immediate supervisor shall file a written decision on the complaint with the Responsible Employee. The Responsible Employee shall send a copy of the decision to the Complainant and the Respondent, and ~~the Superintendent~~ within three (3) days after receipt of the decision.

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E. *Step 3: Conference with Superintendent*

- 1) **Appeal** – The Complainant has a right to appeal the Principal's decision to Step 3 of the grievance procedure by filing a copy of the complaint with the Superintendent within seven (7) days after receipt of the Principal's decision. If the Superintendent is the Respondent, the Responsible Employee ~~may~~ **shall** move the procedure to Step 4.
- 2) **Time** – The Responsible Employee shall call such conference within seven (7) days of the filing of the complaint with the Superintendent, or within fourteen (14) days of the filing of the complaint if this is the first step of the grievance procedure. The Superintendent may direct the attendance of any other interested persons to attend the conference.
- 3) **Conduct of Conference** – The Responsible Employee and Complainant may attend the conference. The Superintendent may direct any other interested person to attend the conference. The Complainant does not have a right to call witnesses.
- 4) **Decision** – The Superintendent shall make a written decision on the grievance and file it with the Responsible Employee within fourteen (14) days of the end of the conference. The Responsible Employee shall serve a copy of the decision upon the Complainant, Principal and Respondent within three (3) days after receipt of the decision.

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F. *Step 4: Board of Education* – The Complainant has a right to appeal the Superintendent's decision to Step 4 by filing an appeal notice, upon a form furnished by the school District, with the Responsible Employee and the Secretary of the Board of Education within seven (7) days of the receipt of the Superintendent's decision. The Responsible Employee shall file all other papers concerning the grievance and other evidence presented at the steps of the grievance procedure, including the decisions of the Principal, or immediate supervisor ~~of the appeal~~ **and the Superintendent**. The Complainant and Respondent may file written exceptions to the Superintendent's decision and statement of position on the complaint with the Secretary of the Board of Education for the Board of Education's consideration within fourteen (14) days of filing his/her complaint with the Secretary of the Board of Education.

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When the Complainant is a student under eighteen (18) years old and has not previously been represented in this proceeding, the Responsible Employee may assist the Complainant in preparing written exceptions and a statement of position.

Within thirty-five (35) days from the date for filing Complainant's notices of appeal the Board shall meet to consider the complaint and all other documents submitted pursuant to his procedure. The Board may request the presence of the Complainant or other interested persons to discuss or give testimony concerning the complaint or to produce documentary evidence.

Within fourteen (14) days of the meeting, the Board shall render a final decision on the complaint in writing, either denying the complaint or granting such relief as it deems appropriate. The Board may direct any employee or employees of the Board of Education to implement such relief at any time or times the Board deems appropriate.

Adopted: September 17, 2002

Revised:

Replaces: JAA-R- Equal Educational Opportunities - Title IX Grievance Procedure

Reference:

8004 Student Sex Equity, Sex Discrimination, and Sexual Harassment

1. Statement of Policy – Community High School District 94 does not discriminate against students on the basis of sex in the provision of programs, activities, services, or benefits, ~~and~~ guarantees ~~Both~~ **Both sexes shall have equal access to educational and extracurricular programs and activities **to the fullest extent permitted by law.****

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2. Definitions –

A. *Comparable* means similar in quality and quantity, taking into consideration all relevant facts and circumstances.

B. *Contact Sports* means those sports whose purpose or major activity involves bodily contact, such as basketball, boxing, football, ice hockey, rugby, and wrestling.

C. *Counseling* means all guidance activities, personal counseling, guidance-related evaluation and testing, provision of vocational and career information and advice, scheduling assistance, and any other guidance services provided to students by any person acting under the authorization of an educational system.

D. *Course* means any District-sponsored class, regardless of the location of class meetings, nature of instruction, or type or age of student.

E. *Discrimination* means the violation of an individual's State or Federal guarantees to equal rights as provided by the U. S. Constitution, Federal law, Illinois Constitution, and Illinois law, including the *Illinois School Code*, whether intended or unintended.

F. *Equal Access* means the availability of opportunity without discrimination on the basis of sex, going beyond simple admission to a course or activity to include full and unrestricted participation in educational and experiential processes.

G. *Sex Bias* means the attribution of behaviors, abilities, interests, values, and/or roles to a person or group of persons on the basis of sex.

H. *Sexual Harassment* includes student-to-student conduct and student-to-staff conduct as well as staff-to-student conduct and staff-to-staff conduct. It means ~~(4a)~~ unwelcome sexual advances; ~~(2b)~~ sexual advances to students by staff, whether welcome or unwelcome, ~~(3c)~~ requests for sexual favors; and/or ~~(4d)~~ other verbal or physical conduct of a sexual nature where:

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- 1) Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development;
- 2) Submission to or rejection of such conduct is used as the basis for employment or education decisions affecting such individual; or
- 3) Such conduct has a purpose or an effect of unreasonably interfering with an individual's work or educational performance, or creating an intimidating, hostile or offensive working or educational environment.

Sexual harassment may include, but is not limited to:

- 1) Uninvited sex-oriented verbal "kidding" or demeaning sexual innuendoes, leers, gestures, teasing, sexually explicit or obscene jokes, remarks or questions of a sexual nature;
- 2) Graphic or suggestive comments about an individual's dress or body;
- 3) Displaying sexually explicit objects, photographs or drawings;
- 4) Unwelcome touching, such as patting, pinching or constant brushing against another's body; or
- 5) Suggesting or demanding sexual involvement whether or not such suggestion or demand is accompanied by implied or explicit threats concerning one's grades, educational opportunities, employment status, or similar personal concerns.

I. *Sexual Intimidation* means “sexual violence” as defined by the U.S. Office of Civil Rights, and/or any behavior, verbal or nonverbal, which has the effect of subjecting members of either sex to humiliation, embarrassment or discomfort because of their gender.

3. Purpose – The purpose of these rules is to identify and eliminate sex bias, sex discrimination, sexual harassment, and sexual intimidation in the provision of School District 94 programs, activities, services, and benefits, and to attempt to assure equal access by both sexes to the educational and extracurricular programs and activities of the District.

4. Policy and Practice –

A. *General*: Except as otherwise provided herein, the District shall not designate or otherwise limit the use of any facility or portion thereof, nor the availability of any service, equipment or supplies on the basis of sex. This prohibition shall not apply to shower and toilet facilities, locker rooms, and dressing areas; however, such accommodations and all related support and maintenance services shall be comparable to both sexes.

Except as otherwise provided herein, the District shall not knowingly provide significant assistance to, including the payment of dues, fees or other remuneration in return for the provision of services or benefits, or enter into any agreement with, any organization, group, business or individual that discriminates against students on the basis of sex.

The District shall not institute any employment practices or organizational changes which would result in sex discrimination against students.

B. *Treatment of Students*: No student shall, on the basis of sex, be denied equal access, including full and unrestricted participation to programs, activities, services or benefits, or be restricted in the exercise of any right, privilege, advantage or opportunity accorded other students.

The District shall apply the same procedures, program admission standards and graduation requirements for students of both sexes.

The District shall not set quotas limiting or specifying the number of either male or female students who may be admitted to the District's schools, programs, courses or activities, except to the extent that such quotas further affirmative action goals established by the District to overcome the effects of conditions which resulted in limited participation in a program or activity by students of a particular sex.

No student shall be discriminated against because of his/her actual or potential marital or parental status. Pregnancy shall be treated as any other

temporary medical condition and shall not be considered cause for dismissal or exclusion from any program or activity offered other students. Participation in special programs offered to pregnant students or students who are parents shall not be mandatory for such students but shall be at the student's option. The District shall eliminate any administrative and programmatic barriers to school attendance and completion by pregnant students or students who are parents.

No student shall be subjected to sexual discrimination, harassment, intimidation or bias by any District employee, by other students, or by the effect of any school policy or practice.

The District shall not discriminate on the basis of sex in the imposition of disciplinary policies and practices or codes of conduct.

The District shall not discriminate on the basis of sex in the provision of employment opportunities for students. The District shall not enter into work study or cooperative employment agreements with employers who discriminate against students on the basis of sex.

C. *Educational Programs and Activities:* All courses shall be open to students regardless of sex. Course prerequisites and requirements shall be the same for both sexes. Course content and objectives shall not discriminate on the basis of sex.

Students shall be advised to participate in courses, programs and activities consistent with their interests and abilities without regard to their sex. Neither course titles nor descriptions shall discourage participation by either sex.

Students may, however, be segregated by sex during class sessions or portions thereof which deal exclusively with human sexuality.

D. *Specific Program Areas:*

- 1) **Physical Education Classes** – Physical education classes shall be open equally to both sexes. Instructional portions of all physical education classes shall be coeducational. Students may be segregated by sex during participation in contact sports. Neither physical education classes nor areas where the classes are conducted shall be designated by sex.

Where assignments in physical education classes or portions thereof are based upon ability levels, objective standards of individual performance shall be employed without regard to sex, and students shall be regrouped at appropriate intervals such as where substantial changes occur in teaching objectives or student

ability levels.

Where the use of a single standard for measuring skill or progress in a physical education class results in sex discrimination, appropriate standards which do not have such effect shall be used.

- 2) **Music:** Students shall be encouraged to pursue their interests in music and particular musical instruments without regard to their sex. Students shall not be segregated by sex when participating in voice instruction, although divisions within a class may be established based upon vocal range and quality. Musical instrument instruction and performance shall be based upon the student's individual interests and abilities, regardless of their sex.
- 3) **Special Education:** Special education referral, testing and placement practices shall not discriminate on the basis of sex. Classes and related services for students with disabilities shall not discriminate on the basis of sex whether provided by the District, in cooperation with other school Districts, or through private placement.
- 4) **Gifted Education:** Gifted education referral, testing and placement practices shall not discriminate on the basis of sex. Classes, programs and related services for gifted students shall not discriminate on the basis of sex.
- 5) **Vocational and Career Education:** Students shall be encouraged to pursue the career of their choice without regard to their sex. Materials used and opportunities provided to students in vocational and career education shall not discriminate on the basis of sex.

E. *Classroom Practices:* Classroom practices and assignments shall not discriminate on the basis of sex. Teaching methods shall not inhibit student participation on the basis of sex. Instructional materials shall not be sexually discriminating, and teachers shall attempt to counteract any sexual bias that may be present in instructional materials. Where appropriate, the history, roles and contributions of both sexes shall be taught on a comparable basis.

F. *Counseling Services:* Counseling services, including the assignment of counselors, shall be provided to students without discrimination on the basis of sex. Students shall be encouraged to pursue courses of their choice without regard to their sex. The content, administration, interpretation and application of

appraisal instruments and associated materials shall not discriminate against students on the basis of sex.

G. *Extracurricular Programs and Activities:* Students of both sexes shall have equal access to all extracurricular programs and activities, including clubs, committees, service and honor organizations, intramural sports, interscholastic athletics and other after-school activities, except as provided elsewhere herein.

Extracurricular programs and activities should avoid titles which imply that membership or participation is restricted on the basis of sex.

Musical choruses shall not be segregated on the basis of sex; however, divisions within each chorus may be made based upon vocal range and quality.

Student participation in speech, debate and drama events shall be open to both sexes; however, assignments may be made on the basis of sex, for example a dramatic role specific to one sex, so long as comparable opportunities are provided for both sexes.

H. *Athletic Programs and Related Activities:* Both sexes shall be accorded equal opportunities to participate in athletic programs. Single sex teams may be maintained for contact sports or when selection for the team is based upon competitive skill, provided the interests and abilities of both sexes are accommodated.

In a non-contact sport, if a team is provided only for members of one sex, members of the other sex shall be allowed to compete for a place on the team if their overall athletic opportunities have been limited in comparison with those of the other sex. If a coeducational team does not accommodate the interests and abilities of members of both sexes, separate teams shall be offered. If separate teams are offered, the programs shall be comparable.

Athletic programs offered by the District shall accommodate the abilities and interests of both sexes to a comparable degree. Program comparability may be assessed by considering factors such as the following:

- 1) Sports offered;
- 2) Levels of competition within each sport;
- 3) Length of sports season;
- 4) Scheduling throughout the year;
- 5) Scheduling for practices and games;
- 6) Use of facilities for practice and competition;
- 7) Ratio of coaches to athletes;
- 8) Quality of coaching and officiating;
- 9) Assignment and compensation of coaches and officials;

- 10) Supplies and equipment;
- 11) Allowances for travel and per diem;
- 12) Medical and training services;
- 13) Publicity for teams and individual participants; and
- 14) Overall distribution of athletic budget funds.

The District shall, at least once every four years, conduct a written survey of all students concerning their athletic interests. If the results of the survey indicate that the level of student interest in the range of alternatives provided is disparate between the sexes and such disparity may be the result of discrimination, efforts shall be initiated to reduce such disparity.

The District shall not knowingly provide significant assistance, including the payment of dues, fees or other remuneration for the provision of services or benefits, to any association or conference whose purpose is to organize or regulate interscholastic competition if that association or conference discriminates on the basis of sex in the provision of benefits or services to students.

That District may cooperate with single sex youth organizations that are tax exempt and whose membership has traditionally been limited to members of one sex and Principally to persons who are under 19 years of age, for example the Girl or Boy Scouts of America, provided that comparable activities shall be available for both sexes.

Activities such as cheerleading, pom pon squads, color guards, teacher/office aides, and library assistants shall be open to both sexes, and the District's utilization of such groups should not discriminate on the basis of sex.

A king or queen may be selected, provided that comparable opportunities are provided to students of both sexes.

If mother-son, father-son, father-daughter or mother-daughter activities are sponsored by the District, comparable activities shall be available for both sexes, and the needs of students from single-parent families shall be accommodated.

5. Grievance Procedure - See Uniform Grievance Procedure in Policy 8003

6. Disciplinary Action

Disciplinary action may be taken with respect to any District employee who is found to have committed or participated in an act or acts of sexual harassment or intimidation against a student. Disciplinary action, up to and including expulsion, may be taken with respect to any student of the District who is found to have committed or participated in an act or acts of sexual harassment or intimidation against another student.

7. Confidentiality

The rights to confidentiality, both of the Complainant and the accused, will be respected consistent with, and subject to, the District's legal obligations and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

8. Evaluation and Training

At least once every four years, the District shall evaluate its policies and practices to identify sexual discrimination, harassment, intimidation and bias, and shall develop a written plan to modify any such policy or practice identified. The written plan shall enumerate remedial steps to be taken to eliminate the effects of any identified discriminatory policy or practice.

The evaluation shall include an examination of course enrollment data to identify any instances of disproportionate enrollment on the basis of sex and, where discrimination may have contributed to such disproportionate enrollment, the plan shall seek to redress the same.

In-service training implementing the plan shall be provided to District administrators and to certificated and non-certificated personnel as needed, **including, but not limited to, training on knowing, identifying, reporting and addressing sexual harassment and sexual intimidation.**

9. Dissemination

The District shall take reasonable measures to assure that District employees, students and parents are informed of this policy and grievance procedure by inclusion of the same in employee and student planner-handbook-calendar, and shall make a copy of the same available for inspection at the Administrative Office.

10. Records

The District shall maintain records documenting compliance with the policy contained herein, including reports of sex equity evaluations and plans, remediation efforts and in-service activities, data collection and analyses, and grievances and their disposition. The records shall be made available to State Board enforcement authorities.

Adopted: September 17, 2002

Revised:

Replaces: JCA - Student Sex Equity, Sex Discrimination, and Sexual Harassment/Intimidation

Reference: Title IX of the Education Amendments of 1972, 20 USC §1681 et seq;
Illinois School Code, 105 ILCS 5/27-1
Illinois Sex Equity Rules, 23 Ill Admin Code §200.10 et seq;
Illinois Human Rights Act, 775 ILCS 5/1-101 et seq.

8005 Grievance Procedure for Complaints Filed with Respect to Identification, Evaluation, or Educational Placement of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973

It is the policy of the Board of Education of Community High School District 94 to provide a free appropriate public education to all students who are identified as disabled within the meaning of *Section 504 of the Rehabilitation Act of 1973* ("Section 504"), regardless of the nature or severity of the student's disability. In providing educational services to students with identified disabilities, the District will reasonably accommodate the student's individual educational needs. Such accommodation may include, but is not limited to, the provision of regular and special education and related supplemental aids and services; and/or reasonable modification of policies, practices, or procedures.

1. General Procedures –

A. *Public Notice/Child Find* – The District annually notifies the public of available services for students with disabilities and how to access them through two local newspaper announcements. Other methods utilized by the District to identify and locate students with disabilities who reside within the District may include dissemination of information about District programs and distribution through publication of the periodic early childhood screening dates.

B. *Referrals* – Referrals for consideration for Section 504 eligibility may result from child find efforts, direct referrals by parents or guardians (hereinafter generically referred to as "parents") or school personnel, other persons having knowledge of the child, the child, or the State Board of Education. These direct

referrals may be made at any time. The District maintains an organized and written referral process which is communicated to all professional personnel within the system and to persons within the community.

A referral must be made in writing, dated at the time the request is made, and include the reason for the referral. The referral must be given to the ~~Personnel Office~~ Director of Support Services.

C. *Evaluation, Determination of Eligibility, and Service Plan* – The primary purpose of conducting an individual assessment of a student initially referred for a Section 504 evaluation is to gather information sufficient to permit a group of persons knowledgeable about the child to determine whether the student has a disability within the meaning of Section 504. The evaluation procedures

shall be carried out in accordance with the requirements of 34 CFR §104.35. A case study evaluation completed pursuant to 23 *Illinois Administrative Code*, § 226.120 is one means of meeting this evaluation requirement under §504. The evaluation shall be completed within sixty (60) school days of the date of referral. The "date of referral" is the date on which written parental consent to complete an evaluation is obtained or provided.

The District's ADA/Section 504 Coordinator, ~~Assistant Principal-Student Services~~ Director of Support Services or designee will convene a Section 504 meeting for a student whose evaluation has been completed. The meeting will be conducted within sixty (60) school days of the date of referral for consideration of Section 504 eligibility. The meeting will involve a group of persons knowledgeable about the child, including the child's parents. The team may include the child's teacher, members of the evaluation team, a District administrator, a cooperative administrator, and parents. Notice of the Section 504 conference shall be sent to all participants at least ten (10) calendar days prior to the conference. The team will be responsible for making the determination of eligibility under Section 504 and determining what services and/or accommodations, if any, are needed to meet the child's needs as they relate to the educational setting. The team chair will complete a conference summary form documenting the evaluation findings, eligibility, and, as necessary, the educational services/accommodations to be provided. The conference summary will become a part of the student's temporary record and the parents will be given a copy. Recommendations made at the Section 504 conference shall be made by consensus of the participating public school staff, with parental participation.

If it is determined that the student is not disabled under Section 504 and will not be receiving any special services or accommodations, a written notice of the findings shall be provided to the parents, as well as notice of their right to request an impartial hearing to contest this determination. (See the following section on grievance procedures) If a student is determined to be eligible for services under Section 504, the conference summary will also serve as the Section 504 Service Plan by describing the necessary educational services and/or reasonable accommodations to be made. The services and reasonable accommodations described shall be based on a composite understanding of the student's characteristics and how the physical or mental condition substantially limits one or more major life activities. The services/accommodations may be provided within the regular education program and be of a consultative/monitoring nature. Direct services may include, but are not limited to, modification of the standard curriculum, alternative teaching techniques, adapted materials, adapted classroom environment, alternative/individualized assignments, related services, and/or a behavior management system.

D. *Annual Review* – On an annual basis, a group of persons knowledgeable about the child will review the Section 504 Service Plan to

determine continued eligibility and whether the same type and intensity of services are to be continued.

E. *Re-Evaluation* – The ADA/Section 504 Coordinator or Director of Special Education Department Chair will ensure that a re-evaluation of each Section 504 eligible child is conducted every three (3) years or more frequently if conditions warrant. A notice and consent form will be sent to the student's parents or guardians prior to initiating any re-evaluation. No re-evaluation shall be conducted without the prior written consent of the student's ~~parents~~ parent or ~~guardians~~ guardian. The re-evaluation will include a review of the components of the most recent evaluation.

F. *Termination of Services* – A meeting with a group of persons knowledgeable about the student shall recommend the termination of special services provided to a student if it is determined, after a re-evaluation and a review of all pertinent information, that (a) the student no longer requires any specialized services to meet the identified needs; (b) the student no longer requires any specialized accommodations within the regular classroom, or (c) the student can be appropriately educated in a regular classroom environment without special services or reasonable accommodations.

G. *Parent's Right to Notice, Records Review, and Representation* – Written notice will be sent ten (10) calendar days prior to the suggested date for any conference convened in accordance with the foregoing provisions. The student's parents have a right to review their child's records and have the right to legal representation at such conference, ~~at their own expense~~.

2. Grievance Procedures

A. *Complaint* – If a student's parents disagree with the identification, evaluation, or educational placement of the student, they have a right under Section 504 to file a complaint with the District's ADA/Section 504 Coordinator. The complaint must be a written statement of the specific facts and/or perceived wrongful act to be investigated. If a person who is unable to write wishes to file a complaint, assistance may be obtained by contacting the ADA/Section 504 Coordinator.

The ADA/Section 504 Coordinator shall promptly investigate the complaint. The Coordinator shall make all reasonable efforts, including but not limited to, convening a conference with the parents to discuss the complaint and the results of the investigation, to resolve the matter informally.

B. *Hearing* – In the event the complaint cannot be resolved informally, the ADA/Section 504 Coordinator will advise the parents of their right to an

impartial hearing and to legal representation at that hearing. The following complaint procedures will be adhered to:

- 1) The request for an impartial hearing shall be submitted in writing to the ADA/504 Coordinator. If a parent is unable to write and no designated agent is available, the parent can receive assistance in filing his/her hearing request by contacting the ADA/Section 504 Coordinator.
- 2) Within five (5) calendar days of receipt of the written request for a hearing, the ADA/Section 504 Coordinator shall provide the parent with a list of impartial hearing officers. The parent shall indicate his/her first three choices of hearing officers in order of preference and return the list with preferences indicated to the ADA/Section 504 Coordinator.
- 3) Upon return of the list, the ADA/Section 504 Coordinator shall contract with the hearing officer for the purpose of hearing the case. The ADA/Section 504 Coordinator shall promptly notify the first-choice hearing officer of the pending case. In the event that the first-choice hearing officer cannot hear the case, the second-choice officer shall be contacted. In the event that the second-choice officer cannot hear the case, the ADA/Section 504 Coordinator shall contact the parent's third-choice officer. If none of the officers contacted can hear the case, the parent will be asked to select/prioritize three additional hearing officers from another list which will be mailed within five (5) calendar days of the notice of decline from the third-choice hearing officer.
- 4) The hearing shall be scheduled by the hearing officer within fifteen (15) calendar days of the hearing officer's receipt of the written notice of selection from the ADA/Section 504 Coordinator.
- 5) The District and the parents shall have the right to present evidence relevant to the issue(s) raised by the parents. The parties shall have the right to be represented at the hearing by legal counsel. The hearing officer shall ensure that a verbatim record of the hearing is made, either by tape recording or by a court reporter, at no cost to the parent.
- 6) The hearing officer shall limit the decision to the issue(s) presented by the parents or the school District in the written request for a hearing. The hearing officer's decision must be written and shall include a summary of the evidence, the reasons for the decision, an order with respect to the remedial steps or actions, if any, to be taken by the District, and the procedures, if any, necessary to ensure timely compliance with the order within thirty (30) calendar days unless exceptional circumstances exist

which, in the hearing officer's judgment, warrant delay in implementation.

- 7) The hearing officer's decision shall be made within ten (10) calendar days following the conclusion of the hearing. The hearing officer shall send a copy of the decision by certified mail to the parent(s) and the ADA/Section 504 Coordinator.

3. Review – If either party remains aggrieved following the hearing officer's decision, they may request a review (appeal) as follows:

A. The request for review of the decision must be in writing and filed by mail or personal service with the Superintendent of Schools no later than thirty (30) calendar days after the date of the hearing officer's decision.

B. Within five (5) calendar days of receipt by the Superintendent of the request for review, the Superintendent shall transmit to the requesting party a list of five (5) review officers. The requesting party shall select a review officer in accordance with the procedure described in Paragraph C.3. above.

C. The Superintendent shall transmit the entire file (i.e., the original complaint and hearing request, record of the hearing, records and documents, etc.) to the review officer promptly upon his/her selection.

D. If oral argument is not requested, the review officer will review the entire record and render a written decision within ten (10) school days of receipt of the record. If oral argument is requested, and at the review officer's discretion, oral argument may be scheduled at which both parties may be represented by counsel. A decision shall be rendered in accordance with the procedures set forth in Paragraphs C (6) and (7) above.

E. The review officer's ruling shall be final; **provided, however, that the parent has the right to forgo or terminate a hearing or grievance and file a complaint with the U.S. Department of Education, Office of Civil Rights.**

Adopted: September 17, 2002

Revised:

Replaces: Policy unnumbered policy of the same name previously adopted on February 20, 1996

Reference: See also ¶8006 - Grievance Procedure for Complaints Filed Under *The Americans with Disabilities Act of 1990* and The Employment and Program Accessibility Provisions of *Section 504 of The Rehabilitation Act of 1973*; and ¶8007 - Rights of Individuals with Disabilities

8006 Grievance Procedure for Complaints Filed Under the Americans with Disabilities Act of 1990 and the Employment and Program Accessibility Provisions of Section 504 of the Rehabilitation Act of 1973

Any individual who believes that s/he has been subjected to discrimination by Community High School District 94 on the basis of disability in violation of the *Americans With Disabilities Act* ("ADA"), *Section 504 of the Rehabilitation Act of 1973* ("Section 504"), or their respective implementing regulations, may submit a complaint in accordance with the Uniform Grievance Procedure Policy 8003.

Adopted: September 17, 2002

Revised:

Replaces:

Reference:

8007 Education of Children with Disabilities

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

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

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

for participation by the student's parent(s)/guardian(s), representation by counsel, and a review procedure.

The District may maintain membership in one or more cooperative associations to fulfill their obligations to disabled students.

If necessary, students may also be placed in non-public special education programs or educational facilities.

Adopted: September 17, 2002

Revised:

Replaces:

Reference: Americans with Disabilities Act, 42 USC §12101 et seq
Individuals with Disabilities Education Act, 20 USX §1400 et seq
Rehabilitation Act of 1973, Section 504, 29 USC §594
105 ILCSA 5/14-1.01 et seq 5/14-7.02, and 5/14-7.02a 23 Ill Admin Code §226.

8008 Rights of Individuals with Disabilities

It is the policy of the Board of Education of Community High School District 94 that no otherwise qualified individual shall, by reason of the individual's disability, be excluded or otherwise denied opportunity for participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by this Board. It is the further policy of this Board that students with disabilities who are residents of District 94 will be provided a free appropriate public education regardless of the nature ~~of~~ or severity of the student's disability.

As used in this policy and any implementing regulations, the term "disability" means an individual who has a physical or mental impairment that substantially limits one or more of the individual's major life activities. The term also includes individuals who have a record of such impairment or who are regarded as having such an impairment. Major life activities include functions such as caring for one's self, performing manual tasks, walking, see, hearing, speaking, breathing, learning, and working.

Notice of the Board's policy of nondiscrimination on the basis of disability shall be included in the Board policy manual, posted throughout the District, and published in any District statement regarding the availability of employment opportunities, educational services, or District-sponsored programs.

1. Employment – Neither the Board nor its employees or agents shall discriminate against a qualified individual with a disability because of the disability of such individual in regard to job application procedures, hiring, advancement, or discharge of employees, employee compensation, job training, and other terms, conditions, or privileges of employment.

Applicants for employment by the Board shall not be required to undergo a physical examination prior to an offer of employment by the Board. During the application process, neither the Board nor its employees or agents shall make inquiries of an applicant as to whether such person is an individual with a disability or as to the nature or severity of his/her disability, unless such inquiry is related to the applicant's ability to perform essential job-related functions.

The Board is committed to making reasonable efforts to accommodate individuals with disabilities. Such reasonable accommodations may include, but are not limited to, one or more of the following: job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modification of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.

2. Program Accessibility – The instructional program of Community High School District 94 and the activities sponsored by the District in conjunction with the instructional program shall be operated in such manner that such programs and activities, when viewed in their entirety and to the maximum extent feasible, shall be readily accessible to and usable by individuals with disabilities, including individuals who use wheelchairs. Community High School District 94 will attempt to provide barrier-free access to school facilities with the objective that no individual with a disability is to be denied an opportunity to participate in a District program that is available to non-disabled persons. In some instances, this may require the individual with a disability to travel to or attend an accessible District facility other than the facility closest to the person's residence.

3. Educational Services – In providing educational services to students with identified disabilities, Community High School District 94 will reasonably accommodate the student's individual educational needs. Such accommodation may include, but is not limited to, the provision of regular or special education and related aids and services. Students will be placed in the regular education environment unless it is demonstrated that the education of the student in the regular education environment with the use of supplementary aids and services cannot be achieved satisfactorily.

Community High School District 94 provides nonacademic and extracurricular services and activities that offer students with disabilities the opportunity to participate with non-disabled students in such activities to the maximum extent appropriate to the needs of the student with disabilities.

4. Enforcement – The Assistant Principal - Staff Services is designated at the District 94 Coordinator for the *Americans with Disabilities Act of 1990* and *Section 504 of the Rehabilitation Act of 1973* (Section 504).

The Board will establish grievance procedures to address complaints under (1) the *Americans with Disabilities Act* ("ADA") and the employment and program accessibility provisions of the Section 504 regulations of 34 CFR Subparts B and C, and (2) the Section 504 provisions set forth in 34 CFR Subpart D with respect to identification, evaluation, and educational placement of students with disabilities. The ADA/Section 504 Coordinator shall provide Complainant with a copy of the grievance procedures which are appropriate to the nature of the complaint.

Complaints with respect to the provisions of either of these statutes or this policy shall be directed to the Coordinator for prompt investigation and equitable resolution. Any person wishing to submit complaints should submit a written statement to the ADA/Section 504 Coordinator. The written statement should set forth the specific facts and/or ~~perceived wrongful act~~ **discrimination** (e.g., location, names, dates, times) to be investigated. If a person who is unable to write wishes to file a statement, assistance may be obtained by calling the ADA/Section 504 Coordinator at 630/876-6200. All such

written statements should be submitted within thirty (30) days after the incident or act which gives rise to the complaint.

~~The ADA/Section 504 Coordinator shall immediately refer any complaint which relates to the identification, evaluation, or educational placement of students who, because of disability receive, or may require, special instruction or related services, to the Personnel Office for processing. The Coordinator shall promptly investigate all other complaints under the ADA and/or Section 504.~~

The Coordinator shall make all reasonable efforts, including but not limited to convening a conference with the Complainant to discuss the complaint and the results of the investigation, to resolve the matter informally. In the event that the matter cannot be resolved informally within ten (10) business days after receipt of the written complaint, the Coordinator will advise the Complainant of his/her right to a hearing as set forth in the *Americans with Disabilities Act* and Section 504 of the *Rehabilitation Act of 1973*.

All complaints regarding the District's compliance with the *Americans with Disabilities Act of 1990* and/or Section 504 of the *Rehabilitation Act of 1973* shall be received and investigated without reprisal by the Board of Education or the Board's employees or agents.

The filing of a complaint under the procedures described above shall not limit, extend, replace or delay the right of any person to file a similar complaint or charge with any appropriate local, state, or federal agency or court.

5. Isolated Time Outs – Isolated time outs shall not be used. "Isolated time out" means the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's egress is restricted.

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6. Physical Restraints – Physical restraints shall not be used in administering discipline to individual students. "Physical restraint" means holding the student or otherwise restricting his/her movements. "Restraint" does not include momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and that are designed (i) to prevent a student from completing an act that would result in potential physical harm to himself, herself or other damage to property or (ii) to remove a disruptive student who is unwilling to voluntarily leave the area.

THESE HIGHLIGHTED PARAGRAPHS SHOULD BE MOVED TO 8009P, UNDER "EMERGENCY INTERVENTIONS". THE REFERENCES TO TIME OUTS ALREADY INCLUDED IN OTHER PORTIONS OF 8009P SHOULD BE REVIEWED TO MAKE SURE THAT THEY CONTINUE TO BE ACCURATE.

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7. Evaluation and Compliance – The Board of Education directs the Superintendent to evaluate the District's programs and practices with respect to nondiscrimination, in accordance with existing law and this policy. The Superintendent shall report the results of this evaluation to the Board.

Adopted: September 17, 2002

Revised:

Replaces: Policy with the same name adopted February 20, 1996

References: *See Also* ¶8005 - Grievance Procedure for Complaints Filed with Respect to Identification, Evaluation, or Educational Placement of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973; and 8006 - Grievance Procedure for Complaints Filed Under *The Americans with Disabilities Act of 1990* and the Employment and Program Accessibility Provisions of *Section 504 of The Rehabilitation Act of 1973*; *Americans with Disabilities Act of 1990*, 42 USC §12101 et seq; *Section 504 of the Rehabilitation Act of 1973*, 29 USC § 794; and 105 ILCS 5/10-20.31; 23 Ill Admin. Code §1.285.

8009 Behavioral Intervention Policy for Students with Disabilities

1. Goals – Community High School District 94 is committed to providing a learning environment for all students which is conducive to their academic, social and emotional growth. The staff of Community High School District 94 has adopted a "Problem Centered Approach to Student Discipline." The goals of this approach to student conduct are:

- A. To educate students in a way that emphasizes the use of positive interventions that will strengthen desirable behaviors.
- B. To create a collaborative problem solving approach to discipline problems in which the student shares responsibility for solving the problem with staff.
- C. To stop or restrict extremely inappropriate behaviors.

2. Principles of Intervention – The staff of Community High School District 94 will intervene with students with disabilities whose behavior is not consistent with the goal of maintaining a learning environment that is "conducive to the academic, social and emotional growth of all students." Specifically, intervention will occur when a student's behavior (1) endangers the health and safety of him/herself or others, (2) disrupts the educational process, (3) results in the destruction of property.

Community High School staff will intervene in the least intrusive manner consistent with the student's behavior. More intrusive interventions will occur when the

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student's behavior represents a significant danger to the health, safety and well being of him/herself or others.

Parents of students receiving special education services will be informed of this policy annually ~~or~~ and upon initial enrollment of the student in Community High School's special education programs.

3. Parent Advisory Committee – Community High School District 94 shall establish a parent-teacher advisory committee to assist the administration in the monitoring and development (revision) of policies and procedures regarding behavioral interventions. Community High School District 94 will provide ongoing staff development opportunities for staff as they pertain to behavior management.

Community High School's Special Needs Council will review on a regular basis the policy and policy procedures regarding behavioral interventions.

Adopted: September 17, 2002

Revised:

Replaces: Policy with the same name approved December 19, 1995

Reference: *See Also* ¶ 8008P - Behavioral Intervention Policy for Students with Disabilities Rules and Regulations

8009P Behavior Intervention Policy for Students with Disabilities Procedures

1. Definitions –

A. *Behavior Consultant*: A staff member who has received training in the analysis of behavioral disorders and the implementation of behavior management plans.

B. *Behavioral Intervention*: An act or procedure by a staff member with a student which is designed to change or stop an undesirable behavior. The goal of all interventions is to develop and strengthen desirable behaviors.

C. *Behavioral Intervention Team*: A group of staff members who are responsible for the implementation of a restrictive intervention. The team shall be composed of the following staff members: Behavioral Consultant(s), Dean, Counselor, and Special Education Teacher. If available, the parent will also be a member of the team.

D. *Disciplinary Consequences*: A response by a Dean to a student's behavior that (1) endangers the health and safety of him/herself or others, (2) disrupts the educational process, (3) results in the destruction of property.

E. *Non-Restrictive Intervention*: A behavioral intervention that does not require staff members to use forcible means when a student's behavior (1) endangers the health and safety of him/herself or others, (2) disrupts the educational process; (3) results in the destruction of property.

The following behavioral interventions are examples of non-restrictive approaches of behavioral management. **These interventions may be used without the development of a written behavioral management plan or inclusion in the Student's IEP.**

- allowing student to escape
- calling/notifying parent
- differential reinforcement
- direct instruction
- environmental/activity modification
- instructional assignment
- modeling
- peer involvement
- planned ignoring
- positive reinforcement
- temporary removal from classroom with instructional supports
- prompting
- proximity control
- redirecting student (verbal)
- self-management
- shaping
- teaching alternative behaviors
- teaching self-reinforcement
- token economy
- verbal feedback
- verbal reprimand

The following **non-restrictive** interventions are considered **restrictive** when they are used more than one time per week or four times in a 30-day period.

- contingent exercise
- positive practice over correction
- time-out (exclusionary/physical)
- time-out (non-exclusionary – back of classroom)
- detention (before/after school/ weekend)

F. *Restrictive Interventions:* A behavioral intervention that requires staff members to use forcible restraint, confinement, or exclusion from program when a student's behavior (1) endangers the health and safety of him/herself or others, (2) disrupts the educational process; (3) results in the destruction of property. Restrictive interventions are designed to control or stop undesirable behaviors.

The following behavioral interventions are examples of **restrictive** approaches to behavioral management. **These interventions require the development of a written behavioral management plan or are a component of a student's IEP.**

- exclusion from extracurricular activities
- food delay
- forced physical guidance
- inhibiting devices
- manual restraint
- negative practice
- time out (restricted exit)
- satiation
- suspension (in-school)
- suspension (out-of-school)

G. *Highly Restrictive Interventions:* A behavioral intervention that requires staff members to use chemical agents, mechanical restraints, or denial of devices related to a child's functioning when a student's behavior (1) endangers

the health and safety of him/herself or others, (2) disrupts the educational process, (3) results in the destruction of property.

The following behavioral interventions are examples of highly restrictive approaches to behavioral management. The staff of Community High School District 94 **are not** permitted to use highly restrictive interventions.

- aversion mists, aromatics, tastes
- denial or restriction of access to regularly used equipment/devices that facilitate the child's educational functioning except when such equipment is temporarily at risk for damage.
- mechanical restraints (excludes restraints prescribed by a physician or as a safety procedure for transportation)
- expulsion with continuing education program.

H. *Prohibited Interventions:* A behavioral intervention that school personnel in Illinois **are not** permitted to use are considered to be illegal. The following interventions are considered prohibited by law and/or school board policy:

- corporal punishment
- faradic skin shock
- expulsion with cessation of services
- physical manipulation or procedure that causes pain and/or tissue damage when used as an aversive procedure

I. *Emergency Intervention:* A restrictive intervention used by a staff member when a student's behavior (1) endangers the health and safety of him/herself or others, (2) significantly disrupts the educational process, (3) results in the destruction of property.

When an **emergency intervention** is used by a staff member, they must:

- 1) Document the use of the emergency intervention on the "Emergency Report Form."
 - 2) Inform parent with 24 hours of the incident in which the time out or restraint was used that a functional analysis will be completed and/or an IEP review will be conducted.
5. **Isolated Time Outs** – Isolated time outs shall not be used. "Isolated time out" means the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's egress is restricted.
6. **Physical Restraints** – Physical restraints shall not be used in administering discipline to individual students. "Physical restraint" means holding the student or otherwise restricting his/her movements. "Restraint" does not include momentary

periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and that are designed (i) to prevent a student from completing an act that would result in potential physical harm to himself, herself or other damage to property or (ii) to remove a disruptive student who is unwilling to voluntarily leave the area.

J. *Procedures for Implementation of Restrictive Intervention*

- 1) Following repeated behavioral episodes requiring the use of a restrictive intervention which is not a part of a student's IEP, the behavioral consultant will consult with the Behavioral Intervention Team and determine ...
 - a) if the behavior episode is related to the student's disability
 - b) the appropriateness of completing a functional analysis of student
 - c) the appropriateness of scheduling an IEP meeting to review functional analysis and develop behavior plan.
- 2) At the scheduled IEP meeting the behavior consultant will review the functional analysis and develop a behavior plan with the parent and IEP team (see attached form "Problem Solving Referral Form"). The plan will become an addendum to the student's IEP.
- 3) The Behavioral Consultant will reconvene the IEP meeting if the behavior strategies described in the behavior plan are ineffective.
- 4) Parents will be kept informed of the effectiveness of the behavior interventions described in the behavior plan.

Adopted: September 17, 2002

Revised:

Replaces: Policy with the same named adopted December 19, 1995

Reference: *See Also* ¶8008 - Behavior Intervention Policy for Students with Disabilities

8010 Foundations

1. Student's Rights and Responsibilities – Students in the District are expected to take full advantage of their right to an education. They should come to school prepared to learn and to take part in school activities. An important part of their education is the right to make decisions and the responsibility to accept the results of their choices. As a general statement, rights and responsibilities are paralleled below:

Comment [PM2]: Should this be moved to the beginning to replace 8001?

<u>Rights</u>	<u>Responsibilities</u>
To attend school and class regularly	To make the most of the opportunities offered at school
To take part in all school activities on an equal basis, regardless of race, sex, or national origin <u>or other protected status</u>	To be aware of the school's rules and regulations and conduct themselves accordingly
To establish and participate in student government activities	To make constructive contributions to school
To address the Board of Education on the same terms as any citizen	To report fairly the circumstances of school-related issues
To explore ideas and feel free to express various points of view	To respect others' points of view
To create school publications to express opinions and offer suggestions <u>in accordance with school rules</u>	To refrain from libel, obscenity, and to observe normal rules for responsible journalism, <u>and observe school rules</u>
To receive counseling on educational, social and other health related services	To exercise freedom of choice, availing oneself of these personal concerns
To present the student version of any incident that may lead to the imposition of disciplinary sanctions	To present the facts accurately
To exercise all due process procedures in suspension <u>disciplinary</u> actions as stated in State law	To contribute to the maintenance of a learning environment and to show due respect to other persons and property.
To receive timely feedback on his/her success with all learning work products and assignments	To complete all assigned work and learning tasks in a timely manner
To be respected by all others involved in the educational process	To respect the rights of teachers, students, administrators and all others involved in the educational process.

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2. Student Participation – Students are in a unique position to make positive contributions to the improvement of the educational program and to the operation of a more effective school system.

Therefore, it is the Board's belief that students, in keeping with their level of maturity, should be encouraged to participate in the development of policies, regulations, and procedures which affect them. Their participation in decision making will be considered part of the educational process.

As appropriate to the age of students, class or school organizations, and school government organizations, such as student councils or student representatives to the Board of Education, may be formed to offer practice in self-government and to serve as channels for the expression of student ideas and opinions.

The Board, through the staff, will take into consideration student opinions in establishing policies that directly affect student programs, activities, privileges, and other areas of student sensitivity.

Students will be welcomed at Board meetings and granted privileges of speaking in line with such privileges extended the general public.

Adopted: September 17, 2002

Revised:

Replaces:

Reference:

8011 Education of Children Experiencing Homelessness

The McKinney-Vento Homeless Assistance Act considers a child to be “homeless” if he or she, out of necessity, lacks a fixed, regular and adequate nighttime residence and must reside in a shelter, motel, vehicle, campground, on the street, or doubled-up with relatives or friends.

Students identified as homeless shall have the right to be enrolled immediately, without medical or academic records, consistent with provisions of the Act. Health and academic records from the previous school must be requested in a timely manner and where needed, a student may be referred to a free or low cost clinic for any required immunizations. However, the school may require the parents or guardian of a homeless child to submit an address or other information for contact purposes, as they would require from any nonhomeless child enrolling in the school.

The homeless child has three choices with respect to schools:

- *The School the child last attended.*
- *The School the child attended when he/she became homeless.*
- *The School closest to the shelter or other temporary housing.*

Homeless children are entitled to the same rights to transportation as other children in the District. ~~Where possible, parents or guardians should make a good faith effort to provide or arrange for transportation services to and from school. Otherwise, the District is responsible for transportation costs.~~

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Educational services shall be provided to homeless children on the same basis as they are provided to other students in the District.

The District hereby designates the ~~Assistant Principal for Student Services~~ **Director of Support Services** as the liaison for homeless children to ensure District 94’s compliance with State and Federal law. In the event of a dispute, the parent shall be referred to the Homeless Liaison at the Regional Office of Education. While the dispute is being resolved, the child shall remain in school and receive such services as are required.

Adopted: November 18, 2008
Revised:
Replaces: N/A
Reference: 42 U.S.C.A. §11431 et seq. 105 ILCS 45/1-1, et seq.;
05 ILCS 5/1020.12a, 20.12b, 22.5; 23111. Admin. Code
§ 1.240(e)

8100 ATTENDANCE**8101 Purpose**

The Board strongly encourages and expects students to attend school regularly for the following reasons:

1. to comply with State law
2. to benefit from instruction
3. to participate in class activities
4. to promote a climate that values school attendance

Adopted: September 17, 2002

Revised:

Replaces:

Reference:

8102 Comprehensive Attendance

It is the expectation of Administration and staff of Community High School that every student will be punctual and present each class period of each day. Regular daily attendance by staff and students is important for student success. While some students may be able to pass tests and achieve good grades despite absences, one visit to any classroom in our school will verify the number and range of activities in progress. The student who is absent misses these activities and no amount of effort can recreate them. Students with irregular attendance patterns, whether excused or unexcused, may find it difficult to be successful in specific classes and may be subject to a loss of graduation credits. As a result, it is extremely important that the parent(s)/guardian(s) assure(s) the student's academic growth and success by emphasizing the need for the student to be punctual and in attendance each day.

1. Excused Absences

According to Section 26-2a. of the *Illinois School Code*, the only legal reasons why a student may be absent from school are as follows:

- Illness
- Death in the immediate family
- Observation of a religious holiday
- Family emergency
- Circumstances that cause reasonable concern to the parent(s)/guardian(s) for the safety or health of the student
- Other situations beyond the control of the student as approved by the principal

Determination of whether or not an absence is excused is ultimately the right of the school.

2. Reporting Student Absences

In order for a full-day absence to be considered excused, the student's parent/guardian is required to make a telephone call to the Attendance Office before 10:00 a.m. on the day of the absence. **The number to call is 630-876-6336.** Voicemail is available to leave messages. The parent/guardian will be asked to provide the following information:

- Student Name
- Student ID Number
- Date of Absence
- Reason for Absence

Failure to call by 10:00 a.m. will result in an unexcused absence and the student will not be allowed to make up any missed assignments.

Comment [PM3]: This is not accurate

3. Late Arrival and Early Dismissal

The parent/guardian must call the attendance line at 630-876-6336 to report late arrivals, early dismissals, and appointments that will require the student to miss a portion of the day. If leaving a message you will be asked to provide the following information:

Late Arrival	Early Dismissal	Appointment
Name	Name	Name
ID Number	ID Number	ID Number
Reason for Late Arrival	Reason for Early Dismissal	Reason for leaving
Time student will Arrive	Time student will depart	Time student will leave and return

4. Schoolwork Missed Due to Absence

Regular school attendance is essential for academic success. The most common cause of academic failure is excessive absence. There is no substitute for attending class.

Comment [PM4]: The following pages are being processed through the discipline committee who will make proposals to develop an excused absence policy that will work with the Powerschool data

To the extent possible, all schoolwork missed by a student due to absence with valid cause must be made up by the student. It is the responsibility of the student to make arrangements with his/her teacher(s) to make up work missed. On the first day a student returns to class after an absence or In-School Suspension s/he must contact his/her teacher(s) with respect to arrangements for making up work, and all assignments must be turned in within five school (5) days of returning to school. The Principal may extend the five school day deadline at his/her discretion. A student shall be afforded the opportunity to earn full credit for make-up work successfully completed within this timeframe. Any work not completed and turned in by this time will be given a zero with no additional chance of makeup. Excessive absences (whether excused or unexcused) may result in additional interventions. Please see the section below for more details.

School work missed due to unexcused absences or trancies cannot be made up. Students will receive a zero for all work missed for absences of this nature. Students may not make up work missed due to Out-of-School Suspensions. This is considered a part of the consequence of the suspension and not a result of the absence.

5. Excessive Absences

An attendance cap has been created to deal with students who are excessively absent. Any student who has accumulated seven (7) or more period absences from a course during one quarter will be considered excessively absent. Those students missing (7) or more class periods will receive a "FA," or failure for attendance, on their report card.

Total Absence in a Quarter	Disciplinary Action	Support
1st	Excused = None	
2nd	Excused = None	
3 rd	Excused = None	Attendance Policy Reminder
4th	Excused = None	Parent Conference w/ Counselor (could include referral for student or family counseling and/or community services)
5th	Excused = None	
6th	Excused = None	Medical verification
7th	Q Failure for Attendance Grade Issued	FA Grade Letter Mailed
8th		Privilege Loss Warning Letter
9th		Attendance Policy Reminder
10th	Loss of Parking/Off-Campus Privilege for remainder of Semester—No Refund	Privilege Loss Letter
11th		
12th		Student Review

* After the third unexcused absence a parent conference will be held with the Dean and Counselor to discuss the absences and to identify appropriate support services and make them available to students.

For year long courses, an "FA" grade in any subject will be changed to the grade earned if a student's absence is less than seven (7) periods per subject for the following quarter. For semester courses there will be no change of status after the semester has ended.

If a student receives a grade of "FA" for the first quarter of a semester and then reaches seven (7) absences the next quarter the student will be dropped for the remainder of the semester and receive a grade of "FA" on their transcript and receive no credit for the class.

~~————— Absences which count against the attendance cap and may result in violating the Excessive Absence Policy are:~~

- ~~• Illness not verified by doctor's excuse~~
- ~~• Truancies/Unexcused absences~~
- ~~• Pre Arranged absences~~
- ~~• Early Dismissals /Late Arrivals not excused by doctor's excuse or court verification~~

~~————— Absences which will not count against the attendance cap are:~~

- ~~• Field Trips~~
- ~~• Academic Competitions~~
- ~~• Athletic Early Dismissals~~
- ~~• All Suspensions~~
- ~~• Religious Holidays~~
- ~~• Absences due to chronic/ and or serious illness verified by doctor's note~~
- ~~• Death in the family(with verification)~~
- ~~• Student with Counselor/Nurse/Dean~~
- ~~• Medical Appointments with verification~~
- ~~• Court proceedings with verification~~

Any absence of ten (10) consecutive days or more that is confirmed by medical certification is eligible for homebound services and will not count against the attendance cap.

In all other cases it is the student's responsibility to provide all necessary documentation within three days of an absence or the absence will count against the attendance cap regardless of excuse.

~~————— 5. Appeal Process~~

~~————— Appeals of an "FA" grade can be made by the parent/guardian to the Attendance Review Committee within ten (10) school days of the official notification of excessive absences.~~

~~————— In review of appeals, the Committee will consider the following:~~

- ~~• The student's previous attendance record.~~
- ~~• The nature of and reason for the absences incurred in the present year.~~
- ~~• The evaluation of the student's performance in the subject area(s) and the record of work made up by the student.~~
- ~~• Health records, physician or hospital records, medical certification, etc.~~
- ~~• Other pertinent data.~~

~~————— The Attendance Review Committee will consist of the Assistant Principal for Administrative Services, the Division Head of Student Support Services, and two (2) teachers. Parent(s)/Guardian(s) and/or students will have the right to address the~~

~~Committee. The recommendation of Review Committee will be forwarded to the Superintendent's office.~~

~~Parent and student will be notified in writing of the final decision.~~

65. Unexcused Absences

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Unexcused absences are those absences which include, but are not limited

to:

- Illnesses not called into the Attendance Office
- Oversleeping
- Missing the bus
- Vehicle failure
- Work
- ~~Any absence after six (6) days per quarter not excused by doctor's note~~
- Pre-Arranged absences of greater than five (5) days (Only that portion greater than five (5) days)

Comment [PM5]: Will be part of excused policy revamp

Students will not be allowed make-up work for unexcused absences. The Principal or his/her designee shall have final discretion to determine whether or not an absence is considered unexcused. After the third unexcused absence a parent conference will be held to discuss the absences and to identify appropriate support services and make them available to students.

Students identified as truant or unexcused will not be allowed into class the day following the absence in question without a pass from the Deans' Office verifying they have seen the Dean.

7. Truancies

According to section 26-2a. of the *Illinois School Code* a truant is defined as "a child who is absent without valid cause for a school day or any portion thereof".

Students who are truant will receive no credit (a zero) on all work missed. They will also face the following consequences:

Truancy	Disciplinary Action	Support
1st	Saturday Tue./Wed.-School	Attendance Letter Home
2nd	Saturday Tue./Wed.-School	Police Contact with Home
3rd	2-Day In-School Suspension Police Sanction (i.e., referral to "Just Chill" Program)	Parent conference to identify appropriate support services and make them available to students.
4th	5-Day In-School Suspension Police Ticket (under Truancy Ordinance)	Meeting with Dean/Parent
5th	Dropped From Class Police Ticket	

Any all-day truancy will result in a ~~two-day~~ In-School Suspension and the student will move to the next step in each individual class.

8. Chronic Truancies

Any student who is truant (absent without valid cause) for ~~510~~ 50% or more of the previous 180 days of regular attendance shall be deemed a chronic truant. Any student who is truant 20% or more of the previous 180 days may be dropped from school for the remainder of the semester if they are 17 years or older and resistant to the appropriate support services identified by the District. Students under the age of 17 may face expulsion or assignment to an alternative school if they are resistant to the appropriate support services identified by the District.

9. Tardiness

Promptness to class is expected. Students are to be in the classroom prior to the start of the period. Car problems, oversleeping, etc. are not acceptable reasons for being tardy or absent. A phone call or written note will not excuse a student in these circumstances. Tardies will be considered on a semester basis.

Teachers are not to allow students into class without a pass from the tardy supervisor.

Tardy	Disciplinary Action	Support
1 & 2	Warning	
3	3 Detentions	
4 & 5	5 Detentions	Warning Letter @ 4
6—8	Saturday School	
9+	ISS	Parent Meeting

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Tardy	Disciplinary	Support
1-4	Warning	Conference with Specialist
5	Tuesday/Wednesday School	Letter Home
6/7	Warning	Conference with Specialist
8	Tuesday/Wednesday School	Letter Home
9/10	Warning	Conference with Specialist
10	Tuesday/Wednesday School	Letter Home
11/12	Warning	Conference with Specialist
13	Suspension	Parent Conference
14	Loss of Extra-Curricular Attendance	Student/Specialist Conference

Adopted: June 5, 2007

Revised:

Replaces: ¶8102 – Excused Absence; ¶8103 – Schoolwork Missed Due to Absence;
and ¶8104 – Truancy (all adopted September 17, 2002)

Reference:

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8103 Homebound Instruction

~~Students receiving homebound instruction for other than disciplinary reasons are considered present. Homebound tutors shall be provided for any student who shall be absent from school for an extended period, provided there is a written recommendation for such instruction to the school District. The written recommendation shall include the diagnosis and prognosis by the family physician. The prognosis shall be stated in terms of the maximum length of time the student is likely not to be able to attend school.~~

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Home and Hospital Instruction

A student who is absent from school, or whose physician anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services. Appropriate educational services from qualified staff will begin no later the 5 school days after receiving a physician's written statement. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

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

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

Adopted: September 17, 2002

Revised:

Replaces:

Reference:

8104 Home School Student Participation in Extracurricular Activities

IHSA By-law 3.011 states:

"A student must attend a member school and may only represent in interscholastic competition the member school the student attends."

For purposes of this by-law, the term 'attend' shall mean that the student is enrolled at the member school, and is taking at, or under arrangement approved by, the member school, a minimum of twenty (20) credit hours of work for which credit toward high school graduation will be granted by the member school upon the student's completing and passing the courses. The school which enrolls the student shall be exclusively responsible to verify the student's compliance with all of the eligibility requirements of all IHSA by-laws."

Based on this By-law, home school students who are residents of Community High School District 94 are eligible to compete in interscholastic competition provided:

1. they enroll as a student.
2. satisfactory evidence is provided that the student is currently taking a minimum of twenty (20) hours of course work counting toward graduation.
3. they comply with all of the eligibility requirements of all IHSA By-laws.
4. written evidence is provided throughout the duration of the activity that the student's course work status has not changed.
5. all evidence is reported to the Registrar as requested at the time requested.

Adopted: September 17, 2002

Revised:

Replaces: ¶8002 - Home Schooling Student Participation in Extracurricular Activities (adopted December 12, 2000)

Reference:

8105 Withdrawals

Any child, except transferring students, over seventeen (17) years of age who has voluntarily withdrawn from school and ceased attendance may re-enroll no sooner than the beginning of the next semester following his/her withdrawal except as provided below:

1. Any such student who has been withdrawn from ten (10) or fewer school days may re-enroll during the semester s/he has withdrawn.
2. Any such student who has been withdrawn for more than the ten (10) school days may re-enroll during the semester s/he has withdrawn only if the Principal finds that such absence has not irreversibly affected the student's ability to successfully

complete a course of study. In arriving at this decision, the Principal, or his/her designee, must hold a conference with the student's parent(s) or guardian(s), the student's former teachers, and the student's counselor.

Adopted: September 17, 2002

Revised: March 3, 2009

Replaces: Replaces JBCD - Student Withdrawal from School

Reference:

8106 Transfers from Accredited High Schools

1. A student who transfers to Community High School District 94 from a public high school that is accredited (fully recognized) by its State Board of Education or a regional accrediting association such as the North Central Association of Schools and Colleges shall be granted equivalent credit in District 94 for courses successfully completed at such high school.

2. A student who transfers to Community High School District 94 from a private high school that is accredited by its State department or a regional accrediting association such as the North Central Association of Schools and Colleges or by the American Association of Christian Schools shall be granted equivalent credit in District 94 for courses successfully completed at such high school.

Adopted: September 17, 2002

Revised:

Replaces: JBCD(b) - Transfer Students - Credit

Reference: ¶8109 - Transfers from Non-Accredited High Schools; and ¶8110 - Carnegie Unit

8107 Transfers from Non-accredited High Schools

1. A student who transfers to Community High School District 94 from a high school that is not accredited by any of the agencies specified in ¶8106 above or from a home school, shall be granted credit in District 94 for courses/work successfully completed in such school as follows:

A. The student shall furnish the Community High School District 94 registrar with a transcript or other written statement from an official of the school stating the courses and/or subject areas for which credit is claimed, the amount of class time the student spent in each course or subject area, and the grade earned in each course and/or subject area.

B. The Registrar shall equate the time spent in each course or subject area the student successfully completed to District 94 credit by applying the standard for a Carnegie Unit (40 minutes daily, 5 days per week, for at least 36 weeks, or

the equivalent amount of time during the school year ... North Central Association Standard 2.71b).

Definition: For purposes of this policy, "**successfully completed**" shall mean having earned a passing grade in a class or subject area after having completed the full term for which the class or subject area is scheduled.

Adopted: September 17, 2002

Revised:

Replaces:

Reference: *See Also* ¶8108 - Transfers from Credited High Schools; ¶8110 - Carnegie Unit

8108 Transfer Credits ~~from~~ Other Than High Schools

A student, who transfers to Community High School District 94 from a program other than an accredited or non-accredited high school, shall be granted credit in District 94 for courses/work successfully completed as follows:

Correspondence Courses

A student enrolled in correspondence courses may receive high school credit for work completed provided:

1. The course is given by an institution accredited by the North Central Association of Colleges and Secondary Schools or an approved Homeschool Program;
2. The student assumes responsibility for all fees;
3. The course is approved in advance by the High School Principal or his/her designee.
4. The course meets the Carnegie Unit of Credit requirements.

A maximum of 3 units of credit may be counted toward the requirements for high school graduation.

Exchange Programs

Diplomas may be granted to an exchange student when the criteria for graduation established by the State of Illinois and the Board of Education have been successfully met. The Board of Education may grant a certificate of attendance to exchange students.

District students will receive academic credit for foreign exchange courses that meet the criteria established in the curriculum and that are approved by the Building Principal or his/her designee. International study course work not meeting District requirements may be placed in the student's permanent record and recorded as an international study experience.

Continuing Education Courses

Course credits for continuing education courses may be issued for any program approved by the State Board of Education.

Foreign Language Courses

Students may receive high school credit by studying foreign language in an approved ethnic school program provided such program meets the minimum standards established by the State Board of Education.

The amount of credit will be based on foreign language proficiency achieved. The Building Principal or his/her designee may require a student seeking foreign language credit to successfully complete a foreign language proficiency examination.

Military Service

The Board of Education may accept military service experience for credit toward graduation, provided the student making the request accompanies it with a recommendation from the U.S. Commission of Accreditation of Service Experiences. The student seeking credit shall supply any documents or transcripts necessary to support the request and it has been approved by the Principal or his/her designee.

Adopted: November 18, 2008

Revised:

Replaces:

Reference: 105 ILCS 5/2-3.44, 5/2-3.107, 5/10-22.3, and 5/27-22.3
[Ill. Rev. Stat.], 23 Ill. Admin. Code 1.450(c) and (j)

8200 STUDENT DISCIPLINE

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8201 Bus Conduct

The Board of Education recognizes its responsibility to insure that all transportation provided for students by the school District is provided in a safe manner.

Therefore, a set of procedures for student school bus riders that is designed to facilitate their safe transportation shall be developed and shall be made known to all students. The Superintendent and the Principal are authorized to suspend a student for gross disobedience or misconduct on a school bus. All such suspensions shall conform to the provisions of Section 10-22.6 of the *Illinois School Code*.

Adopted: September 17, 2002

Revised:

Replaces: JCDAD - Bus Conduct

Reference: *See Also* Series 4000 - Transportation ¶4301 - ¶4308; ¶ 8201P - Rules and Regulations for School Bus Riders

8201P Bus Conduct Procedures

The following Procedures shall be applicable to all students who ride a school bus operated by or for Community High School District 94.

1. Students who must cross a roadway to board a school bus shall wait to cross the roadway until the bus driver beckons them to cross the roadway when it is safe to do so.
2. Students shall stay off the roadway while waiting for a school bus and shall not move.
3. A student shall not be permitted to get off a school bus at any place other than the student's designated discharge point unless permission is granted by the Principal or his/her designee.
4. All passengers shall be seated when a school bus is in motion.
5. School bus windows shall not be lowered below the stop line painted on the body pillar.
6. All parts of the body must be kept inside the school bus while the bus is in motion.
7. Any form of "horseplay" that interferes directly or indirectly with the driver's ability to operate a school bus in a safe manner is prohibited.

8. School bus aisles shall be kept free of obstructions; e.g., books, packages, coats, etc.

9. All passengers shall be quiet when a school bus is approaching a railroad crossing.

10. Animals shall not be permitted on a school bus, unless authorized by the Principal or his/her designee.

11. No weapon or explosive of any kind shall be permitted on a school bus.

12. Smoking, chewing tobacco, or the use of an illegal drug or controlled substances on a school bus is not permitted.

13. Eating is not permitted on a school bus.

14. No object of any kind shall be thrown out of a school bus window or door.

15. No litter of any kind shall be left on a school bus.

16. Defacing or vandalizing a school bus is prohibited.

17. In the event of an emergency during the course of a school bus trip, students shall follow the instructions given by the school bus driver.

18. A student may be permitted to ride the school bus on a route other than his/her regular route providing written permission from the Principal or his/her designee is presented to the bus driver.

19. Infants may not be transported on a school bus.

Adopted: September 17, 2002

Revised:

Replaces: JCDAD-R – Rules & Regulations for School Bus Riders

Reference: *See Also* ¶ 8201 – Bus Conduct

8202 Student Discipline Policy

School boards, along with the parent-teacher advisory committee, are encouraged to annually review their pupil discipline policies, the implementation of those policies, and any other factors related to the safety of their schools, pupils and staff.

The parent-teacher advisory committee shall meet in May and forward proposed policy changes to the Board for its action in June. Copies of the policy shall be given to students annually.

Adopted: September 17, 2002
Revised:
Replaces:
Reference:

8203 Student Suspension & Expulsion Procedures

1. General

- A. An authorized administrator (Principal, Assistant Principal, or Dean) may suspend a student in-school or suspend a student from school or from riding the school bus. The Board of Education may expel a student.
- B. Prior to removing any student from the school or the school bus during the regular school day, the authorized administrator shall make reasonable effort to notify the parents by telephone and take any other steps reasonably necessary to ensure the safety of the student being removed from school or the school bus, as well as the safety of other students and staff.

2. Definitions

- A. A *suspension* is a temporary exclusion of a student from school and/or from riding the school bus for a period of time not to exceed ten (10) school days. A student may be suspended from riding the school bus in excess of ten (10) school days for safety reasons.
- B. An *expulsion* is the exclusion of a student from school for a definite period of time in excess of ten (10) school days, not to exceed two (2) calendar years.
- C. The term *school personnel* includes teachers, administrators, members of the Board of Education, and all other school District employees.
- D. The term *related personnel* includes school bus drivers, DAOES, teachers and aides, teachers and aids aides employed by SASSED, and all other personnel who provide instruction and/or direct services to District 94 students through a contractual arrangement with the Board or as a result of a joint or intergovernmental agreement to which District 94 is a party.

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- E. *A child with disabilities* is a student who has been determined eligible for a special education instructional program or support services pursuant to Article 14 of the *Illinois School Code*.
- F. The *Special Education Rules and Regulations* are the State of Illinois *Rules and Regulations to Govern the Organization and Administration of Special Education*.
- G. The *Illinois School Code* refers to the Illinois Statutes governing boards of education as found in 105 ILCS 5/1-1 et seq of the Illinois Compiled Statutes.

3. Suspension Procedures

A. *Pre-Suspension Conference:*

- 1) The authorized administrator shall confer with any student who is under consideration for suspension or in-school suspension prior to taking such disciplinary action.
- 2) Prior to or during a pre-suspension conference, the authorized administrator shall ascertain whether the student is a child with disabilities. If so, the authorized administrator shall also follow the procedures set forth in Section 7 hereof.
- 3) The student shall be advised of the reasons for the proposed suspension and a summary of the evidence in support of those reasons. The student shall also be afforded an opportunity to respond.
- 4) The authorized administrator conferring with the student shall make a written record of the conference.
- 5) The authorized administrator, after following the above pre-suspension procedures, may subsequently determine whether to suspend the student in accordance with the notification requirements set forth below.
- 6) When, in the opinion of the authorized administrator, a student poses an immediate threat to school personnel, related personnel, and other students or school property, or poses an ongoing threat of disruption to the educational process, the student may be summarily removed from school without holding a pre-suspension conference, as set forth above. In such event, written notice sent by certified mail, return receipt requested, shall be given to the

parents. The notice shall request that the student attend a post-suspension conference as soon as practicable after the notice is received. A time for this post-suspension conference will be stipulated in the notice. Failure to attend the scheduled conference shall constitute a waiver of such conference. Regardless of the student's attendance at the post-suspension conference, the parents shall be advised by written notice of any subsequent disciplinary decision.

B. Suspension Notification

- 1) If the pre-suspension or post-suspension conference results in a decision to suspend, the parents of the student shall be advised immediately of the decision by written notice sent by certified mail, return receipt requested, or personal delivery.
- 2) The notice to the parents shall include:
 - a) A statement of the reasons for the suspension, including any school rule which has been violated;
 - b) The date(s) and duration of the suspension;
 - c) A statement of the parents' right to request a review of the suspension by the Board of Education or its appointed hearing officer.
 - d) A statement that the failure to request such written review within five (5) days after receipt of the notice, or eight (8) days after date of the mailing, whichever is earlier, shall be deemed a waiver of the right to a review hearing with the Board of Education or its appointed hearing officer.
 - e) A statement of the right to be represented at the suspension review hearing by an attorney or other representative, at their expense.
- 3) A request to review the suspension may be oral or in writing, directed to the authorized administrator's office. Upon receipt of such request, the authorized administrator shall schedule the hearing, notify the parents of its time and place, and provide the parents with a copy of the suspension hearing procedures. If the parents, in requesting a review of the suspension, assert that the student is a child with disabilities, then the authorized administrator shall follow the procedures set forth in Section 8.
- 4) The Principal shall be notified of all student suspensions by the authorized administrator.

- 5) The Board of Education shall be given a summary of the notice, including the reason for the suspension and the suspension length.

4. Expulsion Procedures

A. Prior to any recommendation for expulsion, the authorized administrator shall ascertain whether the student is a child with disabilities. If so, the procedures set forth in Section 8 hereof shall be followed. If the expulsion is preceded by a suspension, the suspension procedures set forth in Section 3 hereof shall also be followed.

B. Expulsion Notification

- 1) The Superintendent shall send a letter by certified mail, return receipt requested or personal delivery, to the parents of the student notifying them of the expulsion hearing.
- 2) The expulsion notice to the parents shall include:
 - a) A statement of the reasons for the proposed expulsion, including any school rule which has been violated;
 - b) the potential maximum duration of the expulsion;
 - c) the time and place of the expulsion hearing;
 - d) a statement of the right to be represented at the expulsion hearing by an attorney or other representative at their expense; and
 - e) a copy of the expulsion hearing procedures.

5. Procedures for a Suspension Review Hearing or Expulsion Hearing by the Hearing Officer

A. *Hearing Structure*

- 1) A suspension review hearing or expulsion hearing shall be conducted by the Board of Education or a hearing officer appointed by the Board.
- 2) All student discipline hearings before the Board of Education shall be held in closed session.
- 3) The student and his/her parents may attend the hearing and may be represented by an attorney or other representative. If the parents or student do not attend, but the authorized administrator has proof of notice given and received, the Board or the Board-appointed hearing officer may proceed with the hearing.

- 4) The hearing may be recorded stenographically or by tape. If either party causes a recordation to be made, the other party shall be offered an opportunity to purchase a copy of the transcript or the tape.
- 5) If the student is a child with disabilities, or ~~asserts~~ it is asserted during a hearing that s/he may be a child with disabilities, the hearing officer shall follow the procedures set forth in Section 8 hereof.

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B. *Hearing Procedures*

- 1) The hearing shall be conducted as follows:
 - a) At the commencement of the hearing, either party may request the exclusion of witnesses from the hearing room until testimony is rendered.
 - b) The authorized administrator and the student or his/her representative may make short opening statements concerning both the charges of gross disobedience or misconduct and the appropriate disciplinary action.
 - c) The authorized administrator shall first present his/her evidence, including proof of compliance with Section 8 of this policy, if applicable. The student may cross-examine all witnesses in attendance and review any written evidence presented by the authorized administrator. However, the name of a witness may be deleted from the copy of written evidence provided to the student when the authorized administrator determines that an imminent fear of reprisal exists.
 - d) The student may then present evidence to refute the charges. The authorized administrator may cross-examine all witnesses in attendance and review any written evidence presented by the student.
 - e) The Board or the Board-appointed hearing officer may, at any time, direct questions to the parties or their witnesses.
 - f) The authorized administrator and the student may make closing statements at the conclusion of the hearing concerning both the issue of gross disobedience or misconduct and the issue of the appropriate disciplinary action.
- 2) The Board or the Board-appointed hearing officer may receive all relevant oral or written evidence without regard to the legal rules of evidence, but shall consider the weight of the evidence in determining the issues.

- 3) If the authorized administrator determines that any of his/her witnesses would be subject to physical or mental harassment or that an imminent fear of reprisal exists, the authorized administrator need not present the witness at the hearing, but may present as evidence a written summary prepared by the absent witness of his/her testimony. The summary shall include the reason for the absence of the witness and a statement verifying that the contents of the summary are true. If an imminent fear of reprisal exists, the authorized administrator may also present a written statement in which the identity of the witness has been concealed.

C. Hearing Report

- 1) If the hearing is before a Board-appointed hearing officer, s/he shall prepare a report summarizing the oral and written evidence presented at the hearing.
- 2) The report will also address the following two (2) issues:
 - a) The validity of the charges of gross disobedience or misconduct; and
 - b) The appropriateness of the disciplinary measure, if the charges are to be upheld.

6. Procedures for Review of the Report of the Hearing Officer by the Board of Education

A. Review Structure

- 1) After reviewing the Board appointed hearing officer's report, the Board of Education may take such action as it deems appropriate, including affirming, modifying, or overruling the suspension or proposed expulsion, or conditioning re-entry of the student to school.
- 2) An expulsion may be effective immediately or as specified by the Board of Education.
- 3) If the Board of Education finds that a suspension or expulsion was unjustified, the student's records shall be expunged of all notations regarding the suspension or proposed expulsion and any related student absence for disciplinary reasons shall be marked "excused"; further, the student shall be afforded an opportunity to

make up all lost educational opportunities including, but not limited to, tests and other class work.

- 4) The decision of the Board of Education shall be final.
- 5) Written notification of the Board's decision with respect to a suspension review or expulsion review shall be mailed to the parents.

B. *Review Procedures*

- 1) All student discipline reviews **before the Board of Education** shall be held in closed session.
- 2) The student and his/her parents may attend the review and may be represented by an attorney or other representative. If the parents or student do not attend, the Board of Education may proceed with the review.
- 3) The review may be recorded stenographically or by tape. If either party causes a recordation to be made, the other party shall be offered an opportunity to purchase a copy of the transcript or the tape.
- 4) The Board of Education may, at any time, direct questions to the hearing officer, the authorized administrator, or the parties, for the purpose of clarifying the hearing officer's report.
- 5) The Board of Education will not receive any oral or written evidence not given to the hearing officer at the hearing. It will review all of the evidence presented at the hearing to the hearing officer without regard to the legal rules of evidence, but shall consider the weight of the evidence in determining the issues.
- 6) The Board of Education shall not consider the student's academic or disciplinary records in determining the validity of the charges of gross disobedience or misconduct. The Board of Education may review a student's records, however, in determining the appropriate discipline.

7. Alternative School Placement

A. *General*

- 1) Under 105 ILCS 5/13A-3, a system of alternative school programs is created for a student who is determined to be subject to suspension or expulsion, as provided by the *Illinois School Code*.

B. Specific Procedures

- 1) A student who is found to be eligible for suspension or expulsion through the District's discipline process may be immediately and administratively transferred to an alternative program.
- 2) As soon as possible a meeting shall be scheduled between representatives from the District and the alternative school to develop an alternative education plan for the student. The student's parent(s) shall be invited and the student may be invited.
- 3) The alternative education plan shall include, but not be limited to, all of the following:
 - a) The duration of the plan including a date after which the student's eligibility to return to the regular education program will be considered. A written objection to the return may be filed by the parent(s) of the returning student with the Principal of the alternative school, who may forward it to the Regional Superintendent.
 - b) The specific academic and behavioral components of the plan.
 - c) The method and timeframe for reviewing the student's progress.
- 4) The Board of Education shall be informed of the proposed transfer in writing and, preferably, at a meeting. In the event a meeting is not possible, a written report shall be forwarded to the Board of Education.
- 5) Prior to returning the student to the regular education program, the Board of Education shall receive a report – either orally or in writing – of the conditions involved in the return.
- 6) The home District, if necessary, shall pay transportation costs.

8. Special Education Procedures

A. *General*

- 1) A child with disabilities who violates school policies or rules of conduct shall be disciplined pursuant to the Board's student

disciplinary policies and procedures and in accordance with the requirements of State and federal law. All behavioral interventions for students with disabilities shall be utilized in accordance with federal and State law and such students' individualized education program ("IEP").

B. Procedures

1) Violations of School Policies or Rules of Conduct

The following procedures will be utilized when students engage in conduct which violates school policies or rules of conduct:

- a) Appropriate behavioral interventions will be selected, which may include up to 10 school days of suspension, placement in an interim alternative educational setting or another setting, and/or expulsion. The determination of appropriate behavioral interventions will be governed by applicable provisions, if any, of the student's IEP.
- b) When the behavioral intervention contemplated is expulsion, school personnel shall conduct a review of the relationship, if any, between the student's disability and the behavior in question. If the behavior is determined to be related to the student's disability, the recommendation for expulsion must be rescinded.
- c) Students will continue to receive a free appropriate public education, as specified in their IEPs, during any period of expulsion.

2) Students Who Commit Weapons or Drug Offenses

The following procedures will be utilized when students engage in weapons or drug offenses:

- a) Appropriate behavioral interventions will be selected which may include suspension for up to 10 school days, placement in an interim alternative educational setting for up to 45 days, and/or expulsion.
- b) When the behavioral intervention contemplated is placement in an interim alternative educational setting for up to 45 days and/or expulsion, school personnel shall:

ACTION	TIMELINE FOR ACTION
a) Notify the parents of (i) the decision to suspend the student and/or place him or her in an interim alternative educational setting, and (ii) all applicable procedural safeguards; and	a) Not later than the date on which the decision is made to suspend the student and/or place him/her in an interim alternative educational setting.
b) If the student is to be placed in an interim alternative educational setting for up to 45 days, determine, with the parent(s)/guardian(s), the appropriate interim alternative educational setting; and	b) Prior to placing the student in the interim alternative educational setting.
c) With the parent(s)/guardian(s), conduct a review of the relationship, if any, between the student's disability and the behavior in question. If the behavior is determined to be related to the student's disability, rescind the recommendation for expulsion; and	c) Immediately, if possible, but not more than 10 school days after the decision is made to suspend and/or place the student in an interim alternative educational setting.
d) With the parent(s)/guardian(s), review and modify, as necessary, the student's behavior management plan to address the behavior in question, or if no behavior management plan exists, conduct a functional behavior analysis and develop a behavior management plan to address the behavior in question.	d) Not later than 10 days after suspending the student and/or placing him/her in an interim alternative educational setting.

- c) Students will continue to receive a free appropriate public education, as specified in their IEPs during any period of expulsion.

3) Students Whose Behavior is Substantially Likely to Result in Injury to the Student or Others.

The following procedures will be utilized when students engage in behaviors which are substantially likely to result in injury to such students or others.

- a) Appropriate behavioral interventions will be selected, which may include suspension for up to 10 school days, placement in an interim alternative educational setting for up to 45 days,

and/or expulsion, if the behavior is unrelated to the student's disability.

- b) When the behavioral intervention contemplated is placement in an interim alternative educational setting for up to 45 days and/or expulsion, school personnel shall:

ACTION	TIMELINE FOR ACTION
a) Notify the parents of (i) the decision to suspend the student or seek his/her placement in an interim alternative educational setting, and (ii) all applicable procedural safeguards; and	a) Not later than the date on which the decision is made to suspend the student or seek his/her placement in an interim alternative educational setting.
b) If school personnel wish to place the student in an interim alternative educational setting for up to 45 days, the Superintendent's will request an expedited due process hearing before an Illinois due process hearing officer or seek an injunction in federal or State court to seek the student's placement in such setting; and	b) As soon as possible after behavior in question.
c) With the parent(s)/guardian(s), conduct a review of the relationship, if any, between the student's disability and the behavior in question. If the behavior is determined to be related to the student's disability, rescind the recommendation for expulsion (if any); and	c) Immediately, if possible, but no more than 10 school days after the decision is made to suspend and/or seek placement of the student in an interim alternative educational setting.
d) With the parents/guardians, review and modify, as necessary, the student's behavior management plan to address the behavior in question, or if no behavior management plan exists, conduct a functional behavior analysis and develop a behavior management plan to address the behavior in question.	d) Not later than 10 days after suspending the student or seeking his/her placement in an interim alternative educational setting.

- c) Students will continue to receive a free appropriate public education, as specified in their IEPs, during any period of expulsion.

Adopted: September 17, 2002

Revised:

Replaces: JDD – Discipline - Suspension; 8001 – Student Suspension & Expulsion Procedures (adopted February 15, 2000)

Reference:

8204 Corporal Punishment

Corporal punishment is defined as the intentional use of physical force upon a student for any alleged offense or behavior, or the use of physical force in an attempt to modify the behavior, thoughts, or attitudes of a student.

The use of corporal punishment for discipline purposes is strictly prohibited. No student will be subject to the infliction of corporal punishment by any teacher, other student, administrator, or other school personnel.

A staff member may, however, use physical force against a student when it is essential for self-defense, the protection of other persons, the safeguarding of public school property, to obtain weapons or other dangerous objects, or to remove a student if the student has refused to comply with requests to refrain from disruptive behaviors.

Adopted: September 17, 2002

Revised:

Replaces: JDA – Discipline - Corporate Punishment

Reference: *See also:* ¶8008P - Behavior Intervention Policy for Student with Disabilities - Procedures

8205 Student Dress

The Board of Education believes that student dress is primarily the responsibility of individual students and his/her parents. However, some guidelines with respect to appropriate school attire and appearance are necessary. These guidelines shall be the basis for decisions by administrators in ~~cases of abuse~~ **determining whether this policy has been violated.**

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- Dress and grooming will be clean and in keeping with health, sanitary, and safety requirements and codes.
- Dress and grooming will not be such as to disrupt the teaching/learning process.
- Hairstyle or dress that may be hazardous will not be permitted in such areas as shops, laboratories, physical education, arts, etc.
- Articles of clothing that may be dangerous or that may cause physical damage such as cleated boots, shoes that scratch floors and clothing with metal rivets that scratch furniture are unacceptable.

- Examples of dress disruptive to the learning process include, but are not limited to, the following:
 - Clothing containing provocative or obscene writing or graphics.
 - Clothing or jewelry imprinted with slogans or graphics that refer to alcohol, drugs, or sex is considered inappropriate.
 - Bare midriffs, see-through garments, bare backs, halter tops, low cut blouses and pants, and tank tops are prohibited.
- Shoes must be worn
- Chains, dog collars, choke chains or any other inappropriate or dangerous apparel will be prohibited.
- Jackets, coats, hats and hoods are not permitted in classrooms or hallways during school hours to preclude hiding injurious materials or representing gangs and unapproved student clubs.

The decision as to whether a student's clothing is unacceptable is made by the applicable building administrator, upon the administrator's own initiative or the request of a classroom teacher. If a student's clothing is determined to be unacceptable, the student will be required to change the clothing. If the student is unable or unwilling to change the clothing, further disciplinary measures will occur, up to and including suspension or expulsion.

Adopted: September 17, 2002
Revised:
Replaces: JCDB - Dress Code
Reference:

8206 Psychotropic/Psychostimulant Medication

The School Board recognizes the right of parents to refuse a recommendation for the administration of a psychotropic or psychostimulant medication to their child. Any disciplinary action within the District will not be based, either totally or in part, on the refusal of a student's parent to consent to the administration of a psychotropic or psychostimulant medication to their child.

At least once every two years, the District shall conduct inservice training of certified school personnel and administrators on current best practices regarding the identification and treatment of attention deficit disorder and attention deficit hyperactivity disorder, the application of non-aversive behavioral interventions in the school environment, and the use of psychotropic or psychostimulant medication for school-age children.

Adopted: September 23, 2003
Revised:
Replaces:
Reference: PA 92-0663; 105 ILCS 5/10-20.35

8207 Cellular Communication, Electronic Paging, and Electronic Devices

Students who bring an electronic device covered by this Policy to school, on school property or to a school-related activity do so at their sole risk. The School District is not responsible for the loss or theft of any such device regardless of whether use of such device has been authorized.

To prevent disruption and promote student learning, safety and welfare, and to restrict actions which may endanger student safety, no student shall use any electronic device covered by this Policy on or about school property at any time during the school day, unless such use has first been expressly permitted in writing by the Principal, or his/her designee, or such use is necessary because of a bona-fide emergency. The Principal shall grant such permission only for limited periods to individual students who demonstrate to the Principal a legitimate, specific need for such use, such as a family matter that may require the student to be immediately contacted, or a school-related project. In granting such permission, the Principal may impose conditions upon the use of the device as will limit the disruption caused by such use.

Electronic study aids may be used during the school day if such use is provided in the student's IEP or similar plan, or written permission is received from the Principal. Examples of electronic devices that may be used as study aids include, but are not limited to, tape or voice recorders, personal digital assistants (PDAs), and laptop computers. Examples of electronic devices that may **not** be used as study aids include, but are not limited to, hand-held electronic games (e.g., GameBoy, PSP, etc.), CD players, iPods, MP3 players, radios, and cellular/wireless communication devices. Electronic devices containing both permissible and impermissible study aids may not be used, unless such use is expressly provided in the student's IEP or written permission is received by the principal. The Board may, at its discretion, periodically publish a list of such permissible and impermissible study aids.

Any student who violates this Policy may be required, after being informed of such violation and the basis for the determination, and receiving an opportunity to state his or her version of events, to surrender any device alleged to violate the Policy to school officials and attend a parent conference. At the parent conference, the device surrendered by the student shall be returned to the parent upon request.

Any student alleged to have violated this Policy a second or subsequent time shall, upon a finding of such violation in accordance with the requirements of *The School Code* and Board Policy, be subject to suspension or expulsion.

Electronic devices covered by this Policy include, but are not limited to, cellular/wireless communication and similar devices, pocket pagers and similar paging devices and electronic devices such as hand-held games, iPods, P52,54 – [what is this?PSP?](#) CD/MP3/video players, cameras and similar devices

Adopted: May 8, 2007
Revised:
Replaces:
Reference: 105 ILCS 5/10-20.5; 105 ILCS 5/10-20.28; 105 ILCS 5/10-21.10

8300 STUDENT ASSIGNMENT, ADMISSION, VISITATION**8301 Admission of Exchange Students**

The Board of Education believes that participation in well-organized exchange programs that enable students from differing cultures to come to know each other benefits District 94 students and the District 94 community. Therefore, it shall be the policy of the Board of Education to cooperate with organizations that sponsor such programs that have a record of stability and reliability and demonstrate accountability for the students enrolled in their programs.

A set of rules and regulations regarding the participation of District 94 in student exchange programs shall accompany this policy.

Adopted: September 17, 2002

Revised:

Replaces: JEGBA – Admission of Exchange Students

Reference: *See Also* – ¶8301-P Admission of Exchange Students Procedures

8301P Admission of Exchange Students Procedures

1. Sponsoring Organizations – Any organization wishing to place exchange students in Community High School District 94 shall submit a written request for approval to place exchange students in Community High School on a tuition-free basis at least four months prior to any proposed student placement. Such requests shall be accompanied by detailed information regarding the exchange program's sponsoring agency, liability insurance coverage, student selection and placement procedures, arrangements for student supervision, and general operational procedures.

The **Director of Support Services** ~~Superintendent~~ shall review each such request and promptly make recommendation to the Board of Education regarding approval of the program. Final action respecting approval of the program shall be at the discretion of the Board of Education.

2. Student Selection and Placement

A. The number of exchange students placed at Community High School in any school year shall not exceed five (5).

B. Exchange students will only be admitted at the beginning of a semester.

C. When considering multiple applicants for placement in a given school year, consideration will be given to placing students from diverse cultures.

D. The exchange program sponsor shall provide the Principal with the name, transcript, and other supporting materials of each student proposed for

placement not less than sixty (60) calendar days prior to the date the student is enrolled at Community High School.

E. Prior to actual enrollment, each exchange student shall provide evidence of a physical examination and immunization as required by the State of Illinois.

F. Upon arrival in District 94, an exchange student and his/her host family shall contact the Principal to begin the process of enrolling and selecting specific courses.

3. Student Supervision

A. Upon enrollment of an exchange student, the program sponsor shall provide the Principal with the names and address of all host families with which the exchange student shall reside during the time s/he is enrolled at Community High School.

B. The program sponsor shall inform the **Director of Support Services** ~~Principal~~ of the name, address, and phone number of a supervisor who may be contacted regarding any problems or emergencies that may arise during the course of a student's enrollment in Community High School.

C. Community High School shall reserve the right to request that a sponsoring organization remove an exchange student from Community High School for a flagrant violation or repeated violations of the District 94 Student Discipline Policy or for academic failure; such request shall not preclude the Board of Education from convening a hearing to consider the expulsion of such student.

Adopted: September 17, 2002

Revised:

Replaces JEGBA-R – Rules and Regulations to Accompany Policy JEGBA:
Admission of Exchange Students

Reference: *See Also* ¶8301 – Admission of Exchange Students

CONSIDER USING PRESS POLICY 7:60 AND ITS PROCEDURES AND EXHIBITS AS ALTERNATE TO POLICIES 8302-8305

8302 Admission of Resident Students

7:60 Residence 8303 Admission of New Resident Students 1

October 2010

Resident Students

Only students who are residents of the District may attend a District school without a tuition charge, except as otherwise provided below or in State law. **2** A student's residence is the same as the person who has legal custody of the student.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement, stating: (a) that he or she has assumed and exercises legal responsibility for the child, (b) the reason the child lives with him or her, other than to receive an education in the District, and (c) that he or she exercises full control over the child regarding daily educational and medical decisions in case of emergency. If the District knows the current address of the child's natural or adoptive parent, the District shall request in writing that the person complete a signed statement or Power of Attorney stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency. **3**

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition. **4**

When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The District, however, is not responsible for the student's transportation to or from school. **5**

If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the District, but will be living within the District within 60 days after the time of initial enrollment, the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition. **6**

Requests for Non-Resident Student Admission **7**

1. Non-resident students may attend District schools upon the approval of a request submitted by the student's parent(s)/guardian(s) for non-resident admission. The Superintendent may approve the request subject to the following: **8**
2. The student will attend on a year-to-year basis. Approval for any one year is not authorization to attend a following year.
3. The student will be accepted only if there is sufficient room.
4. The student's parent(s)/guardian(s) will be charged the maximum amount of tuition as allowed by State law. **9**

The student's parent(s)/guardian(s) will be responsible for transporting the student to and from school.

Admission of Non-Resident Students Pursuant to an Agreement or Order **10**

Non-resident students may attend District schools tuition-free pursuant to:

1. A written agreement with an adjacent school district to provide for tuition-free attendance by a student of that district, provided both the Superintendent or designee and the adjacent district determine that the student's health and safety will be served by such attendance.

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2. A written agreement with cultural exchange organizations and institutions supported by charity to provide for tuition-free attendance by foreign exchange students and non-resident pupils of charitable institutions.
3. According to an intergovernmental agreement.
4. Whenever any State or federal law or a court order mandates the acceptance of a non-resident student.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency. [11](#) School Board policy [6:140](#), *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

Challenging a Student's Residence Status [12](#)

If the Superintendent or designee determines that a student attending school on a tuition-free basis is a non-resident of the District for whom tuition is required to be charged, he or she on behalf of the School Board shall notify the person who enrolled the student of the tuition amount that is due. The notice shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by the School Code, [105 ILCS 5/10-20.12b](#).

LEGAL REF.:

McKinney Homeless Assistance Act, [42 U.S.C. § 11431 et seq.](#)

[105 ILCS 5/10-20.12a](#), [5/10-20.12b](#), and [5/10-22.5](#).

[105 ILCS 45/](#) and [70/](#).

[23 Ill.Admin.Code §1.240](#).

Israel S. by Owens v. Board of Educ. of Oak Park and River Forest High School Dist. 200, 601 N.E.2d 1264 (Ill.App.1, 1992).

Joel R. v. Board of Education of Manheim School District 83, 686 N.E.2d 650 (Ill.App.1, 1997).

Kraut v. Rachford, 366 N.E.2d 497 (Ill.App.1, 1977).

CROSS REF.:

[6:15](#) (School Accountability *containing* "School Choice for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring")

[6:140](#) (Education of Homeless Children)

[7:50](#) (School Admissions and Student Transfers To and From Non-District Schools)

[7:70](#) (Attendance and Truancy)

Policy last updated - October, 2010

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Please review this policy with your school board attorney before adoption.

~~Students who are residents of Community High School District 94 and who have satisfactorily completed the prescribed course of study at an elementary, middle, junior high school or home school that provides instruction through the eighth grade shall be admitted to high school. A student who has not successfully completed such course of study but who has attained the age of fifteen (15) years and is a resident of Community High School District 94 may be admitted to the high school when, in the judgment of the Principal, the student can be served more effectively in a District 94 program than in his/her current elementary school or home school program. Such admission shall be subject to approval by the Superintendent.~~

~~All entering students may be required to take tests designed to provide information that will facilitate proper academic placement.~~

~~A student transferring from another high school shall be granted credit toward graduation on the basis of an evaluation of an official transcript from the high school(s) s/he previously attended. Such evaluation shall be the responsibility of the Registrar and shall be subject to approval by the Principal.~~

~~Adopted: September 17, 2002~~

~~Revised:~~

~~Replaces JBCA School Admission Resident Students~~

~~Reference: See Also ¶8108 Transfers from Accredited High Schools; ¶8109 Transfers from Non Accredited High Schools; and ¶8110 A Carnegie Unit; ¶8305 Document Requirements for New Student Enrollment; and ¶8306 Early Admission of Students~~

8303 Admission of New Resident Students

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~~In addition to satisfying all other requirements for enrollment, a student desiring to attend Community High School District 94 must be a legal resident of the school District. A student is a legal resident of the District if the student:~~

- ~~1. resides within the District with his/her natural or adoptive parent(s); or~~

_____ 2. ~~resides within the District with his/her custodial parent if the natural parents are divorced; or~~

_____ 3. ~~resides within the District with a person to whom the natural or custodial parent has transferred custody and control by court order or guardianship, or by an adult caretaker relative receiving public aid for the pupil, or by an adult who demonstrates s/he has assumed and exercises legal responsibility for the pupil and provides the pupil with a regular fixed night time abode. The intent of such transfer or arrangement cannot have been solely to enable the student to attend Community High School District 94.~~

_____ 4. ~~resides within the District and furnishes evidence that s/he is emancipated under the laws of Illinois by showing:~~

A. ~~proof that support is not being furnished by parent(s) or guardian(s);~~
and

B. ~~proof that parent(s) or guardian(s) have relinquished custody and control of the child.~~

_____ 5. ~~Qualifies for tuition free attendance as a homeless student under applicable Federal or State law.~~

(Affidavits may be required to substantiate the above.)

_____ ~~Students not meeting the above criteria are not legal residents of the District and the District shall may permit them to enroll only on a tuition basis, with the prior written approval of the Board of Education.~~

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_____ ~~Legal resident students who are properly enrolled at the beginning of the school year but who subsequently move out of the District may complete the school year on a tuition free basis.~~

_____ ~~When a change in student residence is due to the military service obligation of his/her legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation, upon written request of the custodian. The District shall not be responsible for the student's transportation to and from school.~~

_____ ~~If at the time of enrollment, a dependent child of military personnel is housed in temporary housing outside the District, but will be living within the District within 60 days after the time of initial enrollment, said child shall be allowed to enroll, subject to the requirements of State law, and must not be charged tuition.~~

_____ ~~Any student enrolled in the District whom the Superintendent or his/her designee has cause to believe is not a resident of the District, as defined above, shall be sent a preliminary Notice of Non-Residency in substantially the form attached hereto and incorporated herein as Exhibit No. 1. (Deleted because there is no procedure or exhibit in these materials) by certified and regular mail. The student or his/her representative shall~~

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~~be offered a meeting with the Superintendent or his/her designee at which time the student or representative may offer information to establish the student's resident status, as defined above.~~

~~_____ The decision of the Superintendent or his/her designee regarding resident status shall be final unless the student or his/her representative seeks review of the decision by the Board of Education, in which case the decision of the Board of Education shall be final. An enrolled student whose resident status is challenged as provided above shall remain in school pending a final decision.~~

~~_____ Adopted: September 17, 2002~~

~~_____ Revised:~~

~~_____ Replaces: JBCAA New Resident Students~~

~~_____ Reference: See Also Exhibit No. 1 ¶8108 Transfers from Accredited High Schools; ¶8109 Transfers from Non Accredited High Schools; and ¶8110 A Carnegie Unit; ¶8302 Admission of Resident Students; ¶8305 Document Requirements for New Student Enrollment; and ¶8306 Early Admission of Students~~

~~_____ **8304 Admission of Non-Resident Students**~~

~~_____ The Superintendent may admit a non-resident student to the high school, providing the admittance of such student does not require the employment of additional personnel, the scheduling of additional course sections, or pose a threat to the safety and welfare of students and staff.~~

~~_____ A non-resident shall be required to pay tuition equal to District 94's per capita cost for the preceding year, as determined by the State Board of Education.~~

~~_____ Adopted: September 17, 2002~~

~~_____ Revised:~~

~~_____ Replaces: JBCB School Admissions Non-Resident Students~~

~~_____ Reference: See Also ¶8301, 8301P ¶8302 Admission of Resident Students; and ¶8303 New Resident Students; ¶8305 Document Requirements for New Student Enrollment; and ¶8306 Early Admission of Students~~

~~_____ **8305 Documents Required for New Student Enrollment**~~

~~_____ The following documents are required to enroll an entering student; [subject to the requirements of State law.](#)~~

~~_____ 1. Original Birth Certificate~~

~~_____ 2. Student's Social Security Card~~

~~_____ 3. Legal guardian's driver's license and Custody verification (if applicable)~~

- ~~4. Residency verification: mortgage approval or rental lease and utility bill (a driver's license is not acceptable)~~
- ~~5. Unofficial transcript and withdrawal grades~~
- ~~6. Copy of immunization records and/or current physical~~
- ~~7. Illinois Student Transfer Form~~
- ~~8. Copy of IEP (if special education)~~

~~Adopted: September 17, 2002~~

~~Revised:~~

~~Replaces:~~

~~Reference:~~

8306 Early Admission of Students

The Board of Education recognizes that from time to time an elementary school student who is gifted in mathematics may progress beyond the level of instruction in mathematics that can feasibly be provided in the elementary school district in which s/he is enrolled.

Therefore, the Superintendent may grant permission for a student who is gifted in mathematics to enroll in a mathematics course at Community High School prior to the time the student completes the eighth grade, provided the student is a resident of Community High School District 94 and is enrolled in an elementary school, and provided such enrollment does not result in any additional expense for instruction to Community High School and there is sufficient space available for such student.

There shall be no tuition charge for a student enrolled in a course under the terms of this policy; however, District 94 shall not provide transportation for such students.

A set of rules and regulations for the purpose of implementing this policy shall be developed and shall accompany it.

Adopted: September 17, 2002

Revised:

Replaces: JBCE – School Admission - Early Admission

Reference:

8306P Early Admission Procedures

The enrollment of a gifted elementary school student in a regular school year mathematics course at Community High School District 94 shall be subject to the following terms and conditions.

1. Eligibility – To be eligible, an elementary school student must:

- A. be a resident of Community High School District 94.
- B. be enrolled in an elementary school at the eighth grade level or equivalent.
- C. have taken full advantage of all of the learning opportunities in mathematics that are available in the elementary District in which the student is enrolled.
- D. be identified as gifted in mathematics on the basis of past school records and performance on at least two standardized tests of conceptual mathematical ability.
- E. provide Community High School with evidence of a physical examination and proper immunization as required by the State of Illinois.

2. Approval – The enrollment of an elementary school student in a Community High School mathematics course shall be based on the recommendation of the Principal of the elementary school in which the student is enrolled prior to May 1 preceding the school year, the ~~Director of Support Services~~ ~~Principal~~ of Community High School, ~~and the chairperson of the Counseling Department at Community High School,~~ and the chairperson of the Mathematics Department at Community High School, and shall be subject to the approval of the Superintendent of the elementary district in which the student is enrolled and the Superintendent of Community High School District 94.

3. Limitations –

- A. An individual elementary school student may be permitted to enroll in no more than one Community High School course during a single semester.
- B. The provision of any required transportation shall be the responsibility of the elementary school or district when the course in which the student is enrolled at Community High School is a part of the student's regular five-hour school day, and shall be the responsibility of the student's parent or guardian when the course in which the student is enrolled at Community High School is not part of the student's regular five-hour school day.
- C. Necessary textbooks and workbooks shall not be furnished by Community High School, but shall be made available to such student at Community High School's cost.
- D. No credit toward a diploma from Community High School shall be granted for any course completed by a student prior to the date on which the student receives an eighth-grade diploma; however, periodic grade reports will be sent to the parent or guardian of such student and the completion of any course at Community High School by such student shall be recorded on a Community High School transcript.
- E. Any credit granted by an elementary district for any course completed at Community High School shall be at the sole discretion of the elementary school district.

F. The enrollment of a particular elementary school student in a Community High School course shall not be permitted if such enrollment will result in the need to create an additional section(s) of the course or any need for Community High School to employ additional personnel or if sufficient space is not available.

4. Other Conditions – Any student enrolled under the terms of these rules and regulations shall be subject to all of the rules and regulations regarding behavior, dress, health, smoking, etc., to which regularly enrolled students are subject.

Adopted: September 17, 2002

Revised:

Replaces: JBCE-R – School Admissions - Early Admission Rules and Regulations

Reference: *See Also* 8306 - Early Admissions Procedures

8400 STUDENT ACTIVITIES**8401 Fundraising/Solicitation by Students**

The Board of Education recognizes that student activities are a valuable part of the total school program and that from time to time certain student organizations may have a legitimate need to raise limited amounts of money to carry on their activities. Therefore, it shall be the policy of the Board of Education to permit a student organization to conduct appropriate fundraising activities for the purpose of raising the funds necessary to conduct the legitimate and proper activities of the organization. In general, such activities shall be limited to those that provide a service or recreation for students and/or community members.

A set of rules and regulations for the purpose of implementing this policy shall be developed and shall accompany it.

Adopted: September 17, 2002

Revised:

Replaces: JKB – Fund Raising/Solicitation by Students

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

8401P Fundraising/Solicitation by Students Procedures

1. Definition – For the purposes of these regulations, the term "student organization" shall refer to any organized student group that maintains a student activity fund account.

2. Acceptable Fundraising Activities

A. A fundraising activity that provides a service or recreation for students and/or community members, but does not involve the sale of a product, shall be permissible, providing the activity is legal and is deemed appropriate by both the faculty sponsor of the organization that proposes to conduct the activity and the Principal or his/her designee. Examples of permissible activities include: dance, car wash, movie, variety show, concert, play night, faculty-student game.

B. A limited number of special fundraising activities involving the purchase of products by parents, students, or interested citizens shall be permitted provided that those activities are pre-approved by the ~~Activities Director~~ ~~Principal~~ ~~and the Superintendent~~. Specific activities would include food store shopping days or market days.

Revenue from the special fundraising activities shall be distributed to sponsoring club and organizations as determined by the Principal or his/her designee prior to the activity.

3. Unacceptable Activities

A. Any fundraising which is not approved or is illegal shall not be permitted.

B. The sale of advertising, in any form by solicitation, shall not be permitted; however, the student publications shall be permitted to accept unsolicited advertising.

C. The general solicitation of the student body, for fundraising purposes, through classes or study halls, shall not be permitted; however, such activities may be advertised in the school by means of approved posters and announcements, and tickets for activities may be sold in the student commons area.

D. General door-to-door solicitations in the community shall not be permitted.

4. Approval of Proposed Activity

A. Any fundraising activity must be approved in writing by both the faculty sponsor of the organization proposing to conduct such activity and the activities director.

B. The final decision regarding whether a specific activity is permissible under the terms of these rules and regulations shall be the responsibility of the Principal or his/her designee.

C. The activities director shall attempt to distribute the available times for conducting fundraising activities among the various student organizations in such manner that all student organizations with a legitimate need to raise funds have an equal opportunity to do so.

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5. Refreshment Concession Operations

A. A school organization may be permitted to operate the refreshment concessions at athletic contests or other school events and to receive the net profits from such refreshment concession operations.

B. An organization may arrange to operate the refreshment concession for a school event through the activities director.

6. Receipt and Disbursement of Monies

A. All monies received by a school organization shall be deposited with the activities director after the money is received as is practicable, and shall be held as part of the organization's student activity fund account.

B. In no event shall student organization monies be retained overnight by a student.

C. All disbursement of monies by a school organization shall be made by the District's business office upon receipt of a "Student Activities Request for

Payment", sometimes referred to as a "pay to" form, ~~(sample below)~~ signed by the organization's faculty sponsor, president, secretary, treasurer, and by the activities director.

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Adopted: September 17, 2002

Revised:

Replaces: JKB-R – Rules & Regulations Fund Raising/Solicitation by Students

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

8402 Contests for Students

Community High School District 94 shall maintain membership in the Illinois High School Association and all interscholastic activities shall be conducted in conformance with the provisions of the Constitution, By-laws, and policies of that organization.

Contests for students that are sponsored by non-school organizations other than the Illinois High School Association, such as essay or composition contests, shall be limited to those approved by the National Association of Secondary School Principals.

Adopted: September 17, 2002

Revised:

Replaces: JM – Contests for Students

Reference: *See also* ¶7313 – Participation Conflicts

8500 SCHOOL STUDENT RECORDS**8501 Collection, Maintenance, Inspection and Dissemination of School Student Records**

The Board of Education recognizes that the collection, maintenance, inspection and dissemination of relevant ~~School Student Records~~ data is important to the proper operation of the school system and to the community that it serves. The Board of Education acknowledges its obligation to students, parents and former students to keep, maintain and control school student records. The Board of Education hereby states its intention to comply with the Family Education Rights and Privacy Act of 1974 (20 U.S.C. Section 1232 (g)), as amended (hereinafter referred to as FERPA), the Illinois School Student Records Act (105 ILCS 10/1 et seq.) (hereinafter referred to as ISSRA), all regulations issued pursuant to such Acts and the rules of the Illinois State Board of Education. The Board of Education shall also comply with its record keeping responsibilities under the Education for All Handicapped Children Act of 1975 (20 U.S.C. Section 1401 et seq.), the Rehabilitation Act of 1973 (29 U.S.C. Section 1704), the Mental Health and Developmental Disabilities Confidentiality Act (740 ILCS 110/1 et seq.), ~~and the Abused and Neglected Child Reporting Act. (325 ILCS 5/1 et seq.)~~ and other applicable law. All school student records shall be collected, maintained, inspected, disseminated and destroyed pursuant to these federal and state Acts. This policy shall be implemented through regulations developed by the Superintendent and staff. Such administrative regulations shall govern the rights of parents and students under this policy.

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Adopted: September 17, 2002

Revised: March 16, 2004

Replaces: JR - Collection, Maintenance, Inspection and Dissemination of Student Educational Records

Reference:

8501P Procedures for Collection, Maintenance, Inspection, and Dissemination of School Student Records1. General Information –A. *Definitions*

- 1) **School student records** shall consist of all records, files and data containing information directly relating to a student or former student, by which a student or former student may be individually identified, maintained by the School District or by a party acting for and on behalf of the School District. They shall be classified into two categories: permanent and temporary records.

- 2) Student **permanent records** shall consist of the minimum information necessary to the District in the education of a student and contained in an school student record, and shall include: (a) basic identifying information, including students' and parents' names and addresses, date and place of birth and gender; (b) academic transcripts, including grades, class rank, graduation date, grade level achieved and scores on college entrance examinations, ~~and the unique student identifier assigned and used by the student information system established pursuant to ISBE regulation;~~ (c) attendance records; (d) accident reports and health records; (e) records of release of permanent record information, in accordance with applicable law; (f) scores received on all state assessment tests administered at grades 9 through 12; ~~g) the completed home language survey form; and h) any biometrics information that is collected in accordance with Section 10-20.40 or 34-18.34 of The School Code.~~ Permanent records may also include honors and awards received, information on participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations, ~~if not maintained in the student's temporary record.~~

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- 3) ~~Student temporary records shall include may also consist of:~~ Student **temporary records** may consist of all information not required to be in the student permanent records, ~~and may include~~ **shall include:** (a) information regarding disciplinary infractions involving drugs, weapons or bodily harm to another that resulted in expulsion, suspension or the imposition of punishment or sanction; (b) information provided under Section 8.6 of the Abused and Neglected Child Report Act, as required by ISSRA; (c) scores received on the state assessment tests administered in grades K through 8, as received by the District; ~~and~~ (d) a record of release of temporary record information; (e) the completed home language survey form; ~~and~~ (f) any biometrics information that is collected in accordance with applicable law, ~~(g) health-related information; (h) accident reports.~~

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Student **temporary records** may ~~also include:~~ (a) family background information; (b) intelligence and aptitude test scores, both group and individual; (c) reports of psychological evaluations, ~~psychological profiles,~~ including information on intelligence, vocational and scholastic aptitude tests and personality and academic information obtained through test administration, observation or interviews, provided that such records are made and kept solely for the purpose of the student's education program; (d) elementary and secondary achievement level test results in all subject areas; (e) information concerning participation in

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extracurricular activities, such as offices held in school-sponsored clubs or organizations; (f) honors and awards received; (g) teacher anecdotal records and conference reports that have been incorporated into an educational record and made subject to the provisions of applicable law; (h) other disciplinary information; (i) special education records; (j) records associated with plans developed under Section 504 of the Rehabilitation Act of 1973; and (hk) verified information from non-educational persons, agencies, or organizations of clear relevance to the education of the student; ~~in accordance with Section 10-20.40 or 34-18.34 of the School Code.~~

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- 4) **Directory information** is the following student record information: (a) the student's name and address; (b) grade; (c) telephone listing and, electronic mail addresses; (d) date and place of birth and gender; (e) participation in officially-recognized activities and sports; (f) weight and height of members of athletic teams; (g) dates of attendance; and (h) degrees and awards received; (i) photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations and athletics that have appeared in school publications such as yearbooks, newspapers, or sporting or fine arts programs, except that no such materials highlighting individual faces shall be used for commercial purposes without valid written consent. No images on school security video or digital recordings shall be designated as directory information.

Directory information may be released to the public without parental consent if it has been obtained and designated as directory information and published in a form which complies with regulations issued by the Illinois State Board of Education, and the provisions of FERPA.

- 5) **Parent** shall be defined as natural parent(s) of a student, legal guardian(s) (including institutions), adoptive parent(s), or a person(s) undertaking the primary responsibility for the care and upbringing of the student in the absence of a parent or guardian. If appropriate, the term "parent" used in these Procedures shall be deemed to include "eligible students."
- 6) A **student** is a person enrolled in school or a former student. A person applying for admission is not a student.

- 7) An **eligible student** is a person who has attained 18 years of age, graduated from the District or another secondary school, married or entered into Military Service, whichever occurs first. Such student shall be exclusively entitled to all the rights afforded parents regarding **student** record information.
- 8) **Third parties** shall include all recipients of student's records for whatever reasons, except parents or students.
- 9) **Substitute** means a person designated by the school to serve temporarily as an instructor or supervisor in the absence of the school's regular employee.
- 10) **Special School Student Records** shall include: (a) the contents of the student's education file, including the report of any multidisciplinary staffing on which placement or non-placement is based and all other records and recordings, in whatever form; (b) those records relating to special education placement hearings and appeals and any other records which may be placed in a student's special education file; and (c) any records classified as special ~~School Student Records~~ under the Education for all Handicapped Children Act of 1975 or the Rehabilitation Act of 1973 and regulations issued thereunder.
- 11) The following **types of information** are deemed by law to be confidential; (a) information communicated by a student or parent in confidence to school personnel; (b) privileged communications to a physician, psychologist or psychotherapist; however, if such communications are part of the remedial educational program of the school, they are disclosable; (c) confidential letters and statements or recommendations furnished to post-secondary educational institutions or similar documents furnished in connection with applications for employment or in conjunction with the receipt of an honor or honorary recognition, provided such letters and statements are not used for purposes other than those for which they were specifically intended and provided the statements were placed in the student's record to January 1, 1975 (after that date, such letters, statements or documents are no longer to be considered confidential, except if a waiver of inspection rights is executed by a student.); and (d) financial records or financial information about parents.
- 12) Communications between a person receiving or who has received mental health or developmental disabilities services and his/her therapist, psychiatrist, physician, social worker or nurse are

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confidential under the Mental Health and Developmental Disabilities Confidentiality Act. For students under 12 these communications may be disclosed only with the consent of the parent. For students between the ages of 12 and 18, such communications may be disclosed only with the consent of the student. For students over the age of 18, these communications may only be disclosed with the consent of the student, unless otherwise provided by law. Pursuant to the Abused and Neglected Child Act, school officials must record or disclose such information as required to comply with the Act.

B. Notification of Parental and Students Rights

- 1) Notification of rights upon initial enrollment or transfer from an attendance center – Upon a student’s initial enrollment or transfer from an attendance center, including transfer from elementary school to a high school attendance center or from one attendance center to another attendance center, the student and his/her parent(s) shall be notified as soon as it is reasonable of their rights under FERPA, ISSRA and these Regulations. Notification of rights may be by direct mail, parent-teacher conferences, delivery of notice to the student for the parent, by incorporation in an informational brochure or student handbook, or newsletter distributed to parents and students or by any means reasonably likely to reach the students and their parents. Any parent who has limited English speaking ability or a primary language other than English shall be given notification of rights both in his primary language and in English.
- 2) Annual notification – The school District shall annually notify parents and students currently in attendance of their rights under FERPA, ISSRA and these Regulations. This notification may be by the same means as listed in Paragraph 1 above. Any parent with a limited English-speaking ability or having a primary language other than English shall receive such annual notification both in his or her primary language and in English.

C. Custody of Records

1. Official records custodian. – The Superintendent shall appoint the Principal, or a person with like responsibility or a designee of such person, as the official records custodian in each school building or administrative center. S/he shall be responsible for the maintenance, care and security of all school student records and shall make recommendations to the Superintendent regarding the

creation or retention of student records. The records custodian shall be responsible for the prevention of unauthorized access to, or dissemination of, student records.

2. Periodic review of records – The records custodian shall review all records of students in attendance their senior year, or upon a student’s change in attendance centers, whichever event occurs first, to verify entries and eliminate or correct all misleading, inaccurate, out-of-date, unnecessary or irrelevant information.
3. Storage of records – Student records may be maintained in the administrative office of the school attended by the student under the responsibility of the records custodian. With the consent of the Superintendent and the records custodian, all the records, or a portion of the records, may be kept in other locations in the school District. For effective administration the school District records may be maintained at other locations.

D. Designation of Directory Information

If the Board seeks to designate information as directory information, it must give public notice of information that it seeks to so designate.

Public notice to designate directory information may be included in the General Records Notice which is distributed or published in any manner which the Board reasonably believes will reach parents or students, such as in a student-parent handbook, a parent information newsletter or a general mailing to school parents.

Public Notice to designate directory information shall state the categories of information the Board seeks to designate. It shall state that parents and eligible students have the right to refuse to permit the release of any or all of the categories of information listed. The public notice shall state that the parents or eligible students must inform the Registrar within fifteen (15) school days after registration of their refusal to permit the information to be classified as directory information by completing and returning the form of forms designated by the District for that purpose. If no such form has been filed regarding the directory information within that period of time, the Board may then designate the information as directory information and release it to the general public without any further notice to parents or eligible students. Directory information from educational records of former students may be so designated without public notice.

2. Access to Records

A. *Parental Right to Inspect, Copy and Review Records*

1. Inspection rights of parent(s) – Parent(s) ~~and eligible students~~ shall have the ~~absolute~~ right to inspect, copy and review student records,

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except as specifically limited herein. Where the records include information concerning more than one student, the parent shall receive for examination only that part of the record pertaining to his/her child or, if this cannot be reasonably accomplished, the parent(s) shall be orally informed of the contents of the part of the record pertaining to his/her child. The inspection of records shall be made under such conditions as will safeguard the security of the records.

2. Explanation and assistance during record inspection – A parent may request the school to give him/her a reasonable explanation and interpretation of the student's record. At the option of either the parent(s) or the Board, a qualified professional, such as a psychologist, counselor or other such school advisor, may assist the parent in interpreting the information contained in a student's record. If the parent requests the Board to furnish a professional for his/her assistance, s/he may be a school employee. An outside professional may be employed by the parent at his/her expense to assist in the interpretation of the records.
- 3) Parental consent to third party inspection of records – A parent may authorize the school to furnish the student's permanent and temporary records, in whole or in part, to third party (ies) by executing a dated, written consent specifying the records to be released, the identity of the third party or parties, and the purpose of the release. At the time the consent is requested or obtained, the parent must be notified in writing that s/he has the right to inspect, copy and challenge the contents of the records before they are released and the right to limit the contents released to designated portions or classes of the records.

B. Student Inspection Rights

- 1) Permanent and Temporary records – A student between 14 and 18 years of age may inspect his/her permanent records upon demand, following the procedure set forth in these Procedures. A student under 18 years of age may inspect his or her temporary records with the written consent of a parent, following the procedures set forth in these Regulations. A copy of the parental consent shall be placed in the student's file. Professionally trained personnel may assist students in understanding the material in their temporary records and the records custodian may impose reasonable restrictions on such student inspections as deemed necessary.

- 2) Eligible students – Eligible students, as defined in these regulations, shall exclusively have all inspection rights accorded to parents.

C. *Waiver of Inspection Rights*

A school or individual may request, but may not require, a written, signed waiver of inspection rights from a student concerning (a) confidential recommendations regarding admission to ~~an a post-secondary educational agency or~~ institution; (b) an application for employment; or (c) the receipt of an honor or honorary recognition. No educational agency or institution may require a student to waive his/her right of inspection as a condition of admission or as a condition of the receipt of financial aid or other services, benefits or rights. Waivers executed in connection with applications for admission to post-secondary institutions must be executed by the applicant, not the parent. Any waiver by a parent ~~may be revoked by an eligible student~~ shall not be effective. A student who has waived his/her rights shall receive, upon request, the names of individuals issuing the aforesaid confidential letters or statements. A waiver of inspection is deemed revoked if the confidential letters or statements are used for any purpose other than those for which they were furnished. A waiver may be revoked at any time if the revocation is made in writing.

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D. *Procedures for Inspection*

- 1) Written request – Inspection rights shall be exercised by presenting a written request, on a form furnished by the ~~school~~ District, to the records custodian or his or her designee, specifying the records to be inspected or copied. The examination or copying of the record shall be permitted within a reasonable time after the request and, in no event, later than fifteen (15) school days thereafter, unless the parties agree otherwise. Identification or documentation may be requested from the person seeking to exercise inspection rights.
- 2) Charge for records – The school may charge a reasonable cost of up to \$0 .35 per page for copying the records. A copy of the records may not be denied if the person requesting inspection does not have the financial ability to bear the cost of reproduction. The school may not charge a fee to search for or to retrieve the educational records.

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E. *Release of Records after Parental Notification, but Without Parental Consent*

- 1) Transfer to another attendance center – Upon transfer of a student to another attendance center, the records custodian of either the

enrolling school or the attending school or the student's parent(s) or an eligible student may request transfer of the student's records.

~~If a student is enrolled in more than one school or receives service from more than one school, the records custodians or their designees may disclose information from the educational records of the student to each other without obtaining consent from a parent or an eligible student. (This paragraph has been moved to Section F. 1 of this procedure)~~

Within fourteen (14) days after enrolling a transfer student, the District shall comply with the requirements of Section 5 of the *Missing Children Records Act* and of Section 5 of the *Missing Children Registration Law* regarding the records of such transfer student. The transfer of the record by a public school is subject to the prior notice to parents required by the Illinois State Board of Education.

If the student has unpaid fines or fees and is transferring to a public school located in Illinois or any other state, the District may elect to include in the student's record that is transferred the unofficial record of the student's grades in lieu of the student's official transcript of scholastic records. If the District so elects, the District shall within ten (10) calendar days after the student has paid all of his/her unpaid fines or fees and at its own expense forward the student's official transcript of scholastic records to the student's new school.

If the student is transferring to another public school located in Illinois or any other state and at the time of the transfer is currently serving a term of suspension or expulsion for any reason, then the transferring school shall include with the transferred records:

- a) the date and duration of the period of any current suspension or expulsion; and
- b) whether the suspension or expulsion is for knowingly possessing in a school building or on school grounds a weapon as defined in the *Gun Free School Act* (20 USC 8921 *et seq.*); for knowingly possessing, selling, or delivering in a school building or on schools grounds a controlled substance or cannabis; or for battering a staff member of the school.
(Section 2-3.13a of the *School Code*.)

- 2) Court order ~~or subpoena~~ of record – Upon receipt by the school of a court order ~~or subpoena~~ for a student's records, the parent and student shall be given prompt written notice of the terms of the order and the nature and substance of the information proposed to be released. A reasonable effort shall be made to give notice in advance of compliance. The notice shall inform the parent and student of their opportunity to inspect, copy and challenge the contents of the records.

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- 3) Governmental Officials Authorized By Law To Receive Records – The school shall grant access to student records to persons authorized to receive such information by state or federal law, provided that; (a) such person furnishes the school with appropriate identification and a copy of the statute authorizing his access to the records; and (b) parents shall receive reasonable prior written notice of the nature and substance of the information proposed to be released to such officials and of the opportunity to inspect, copy and challenge such information prior to its release.

If the release of information relates to more than 25 students, such prior notice of the request for information by the governmental official may be given by a notice directed to parents published in a local newspaper of general circulation or in any other publication directed to parents.

F. *Release of Records without Parental Notice or Consent*

- 1) School District Officials, Employees And Agents – The Superintendent shall designate which of these persons has a legitimate educational or administrative interest in records based upon duty, responsibility and an interest that contributes to or enhances the education of students. Under the same criteria, non-school personnel may also be designated by the Superintendent to have access to student records. These persons may include, but are not limited to, school attorneys and school auditors.

If a student is enrolled in more than one school or receives service from more than one school, the records custodians or their designees may disclose information from the educational records of the student to each other without obtaining consent from a parent or an eligible student.

- 2) Governmental Officials – In connection with the audit and evaluation of federally-supported educational programs or in the enforcement of legal requirements relating to such programs

personally-identifiable information from educational records may be disclosed to authorized representatives of the Comptroller General of the United States, the Secretary of the Department of Education, the Commissioner of Education, the Director of the National Institute for Education or authorized State Board of Education employees and local educational officials. All such officials shall furnish identification and the statutory authority to conduct such inspection and furnish a written statement of demonstrable educational or administrative necessity to inspect the records relating to their job responsibilities. These officials shall protect the records so that personal identification of students and their parents is not disclosed to other persons unless consent has been obtained or disclosure of the information is specifically authorized by ~~federal~~ law. Records may also be disclosed to state and local authorities, if so permitted by statute adopted prior to November 19, 1974, and all personally identifiable data that is disclosed to such officials shall be destroyed by them after usage.

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- 3) Financial aid – An educational agency or institution may disclose personally-identifiable information from the educational records of a student without the written consent of the parent or eligible student if the disclosure is in connection with financial aid for which a student has applied or which a student has received, provided that personally-identifiable information from the educational records of the student may be disclosed only as may be necessary: (a) to determine the eligibility of the student for financial aid; (b) to determine the amount of financial aid; (c) to determine the conditions which will be imposed regarding the financial aid; or (d) to enforce the terms and conditions of the financial aid.
- 4) Educational Organizations Conducting Studies And Accrediting Organizations – Accrediting organizations may be granted access to educational records in order to carry out their accrediting functions. Records may be disclosed to organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating or administering predictive tests, administering student aid programs or improving instruction, provided such studies are conducted in a manner that will not permit the personal identification of students and their parents other than to representatives of the organizations and that all information is destroyed when no longer needed.
- 5) Information Gathered For Research, Statistical Reporting Or Educational Planning – With the permission of the State Board or

an official of said Board, records may be furnished to any person for the purpose of research, statistical reporting or educational planning. Any information so furnished may not include data permitting the personal identification of parents or students.

- 6) Emergency Release of Personally-Identifiable Information From Educational Records – Record information may be released without prior notice to or consent from parents in a medical, health or safety emergency. The information released must be necessary to protect the health and safety of the student or other persons. In determining whether the records information should be released, the records custodian should consider at least the following factors: (a) the seriousness of the threat to health or safety; (b) the necessity of the information to meet the emergency; (c) whether the person to whom the records are disclosed is in a position that enables him to deal with the emergency; and (d) the immediacy of the need for information. A notice of the information that has been released in an emergency shall be provided to the parent(s) as soon as reasonable after release. The notice shall provide the date of release, the name of the party to whom the information was released and the nature of the emergency.

G. Prohibition of Re-Transmittal of Record Information

Any information disclosed from a student's records, whether obtained with or without consent, shall not be re-transmitted to any third person or organization by the recipient of that information without the written consent of the parent(s) or the eligible student, **except as otherwise permitted or required by law**. If information is disclosed to an organization, only its officers, employees or agents may examine that information and then only for the purpose for which the disclosure was made, **except as otherwise permitted or required by law**.

An organization or person may re-transmit information to any organization which is exempt from the requirement of parental consent or notice. The transmitter of such information must record the date, the reason for the transmittal and the identity of the party to whom the information was released and inform the school originally issuing the information of the re-transmittal.

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H. Orders of Protection

The Official Records Custodian shall file all certified copies of orders of protection received by the School District in the records of the student identified in the order as a "protected person." No information or records shall be released to the Respondent named in the order of protection. When a student named as a protected person in an order of protection transfers to a public or private school, the Official

Records Custodian shall, at the request of the Petitioner named in the order of protection, provide written notice of the order of protection, along with a copy of the certified order, to the school to which the student is transferring.

3. Retention and Destruction of Student Records

A. *Retention of Temporary Records* – A student's temporary record and the information contained therein shall not be maintained beyond its period of usefulness to the student and the school and, in no case, longer than five (5) years after the student has transferred, graduated, or otherwise permanently withdrawn from school. The school District may indefinitely maintain anonymous information from student temporary records that it deems necessary for authorized research, statistical reporting or educational planning purposes, provided no student or parent can be individually identified from such retained information.

B. *Retention of Permanent Records* – The school shall maintain student permanent records, in any convenient form, for not less than sixty (60) years after the student has transferred, graduated or otherwise permanently withdrawn from school.

C. *Destruction of Records* –

- 1) **Destruction schedule.** Upon graduation, transfer or permanent withdrawal of a student from school, the school shall notify the parent(s) and the eligible student of the destruction schedule of the student's temporary and permanent records and of their right to request a copy of such records at any time prior to their destruction.
- 2) **Notification of Destruction of Records** – Before any student record is destroyed or information deleted therefrom, the parent or eligible student shall be given reasonable prior notice, by written communication to the parent or eligible student or by publication in a newspaper circulated in the community, student handbook or a school newsletter circulated to the parents of all students of the proposed destruction. They shall be offered an opportunity to copy the records scheduled to be destroyed.
- 3) **Limitation on Destruction of Records** – No record may be destroyed if there is a pending request to inspect and review that record. Explanations in the records shall be maintained for as long as the educational record to which they pertain is maintained.
- 4) **Destruction of Special School Student Records** – Upon graduation or permanent withdrawal from school of a handicapped student, any psychological evaluations, special education materials

or other information contained in the student's temporary record or special School Student Record file which may be of continuing assistance to such student may, at the discretion of the school board, after five (5) years, be transferred to the parent or eligible student. The school shall explain to the student and the parent the future usefulness of such records.

4. Challenge of the Contents of Student Records

A. *Request to Amend Student Records*

- 1) **Grounds for Request to Amend** – A parent or eligible student shall have the right to challenge the contents of a student's record on the basis of the accuracy, relevancy or propriety of any entry, and may request that the record be amended. No challenge may be made to the assignment of grades; or, to references to expulsions or out-of-school suspensions, if made at the time that the student's records are forwarded to another school to which the student is transferring.
- 2) **Procedures for a Request to Amend** – A request to amend the record may be made at any time by a parent or eligible student, in writing, upon a form furnished by the school. The parent or eligible student must notify the school of the entry or entries sought to be amended and the grounds for the request.
- 3) **Response to Request to Amend** – The school official must decide whether to amend a student's records within a reasonable time. If the school official decides not to amend, the party shall be offered an informal conference and told of the right to a hearing. If the parties agree upon an informal conference, it shall take place within fifteen (15) school days of the request unless a later time is mutually agreed upon. Participation in an informal conference or other informal means of resolving the request does not waive the right to a hearing or the right to insert an explanation in the student's record.

B. *Hearing on Challenge*

- 1) **Informal Conference** - An initial informal conference shall be held with the parents, or an eligible student, within 15 school days of receipt of the request for a hearing. If the challenge is not resolved by the informal conference, the hearing procedures set forth below shall be initiated.

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22) Hearing Officer and Time of Hearing – If the parties cannot resolve their differences, then a hearing on this dispute shall be held before a hearing officer appointed by the Superintendent within fifteen (15) ~~school~~ days after all attempts to resolve informally the dispute have been exhausted, or at such other times as the parties may mutually agree.

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The hearing officer ~~may be a school District employee, but s/he shall not have a direct interest in the outcome of the hearing, who shall not be employed in the attendance center in which the student is enrolled, shall be appointed by the school.~~ The hearing officer shall notify all participants of the date, time and place of the hearing.

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23) Hearing Procedure – The hearing shall be conducted informally. The challenger shall proceed initially and the school District will respond. Each party shall have: (a) a full opportunity to present relevant evidence, call witnesses and cross-examine witnesses; and (b) the right to counsel. The parents or eligible student may be assisted or represented by individuals of their choice at their expense. A verbatim record of the hearing shall be made by any reasonable method of recordation; such as by tape recorder or court reporter.

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Within ten (10) school days after the hearing, the hearing officer shall render a written decision with a summary of the evidence and a statement of the reasons for his/her decision and provide a copy of the decision to the parents or eligible student. The decision shall be based solely on the information presented at the hearing and shall be either a decision to: (a) retain the challenged contents of the student's record; (b) delete the challenged contents of the student's record; or (c) change, clarify, amend, correct or add to the challenged contents of the student's record.

C. *Right to Place Explanation in Record*

If, after the hearing, the school official does not amend the record, s/he shall inform the parent or eligible student of their right to appeal to the Board of Education, any administrative tribunal or official established or designated by the Illinois State Board of Education, and any further rights of appeal, and that a statement of explanation may be placed in the student's record.

A parent shall have the right to insert into the student's record a written explanation of reasonable length to state his/her position on the disputed item.

This statement shall remain permanently with the student's record and must be transmitted with the record.

5. Review of Student Records Decision

A. *Administrative Appeal*

~~1) **Appeal to School Board** — Within five (5) school days after the hearing officer's decision, a party may appeal the decision to the school board. The appeal process shall be initiated by a written request filed with the secretary of the school board. The request shall set forth the reasons for disagreeing with the decision. The request for appeal, together with the hearing officer's decision and the record, shall be reviewed and a decision made by the school board within ten (10) school days after the request is filed. The school board shall either affirm, modify or remand the decision for a new hearing. If a new hearing is ordered, the challenging party and the school shall mutually agree on a new hearing date. If the party disagrees with the board's decision, s/he may file an appeal to the Superintendent of the Educational Service Region within twenty (20) school days after the school board's decision.~~

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~~2) **Appeal to Superintendent of Educational Service Region** — Any party shall have the right to appeal the decision of the hearing office directly to the Superintendent of the Educational Service Region. The party shall initiate the appeal within twenty (20) school days after the hearing officer's decision is transmitted by giving written notice of appeal to the school, and briefly stating the reasons for the appeal. Within ten (10) school days after the notice of appeal is received, or at any later date as set by mutual agreement, the school shall forward a transcript of the hearing, the decision of the hearing officer, a copy of the records in question and other pertinent materials to the Regional Superintendent. Within twenty (20) school days of receipt of the appeal documents, the Regional Superintendent shall make his findings and issue a decision to the parent(s) and the school. If the subject of the appeal involves the accuracy, relevancy or propriety of any entry in special School Student Records, the Regional Superintendent may seek advice from appropriate special education personnel who were not the authors of the entry. The school board shall forthwith implement the decision of the Regional Superintendent.~~

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B. *Court Review* — A final decision of the Regional Superintendent, made under the procedures established to challenge student records, may be appealed to the Circuit Court of the county in which the school is located.

C. *Enforcement by State Officials* – Authority to secure compliance with ISSRA and regulations issued thereunder is vested in the State Board of Education and the State Superintendent of Education. Complaints concerning alleged violations of ISSRA or its regulations, other than parental challenges to the contents of student records, may be heard and reviewed by the Regional Superintendent. A parent may also request a review of the Regional Superintendent's decision by the State Superintendent of Education.

D. *Enforcement by Federal Officials* – Authority to secure compliance with FERPA and regulations issued thereunder is vested in the United States Department of Education. A review board established by the Secretary shall investigate, process and review violations and complaints filed, adjudicate cases referred to it and may require reports from educational institutions or agencies. Persons alleging violations of rights under FERPA, including, but not limited to: (a) preventing inspection of records; (b) inappropriate procedure for challenging and correcting records; (c) releasing records to third parties without consent of parent; or (d) failure to inform parents of rights under the Act, may file written complaint with the Family Educational Rights and Privacy Act Office, Department of Education, Room 4512, Switzer Building, Washington, D.C. 20202.

Adopted: September 17, 2002

Revised: March 16, 2004; March 3, 2009; April 14, 2009

Replaces: JR-R – Rules and Regulations Governing Student Records Issued Pursuant to Policy JR: Collection, Maintenance, Inspection, and Dissemination of Student Educational Records

Reference:

8600 MISCELLANEOUS**8601 Student Fees**

It shall be the policy of Community High School District 94 to provide textbooks to students for a uniform rental fee that is determined by the Board of Education.

Such rented textbooks may be taken home for homework and study purposes, subject to approval by the classroom teacher. A repair or replacement fee shall be charged for textbooks that are returned in damaged condition.

In the case of an indigent student, the Principal may waive all fees imposed by Community High School District 94.

Adopted: September 17, 2002

Revised:

Replaces: JS – Student Fees

Reference:

8602 Student Fees - Waiver

It is the intention of the Board of Education to comply with all provisions of the *Illinois School Code* (105 ILCS 5/10-20.13, 22.25 and 28-19.2 et seq.) and federal law (420 SC 1757 et seq.), and regulations promulgated thereunder, with respect to the imposition, collection and waiver of fees or charges to be paid by District 94 students, including charges for school lunches.

Therefore, the Superintendent shall develop rules and regulations regarding the waiver of student fees and lunch charges for the purpose of implementing this policy.

Adopted: September 17, 2002

Revised: March 16, 2004

Replaces: JSA - Student Fees – Waiver

Reference: *See Also* Policy 8601 – Student Fees

8602P Procedures to Accompany Policy Paragraph 8602: Student Fees – Waiver

1. Definitions –

As used herein the term “**fees**” shall include, charges that are integrally related to the school District's curriculum and are essential to the regular program of instruction.

“**Lunch charges**” shall mean the charges for lunches offered to students by the school District as a participant in the federal school lunch program and/or under the State of Illinois program of reimbursement for free and/or reduced price lunches.

2. Eligibility for Waiver

A. *Student Fees* – The fees a student is required to pay shall be waived if the student qualifies for free or reduced price lunches under the federal guidelines; if the student’s family is receiving public aid; or if the student’s family otherwise establishes that they cannot afford to pay the fees.

B. *Lunch Charges* – Charges for lunches may be wholly waived or reduced if the gross income of the student’s family is at or below the qualifying amount specified in the federal guidelines.

3. Application for Waiver

A. *Submission* – Applications for waiver of student fees and lunch charges shall be available in the **Director of Support Services** ~~Assistant Principal's~~ Office. Completed applications shall be submitted to the Assistant Principal responsible for fee waivers.

B. *Review* – ~~The Assistant Principal~~ **The Director of Support Services** shall review each application received and shall ~~promptly~~ notify the parent(s) or guardian(s) whether the request is granted or denied **within thirty (30) calendar days after receipt of the request.** ~~The data may be verified during the school year to determine if the family's income has changed. Anyone failing to supply data as requested will be determined no longer eligible for waiver of fees and shall be requested to pay for books and fees.~~ **The decision shall state the reason for the denial and shall inform the parents of their right to appeal, including the process and timelines for that action. The denial notice shall also include a statement informing the parents that they may reapply for a waiver any time during the school year, if circumstances change.**

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C. *Appeal* – If the application is denied, a written appeal of the decision may be filed with the Superintendent. Such appeal must be filed not more than ten (10) calendar days after receipt of the notice of denial. An appeal shall be decided within 30 calendar days after the receipt of the parents' request for an appeal. Parents shall have the right to meet with the person who will decide the appeal in order to explain why the fee waiver should be granted. The person who decides the appeal shall not be the person who initially denied the fee waiver or a subordinate of this person. If the appeal is denied, then the district shall mail a copy of its decision to the parents. The decision shall state the reason for the denial. If the application is denied by the Superintendent, a written appeal of the decision may be filed with the Board of Education. Such appeal must be filed in the school administration offices not more than ten (10) calendar days after receipt of the Superintendent's notice of denial.

D. The District may make reasonable requirements for verifying a family's income (e.g., payroll stubs, tax returns, evidence of receipt of food stamps or Temporary Assistance for Needy Families) in accordance with the restrictions set forth in Section 10-20.13 of the School Code. If a student receiving a waiver of school fees is found to be no longer eligible during the school year, then the District shall charge the student a prorated amount based upon the number of school days remaining in the school year. The process for proration shall be as follows: **(Summarize Process Here)**

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~~DE.~~ *Forms* – Applications for waiver of lunch charges shall be submitted on forms provided by the State Board of Education

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Applications for waiver of fees shall be submitted on an "Application for Waiver of Student Fees".

~~EF.~~ *Notice to Parents* – Through the District Newsletter or other appropriate means all parent(s)/guardian(s) shall be notified of the opportunity to apply for free and/or reduced price lunches and to apply for the waiver of fees.

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Such notification to parents shall state that providing false information to obtain waiver of fees is a felony under Illinois statutes.

~~FG.~~ *Confidentiality* – All information received in conjunction with applications for waiver shall be treated in a confidential manner and shall be used only for the purpose of determining eligibility for waivers.

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Adopted: September 17, 2002

Revised: March 16, 2004

Replaces: JSA-R – Rules & Regulations to Accompany Policy JSA: Student Fees – Waiver

Reference: 8603 Alcohol Use – Drug Use

Students shall not be permitted to use alcohol, any illegal drug, or any controlled substance while in the school building or on school grounds nor shall students be permitted to attend school or any school activity while under the influence of alcohol, any illegal drug or any controlled substance. A student who violates this prohibition shall be subject to disciplinary action, up to and including expulsion.

Any student who engages in the sale or purchase of alcohol, an illegal drug, or any controlled substance while in the school building or on school grounds shall be subject to disciplinary action, up to and including expulsion.

The appropriate law enforcement agency shall be informed by the Principal or his/her designee of any instance of possession of an illegal drug or controlled substance by a student while the student is in the school building or on school grounds.

Adopted: September 17, 2002

Revised:

Replaces: JCDAB-JCDAC – Alcohol Use - Drug Use

Reference: *See Also* Policy Series 1000, ¶1801 Adopted January 18, 2000

8604 Student Meetings

The federal Equal Access Act requires public school boards of education to permit non-curriculum related student groups to conduct meetings on school premises during non-instructional time without regard to the religious, political, philosophical, or other content of the speech at such meetings if non-curriculum related students groups of any other type are permitted to so meet.

The Board of Education of Community High School District 94 has determined that it is in the best educational interests of the school District to permit meetings on school premises of non-curriculum related student groups, as well as meetings of student organizations which relate directly to the school curriculum. Therefore, it is the policy of this Board to permit student groups of both types to meet on school premises during non-instructional time, and to permit use of school premises by non-curriculum student groups without regard to the religious, political or philosophical content of their meetings.

The Board hereby authorizes the Superintendent to prepare the administrative rules and regulations necessary to implement this policy.

Adopted: September 17, 2002

Revised:

Replaces: JHCA – Student Meetings

Reference:

8604P Student Meetings – Procedures

A. Students who wish to conduct a meeting or meetings on school premises before or after the regular school day shall file an application for permission to hold the meeting(s) with the administrator in charge of facilities. The application shall include:

1. The name and address of the student(s) and an affirmation by the person(s) preparing the application that the meeting or activity has been voluntarily initiated by the student(s).
2. The name and address of the sponsor of the meeting, if any, and a brief description of the sponsor's business or occupation, name and address.
3. A description of the type of meeting, copy of any flyer or material advertising the meeting and the expected attendance.
4. A description of any activity or activities.
5. If a non-school attendee is to be presented at the meeting, his/her name and address along with the name of the organization with which s/he is affiliated. If the meeting is a religious one, the non-school attendee shall furnish an affirmation that s/he is not directing, conducting, controlling or regularly attending the activity.

B. The administrator in charge of facilities shall approve the meeting if the application is completed and s/he determines that:

1. The meeting is voluntarily student-initiated and student attendance is voluntary.
2. There is no sponsorship of the meeting by the school District, ~~the government~~ or its agents or employees.
3. If the meeting is religious, District employees are present at the meeting only in a non-participatory capacity.
4. The meeting will not materially and substantially interfere with the conduct of the school's education activities.
5. The activity is not directed, controlled or regularly attended by non-students unless such non-students are employees of Community High School District 94 who are assigned to supervise the activity.

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6. Supervision adequate to insure the safety of students and to protect school District property can be provided for the activity.

C. The school District, its agency or employees shall not influence or attempt to influence the form or content of any prayer or other religious activity.

D. No person shall be required to participate in prayer or other religious activity, during meetings or activities conducted for religious purposes.

E. No funds will be expended by the school District for any such meeting beyond the incidental cost associated with providing meeting space.

F. No employee will be compelled to attend a meeting if the content of the speech at the meeting is contrary to his/her beliefs.

Adopted: September 17, 2002

Revised:

Replaces: JHCA-R – Rules & Regulations to Accompany Student Meetings

Reference:

8605 Awards & Scholarships

It shall be the policy of the Board of Education to cooperate with individuals or groups who wish to make awards to students of Community High School for the purpose of recognizing their accomplishment(s) or who wish to provide financial assistance to students or graduates of Community High School for the purpose of further education.

Such cooperation shall be dependent upon evidence that the grants or awards are in the best interests of the District's students and that a rational plan has been developed for selecting students for such grants or awards on a fair and equitable basis. Such a plan must meet, at least, the following criteria:

A. Awards or grants shall not be based on race, color, religion or creed, or any other prohibited basis.

B. The criteria to be used in the selection process shall be specified in writing, shall be on file in the office of the Superintendent and shall be available for public inspection.

Adopted: September 17, 2002

Revised:

Replaces: JN – Awards and Scholarship

Reference:

8606 Plagiarism

"Community High School strives to promote and provide growth experiences in **Learning, Leadership and Living**" for its students. Academic honesty is an integral part in this mission statement. As the mission statement explains, Community High School students should "accept and value responsibility for their own **learning, work**"; "take full responsibility for their conduct"; "practice good citizenship"; and, "choose to hold themselves accountable for their own lives, actions, and decisions as maturing members of a democratic society." (Community High School Mission Statement, 2003).

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Definition:

Plagiarism is the willful and intentional copying of a homework assignment, paper, project, or idea from another source without giving credit to the creator of that assignment, paper, project, or idea. Plagiarism may include, but is not limited to, any of the following:

1. Using another's words or ideas in your own work without including quotation marks and giving credit to (citing) the author.
2. Paraphrasing another person's words without giving proper credit.
3. Direct copying of assignments from a classmate.
4. Cutting and pasting information from the Internet without indicating the sources and using quotation marks.
5. Using the complete written work of another and claiming it as your own.

Honest vs. Dishonest Collaboration

Many teachers use discussion, dialogue, and collaboration as a common classroom strategy. However, students involved in collaborative activities must be reminded that the work each individual turns in must be uniquely their own unless their teacher expressed instructions otherwise.

Procedure for Plagiarism Incidents

1. If plagiarism is suspected, the teacher will conference with the student to discuss "possible plagiarism."
2. The teacher presents his/her concern and gives the student an opportunity to respond.

3. If there is sufficient evidence of plagiarism, the teacher informs the student, contacts the parents/guardians regarding the incident (via telephone or personal conference), and will subsequently inform the Dean's office (with plagiarized material attached). All students involved in an incident receive a zero for the assignment, regardless if they are the student who copied the assignment or the one who knowingly provided the work.

Students engaging in plagiarism will be subject to one or more of the disciplinary actions set forth in the Student Discipline Policy. Repeated violations may result in consequences up to, and including, suspension.

All freshman and new students, as well as their Parent(s)/Guardian(s), will be required to sign a statement indicating that they have received and read the District's plagiarism policy, understand it, and agree to abide by the contents thereof throughout the duration of the student's tenure at Community High School.

Adopted: November 18, 2003

Revised:

Replaces:

Reference:

8607 Wellness

It is the policy of the Board of Education of Community High School District 94 to develop a Wellness Plan and update it annually to provide a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle and recognizes the positive relationship between good nutrition, physical activity and the capacity of students to develop and learn. To the extent possible, the school environment shall be aligned with healthy school goals to positively influence students' beliefs and habits and promote health and wellness, good nutrition and regular physical activity. In addition, school staff shall be encouraged to model healthy eating and physical activity as a valuable part of daily life.

The purpose of this policy and Wellness Plan is to promote a school environment that supports student health and wellness, helps to reduce childhood obesity and meets the requirements of the Child Nutrition and WIC Reauthorization Act of 2004 and the Illinois School Code. The Wellness Plan shall include goals for nutrition education, physical activity and other school-based activities designed to promote student wellness; nutrition guidelines for foods available during the school day; a plan for measuring implementation, with one or more persons charged with operational responsibility; and shall involve parents, students, school food service providers, the school board, school administrators, and the public in fulfilling this policy.

Further, the Wellness Plan shall be revised each year to reflect the continuing and new initiatives to be taken within the District and shall be maintained as a

separate document available to interested parties. Its initiatives shall be communicated to staff, students and community as specified within the Plan.

Adopted: September 19, 2006

Revised:

Replaces:

Reference:

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 ~~consist of a minimum of 180~~ include a sufficient number of instructional days for students to meet the requirements of State law, ~~as set by the state~~ and additional days for the teaching staff in accordance with State laws and local bargaining agreements.

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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:
Replaces:
Reference: 105 ILCS 5/10-19

7003 School Accountability

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

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

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 ~~Philosophy~~Purpose**

~~The education of the youth of the community is a responsibility that must be shared by all members of the community and the school staff. Therefore, in order to provide a comprehensive, relevant educational program for the youth of the community, the Board of Education shall maintain the finest instructional, operations, and administrative staffs and physical facilities it can obtain within the community's ability and willingness to furnish financial support. The District's students will be expected to commit their best efforts to taking full advantage of the educational opportunities made available to them by the community, and the parents of its students will be expected to lend their full support and assistance to the District's efforts to educate their children.~~

The educational program shall be designed to provide appropriate learning opportunities for all of the children of high school age in the District and 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 ~~all of~~ 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:

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 – ~~How can I effectively participate in a democratic community?~~

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

~~A. Study complex or contradictory information, understand divergent points of view, and think critically and creatively about a wide range of social problems.~~

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~~B. Share ideas in a clear, thorough, organized, and accurate way by:~~

- ~~1) supporting opinions with relevant data; and~~
- ~~2) attending objectively and respectfully to alternative solutions and opposing views and incorporating them into conclusions when appropriate~~

~~C. Identify a problem and work through a rational and deliberate process to reach a logical solution that is likely to produce a desired outcome. The process of deliberation would consist of the following skills:~~

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- ~~1) Collect and assess relevant data.~~
- ~~2) Propose theories or conclusions that the data supports.~~
- ~~3) Identify and assess alternative solutions and views.~~
- ~~4) Accurately, thoroughly, and logically report results.~~

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~~D. Attain shared understandings that will increase the level of trust and willingness to act in ways that will benefit the community even when the benefit to the individual self is not immediately obvious.~~

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2. Vocational Career Goals – ~~What do I want to become and how can I do it well?~~

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

~~A. Develop knowledge and cognitive skills to construct appropriate mental models of systems with which they will eventually work.~~

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- ~~B. Work constructively in teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.~~
- ~~C. Select equipment and tools and apply technology to specific tasks and problems.~~
- ~~D. Confer on things, traits and potentialities which did not previously belong to them.~~

3. Creative-Life-long Learning Goals – ~~What do I want to create?~~

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

~~A. Enjoy a curiosity and enthusiasm for learning, concentration, and self-discipline.~~

~~B. Connect the intellect with insight, imagination, beauty, and wonder.~~

~~C. Define goals, visions, and aspirations.~~

~~D. Work in the appropriate environment to have opportunities to pursue and express personal meanings.~~

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Adopted: March 19, 2002

Revised:

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.

~~The Principal shall establish a Curriculum Advisory Committee which shall be made up of: administrators, teachers, professional support personnel, community members and students and shall meet at least annually to review and recommend curriculum revisions. Recommendations shall be communicated to the Superintendent.~~

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:

Replaces: Curriculum Development Procedures (January 20, 1998)

Reference:

7104 Curriculum Development, Adoption, Revision

Effective curriculum ~~rests-is~~ based upon developing an adequate description of the educational results desired. The curriculum is a means to the desired outcome – ~~pupil-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 ~~and~~
3. identification of student learning outcomes,
- ~~34.~~ curriculum evaluation, and
- ~~45.~~ 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 ~~coordination-alignment~~ within, between, and across grade levels.
7. determine how well ~~individual~~ students accomplish program goals and achieve expected learning outcomes.
8. provide a process for staff and community input in developing and implementing curriculum.
9. ~~provide an orderly and systematic process which will reduce fragmentation in scope and sequence, unnecessary duplication, and irresponsible use of resources and material.~~

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:
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 ~~write and~~ prepare ~~and create~~ professional materials, ~~processes, inventions or computer software programs~~ and resources that contribute to effective instruction, meaningful curriculum development and engaged student learning.

The ownership of materials, ~~process, inventions or computer software programs~~ 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 ~~the creator(s); those individuals who created them or contributed to their creation.~~

All royalties from the production of professional materials, ~~processes, inventions or software computer programs~~ and resources will be returned by the publisher or producer to Community High School District 94.

The ownership of any materials, ~~processes, inventions or computer software programs~~ 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, ~~processes, inventions or computer software programs~~ 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:
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. Quality of Writing/Production – Materials should have aesthetic, literary, and social value.~~

~~10. Technical and Physical Qualities — Print material should be attractively presented with suitable illustrations and graphics. The size and style of type should be appropriate to the intended age level. Audio materials should use sound creatively and be clear and free of distortion. Visual materials should have good picture quality and be authentic in regard to detail.~~

~~color, depth, dimension, and size proportions. Original artwork should be reproduced faithfully. There should be sufficient durability to meet the demands of the intended user.~~

11. Cost – Value should be commensurate with cost and/or need.

Adopted: March 19, 2002

Revised:

Replaces:

Reference:

7202 Textbook Selection & Adoption

Definition—For purposes of this policy, *textbook* shall be defined as a ~~printed~~ 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.

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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 ~~department chairperson~~ Division Head shall be responsible for the selection of appropriate textbooks for the courses or programs offered in his/her ~~department~~ 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. placed in newspapers of general circulation in District 94.~~

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 ~~Department Chair~~ ~~Division Head~~/members, and ~~render-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 ~~department-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 ~~chairperson~~ ~~Division Head~~ of the ~~department-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.~~

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Adopted: March 19, 2002

Revised:

Replaces: IFAA – Textbook Selection & Adoption

Reference: See also ¶7204 - Complaint Regarding Textbook or Supplementary Material

~~7203 Supplementary Materials Selection and Adoption~~

~~*Definition*—For the purpose of this policy, *supplementary materials* shall be defined as any instructional materials other than textbooks, as defined in Policy Series 7000, ¶ 7202, including, but not limited to, books, periodicals, newspapers, press cuttings, pictures, diagrams, maps, charts, photocopies and microforms, slides, filmstrips, film loops, films, records, audio tapes, videotapes, and computer programs.~~

~~The Board of Education believes that the availability of a carefully selected and widely varied collection of supplementary materials enhances students' opportunities to acquire knowledge, to learn how to learn, and to learn from self cultivation. Therefore, the Board shall attempt to provide a well-balanced learning resource center collection for general use, as well as materials selected for supplemental use in specific courses or programs. Supplementary materials selected for use in specific courses or programs may be housed in the Learning Resource Center or in individual departments.~~

~~The selection of materials for the Learning Resource Center shall be the responsibility of the Learning Resource Center Director, and the selection of supplementary materials for a specific course or program shall be the responsibility of the chairperson of the department in which the course or program is offered. The approval of all such selections shall be the responsibility of the Principal.~~

~~All supplementary materials shall be selected on the basis of its contribution to the attainment of the following goals:~~

~~1. To provide materials that will enrich and support the District's curricula, taking into consideration the maturity levels, abilities, and varied interests of the students served.~~

~~2. To provide materials that will stimulate knowledge, growth, literary appreciation, aesthetic values, ethical standards, and leisure time reading.~~

~~3. To provide information that can help students make intelligent judgments.~~

~~4. To provide materials on opposing sides of controversial issues so that students may develop, under guidance, the practice of critical reading and thinking.~~

~~5. To provide materials representative of the many religious, ethnic, and cultural groups that have contributed to the American heritage.~~

~~The Learning Resource Center Director shall maintain an accurate catalog of all supplementary materials housed in the Learning Resource Center, and the Superintendent shall maintain an accurate listing of all supplementary materials housed in the various departments of the school. These listings, or a copy of any supplementary material 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 supplementary material 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 the same as stated in Policy 7202:~~

~~Adopted: March 19, 2002~~

~~Revised:~~

~~Replaces: IFAB Supplementary Materials Selection & Adoption~~

~~Reference:~~

Comment [m1]: All policy numbers will need to be adjusted accordingly.

72034 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 ~~trade~~ 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:

Replaces:

Reference:

72045 Student Field Trips

Field trips are off-campus experiences that provide ~~students with information, insight or knowledge that cannot be fully developed~~ learning opportunities that cannot otherwise be produced through classroom instruction. The Board of Education encourages field trips when the experiences are an integral part of the school curriculum and contribute to the District's desired educational goals.

Field trips involving travel shall be authorized by the Superintendent, or a designee. Each trip authorization shall be based on the written rationale of the educational value of the field trip, as well as the safety and welfare of the students involved.

Guidelines for Field Trips:

1. All field trips shall be adequately supervised by ~~staff members~~ District employees and other adults and, in general, minimize loss of student attendance days. If possible, field trips should be planned on non-student attendance days.

2. Whenever entrance fees, food, lodging or other costs are involved, these costs shall be assumed by the student unless otherwise stipulated by the Board of Education, provided that no student shall be excluded from any field trip because of a lack of funds. On all field trips, a bus fee to be set by the Superintendent, or his/her designee, may be charged to help defray the cost of transportation.

3. Parental/guardian permission must be obtained in writing when a field trip is planned.

4. Participation in national and state competitions shall only be through recognized organizations such as the IHSA and NASSP ~~or other as approved by the Principal or Superintendent.~~

5. Requests for field trips shall be made **by the teacher** in writing on a form provided by the District to the Superintendent or his/her designee at least thirty (30) days prior to the date of the proposed trip and shall include completion of all items included on the form.

The teacher shall arrange for the supervision and appropriate alternative learning experiences for non-participating students, when appropriate.

Long Distance Trips (including out-of-state trips)

All long distance trips within the United States shall receive the advance approval of the Principal and the Superintendent. Applications for all proposed long distance trips must follow the five (5) guidelines specified above in this policy and must be submitted to the Superintendent for approval not less than forty-five (45) days before the trip is scheduled to begin. International trips shall be approved by the Board of Education no less than ninety (90) days prior to the trip.

In the event that school funds are being requested to supplement the cost of the trip, requests for the budgeted amounts must be made through the regular annual budget process during the school year preceding the school year in which the trip is planned.

~~Under no circumstances shall staff members make announcements or share any preliminary information about any such proposed trip to students or to parents without first being reviewed with the Principal and receiving written approval from the Principal to proceed with the planning of a trip and the processing of an application for formal approval.~~

Emergency Treatment Release for Minors

When an overnight field trip is planned, an “Emergency Treatment Release for Minors” form ~~provided by the District~~ must be completed and signed by the parent/~~guardian of a minor student~~ ~~guarding~~. This form will be submitted to the staff sponsor of the field trip at least five (5) days before the date of the field trip. These ~~completed~~ forms will be available throughout the field 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 overnight trip.~~

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Adopted: March 19, 2002

Revised:

Replaces: IICA – Field Trips

Reference: *See Also:* Emergency Treatment Release for Minors Form

72056 Educational Tours

The Board of Education believes that conducting or sponsoring educational tours or organizing travel arrangements for students or employees is not a proper function for a public School District. Therefore, Community High School District 94 shall not organize, conduct or sponsor any form of tour or travel arrangements for students or employees except those involved

in student exchange programs approved by the Board of Education, interscholastic activities sanctioned by the Illinois High School Association, and field trips.

The Superintendent may permit legitimate educational tours to be advertised to students and employees at school provided such advertisement is not done during class time, no endorsement or approval by Community High School District 94 is given or implied, and such advertising includes a disclaimer of liability and/or responsibility on the part of Community High School District 94.

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

A set of rules and regulations regarding the advertisement of educational tours to students and/or employees shall be developed and shall accompany this policy.

Adopted: March 19, 2002

Revised:

Replaces: IFCBA – Educational Tours

Reference: ~~See Also ¶7207P – Practice Accompany Policy on Education Tours~~

72056P Educational Tours

The Superintendent may permit a legitimate educational tour to be advertised to District 94 students and/or employees, subject to the following conditions:

1. The agent sponsoring such tour shall submit a letter to the Superintendent clearly relieving Community High School District 94 and its employees of any liability that might arise out of the advertisement, organization, or conduct of the tour.

2. In the event that a District 94 employee is in any way involved with such tour, that employee shall make a full disclosure to the Superintendent of any financial interest s/he may have in the tour and/or any consideration s/he will receive as a result of his/her involvement with the tour.

3. The following information regarding the tour 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
- 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

4. All literature regarding such tour 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 Community High School District 94 neither approves nor endorses the tour and that Community High School District 94 is not liable for any aspect of the tour.

5. Prior to the commencement of such tour, the sponsoring agency shall require a parent or guardian of each Community High School District 94 student participating in the tour to sign and return to the Superintendent a specific "note of disclaimer" relieving Community High School District 94 of any responsibility or liability for any aspect of the tour and acknowledging that District 94 is neither endorsing nor sponsoring the tour.

6. Class time may not be used for distributing literature regarding such tour or for discussing such tour.

7. Neither students nor employees may be solicited at school to participate in such tour by means other than approved advertising.

8. Informational meetings regarding such tours may be held in District 94 facilities, providing approval is obtained in advance from the Superintendent.

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

10. The Superintendent shall make final determination regarding whether or not a specific educational tour may be advertised to students and/or employees on school premises or through school-related channels of communication.

Adopted: March 19, 2002

Revised:

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

Reference:

72067 Disclaimer of Liability - Field Trips

Students may sometimes participate in activities away from Community High School District 94, commonly known as "field trips." Some field trips are offered as part of the District's educational programs or activities. On occasion, trips are sponsored and operated by parties completely independent of District 94. Some of these trips will use District ~~teachers or~~ employees who are hired separately to act as ~~chaperones or~~ supervisors by the party sponsoring

and operating the trip. These trips are not considered part of the District's educational programs or activities, and are not sponsored or operated by District 94.

The Board of Education of Community High School District 94 cannot and does not assume responsibility for the safety and welfare of students while engaged in any field trip, regardless of whether the trip is sponsored or operated by the District. The Board of Education of Community High School District 94 cannot prevent injuries during field trips. 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 field trip.

By permitting their student to participate in a field trip that is sponsored or operated by Community High School District 94, the parent(s)/guardian(s) understands and agrees that their child must abide by all District 94 rules and regulations and chaperone instruction while on the field trip. The parent(s)/guardian(s) must discuss with their student the District 94 rules and regulations that will apply to them during the field trip, and that their student must follow the instructions of the District 94 chaperones while on the field trip.

Parent(s)/guardian(s) who permit their student(s) to go on any field trip, regardless of whether it is sponsored or operated by District 94 must (1) accept full and complete responsibility and liability for the participation of their student on the field 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 Board of Education of Community High School District 94, DuPage County, Illinois, its Board members, employees and agents, either jointly or severally, 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 field trip, including the transportation provided for the field trip.

Adopted: November 16, 2004

Revised:

Replaces:

Reference:

7300 INSTRUCTIONAL ARRANGEMENTS**7301 Teaching Methods**

The Board of Education recognizes the need to provide the best teaching and learning situations for each classroom ~~as a result~~ **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:

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 truants.

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 (11th) and twelfth (12th) 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. ~~After 2006-07, students will no longer be able to schedule an additional class to avoid physical education. However, they~~ Students may be excused ~~for 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:

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 ~~unusual~~ 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, ~~or~~ 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:

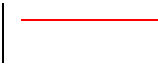
Replaces:

Reference:

~~7306 Driver Education Vehicles~~

~~Vehicles obtained for the purpose of providing behind the wheel driver education shall be used only for providing instruction to students enrolled in the District's driver education program.~~

~~All such vehicles shall be housed in the District's garage when they are not in use.~~



~~Adopted: March 19, 2002~~
~~Revised:~~
~~Replaces: IDDE – Driver Education Vehicles~~
~~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 Principals~~.

Adopted: March 19, 2002
 Revised:
 Replaces: IGAJ – Participation in Driver’s Education
 Reference: ~~625-105 ILCS 5/6-408.55/27-24.2~~

7308 Internet Guidelines, Terms, and Conditions

Community High School District 94 (also referred to herein as “School District” or the “District”) ~~is now connected to the Internet~~ recognizes the value of the Internet as both an instructional tool and as a source of information. By being connected to the Internet, students and staff have ~~potential~~ access to electronic ~~mail~~ communication; to information via the World-Wide Web; 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 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. 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 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.

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

Adopted: March 19, 2002 and October 17, 2006
 Revised:
 Replaces: IGBC – Internet Use
 Reference:

|

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 ~~some~~ destructive programs (e.g., virus, worm, spy ware, etc.); unauthorized loading of programs; copyright and license violations; activities which are illegal, indecent, obscene, harmful to minors, inappropriate for minors, pornographic, defamatory, likely to constitute harassment of another staff member, student or any other person, likely to cause disruption in the school, or are otherwise inconsistent with the District's curriculum and educational mission; and unauthorized access to or unauthorized use of databases, 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 ~~visual depictions~~ 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 in the conduct prohibited in these procedures shall be subject to discipline which may include suspension or loss of the privilege and denial of access to the network, Internet and/or the District's electronic mail communications.

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

Revised: October 17, 2006

Replaces: IGBC – Internet Use

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

7309 Internet Use Agreement

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:
 1. Sending or displaying offensive messages or pictures that demean or inappropriately depict or portray gender, race, religion, political views or other personal beliefs;
 2. Maintaining or being identified on any Internet site which depicts illegal or inappropriate behavior;
 3. Harassing, insulting or attacking others;
 4. Violating copyright laws;
 5. Using others' passwords;
 6. Accessing others' folders, work or files;
 7. Refusing to cooperate with District personnel with regard to use of District computers or the network
 8. Intentionally introducing some destructive programs (e.g., virus, worm, spy ware, etc.);
 9. 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

Revised: October 17, 2006

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. ~~However, soliciting advertising will be limited to sending letters to prospective advertisers. Telephone calls and personal calls may not be used as a means of soliciting advertising.~~ Inclusion of advertising in the school newspaper is subject to administrative approval.

~~2) Advertising in the Student Newspaper will offer real goods and services to students.~~

~~23)~~ Goods and services advertised in the Student Newspaper will not be endorsed by the Student Newspaper.

~~34)~~ 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, or illicit drugs, 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:

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 ~~scheduled in at least ten (10) class periods per regular school day and 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:

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 ~~Report Cards~~ 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. cannot change the final grade assigned by the teacher without first notifying the teacher.~~ 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:

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	Very Good Above Average - Exceeds expectations
C	Average - Meets expectations
D	Poor 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 ~~department chairperson~~ 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 ~~adult~~-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:

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

~~7403P Procedures for Policy on Grading Student Performance~~

~~At the meeting to develop the IEP, the IEP Team will discuss grading practices which include class rank, modifications to the grading system, eligibility for honor roll and the achievement of a diploma.~~

~~Adopted: March 19, 2002~~

~~Revised:~~

~~Replaces: IHA(a) R Procedures for Policy on Grading Student Performance~~

~~Reference:~~

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 the award of a diploma at graduation ceremonies.

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

Subject Area	Units of Credit	
	Classes of 2009, 2010, 2011	Class of 2012 and Beyond
English	4.0	4.0
Social Studies	2.5	2.5
Government	.5	.5
Mathematics	3.0	3.0
Science	2.0	2.0
Consumer Education	.5	.5
Physical Education/Drivers Education and Health	4.0	4.0
Any combination of Music, Art, Foreign Language, or Vocational Education	1.0	1.0
Electives	3.0	6.54.5
Total	20.5	24.022.0

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

Subject Area	Required Courses
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

A student must 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.

Students are also required to take the Prairie State Achievement Exam (PSAE) as a condition of graduation (105 ILCS 5/2-3.64, as amended by Public Act 93.857). School-based attendance reports or individual student scores will be used as proof of a student's participation in taking the PSAE.

Students may be exempted from this requirement because:

1. the student's individualized educational program developed under Article 14 of the School Code identifies PSAE as inappropriate for the student; or

~~2. the student has not demonstrated, in the opinion of District personnel, a level of English language proficiency sufficient to yield valid and reliable information from the administration of the PSAE; or~~

~~3.~~ 2. the student is enrolled in a program of Adult and Continuing Education as defined in the Adult Education Act; or

~~4.~~ 3. the student is otherwise exempted from taking the PSAE by the Illinois State Board of Education or similar authority.

Students enrolled in Grade 11 or higher who have not taken the PSAE, and transfer after the PSAE has been administered, can meet the PSAE graduation requirement by:

1. taking the ACT on a national testing date.
2. taking the PSAE on an official make-up day.
3. taking the PSAE on the Illinois State testing day.

For students who transfer after they have completed the PSAE, Community High School District 94 will accept verification of PSAE participation sufficient to satisfy the requirements of this Policy, as provided by the sending school or the ISBE.

Adopted: November 19, 2008

Revised: December 2, 2008

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

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

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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/her 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 Selection of a Valedictorian and Salutatorian

~~A Valedictorian and a Salutatorian for each graduating class shall be named no later than the Friday before Commencement. The Valedictorian and Salutatorian shall be determined in the following manner:~~

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~~1. The Valedictorian shall be the member of the graduating class who has the highest numerical grade point average and total number of academic quality points, as defined below, at the end of the second semester of the school year in which the class is scheduled to graduate.~~

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~~2. The Salutatorian shall be the member of the graduating class who has the second highest numerical grade point average and total number of academic quality points, as defined below, at the end of the second semester of the school year in which the class is scheduled to graduate.~~

~~3. In the event that two or more students are tied for the highest numerical grade point average and total number of academic quality points, all those tied shall be named Valedictorians and the student with the next highest numerical grade point average and total number of academic quality points, as defined below, shall be named Salutatorian.~~

~~4. In the event that two or more students are tied for the position of second highest numerical grade point average and total number of academic quality points, as defined below, all those tied shall be named Salutatorians.~~

~~5. For the purpose of computing numerical grade point average and academic quality points, the scale of A = 4, B = 3, C = 2, D = 1, E = 1, F = 0 shall be used and all grades earned in grades 9 through 12 except physical education grades shall be used for averaging purposes to determine numerical grade point average and the total number of academic quality points. Academic quality points are determined by multiplying the number of credits in a course by the~~

~~number equivalent of the grade earned in that course. The total number of academic quality points is the sum of those earned in all the applicable courses taken.~~

~~6. The grades earned in other schools by transfer students shall be equated to the grading scale in effect in District 94 by the Registrar, and shall be included in calculating numerical grade point average and academic quality points for the purpose of determining the Valedictorian and Salutatorian.~~

~~Students who transfer in are eligible for Valedictorian/Salutatorian status ONLY after they have completed at least three (3) full semesters at Community High School District 94.~~

~~Effective with the Class of 2008, the selection of a Valedictorian and Salutatorian will be based on the numerical grade point average and the academic quality point system. All students graduating with 4.0 grade point averages shall be designated as graduating with highest honors and shall be so recognized at Honors Night and Commencement.~~

~~Student speakers at Commencement shall be selected according to past practice.~~

~~Adopted: August 21, 2007~~

~~Revised: March 19, 2002, May 18, 2004~~

~~Replaces: IHD(b) — Policy IHD: Selection of a Valedictorian and Salutatorian~~

~~Reference:—~~

74089 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: ~~See Also ¶7409P—Homework~~

~~740940~~ 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:

74104 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:

74112 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 PSAT 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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District's Choice Team	<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>
Building Principals	Continuously communicate with parents to build District morale.

5. Offering Choice

Superintendent	<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>
District's Choice Team	<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>

Superintendent or designee	<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>
Parents/guardians	<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>

District's Choice Team	<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>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>
Superintendent or designee	<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>
Parents/guardians	<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>

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

74123 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:

74134 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;[.]"

74134P Administrative Procedure – Unsafe School Choice Option**ADMINISTRATIVE PROCEDURE – UNSAFE SCHOOL CHOICE OPTION**

Actor	Action
ISBE	<p>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:</p> <ol style="list-style-type: none"> 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.
Building Principal or Designee	<p>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”.</p>
Superintendent	<p>Keeps the School Board informed as appropriate.</p> <p>Determines which, if any, schools are available recipients for Community High School students.</p> <ul style="list-style-type: none"> • 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 Superintendent will explore appropriate options, e.g., intergovernmental agreements with another district to accept transfer students. • The needs and preferences of affected students and parents/guardians shall be considered. <p>Forms a committee to develop and implement a corrective action plan.</p>
Principal or Designee	<p>Within 20 calendar days of identification, or longer time if necessary, informs parents/guardians of the following:</p> <ol style="list-style-type: none"> 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.
Parents/Guardians	<p>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.</p>

Actor	Action
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 sexuality 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 area of human sexuality. Although the public schools have a responsibility to provide information concerning sexuality, 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 human growth and development, 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 this topic in perspective. These guidelines include:

1. the fact that moral issues, dilemmas and choices are involved in the areas must be stressed;
2. all sides of controversial issues must be presented objectively;
3. the school 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 unit on human growth and development before the unit is taught. Parents and guardians have the right to exclude their son/daughter from participating in the units of instruction related to human growth and development.

Adopted: March 19, 2002

Revised:

Replaces:

Reference:

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 ~~Department Chairperson~~ 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 Publications

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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, publications and productions, including live and video productions~~ are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete ~~media material~~ which is inconsistent with the District’s educational mission.

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All ~~school-sponsored and~~ student media shall comply with the ethics and rules of responsible journalism. ~~Text 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:

Replaces:

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

7505 Non-School-Sponsored Media PublicationsMaterials**Formatted:** Strikethrough

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 ~~written materials~~, provided the manner in which these views are expressed and the views themselves do not conflict with the basic educational mission of District 94.

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Students may not, therefore, distribute ~~written~~ 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 ~~written~~ 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 ~~write-create~~ or publish such material for distribution at school engage in gross disobedience and misconduct may be disciplined.

Adopted: March 19, 2002

Revised:

Replaces:

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

Community High School District 94

2012-13 School Calendar

July, 2012								August, 2012								September, 2012								October, 2012								
Su	M	T	W	Th	F	Sa		Su	M	T	W	Th	F	Sa		Su	M	T	W	Th	F	Sa		Su	M	T	W	Th	F	Sa		
1	2	3	X	5	6	7	0				1	2	3	4	0							1	0		1	2	3	4	5	6	5	
8	9	10	11	12	13	14	0	5	6	7	8	9	10	11	0	2	X	4	5	6	7	8	4	7	X	9	10	11	12	13	4	
15	16	17	18	19	20	21	0	12	13	14	15	16	17	18	0	9	L	11	12	13	14	15	5	14	15	16	17	18	19	20	5	
22	23	24	25	26	27	28	0	19	20	21	22	23	24	25	0	16	17	18	19	20	D	22	5	21	22	23	24	25	26	27	5	
29	30	31					0	26	(27	28	29	30	31		5	23	24	25	26	27	H	29	5	28	29	30	31				3	
																30																
Student Days 0								Student Days 5								Student Days 19								Student Days 22								
Teacher Days 0								Teacher Days 7								Teacher Days 19								Teacher Days 22								
November, 2012								December, 2012								January, 2013								February, 2013								
Su	M	T	W	Th	F	Sa		Su	M	T	W	Th	F	Sa		Su	M	T	W	Th	F	Sa		Su	M	T	W	Th	F	Sa		
				1	H	3	2						1	0				X	--	--	--	5	0						1	2	1	
4	5	6	7	8	#	10	4	2	3	4	5	6	7	8	5	6	7	8	9	10	11	12	5	3	4	5	6	7	8	9	5	
11	L	13	14	15	16	17	5	9	L	11	12	13	14	15	5	13	14	15	16	17	18	19	4	4	10	L	12	13	14	15	16	5
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25	26	27	28	29	30		5	23	--	X	--	--	--	29	0	27	28	29	30	31			4		24	25	26	27	28			4
								30 --																								
Student Days 16								Student Days 15								Student Days 17								Student Days 19								
Teacher Days 19								Teacher Days 15								Teacher Days 18								Teacher Days 19								
March, 2013								April, 2013								May, 2013								June, 2013								
Su	M	T	W	Th	F	Sa		Su	M	T	W	Th	F	Sa		Su	M	T	W	Th	F	Sa		Su	M	T	W	Th	F	Sa		
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3	4	5	6	7	8	9	5	7	L	9	10	11	12	13	5	5	6	7	8	9	10	11	5	2	3	4	5	6	7	8	3	
10	L	12	13	14	15	16	5	14	15	16	17	18	19	20	5	12	L	14	15	16	17	18	5	9	E	E	E	E	14	15	0	
17	18	19	20	21	22	23	4	21	22	D	D	25	H	27	5	19	20	21	22	23	24	25	5	16	17	18	19	20	21	22	0	
24	--	--	--	--	--	30	0	28	29	30					2	26	X	28	29	30	31		4	23	24	25	26	27	28	29	0	
31																								30								3
Student Days 14								Student Days 22								Student Days 22								Student Days 3								
Teacher Days 16								Teacher Days 22								Teacher Days 22								Teacher Days 4								
176 Total Student Days								174								176 Total Student Days								174								
183 Total Teacher Days								183								183 Total Teacher Days								183								

Aug 23	Institute Day - No Student Attendance
Aug 24	Institute Day - No Student Attendance
Aug 27	1st Day of 2012-13 School Year Freshmen Attend All Day Sophs, Jr's, Sr's Dismiss @ 11:30 a.m.
Sep 3	Labor Day - No School Homecoming Week (Sep 17-22, 2012)
Sep 20	Parent Open House
Sep 21	Student Dismissal @ 12:00 p.m. (Homecoming Activities)
Sep 28	Half Day School Improvement
Oct 8	Columbus Day - No School
Oct 26	End of 1st Quarter
Nov 2	Half Day School Improvement
Nov 8	Parent/Teacher Conferences 5:00 p.m. - 8:00 p.m.
Nov 9	Parent/Teacher Conferences 8:00 a.m. - 11:00 a.m. No Student Attendance
Nov 19-20	Non-Attendance Days - Staff Development No Student Attendance
Nov 21 - 23	Thanksgiving Holiday - No School
Dec 21	Half Day School Improvement
Dec 24 -	Winter
Jan 4	Break
Jan 7	1st Day of Classes in 2013
Jan 17	8th Grade Parent Open House End of 1st Semester -
Jan 18	Institute Day - No Student Attendance
Jan 21	Martin Luther King, Jr.'s Birthday - No School

Feb 18	Presidents' Day - No School
Feb 22	Half Day School Improvement
Mar 1	County-wide Institute Day - No Student Attendance
Mar 21	End of 3rd Quarter
Mar 21	Parent/Teacher Conferences 5:00 - 8:00 p.m.
Mar 22	Parent/Teacher Conferences 8:00 a.m. - 11:00 a.m. No Student Attendance
Mar 25 - 29	Spring Break
Apr 10	Interrupted Day
Apr 18	Interrupted Day
	PSAE Exams
Apr 23	Student Dismissal @12:50 p.m.
Apr 24	Student Dismissal @12:50 p.m.
Apr 26	Half Day School Improvement Prom
May __	WCCSW Sports Festival __ p.m. - __ p.m.
May 27	Memorial Day - No School
Jun 5	Last Day of 2012-13 School Year End of 2nd Semester
June 6	Last Day for Staff
Jun __	Honors Night - 7 p.m. Weyrauch Aud.
Jun 9	Commencement-North Central College

<input type="checkbox"/>	Grade Periods
	Oct 26, 2012 43 Days
	Jan 17, 2013 43 Days
	Mar 21, 2013 41 Days
	Jun 5 2013 47 Days
<input type="radio"/>	Institute Days
	Aug 23-24, 2012
	Jan 18, 2013
	Mar 1, 2013
☀	Non-Attendance Days for Staff Development
	Nov 19-20, 2012
D	Early Dismissal Days (Please See Listing)
E	Emergency Days (5) (Please See Above)
H	Half Day School Improvement (7:55 a.m. to 12:00 p.m.)
L	Late Start Days (10:00 a.m. to 3:00 p.m.)

(School Begins
X	Legal Holiday
<input type="radio"/>	Institute Day
<input type="checkbox"/>	End of Qtr/Sem
△	School Improvement Day
--	Non Attendance Day
#	Parent Teacher Conferences
)	School Ends
))	Last Day for Staff

COMMUNITY high school DISTRICT 94

Wildcat Athletics

Doug Mullaney
Athletic Director
Bill Lech
Assist. Athletic Dir.

Fall Sports
Cross Country-B
Cross Country-G
Football
Golf-B
Golf-G
Soccer-B
Swimming-G
Tennis-G
Volleyball-G

Winter Sports
Basketball-B
Basketball-G
Gymnastics-G
Swimming-B
Wrestling
Indoor Track & Field-B
Indoor Track & Field-G

Spring Sports
Badminton-G
Baseball
Gymnastics-B
Soccer-G
Softball-Girls
Tennis-Boys
Track & Field-B
Track & Field-G
Volleyball-B

326 Joliet Street

West Chicago, IL

60185-3142

Phone (630) 876-6200

Fax (630) 876-6241

www.d94.org



May 10, 2013

Ms. Beth Sauser
Illinois High School Association
2715 McGraw Drive
P.O. Box 2715
Bloomington, IL 61702-2715

Dear Ms. Sauser:

West Chicago Community High School and Batavia High School are requesting the approval of a new cooperative team sponsorship for our Girl's & Boy's Swimming and Diving programs for fiscal school years 2013-2014 and 2014-2015.

The members of our conference have been polled and do not object to the formation of our new cooperative agreement. West Chicago Community High School will be host school for this agreement. All practices and meets will be held at West Chicago Community High School.

Sincerely,

Dr. Moses Cheng
Principal
West Chicago Community High School

Dr. Lisa Hichens
Principal
Batavia High School



Application for Cooperative Team Sponsorship

Deadlines for submission of applications:

Aug. 1=Fall sports/activities; Oct. 1=Winter sports/activities/Bass Fishing; Feb. 1=Spring sports/activities

A separate application MUST be completed and submitted for each boys athletic team, each girls athletic team, and each activity.

For criteria under which cooperative teams may be formed, refer to Section 2.030 of the By-laws and Section 26 of the Administrative Procedures, Guidelines and Policies Section in the IHSA Handbook with Illustrations.

1. This application is for cooperative sponsorship of a team for the school terms of 2013-2014 and 2014-2015.

(Specify Gender of Team)

(Sport/Activity)

(Cooperative Team Conference)

2. NAME OF SCHOOLS

CITY

**ALL CONFERENCE AFFILIATIONS
OF EACH SCHOOL IN COOPERATIVE**

ENROLLMENT

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. The following rationale underlies our desire for cooperative team sponsorship:

4. The number of students participating in this sport/activity at each cooperating school, and the number expected to participate in this sport/activity under the cooperative agreement is:

SCHOOL	NO. OF STUDENTS WHO PARTICIPATED IN 2012-2013	NO. OF STUDENTS EXPECTED IN CO-OP IN 2013-2014
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. Host school: _____ Contact person: _____

Team school name: _____ Team nickname: _____

Practices to be held at: _____ Home contests to be held at: _____

6. **Attach letters from the presidents of ALL conferences** of which each school in this cooperative are members for **ANY** sport/activity, certifying that this cooperative team has been approved by the conferences.

7. Attach a letter from the president of the conference of which this cooperative team will be a member in 2013-2014, certifying that this cooperative team has been approved by the conference. If this cooperative team will not participate in a conference, attach letters approving the cooperative team from seven (7) schools on its 2013-2014 schedule.

8. Attach a signed copy of the intergovernmental agreement of this cooperative team, formally adopted by the boards of education of the participating schools for the 2013-2014 and 2014-2015 school terms, detailing your agreement in respect to insurance, coaching personnel and compensation, liability, facilities, equipment, etc. It must indicate that procedures are established for checking on student eligibility and complying with all IHSA By-Laws. Local policies which will be implemented in respect to training rules, academic standards, etc., must be agreed upon. (Copy of the intergovernmental agreement must accompany each request.)

9. This document is to certify that formation of this cooperative team will not reduce participation opportunities for students in any of the cooperating schools.

10. The following signatures certify approval of this cooperative team by formal vote of the boards of education and administrations of all schools in the cooperative.

SCHOOLS	BOARD PRESIDENTS' SIGNATURES	PRINCIPALS' SIGNATURES
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Official IHSA Action

The above application for cooperative team sponsorship IS IS NOT granted for the 2013-2014 - 2014-2015 school terms.

(Date)

Authorized IHSA Administrator



Application for Cooperative Team Sponsorship

Deadlines for submission of applications:

Aug. 1=Fall sports/activities; Oct. 1=Winter sports/activities/Bass Fishing; Feb. 1=Spring sports/activities

A separate application MUST be completed and submitted for each boys athletic team, each girls athletic team, and each activity.

For criteria under which cooperative teams may be formed, refer to Section 2.030 of the By-laws and Section 26 of the Administrative Procedures, Guidelines and Policies Section in the IHSA Handbook with Illustrations.

1. This application is for cooperative sponsorship of a team for the school terms of 2013-2014 and 2014-2015.

Girls (Specify Gender of Team)	Swimming & Diving (Sport/Activity)	Upstate Eight Conference (Cooperative Team Conference)
-----------------------------------	---------------------------------------	---

NAME OF SCHOOLS	CITY	ALL CONFERENCE AFFILIATIONS OF EACH SCHOOL IN COOPERATIVE	ENROLLMENT
West Chicago (Community HS)	West Chicago	Upstate Eight Conference	2148 (FY13)
Batavia High School	Batavia	Upstate Eight Conference	1910 (FY13)
_____	_____	_____	_____
_____	_____	_____	_____

3. The following rationale underlies our desire for cooperative team sponsorship:

It is always the goal of an athletic department to maximize student participation and competitiveness. In the last seven years the boys and girls swim programs at West Chicago have had measurable successes on an individual basis.

Our team success is limited due to the low numbers that we traditionally have and are accustomed to in our program. Our strong feeder program (Sharks) is distributed throughout the western suburbs including the town of Batavia.

Many of our Shark swimmers do feed into Batavia High School, where the option to swim is limited or non-existent. Now that West Chicago is moving into the UEC with Batavia, this merger is a natural and fitting move to create another competitive team within the conference that will fulfill competitive expectations and competitive levels that are comparable to other swim programs in the Upstate Eight Conference.

4. The number of students participating in this sport/activity at each cooperating school, and the number expected to participate in this sport/activity under the cooperative agreement is:

SCHOOL	NO. OF STUDENTS WHO PARTICIPATED IN 2012-2013	NO. OF STUDENTS EXPECTED IN CO-OP IN 2013-2014
West Chicago (Community HS)	18	36
Batavia High School	NA	NA
_____	_____	_____
_____	_____	_____

5. Host school: West Chicago (Community HS) Contact person: Douglas Mullaney
Team school name: West Chicago (Community HS) Team nickname: Wildcats
Practices to be held at: West Chicago (Community HS) Home contests to be held at: West Chicago (Community HS)

6. **Attach letters from the presidents of ALL conferences** of which each school in this cooperative are members for **ANY** sport/activity, certifying that this cooperative team has been approved by the conferences.
7. Attach a letter from the president of the conference of which this cooperative team will be a member in 2013-2014, certifying that this cooperative team has been approved by the conference. If this cooperative team will not participate in a conference, attach letters approving the cooperative team from seven (7) schools on its 2013-2014 schedule.
8. Attach a signed copy of the intergovernmental agreement of this cooperative team, formally adopted by the boards of education of the participating schools for the 2013-2014 and 2014-2015 school terms, detailing your agreement in respect to insurance, coaching personnel and compensation, liability, facilities, equipment, etc. It must indicate that procedures are established for checking on student eligibility and complying with all IHSA By-Laws. Local policies which will be implemented in respect to training rules, academic standards, etc., must be agreed upon. (Copy of the intergovernmental agreement must accompany each request.)
9. This document is to certify that formation of this cooperative team will not reduce participation opportunities for students in any of the cooperating schools.
10. The following signatures certify approval of this cooperative team by formal vote of the boards of education and administrations of all schools in the cooperative.

SCHOOLS	BOARD PRESIDENTS' SIGNATURES	PRINCIPALS' SIGNATURES
West Chicago (Community HS)	_____	_____
_____	_____	Dr. Moses Cheng
Batavia High School	_____	_____
_____	_____	Dr. Lisa Hichens

Official IHSA Action

The above application for cooperative team sponsorship IS IS NOT granted for the 2013-2014 - 2014-2015 school terms.

(Date) _____

Authorized IHSA Administrator

Cooperative Team Agreement

***Girls & Boys Swimming
2013-2014 & 2014-2015***

West Chicago (Community High School), Batavia High School

1. This agreement is made by West Chicago Community High School and Batavia High School.
2. The purpose of this agreement is to give the high school students in the above named high schools the opportunity to participate in boys & girls swimming.
3. This agreement will be for the 2013-2014 & 2014-2015 school years. This agreement will be renewable by mutual agreement between the two high schools, West Chicago Community High School, Batavia High School, the Upstate Eight Conference and the IHSA.
4. The host school will be West Chicago Community High School. The name of the team will be the West Chicago Wildcats.
5. Home games and practices will be held at West Chicago Community High School. West Chicago Community High School will be responsible for providing the personnel for supervision and security during home contests.
6. Transportation of the students to the home site shall be the responsibility of the student and his/her parents.
7. West Chicago will supply the coaches for the girls and boys swim programs. West Chicago will be responsible for their coaching salaries, all equipment expenses, officials expenses, entry fees, meet workers and transportation to away contests from West Chicago.
8. Premises liability shall be borne by the West Chicago Community High School district 94.
9. Transportation of Batavia athletes to West Chicago from Batavia will be the responsibility of Batavia High School.
10. Academic eligibility checks will be made and reported to the host school principal on a designated day of each week as determined by the host school principal. Eligibility for both schools will follow all IHSA guidelines.
11. Training rules and proper attire of the competitors will be subject to the home school's athletic code.
12. All participants will be required to have all appropriate paperwork required by District 94 and the IHSA, on file before participation may begin. Physicals as well as parent permission slips, concussion forms must be supplied to the host school for those who will participate.
13. Batavia will collect and provide West Chicago with current West Chicago participation fees for boys and girls swimming seasons.
14. The student participants will receive appropriate awards at the site of the host school. The home school shall provide their awards to be distributed at the host school at awards night.
15. Spectators from Batavia are subject to the rules in the host school's student handbook and extra-curricular handbook.
16. Post season costs will be prorated for each school with each of their schools participants.
17. Transportation costs will be reviewed during and after the 2013-2014 seasons to determine appropriate participation fees for the 2014-2015 seasons.

**COMMUNITY HIGH SCHOOL
DISTRICT 94**

**May 7, 2013
7:00 p.m.
Board of Education Meeting**

**SECTION D -
CONFIDENTIAL MEETING ATTACHMENTS**

1. Personnel Report
2. Confidential Staff Salary Ranges and
Salary Ranges

Office of Human Resources - Personnel Report

05/07/2013 – Board of Education Meeting

A. Approve the following personnel recommendations:

Employment

NAME	Mr. Roberto Torres	Ms. Laura Heavey	Ms. Tammie Zegar
Action	Employment	Employment/Transfer	Employment/Transfer
Classification	Certified	Certified	Non-Certified
Initially Proposed	05/07/2013	05/07/2013	05/07/2013
Role/ Area	Teacher/Special Education	Teacher/PA to Teacher/Special Ed	Program Assistant to PCA/Job Coach
Education	BS in Physical Education from Northern Illinois University	BA in Special Education from Northern Illinois University	N/A
Experience	3 years as a Special Education Teacher at East Aurora High School District 131	1 year as a 0.40 FTE Special Education Teacher at Community H.S. District 94	12.5 years as a Program Assistant at Community High School District 94
Certification Type	Type 10, Special Teaching	Type 10, Special Teaching	N/A
Part/Full-Time	Full-Time	Full-Time	Full-Time
Salary/Schedule	BA + 15, Step 4	BA, Step 1	\$19.86/hour
Replaces	Beth Cox	John Parker	New
Effective	2013/2014 School Year	2013/2014 School Year	Upon receipt of Bus Driver Permit

NAME	Ms. Michele Torres	Ms. Jen Culbertson
Action	Employment/Transfer	Employment/Transfer
Classification	Certified	Certified
Initially Proposed	05/07/2013	05/07/2013
Role/ Area	Literacy Coach-Mathematics	Literacy Coach-English/Language Arts
Education	MS in Education from NIU, MA in Mathematics from Hope College	MA in Educational Leadership from Aurora University, MA in Education from National Louis University, BS in Secondary Education from Butler University
Experience	16 years teaching experience (CHS, District 200, 3 Texas Districts, Las Palmas, Spain); 7 years Math Department Chair experience at CHS, 1 year Director of Secondary Education at District 200	3 years teaching experience at Richmond-Burton Community High School, 6 years teaching experience at CHS, Project CRISS Teacher Leader and District Trainer
Certification Type	Standard Secondary, Type 09 Administrative, Type 75	Standard Secondary, Type 09 Administrative, Type 75
Part/Full-Time	Full-Time	Full-Time
Salary/Schedule		
Replaces	New Position	New Position
Effective	2013/2014 School Year	2013/2014 School Year

Office of Human Resources - Personnel Report

05/07/2013 – Board of Education Meeting

Leave of Absence

NAME	Jared Winkvist		
Action	Leave of Absence Under FMLA		
Classification	Certified		
Initially Proposed	05/07/2013		
Role/ Area	Teacher/Math & Science Division		
Education			
Experience			
Certification Type			
Part/Full-Time			
Salary/Schedule			
Replaces			
Effective	04/19/2013 through end of school year		

Acceptance of Resignation

NAME	Meghan Mullaney	Emerita Garcia	Rachel Weiss
Action	Acceptance of Resignation	Acceptance of Resignation	Acceptance of Resignation
Classification	Non-certified	Non-certified	Non-certified
Initially Proposed	05/07/2013	05/07/2013	05/07/2013
Role/ Area	Program Assistant/Special Education	Personal Care Assistant/Special Education	Staff Nurse
Education			
Experience			
Certification Type			
Part/Full-Time			
Salary/Schedule			
Replaces			
Effective	End of the 2012/2013 School Year	Effective 05/02/2013	End of the 2012/2013 School Year

Office of Human Resources - Personnel Report

05/07/2013 – Board of Education Meeting

B. Approve the following coaching recommendations:

Sport & Gender	<u>Wrestling</u>		
Name	Roberto Torres		
Action	Employment		
Status	New		
Position:	Head Coach		
Date Proposed	05/07/2013		
Int/Ext Employee	Internal		
Certification	IEIN: 765501		
HS Play Exp	4		
College Play Exp	2		
Coaching Exp - In	0		
Coaching Exp - Out	4 as Assistant Wrestling Coach		
# Yrs Coaching	0		
Current Appendix B Step	1		
Replaces	Humberto Ayala		
Beg & End of Season	11/11/2013 – 03/01/2013		