GOVERNING BOARDS POLICY MANUAL

TABLE OF CONTENTS

SECTION 6 – INSTRUCTION

6:10 Educational Philosophy and Objectives

 6:15 School Accountability

6:20 School Year Calendar and Day

6:30 Organization of Instruction

6:31 Continuation of Services During Local District Work Stoppage

6:40 Curriculum Development

6:50 School Wellness

6:60 Curriculum Content

6:65 Student Social and Emotional Development

6:80 Teaching About Controversial Issues

6:100 Using Animals in the Educational Program

6:110 Programs for Students At Risk of Dropping Out of School

6:120 Education of Children with Disabilities

6:140 Education of Homeless Children

6:145 Migrant Students

6:150 Home and Hospital Instruction

6:160 English Language Learners

6:180 Extended School Year

6:190 Extracurricular and Co-Curricular Activities

 6:210 Instructional Materials

 6:215 Policy Concerning Specialized Evaluations and Equipment

 6:235 Acceptable Use of Electronic Networks

 6:240 Field Trips

 6:250 Community Resource Persons and Volunteers

 6:255 Assemblies and Ceremonies

 6:260 Complaints About Curriculum, Instructional Materials, and Programs

 6:280 Grading and Promotion

 6:300 Graduation Requirements

 6:310 Credit for Alternative Courses & Programs, & Course Substitutions

 6:340 Student Testing and Assessment Program

# Four Rivers Special Education District 6:10

 Page 1 of 1

# Instruction

## Educational Philosophy and Objectives

The Four Rivers Special Education District recognizes its current obligation to provide a full and equal educational opportunity to all children whose disability causes an adverse effect on his/her educational performance. It is the goal of the member Districts and the Four Rivers Special Education District to foster the development of special education procedures and programs which will maximize the educational opportunities for each child who is disabled, ages three through twenty-one.

Furthermore, in recognition of the need for opportunities and services for infants with disabilities and for their families, the District is committed to full participation in interagency planning and development. This objective is centered on the concept that every segment of each child’s life-long education is directed toward assisting the child to become all he or she is capable of being. Attainment of a full and equal educational opportunity for children, ages birth through two, will be in accordance with the Illinois State Plan requirements and regulations and full implementation of Public Law 99-457.

The educational opportunities for the child who is disabled shall be designed and paced to meet all phases of his or her development and growth using a system where progress is both sequential and continuous. Attainment of this goal will be accomplished only through full and meaningful commitment and participation of individually qualified professionals and each parent or guardian of the child who is disabled.

To this end, the member Districts and the Four Rivers Special Education District accept responsibility for the assurance of a continuum of services and programs which will provide full and equal educational opportunities for all children within the District who are disabled.

CROSS REF.: 1:30, 3:10, 7:10

ADOPTED: February 23, 2000

# Four Rivers Special Education District 6:15

 Page 1 of 1

# Instruction

## 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 Illinois State Board of Education prepared State Goals for Learning with accompanying Illinois Learning Standards.

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

Quality Assurance

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

1. If applicable, develop District and School Improvement Plans, present them for Board approval, and supervise their implementation.
2. In accordance with Sec. 2-3.153 of the School Code, administer at least biennially a survey of learning conditions on the instructional environment within the school to, at minimum, students in grades 6 through 12 and teachers.

LEGAL REF.: 105 ILCS 5/2-3.62, 5/10-22.6(c-5), 5/10-22.39, 5/22-80(h), 5/10-23.12, 5/24-5, 25/1.15 and 110/3.

 325 ILCS 5/4, Abused and Neglected Child Reporting Act

 745 ILCS 49/, Good Samaritan Act

 7 C.F.R. Part 210

 23 Ill.Admin.Code Part 525

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

ADOPTED: December 14, 2016

# Four Rivers Special Education District 6:20

 Page 1 of 1

# Instruction

## School Year Calendar and Day

School Calendar

**Please refer to the “Collective Bargaining Agreement Between Four Rivers Education Association Local 3927 and Four Rivers Special Education District.”**

Commemorative Holidays

The teachers and students shall devote a portion of the school day on each commemorative holiday designated in The Illinois School Code to study and honor the commemorated person or occasion. The Governing Boards may, from time to time, designate a regular school day as a commemorative holiday.

School Day

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

LEGAL REF.: 105 ILCS 5/10-19, 5/10-24.46, 5/18-8.05, 5/18-12, 5/18-12.5, 5/24-2, 5/27-3, 5/27-18, 5/27-19, 5/27-20, 5/27-20.1, 5/27-20.2, and 20/1

 23 Ill. Admin. Code § 1.420(f)

 Metzl v. Leininger, 1995 WL 3640017 (7th Circ. 1995)

CROSS REF.: 2:20 (Powers and Duties of the Board), 5:200 (Terms and Conditions of Employment and Dismissal), 5:330 (Sick Days, Vacation, Holidays, and Leaves); 6:60 (Curriculum Content); 6:70 (Teaching About Religions), 7:90 (Release During School Hours).

ADOPTED: January 24, 2018

# Four Rivers Special Education District 6:30

 Page 1 of 1

# Instruction

## Organization of Instruction

The grouping and housing of instructional levels in Member District facilities shall be according to plans developed by the Director in cooperation with the staff of the Member Districts, and approved by the Boards of the Member Districts and the Governing Boards of the Special Education District.

The Director shall place eligible students with disabilities in classes, programs, and services operated as a part of the comprehensive plan of the District.

CROSS REF.: 7:30

ADOPTED: February 23, 2000

# Four Rivers Special Education District 6:31

 Page 1 of 1

# Instruction

## Continuation of Services During Local District Work Stoppage

In the event of a strike by its employees, a local district may continue to send students to programs of the Special Education District. If the site of a special education program is in a building declared closed by the local Member District, the Special Education District will cooperate with the local district in attempts to locate an alternative facility. In the event no suitable alternative facility can be located, the Special Education District may suspend the program until an alternative facility may be found and may reassign Special Education District staff serving the local program to alternative duties.

LEGAL REF.: 105 ILCS 5/10-22.31.

ADOPTED: February 23, 2000

# Four Rivers Special Education District 6:40

 Page 1 of 2

# Instruction

## Curriculum Development

Curriculum Supervision

The District shall review and approve all curriculum and developments made in the Member District’s instructional program for students with disabilities.

The Director and each Member District shall work cooperatively to provide appropriate curriculum which meets the needs of the District’s students with disabilities.

Member Districts, in cooperation with the Director, shall:

1. Annually provide for a screening of all 3 and 4 year old students residing within their District.
2. Determine students’ eligibility for enrollment into a special educational program.
3. Conduct multidisciplinary conferences for eligible students to determine the specific special educational placement of the disabled student as well as define the instructional and resource programs and related services for the student.
4. Conduct an annual review of each student’s educational progress and consider the continuation or termination of special education for the student.
5. Develop a network of special education services in cooperation with other local member districts.

In order to participate in the Comprehensive Plan of Special Education Services, each Member District shall be in compliance with all applicable state and federal laws and regulations as may be required by the Illinois State Board of Education and by the Governing Boards of the Special Education District. Four Rivers will cooperate with member districts in recommending a comprehensive curriculum that is aligned with:

1. The District’s educational philosophy and goals.
2. Student needs as identified by research, demographics, and student achievement and other data.
3. The knowledge, skills, and abilities required for students to become life-long learners.
4. The minimum requirements of State and federal law and regulations for curriculum and graduation requirements.
5. The curriculum of non-District schools that feed into or from a District school, provided that the necessary cooperation and information is available.
6. The Illinois State Learning Standards and any District learning standards.
7. Any required State or federal student testing.

# Four Rivers Special Education District 6:40

 Page 2 of 2

LEGAL REF.: 105 ILCS 5/10-20.8 and 5/10-19.

CROSS REF.: 6:60, 6:120

ADOPTED: August 28, 2002

# Four Rivers Special Education District 6:50

 Page 1 of 3

# Instruction

## School Wellness

Four Rivers Special Education District will follow the School Wellness Policy as developed by Jacksonville District #117 as it pertains to meal programs.

Student wellness, including good nutrition and physical activity, shall be promoted in the District’s educational program, school-based activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA). The Director will ensure:

1. Each school building complies with this policy;
2. The policy is available to the community on an annual basis through copies of or online access to the Board Policy Manual; and
3. The community is informed about the progress of this policy’s implementation.

Goals for Nutrition Education and Nutrition Promotion

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

* Programs will support and promote sound nutrition for students.
* Programs will foster the positive relationship between sound nutrition, physical activity, and the capacity of students to develop and learn.
* Nutrition education will be part of the District’s comprehensive health education Curriculum. See Board policy 6:60, *Curriculum Content.*

Goals for Physical Activity

The goals for addressing physical activity include the following:

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

# Four Rivers Special Education District 6:50

 Page 2 of 3

Nutrition Guidelines for Foods Available During the School Day; Marketing Prohibited

Students will be offered and programs will promote nutritious food and beverage choices during the school day that are consistent with Board policy 4:120, *Food Services* (requiring compliance with the nutrition standards specified in the U.S. Dept. of Agriculture’s (USDA) *Smart Snacks* rules).

In addition, in order to promote student health and reduce childhood obesity, the Director or designee shall:

1. Restrict the sale of *competitive foods,*  as defined by the USDA, in the food service areas during meal periods;
2. Comply with all ISBE rules; and
3. Prohibit marketing during the school day of foods and beverages that do not meet the standards listed in Board policy 4:120, *Food Services,* i.e. in-school marketing of food and beverage items must meet *competitive foods* standards.

*Competitive foods* standards do not apply to foods and beverages available, but not sold in school during the school day; e.g., brown bag lunches, foods for classroom parties, school celebrations, and reward incentives.

Exempted Fundraising Day (EFD) Requests

All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the “general nutrition standards for competitive foods” specified in federal law.

ISBE rules prohibit EFDs for grades 8 and below in participating schools.

The Director or designee in a participating school may grant an EFD for grades 9 through 12 in participating schools. To request an EFD and learn more about the District’s related procedure(s), contact the Director or designee. The District’s procedures are subject to change. The number of EFDs for grades 9 through 12 in participating schools is set by ISBE rule.

Guidelines for Reimbursable School Meals

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

Recordkeeping

The Director shall retain records to document compliance with this policy, the District’s records retention protocols, and the Local Records Act.

LEGAL REF.: Child Nutrition and WIC Reauthorization Act of 2004, Pub.L. 108-265, Sec. 204

 Child Nutrition Act of 1966, 42 U.S.C. § 1771 et seq.

# Four Rivers Special Education District 6:50

 Page 3 of 3

 Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b, Pub.L. 111-296.

 National School Lunch Act, 42 U.S.C. §1758

 42 U.S.C. §1779, as implemented by 7 C.F.R. §210.11 and 210.31.

 Local Records Act, 50 ILCS 205/,

 105 ILCS 5/2-3.137

 23 Ill.Admin. Code Part 305, Food Program

 ISBE’s “School Wellness Policy” Goal, adopted Oct. 2007

CROSS REF.: 2:140 (Communications To and From the Board), 2:150 (Committees), 2:240 (Board Policy Development), 4:120 (Food Services), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 7:260 (Exemption from Physical Education), 8:10 (Connection with the Community)

ADOPTED: January 24, 2018

# Four Rivers Special Education District 6:60

 Page 1 of 1

# Instruction

## Curriculum Content

The curriculum for the District shall be dependent upon individual IEP’s and in accordance with the Four Rivers Special Education District/I.S.B.E. Policies and Procedures.

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

1. In grades 9 through 12, subjects include: (a) language arts, (b) science, (c) mathematics, (d) social studies including U.S. history, American government and, for students entering the 9th grade in the fall of 2016 and each year after, one semester of civics.
2. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students’ knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage daily during the school day in a physical education course. For exemptions and substitutions, see policies 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students* and 7:260, *Exemption from Physical Education.*
3. In all schools, United States history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, and € the role and contributions of ethnic groups, including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovakians in the history of this country and State.

LEGAL REF.: 105 ILCS 5/27-3, 5/27-5, 5/27-6, 5/27-6.5, 5/27-12.1, 5/27-13.1, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-21, 5/27-23, 5/27-23.4, 5/27-24.2, 435/0.01, and 110/3.

 625 ILCS 5/6-408.5

 23 Ill.Admin Code §§1.420, 1.425, 1.430, and 1.440

CROSS REF.: 6:20, 6:40, 6:70, 6:235, 7:180, 7:185, 7:190, 7:260

ADOPTED: January 24, 2018

# Four Rivers Special Education District 6:65

 Page 1 of 2

# Instruction

## Student Social and Emotional Development

Social and emotional learning (SEL) is defined as the process through which students enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks. Students competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions.

The Director shall incorporate SEL into the District’s curriculum and other educational programs consistent with the District’s mission and the goals and benchmarks of the Ill. Learning Standards. The Ill. Learning Standards include three goals for students:

1. Develop self-awareness and self-management skills to achieve school and life success.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

The incorporation of SEL objectives into the District’s curriculum and other educational programs may include but is not limited to:

1. Classroom and school-wide programming to foster a safe, supportive learning environment where students feel respected and valued. This may include incorporating scientifically based, age-and-culturally appropriate classroom instruction. District-wide, and school-wide strategies that teach SEL skills, promote optimal mental health, and prevent risk behaviors for all students.
2. Staff development and training to promote students’ SEL development. This may include providing all personnel with age-appropriate academic and SEL and how to promote it.
3. Parent/Guardian and family involvement to promote students’ SEL development. This may include providing parents/guardians and families with learning opportunities related to the importance of their children’s optimal SEL development and ways to enhance it.
4. Community partnerships to promote students’ SEL development. This may include establishing partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children’s mental health and SEL development.
5. Early identification and intervention to enhance students’ school readiness, academic success, and use of good citizenship skills. This may include development of a system and procedures for periodic and universal screening, assessment, and early intervention for students who have significant risk factors for social, emotional, or mental health conditions that impact learning.

# Four Rivers Special Education District 6:65

 Page 2 of 2

1. Treatment to prevent or minimize mental health conditions in students. This may include building and strengthening referral and follow-up procedures for providing effective clinical services for students with social, emotional, and mental health conditions that impact learning. This may include student and family support services, school-based behavioral health services, and school-community linked services and supports.
2. Assessment and accountability for teaching SEL skills to all students. This may include implementation of a process to assess and report baseline information and ongoing progress about school climate, students’ social and emotional development, and academic performance.

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

CROSS REF.: 1:30, (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:270 (Guidance and Counseling Program), 7:100 (Health Examinations, Immunizations, and Exclusion of Students), 7:180 (Preventing Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

ADOPTED: August 26, 2014

# Four Rivers Special Education District 6:80

 Page 1 of 1

# Instruction

## Teaching About Controversial Issues

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

* Age-appropriate. Proper decorum, considering the students’ ages, should be followed.
* Consistent with the curriculum and serve an educational purpose.
* Informative and present a balanced view.
* Respectful of the rights and opinions of everyone. Emotional criticisms and hurtful sarcasm should be avoided.
* Not tolerant of profanity or slander.

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

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

ADOPTED: October 25, 2017

# Four Rivers Special Education District 6:100

 Page 1 of 1

# Instruction

## Using Animals in the Educational Program

Animals may be brought into school facilities for educational purposes according to procedures developed by the Director assuring: (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

Animal Experiments

Experiments on living animals are prohibited; however, behavior studies that do not impair an animal’s health or safety are permissible. The dissection of dead animals or parts of dead animals shall be allowed in the classroom only when the dissection exercise contributes to or is a part of an illustration of pertinent study materials. All dissection of animals shall be confined to the classroom and must comply with the School Code.

Animal Dissection

Students who object to performing, participating in, or observing the dissection of animals are excused from classroom attendance without penalty during times when such activities are taking place. No student will be penalized or disciplined for refusing to perform, participate in, or observe a dissection. The Director or designee shall inform students of: (1) their right to refrain from performing, participating in, or observing dissection, and (2) which courses contain a dissection unit and which of those courses offers an alternative project.

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

CROSS REF.: 6:40 (Curriculum Development)

ADOPTED: September 28, 2016

# Four Rivers Special Education District 6:110

 Page 1 of 1

# Instruction

## Programs for Students At Risk of Dropping Out of School

The program shall include education and support services that address individual learning styles, career development, and social needs, and may include:

* Parent-teacher conferences
* Counseling services by social workers and/or guidance counselor
* Counseling services by psychologists
* Psychological testing
* Truants’ alternative and optional educational programs
* Alternative school placement
* Community agency services
* Alternative Learning Opportunities Program, in conformity with the Alternative Learning Opportunities Law, as it may be amended from time-to-time.

LEGAL REF.: 105 ILCS 5/2-3.41, 5/2-3.66, 5/10-20.9a, 5/13B, 5/26-2a, 5/26-13, 5/26-14, and 5/26-16.

CROSS REF.: 7:70 (Attendance and Truancy)

ADOPTED: January 28, 2015

# Four Rivers Special Education District 6:120

 Page 1 of 2

# Instruction

## 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 provisions 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 to IDEA.

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

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

LEGAL REF.: Americans with Disabilities Act, 42 U.S.C. § 12101 et seq.

Individuals with Disabilities Education Improvement Act of 2004, 20 et seq.

 Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794

# Four Rivers Special Education District 6:120

 Page 2 of 2

105 ILCS 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02a

 23 Ill.Admin. Code Part 226

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

ADOPTED: November 25, 2009

# Four Rivers Special Education District 6:140

 Page 1 of 1

# Instruction

## Education of Homeless Children

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

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

The Director or designee shall review and revise rules and procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney-Vento Homeless Assistance Act and State law. The Director or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

LEGAL REF.: McKinney-Vento Homeless Assistance Act, 42 U.S.C. § 11431 et seq.

 (only if the District receives Title I funds)

 205 ILCS 45/1 et seq.

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

ADOPTED: January 24, 2018

# Four Rivers Special Education District 6:145

 Page 1 of 1

# Instruction

## Migrant Students

The Director will support and implement programs developed by superintendents of the member districts to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students through appropriate local, State and federal educational programs, including child find services and special education.
3. Provide migrant children with full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide programs, activities, and procedures for the engagement of parents/guardians and family members of migrant students in an understandable format and language.

Migrant Education Program for Parent/Guardian and Family Member Engagement

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

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

LEGAL REF.: 20 U.S.C. §6391 et seq.

 34 C.F.R. §200 et seq.

 105 ILCS 5/14B-6

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

ADOPTED: December 14, 2016

# Four Rivers Special Education District 6:150

 Page 1 of 1

# Instruction

## Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant, or advanced practice registered nurse 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 rules governing (1) the continuum of placement options for students who have been identified for special education services or (2) the home and hospital instruction provisions for students who have not been identified for special education services. Appropriate educational services from qualified staff shall begin will begin no later than five 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.

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, physician assistant, or advanced practice registered nurse 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.

Individual Educational Plan meetings will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student’s return to school.

LEGAL REF.: 105 ILCS 5/10-22.6a, 5/14-13.01, and 5/18-4.5.

 23 Ill. Admin. Code §520, 1.610, and 226.300

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

ADOPTED: January 24, 2018

# Four Rivers Special Education District 6:160

 Page 1 of 2

# Instruction

## English Learners

The District in cooperation with the member districts will offer opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State academic standards that all children are expected to meet. The Director or designee shall maintain and coordinate with member districts a program for English Learners that will:

1. Assist all English Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Learners.
2. Appropriately identifying students with limited English language proficiency.
3. Complying with State law regarding the Transitional Bilingual Educational Program (TBE) or Transitional Program of Instruction (TPI), whichever is applicable.
4. Complying with any applicable State and federal requirements for the receipt of grant money for English Learners and programs to serve them.
5. Determine the appropriate instructional program and environment for English Learners.
6. Annually assess the English proficiency of English Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment.
7. Include English Learners, to the extent required by State and federal law, in the District’s student assessment program to measure their achievement in reading/language arts and mathematics.
8. Provide information to the parents/guardians of English Learners about: (a) the reasons for their child’s identification, (b) their child’s level of English proficiency, (c) the method of instruction to be used, (d) how the program will meet their child’s needs, (e) how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation, (f) specific exit requirements of the program, (g) how the program will meet their child’s individualized education program, if applicable, and (h) information on parent/guardian rights. Parents/guardians will be regularly apprised of their child’s progress and involvement will be encouraged.

# Four Rivers Special Education District 6:160

 Page 2 of 2

Parent Involvement

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

LEGAL REF.: 20 U.S.C. §6312, 6314, 6315, and 6318.

 20 U.S.C. §6801 et seq.

 34 C.F.R. Part

 105 ILCS 5/14C-1 et seq.

 23 Ill. Admin. Code Part 228

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

ADOPTED: December 14, 2016

# Four Rivers Special Education District 6:180

 Page 1 of 1

# Instruction

## Extended School Year

The Director shall coordinate the procedures to identify Member District’s special population children for whom an extended school year program would be required.

All exceptional children defined in The Illinois School Code, Article 14, may be eligible for extended school year, in accordance with the child’s Individual Educational Program (IEP).

At the child’s annual review conference, or other conferences held for the explicit purpose of determining the necessity of extended school year services, the public school staff shall determine if extended school year services are warranted. Such an analysis shall be based upon the regression/recoupment analysis as defined in the procedures of the District. If extended school year services are considered necessary, the child’s IEP shall clearly state that extended school year attendance may deter developmental regression caused by an interruption in the child’s educational programming.

LEGAL REF.: 105 ILCS 5/10-22.18a, 5/10-22.18b, 5/10-18c, 5/10-22.20, 5/10-22.20b, 5/10-22.20c, 5/10-22.22a, 5/10-22.29, 5/10-22.33A, 5/10-22.33B, 5/10-23.2, 5/27-22.1, and 110/3.

 23 Ill. Admin. Code § 1.450(b)

ADOPTED: October 25, 2017

# Four Rivers Special Education District 6:190

 Page 1 of 1

# Instruction

## Extracurricular and Co-Curricular Activities

The Special Education District may provide a nonacademic or extracurricular service to a student with disabilities in a different manner than it is provided to a student without disabilities if such different or separate provision is necessary to provide the students with disabilities with a service or activity which is equally effective to those provided to students without disabilities.

Participation of a student with disabilities in a separate nonacademic or extracurricular service or activity (i.e., one in which students without disabilities do not participate) is permitted only where the nature or severity of the student’s disability renders it impossible for the student to enjoy or otherwise benefit from participation in a service or activity in which students without disabilities participate, even with the use of supplemental aids and services and reasonable modifications to the design of such services or activities in order to accommodate both students with disabilities and students without disabilities.

A student with disabilities has equal rights to those of a student without disabilities for participation in extracurricular athletics. If the student is attending a school outside the District of residence, and is doing so as a result of the IEP team’s program recommendations, the student is eligible to represent either school in extracurricular athletics. Participation is, however, contingent on compliance with the policies and rules established by the District and the appropriate athletic association as they govern the sport.

LEGAL REF.: 105 ILCS 5/10-20.30

CROSS REF.: 4:170, 7:240

ADOPTED: May 22, 2013

# Four Rivers Special Education District 6:210

 Page 1 of 1

# Instruction

## Instructional Materials

All District classrooms and learning centers should be equipped with an evenly proportioned, wide assortment of instructional materials, including textbooks, workbooks, audio-visual materials, and electronic materials. These materials should provide quality learning experiences for students and:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards;
3. Provide background information to enable students to make informed judgments and promote critical reading and thinking;
4. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society; and
5. Contribute to a sense of the worth of all people regardless of sex, race, religion, nationality, ethnic origin, sexual orientation, disability, or any other differences that may exist.

The Director or designee shall annually provide a list or description of textbooks and instructional materials used in the District to the Operating Board. Anyone may inspect any textbook or instructional material.

Teachers are encouraged to use age-appropriate supplemental material only when it will enhance, or otherwise illustrate, the subjects being taught. No R-rated movie shall be shown to students unless prior approval is received from the Director or designee, and no movie rated NC-17 (no one 17 and under admitted) shall be shown under any circumstances. These restrictions apply to television programs and other media with equivalent ratings. The Director or designee shall give parents/guardians an opportunity to request that their child not participate in a class showing a movie, television program, or other media with an R or equivalent rating.

Instructional Materials Selection and Adoption

The Director shall approve the selection of all textbooks and instructional materials according to the standards described in this policy. The School Code governs the adoption and purchase of textbooks and instructional materials.

LEGAL REF.: 105 ILCS 5/10-20.8 and 5/28-19.1.

CROSS REF.: 6:30 (Organization of Instruction), 6:40 (Curriculum Development), 6:80 (Teaching About Controversial Issues), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 8:110 (Public Suggestions and Concerns).

ADOPTED: October 25, 2017

# Four Rivers Special Education District 6:215

 Page 1 of 1

# POLICY CONCERNING SPECIALIZED EVALUATIONS

# AND EQUIPMENT

Any evaluations requiring services outside the delineated job responsibilities, training and certification, or credentials of current Four Rivers Special Education District staff will be the financial responsibility of the local school district. The Four Rivers Operating Board must preapprove any deviations on a case-by-case basis.

Any additional personnel, equipment or material specific for a given student in a classroom not provided by Four Rivers will be provided and paid for by the home school district.

Specialized evaluations may include but are not limited to: vocational evaluations, assistive technology, evaluations, bilingual evaluations, medical evaluations, and adaptive PE evaluations.

Specialized equipment, such as assistive technology, adaptive seating, walking and communications devices will be the financial responsibility of the local school district.

In all cases, Four Rivers will share the responsibility to locate individuals, agencies or other resources to provide the evaluations or equipment needed by the districts to serve the special education needs of these students.

In situations where Four Rivers is able to loan any specialized equipment, Four Rivers will be responsible for maintaining that equipment.

ADOPTED: October 25, 2017

# Four Rivers Special Education District 6:235

 Page 1 of 3

# Instruction

## Acceptable To Electronic Networks

Electronic networks, including the Internet, are a part of the District’s instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. The Director shall develop an implementation plan for this policy and appoint system administrator(s).

The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum and Appropriate Online Behavior

The use of the District’s electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60 *Curriculum Content,* students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response. Staff members may, consistent with the Director’s implementation plan, use the Internet throughout the curriculum.

The District’s electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Use

All use of the District’s electronic networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District’s electronic networks or District computers. General rules for behavior and communications apply when using electronic networks. The District’s administrative procedure, *Acceptable Use of the District’s Electronic Networks,* contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user’s protocol. Electronic communications and downloaded material, including files deleted from a user’s account but not erased, may be monitored or read by school officials.

# Four Rivers Special Education District 6:235

 Page 2 of 3

Internet Safety

Technology protection measures shall be used on each District computer with Internet access. They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Director or designee. The Director or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Director or system administrator. The Director or designee shall include measures in this policy’s implementation plan to address the following:

1. Ensure staff supervision of student access to online electronic networks,
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including “hacking” and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Authorization for Electronic Network Access

Each staff member must sign the *Authorization for Access to the District’s Electronic Networks* as a condition for using the District’s electronic network. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use.

All users of the District’s computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

The failure of any student or staff member to follow the terms of the District’s administrative procedure, *Acceptable Use of the District’s Electronic Networks,* or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

# Four Rivers Special Education District 6:235

 Page 3 of 3

LEGAL REF.: No Child Left Behind Act, 20 U.S.C. §6777.

 Children’s Internet Protection Act, 47 U.S.C. §254(h) and (l).

 Enhancing Education Through Technology Act, 20 U.S.C. §6751 et seq.

47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and Libraries.

 720 ILCS 135/0.01.

CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:210 (Instructional Materials), 6:220 (Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct, 6:230 (Library Media Program), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:310 (Restrictions on Publications).

ADOPTED: September 28, 2016

**Student Authorization for Electronic Network Access**

Dear Parents/Guardians:

Our School District has the ability to enhance your child’s education through the use of electronic networks, including the Internet. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Students and their parents/guardians need only sign this *Authorization for Electronic Network Access* once while the student is enrolled in the School District.

The District *filters* access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate in the school setting. If a filter has been disabled or malfunctions it is impossible to control all material and a user may discover inappropriate material. Ultimately, parents/guardians are responsible for setting and conveying the standards that their child or ward should follow, and the School District respects each family’s right to decide whether or not to authorize Internet access.

With this educational opportunity also comes responsibility. The use of inappropriate material or language, or violation of copyright laws, may result in the loss of the privilege to use this resource. Remember that you are legally responsible for your child’s actions. If you agree to allow your child to have an Internet account, sign the *Authorization* form below and return it to your school.

**Authorization for Electronic Network Access Form**

**Students must have a parent/guardian read and agree to the following before being granted unsupervised access:**

All use of the Internet shall be consistent with the District’s goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. **The failure of any user to follow the terms of the *Acceptable Use of Electronic Networks* may result in the loss of privileges, disciplinary action, and/or appropriate legal action.** The signatures at the end of this document are legally binding and indicate the parties who signed have read the terms and conditions carefully and understand their significance.

 I have read this *Authorization form.* I understand that access is designed for educational purposes and that the District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the District to restrict access to all controversial and inappropriate materials. I will hold harmless the District, its employees, agents, or Board members, for any harm caused by materials or software obtained via the network. I accept full responsibility for supervision if and when my child’s use is not in a school setting. I have discussed the *Acceptable Use of Electronic Networks* with my child. I hereby request that my child be allowed access to the District’s electronic network, including the Internet.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name (please print)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature Date

**Students must also read and agree to the following before being granted unsupervised access:**

I understand and will abide by the above *Authorization for Electronic Network Access.* I understand that the District and/or its agents may access and monitor my use of the Internet, including my email and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary action and/or legal action may be taken. In consideration for using the District’s electronic network connection and having access to public networks, I hereby release the School District and its Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the District’s electronic network, including the Internet.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name (please print)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

**Staff Authorization for Electronic Network Access**

All use of the Internet shall be consistent with the District’s goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. This *Authorization* does not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. **The failure of any user to follow the terms of Administrative Procedure 6:235-AP1, *Acceptable Use of Electronic Networks,* may result in the loss of privileges, disciplinary action, and/or legal action.** The signature at the end of this document is legally binding and indicates that the individual has read the terms and conditions carefully and understands their significance.

Staff members need only sign this *Authorization for Electronic Network Access* once while employed by the District.

 I understand and will abide by the *Acceptable Use of Electronic Networks.* I understand that the District and/or its agents may access and monitor my use of the District’s electronic network, including the Internet, my email and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked and disciplinary action and/or legal action may be taken. In consideration for using the District’s electronic network connection and having access to public networks, I hereby release the District and its Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the District’s electronic network, including the Internet.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

User Name (please print)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

User Signature Date

# Four Rivers Special Education District 6:240

 Page 1 of 1

# Instruction

## Field Trips

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

All field trips must have the Director’s or designee’s prior approval, except that field trips beyond a 200-mile radius of the school or extending overnight must have the prior approval of the Board. The Director or designee shall analyze the following factors to determine whether to approve a field trip: educational value, student safety, parent concerns, heightened security alerts, and liability concerns. On all field trips, a bus fee set by the Director or designee may be charged to help defray the transportation costs.

Parents/guardians of students: (1) shall be given the opportunity to consent to their child’s participation in any field trip, and (2) are responsible for all entrance fees, food, lodging, or other costs, except that the District will pay such costs for students who qualify for free or reduced school lunches. All non-participating students shall be provided an alternative experience. Any field trip may be cancelled without notice due to unforeseen event or condition.

Privately arranged trips, including those led by District staff members, shall not be represented as or construed to be sponsored by the District or school. The District does not provide liability protection for privately arranged trips and is not responsible for any damages arising from them.

LEGAL REF.: 105 ILCS 5/29-3.1

CROSS REF.: 6:10 (Educational Philosophy and Objectives), 7:270 (Administering Medicines to Students)

ADOPTED: May 22, 2013

# Four Rivers Special Education District 6:250

 Page 1 of 1

# Instruction

## Community Resource Persons and Volunteers

The Director shall establish procedures for approving, securing and screening resource persons and volunteers. No person who is a “child sex offender,” as defined by the Child Sex Offender and Murderer Community Notification Law, shall be used.

LEGAL REF.: 105 ILCS 5/10-22.34 and 5/10-22.34b, 730 ILCS 152/101 et seq.

CROSS REF.: 4:170 (Safety), 5:280 (Teacher Aides, Coaches, and Bus Drivers), 8:95 (Parental Involvement)

ADOPTED: December 18, 2013

# Four Rivers Special Education District 6:255

 Page 1 of 1

# Instruction

## Assemblies and Ceremonies

Assemblies must be approved by the Supervisor and be consistent with the District’s educational objectives.

The District shall not endorse or otherwise promote invocations, benedictions, and group prayers at any school assembly, ceremony, or other school-sponsored activity.

LEGAL REF.: Lee v. Weisman, 112 S. Ct. 2649 (1992)

 Santa Fe Independent School District v Doe, 120 S. Ct. 2266 (2000)

Jones v. Clear Creek Independent Special Education District, 977 F.2d 963 (5th Cir. 1992), cert. denied. 113 S.Ct. 2950 (1993)

ADOPTED: June 21, 2011

# Four Rivers Special Education District 6:260

 Page 1 of 1

# Instruction

## Complaints About Curriculum, Instructional Materials, and Programs

Persons with complaints about curriculum, instructional materials, and programs should complete a curriculum objection form and use the Uniform Grievance Procedure. A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a curriculum objection form and using the Uniform Grievance Procedure.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 8:110

ADOPTED: February 23, 2000

# Four Rivers Special Education District 6:270

 Page 1 of 1

# Instruction

## Guidance and Counseling Program

The District provides a guidance and counseling program for students. The Director or designee shall direct the District’s guidance and counseling program. School counseling services, as described by State law, may be performed by a qualified guidance specialist or any certificated staff member.

[*For Elementary and Unit Districts*]

Each staff member is responsible for effectively guiding students under his/her supervision in order to provide early identification of intellectual, emotional, social, or physical needs, diagnosis of any learning disabilities, and development of educational potential. The District’s counselors shall offer counseling to those students who require additional assistance.

[*For High School and Unit Districts*]

The guidance program will assist students to identify career options consistent with their abilities, interests, and personal values. Students shall be encouraged to seek the help of counselors to develop specific curriculum goals that conform to the student’s career objectives. High school juniors and seniors will have the opportunity to receive career-oriented information. Representatives from colleges and universities, occupational training institutions and career-oriented recruiters, including the military, may be given access to the school campus in order to provide students and parents/guardians with information.

LEGAL REF.: 105 ILCS 5/10-22.24a and 5/10-22.24b

 23 Ill. Admin Code §1.420(q)

CROSS REF.: 6:50 (School Wellness), 6:65 (Student Social and Emotional Development), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:130 (Program for the Gifted), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention)

ADOPTION: April 27, 2016

# Four Rivers Special Education District 6:280

 Page 1 of 1

# Instruction

## Grading and Promotion

The Director or designee shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, and performance on the Illinois Partnership for Assessment of Readiness for College and Careers (PARCC) and/or other assessments. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

Every teacher shall maintain an evaluation record for each student in the teacher’s classroom. A district administrator cannot change the final grade assigned by the teacher without notifying the teacher. Reasons for changing a student’s final grade include:

* A miscalculation of test scores;
* A technical error in assigning a particular grade or score;
* The teacher agrees to allow the student to do extra work that may impact the grade;
* Or
* An inappropriate grading system was used to determine the grade.

Should a grade change be made, the administrator making the change must sign the changed record.

Each student’s IEP shall be used to determine how specific aspects of grading and promotion will be developed and completed.

LEGAL REF.: 105 ILCS 5/2-3.64a-5, 5/10-21.8, and 5/27-27.

CROSS REF.: 6:110 (Programs for Students at Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:300, (Graduation Requirements), 6:340 (Student Testing and Assessment Program), 7:50 (School Admissions and Student Transfers to and from Non-District Schools).

ADOPTED: January 24, 2018

# Four Rivers Special Education District 6:300

 Page 1 of 1

# Instruction

## Graduation Requirements

Graduation requirements shall be as indicated in students’ IEPs. When appropriate, Four Rivers programs will follow home district graduation requirements including “Certificates of Completion.”

LEGAL REF.: 105 ILCS 5/27-3 and 5/27-22.

 23 Ill. Admin. Code § 1.440.

CROSS REF.: 6:30, 7:50

ADOPTED: January 24, 2018

# Four Rivers Special Education District 6:310

 Page 1 of 2

# Instruction

## Credit for Alternative Courses and Programs, and Course Substitutions

[For high school and unit districts]

Correspondence Courses

A student enrolled in a correspondence course 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;
2. The student is a fourth or fifth year senior;
3. The student assumes responsibility for all fees; and
4. The IEP team approves the course in advance.

A maximum of 6 units of credit may be counted toward the requirements for a student’s high school graduation.

Distance Learning Courses, Including Virtual or Online Courses

A student enrolled in a distance learning course, including a virtual or online course, may receive high school credit for work completed, provided:

1. The course is offered by an institution approved by the Director or designee;
2. The course is not offered at the student’s high school;
3. The student assumes responsibility for all fees (including tuition and textbooks); and
4. The IEP team approves the course in advance.

Students may be limited as to the number of distance learning courses that apply toward high school credit. Grades earned in approved distance learning courses count toward a student’s grade point average, class rank, and eligibility for athletic and extra-curricular activities. The District may pay the fee for expelled students who are permitted to take virtual or online courses in alternative settings.

Substitutions for Physical Education, Adapted Physical Education and Other Required Courses

A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses if:

# Four Rivers Special Education District 6:310

 Page 2 of 2

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

A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below. The director or designee shall maintain records showing that the criteria set forth in this policy were applied to the student’s individual circumstances.

1. The student’s parent/guardian agrees that the student must utilize the time set aside for physical education to receive special education support and services, or
2. The student’s individualized education program team determines that the student must utilize the time set aside for physical education to receive that service in accordance with the student’s individualized education program.

A student requiring adapted physical education must receive that service in accordance with the student’s Individualized Educational Program/Plan (IEP).

A student who is eligible for special education may be excused from physical education courses when:

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

LEGAL REF.: 105 ILCS 5/2-3.44, 5/2-3.108, 5/2-3.115, 5/10-22.43a, 5/27-6, 5/27-22.3, and 5/27-22.05.

 23 Ill. Admin. Code §§ 1.420(p), 1.440(j), and 4.450©.

CROSS REF.: 6:180 (Extended Instructional Programs), 6:300 (Graduation Requirements), 6:320 (Credit for Proficiency), 7:260 (Exemption from Physical Activity).

ADOPTED: January 28, 2015

# Four Rivers Special Education District 6:340

 Page 1 of 1

# Instruction

## Student Testing and Assessment Program

The District student assessment program provides information for determining individual student achievement and instructional needs, curriculum and instructional effectiveness, and school performance measured against District student learning objectives and state-wide norms.

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

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

Overall student assessment data on tests required by State law will be aggregated by the District and reported, along with other information, on the District’s annual report card. All reliable assessments administered by the District and scored by entities outside of the District must be (1) reported to ISBE on its form by the 30th day of each school year, and (2) made publicly available to parents and guardians of students, Board policy 7:340 – Student Records, and its implementing procedures govern recordkeeping and access issues.

LEGAL REF.: Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

 Illinois School Student Records Act, 105 ILCS 10/.

 105 IL/CS 5/2-3.63a-5, 5/23.64, 5/10-17a, 5/22-82 and 5/27-1.

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

ADOPTED: January 24, 2018