

Instruction

School Accountability 1

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

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

Quality Assurance

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

1. Prepare each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's continuous school improvement.⁴
2. Continuously assess the District's and each school's overall performance in terms of both academic success and equity. This includes, without limitation, a thorough analysis of ISBE's balanced accountability measure and each school's *Multiple Measure Index* and corresponding *Annual Measurable Objective* provided by ISBE.⁵

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

¹ State or federal law controls this policy's content.

² 105 ILCS 5/27-1.

³ 23 Ill.Admin.Code §1, Appendix D.

⁴ 105 ILCS 5/2-3.25 - 2-3.25b, amended by P.A. 100-1046; 23 Ill.Admin.Code §§1.10(a) and 1.20.

⁵ 105 ILCS 5/2-3.25a, amended by P.A.s 99-193, and P.A. 99-657, and 100-1046; 5/2-3.25d, amended by P.A. 99-193; 5/2-3.64a-5, amended by P.A. 100-1046. 105 ILCS 5/2-3.25a, amended by P.A. 99-193 significantly revised the system of standards for school districts and schools, and 105 ILCS 5/2-3.25a, amended by P.A. 99-657, then delayed certain implementation dates by one school year, and 105 ILCS 5/2-3.25a, amended by P.A. 100-1046, further revised the system of standards for school districts and schools. ISBE must establish recognition standards for student performance and school improvement for all districts and their individual schools. ~~The recognition standard must be an outcome-based, balanced accountability measure. Subject to funding, the balanced accountability measure must focus on student performance and, beginning in the 2017-18 school year for some districts and for all districts by the 2022-23 school year, professional practice. The student performance component must focus on student outcomes and closing the achievement gaps using a Multiple Measure Index and Annual Measurable Objectives. ISBE must establish a Multiple Measure Index and Annual Measurable Objectives for each school that address the school's overall performance in terms of both academic success and equity (105 ILCS 5/2-3.25d(a), amended by P.A. 99-193). A process for assistance, remediation, and intervention exists for low-performing districts known as priority and focus districts, as those terms are defined by 105 ILCS 5/2-3.25d-5, added by P.A. 99-193 (105 ILCS 5/2-3.25e-5 and 5/2-3.25f, amended by P.A. 99-193). ISBE must outline accountability measures in its State plan that it submits to the U.S. Dept. of Education under the Every Student Succeeds Act (ESSA) (Pub. L. 114-95). If ESSA ceases to require a state plan, then ISBE must develop a written plan in consultation with the Ill. Balanced Accountability Measure (IBAM) Committee. 105 ILCS 5/2-3.25a, amended by P.A.s 99-193, 99-657, and 100-1046.~~

3. If applicable, develop District and School Improvement Plans, present them for Board approval, and supervise their implementation. ⁶
4. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law. ⁷
5. In accordance with ~~See 105 ILCS 5/2-3.153 of the School Code~~, annually administer at least biennially a climate survey ~~of learning conditions~~ on the instructional environment within the school to, at minimum, students in grades 64 through 12 and teachers. ⁸

LEGAL REF.: 105 ILCS 5/2-3.25, 5/2-3.25a, 5/2-3.25b, 5/2-3.25c, ~~5/2-3.25d~~, 5/2-3.25d-5, 5/2-3.25e-5, 5/2-3.25f, 5/2-3.25f-5, 5/2-3.63, 5/2-3.64a-5, 5/2-3.153, 5/10-21.3a, and 5/27-1.
23 Ill.Admin.Code Part 1, Subpart A: Recognition Requirements.

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

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⁶ The requirements around district and school improvement plans are unknown until ISBE revises its rules following P.A.s 99-193 and 100-1046. ~~This Public Act P.A. 99-193~~ deleted the requirements concerning improvement plans as well as the sanctions for failing to make adequate yearly progress ~~(contained in 105 ILCS 5/2-3.25d, amended by P.A. 99-193)~~, but then P.A. 100-1046 repealed 105 ILCS 5/2-3.25d in its entirety. 105 ILCS 5/2-3.25f continues to state that ISBE “shall provide technical assistance to assist with the development and implementation of School and District Improvement Plans” and that schools or districts “that fail to make reasonable efforts to implement an approved Improvement Plan may suffer loss of State funds by school district, attendance center, or program as the State Board of Education deems appropriate.”

⁷ 105 ILCS 5/10-17a, amended by P.A.s 99-193, 100-807, and 100-1121. Districts must present the report card at a regular board meeting, post it on the district’s website, make it available to newspapers of general circulation in the district, notify parents/guardians of its availability on the district’s website, provide it to parents/guardians on request, submit it to the regional superintendent or appropriate Intermediate Service Center, and otherwise disseminate it as required by State law. See 2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records.

⁸ Required by 105 ILCS 5/2-3.153, amended by P.A. 100-1046, and 23 Ill.Admin.Code §1.97. The State Superintendent must publicly report on ~~selected~~the survey indicators of learning conditions resulting from the administration of the instrument at the individual school, district, and State levels. A district may use an alternate learning instrument approved by the State Superintendent at its own cost. These survey instruments are authorized by July 1 each year and posted at: www.isbe.net/Pages/5Essentials-Survey.aspx. (23 Ill.Admin.Code §1.97(g)(1)-(2)). To use an alternate survey instrument, the district must submit a form developed for this purpose and posted at www.isbe.net/Pages/5Essentials-Survey.aspx to the State Superintendent on or before a date established by August 1 the State Superintendent each year. ~~(Id.)~~.

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

Instruction

Student Social and Emotional Development 1

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.²

The Superintendent 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.³ The Ill. Learning Standards include three goals for students:⁴

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:⁵

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,

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¹ State law requires this subject matter be covered by policy (405 ILCS 49/15(b)), and; it required districts to submit it to the Ill. State Board of Education (-ISBE) once by 8/31/04.

² This text paraphrases See—the definition ojn the Ill. Children's Mental Health Partnership's *Strategic Plan for Building a Comprehensive Children's Mental Health System* in Illinois, pg. 73, Appendix C, starting at pg. 69 at website: http://icmhp.org/wordpress/wp-content/uploads/2015/12/ICMHP_CMH-Strategic_Plan.pdf www.icmhp.org/initiatives/SocialandEmotionalStandards.htm.

³ Required by the Children's Mental Health Act of 2003, 405 ILCS 49/. ISBE incorporated social and emotional development standards into the Ill. Learning Standards. For more information see: www.isbe.net/pages/social-emotional-learning-standards.aspx www.isbe.net/ils/social_emotional/standards.htm. School social workers may implement a continuum of social and emotional education programs and services in accordance with students' needs. (405 ILCS 49/15(b), amended by P.A. 98-338).

105 ILCS 5/2-3.147, added by P.A. 95-558 and repealed by P.A. 99-302, created the Ensuring Success in School Task Force. Supervised by ISBE, this task force developed policies, procedures, and protocols for school boards to adopt to address the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence; the goal is to encourage these students to stay in school, stay safe while in school, and successfully complete their education. School boards and superintendents may want to create their own study group to prepare for implementing of the task force's policies, procedures, and protocols. A report of the task force's findings was made to the General Assembly and is available here:

<http://povertylaw.org/advocacy/women/pubs/essa-task-force-report>
[povertylaw.org/sites/default/files/webfiles/final-essa-task-force-report-with-appendix%20\(1\).pdf](http://povertylaw.org/sites/default/files/webfiles/final-essa-task-force-report-with-appendix%20(1).pdf).

⁴ The goals, along with their benchmarks, performance descriptors and indicators are available at the link in f/n 3, above;

www.isbe.net/ils/social_emotional/pdf/SEL_goal1.pdfThe specific listing of indicators is listed at: www.isbe.net/learningsupports/html/conditions.htm. The Ill. Children's Mental Health Partnership provides a more visual listing of the SEL Learning Standards in its links to Goals 31, 32 & 33 at: www.icmhp.org/initiatives/SocialandEmotionalStandards.htm

⁵ The objectives are a matter of local school board discretion. A board may replace the sample objectives with its own local objectives. This sample policy lists the ISBE's SEL goals found on ISBE's website cited in f/n 3, abovesuggested core components of a comprehensive social and emotional development policy, available on ISBE's website at: www.isbe.net/spec-ed/pdfs/cmh_core_components.pdf.

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. ⁶
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. ⁷
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. ⁸
6. 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.
7. 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. ⁹

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⁶ See SEL resources to support instruction of the Ill. Learning Standards at: [trainers for each region in Ill. are listed here:](#)

www.ilclassroomsinaction.org/. www.icmhp.org/initiatives/SELTrainingandSupport.htm.

⁷ The Ill. Children's Mental Health Partnership provides [family resources](#) SEL Parent Newsletters at: <http://icmhp.org/icmhp-help-guide/family-resources/> www.icmhp.org/initiatives/SELresources.html.

⁸ The Ill. Children's Mental Health Partnership provides information about Early Childhood Mental Health Consultation at: <http://icmhp.org/icmhp-in-action/projects/early-childhood-mental-health-consultation-project-tier/> www.icmhp.org/initiatives/earlychilddeconsult.html

⁹ For information on this objective, see ISBE's Comprehensive System of Learning Supports at: www.isbe.net/Pages/Learning-Supports.aspx www.isbe.net/learningsupports/.

Information about school climate is available from ISBE at: www.isbe.net/Pages/School-Climate.aspx.

LEGAL REF.: Children's Mental Health Act of 2003, 405 ILCS 49/.

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, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

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Instruction

Remote Educational Program ¹

The Superintendent shall develop, maintain, and supervise a remote educational program consistent with ~~105 ILCS 5/Section 10-29 of the School Code~~. The remote educational program shall provide an opportunity for qualifying students to participate in an educational program delivered by the District in a location outside of a school.

The remote educational program shall: ²

1. Align its curriculum with the Illinois ~~State~~ Learning Standards and Board policies 6:10, *Educational Philosophy and Objectives* and 6:15, *School Accountability*.
2. Offer instruction and educational experiences consistent with those given to students at the same grade level in the District through compliance with Board policies 6:30, *Organization of Instruction* and 6:300, *Graduation Requirements*.
3. Provide instructors that meet the teacher qualifications in Board policy 5:190, *Teacher Qualifications*. Instructors are responsible for the following elements of the program: ³
 - a. Planning instruction,
 - b. Diagnosing learning needs,
 - c. Prescribing content delivery through class activities,
 - d. Assessing learning,
 - e. Reporting outcomes to administrators and parents/guardians, and
 - f. Evaluating the effects of instruction.

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¹ This policy is optional, but school boards that wish to implement a remote educational program must adopt a policy with statutorily-prescribed content. 105 ILCS 5/10-29, [amended by P.A. 100-1046](#). Before adopting this policy school officials should consider how a remote educational program fits into the district's mission statement for instruction. School officials should consult the board attorney and a representative from [the Ill. State Board of Education \(ISBE\)](#) for advice when implementing this program. A remote educational program will be subject to ISBE rules ~~if and whenever~~ ISBE promulgates and adopts them.

The Illinois Virtual School (IVS) qualifies as an educational program delivered by the district in a location outside of a school because, as stated on ISBE's website, "[A]ll students enroll in the ~~Illinois Virtual School (IVS)~~ through their regular school. The student's school (public or private) must first agree to participate in IVS." See [the IVS website at www.ilvirtual.org/partner-schools www.ilvirtual.org/schools/index.cfm](#).

Homes or other locations outside of a school building for remote educational programs are not "public school facilities." 105 ILCS 5/10-29(e).

² Item #1 in the following list is a statutory remote educational program requirement. 105 ILCS 5/10-29(a)(2). The Illinois Ill. State Learning Standards may be found at: [www.isbe.net/Pages/Learning-Standards.aspx](#) and 23 Ill.Admin.Code §1, App. D. See also, 105 ILCS ~~5/2-3.25d and~~ 5/27-1.

Item #2 in the following list is also a statutory remote educational program requirement. 105 ILCS 5/10-29(a)(2).

³ Statutory remote educational program requirement. 105 ILCS 5/10-29(a)(3). Consult the board attorney for advice because the listed statutory responsibilities for instructors of remote educational programs may impact wages, hours, and terms and conditions of employment. In addition, 105 ILCS 5/10-29(d) requires these responsibilities to be subject to local collective bargaining agreements. When the district has an applicable collective bargaining agreement, replace item # 3 in the policy with the following sentence for those covered employees:

Provide instructors that meet the teacher qualifications in Board policy 5:190, *Teacher Qualifications*. Instructors are responsible for the elements of the program consistent with the applicable collective bargaining agreement.

For employees not covered by a collective bargaining agreement, the law controls and the policy should reflect the board's additional local remote education requirements, if any.

4. Provide a remote educational program anytime during the period of time from and including the opening date to the closing date of the District's regular school term. It may operate on any calendar day, notwithstanding whether it is a student attendance day or institute day on the ~~School~~ District's calendar or any other provision of law restricting instruction on that day. The District's regular school term is established by Board policies 2:20, *Powers and Duties of the School Board; Indemnification*, and 6:20, *School Year Calendar and Day*. The remote educational program may be offered outside of the regular school term as part of any authorized summer school program. ⁴
5. ~~Calculate the~~ Establish a system to determine student participation number of clock hours a student participates in instruction in alignment with Board policy 6:20, *School Year Calendar and Day*. ⁵
6. Limit participation to students who are juniors or seniors or demonstrate individual educational need(s). Approval of students in the program will be on a space-available basis. ⁶
7. Authorize the Superintendent or designee to approve students for participation in the program when the student shows evidence of: ⁷
 - a. Enrollment in the District pursuant to Board policies 7:60, *Residence* and 7:30, *Student Assignment and Intra-District Transfer*.
 - b. Prior approval from their individualized educational program (IEP) team, if applicable.
 - c. How the remote educational program best serves the student's individual learning needs.

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⁴ Statutory remote educational program requirement. 105 ILCS 5/10-29(a)(4) and 5/10-19. Delete the last sentence if the district will not offer the remote educational programs during summer. If the district holds year-round classes in some buildings, it must classify each student's participation in the remote educational program as either on a year-round or a non-year-round schedule for purposes of claiming ~~general State aid~~ evidence-based funding.

⁵ Statutory remote educational program requirement that must be covered in policy. 105 ILCS 5/10-29(a)(1)(E), ~~amended by P.A. 100-1046. Student participation in the Clock hours of instruction by students in through~~ a remote educational program meeting the requirements of 105 ILCS 5/10-29 may be claimed for ~~evidence-based funding purposes for instruction under 105 ILCS 5/18-8.15 on any calendar day~~ general State aid purposes in accordance with and subject to the limitations of Section 18-8.05 of the School Code. 105 ILCS 5/10-29(ae)(4). Alternatively, a remote educational program may also be used for instruction delivered to a student in the home or other location outside of a school building that is not claimed for ~~general State aid~~ evidence-based funding purposes. 105 ILCS 5/10-29(f), ~~amended by P.A. 100-1046~~.

⁶ Must be covered in policy if any limitations on participation are imposed. 105 ILCS 5/10-29(a)(1)(B). This language is a suggestion for limitation on participation. Replace this sentence with the district's specific limitations regarding the number of students or grade levels that may participate in a remote educational program. If a district has no limitations this sentence may be deleted.

⁷ The introductory phrase must be covered in policy. 105 ILCS 5/10-29(a)(1)(C). If a district has its own description of the process it will use to approve participation in the remote educational program, replace this sentence with the district's language.

^{7a} is a statutory remote educational program requirement. 105 ILCS 5/10-29(a)(6).

^{7b} is a statutory remote educational program requirement that must be covered in policy. 105 ILCS 5/10-29(a)(1)(C). The district must ensure that the student receives all programming and related services required in his or her IEP. 23 Ill.Admin.Code §226.360. The law is silent whether a student who has a plan under Section 504 of the federal Rehabilitation Act of 1973 (504 plan) needs prior approval, but the student's remote educational plan must deliver content in a manner consistent with the student's 504 plan.

^{7c} is a statutory remote educational program requirement that must be covered in policy. 105 ILCS 5/10-29(a)(1)(A). A student and his or her parent/guardian will need to inform the district of how a remote educational program will best serve the student's individual learning needs.

^{7d} must be covered in policy. 105 ILCS 5/10-29(a)(1)(A). It may be customized, but the language must address, at a minimum, consideration of a student's prior attendance, disciplinary record, and academic history. The board may want to require the same minimum GPA standards that it requires for eligibility to participate in interscholastic activities. See also 6:270, *Guidance and Counseling Program*.

- d. A consistent, appropriate attendance record, no disciplinary record, and a 2.5 minimum grade point average.
8. Include a process for developing and approving a written remote educational plan for each student participating in the program. ⁸
9. Require students to complete their participation in the program within 12 months, unless the student's participation is extended by the District. ⁹
10. Require students to participate in all assessments administered by the District pursuant to State and federal law and Board policy 6:340, *Student Testing and Assessment Program*. ¹⁰
11. Align with the requirements of Board policy 7:340, *Student Records*. ¹¹
12. Comply with other State and federal laws and align with all applicable Board policies. This includes the Superintendent submitting a copy of this policy to the Illinois State Board of Education along with any amendments to it and any data on student participation. ¹²
13. Be monitored by the Board pursuant to Board policy 2:240, *Board Policy Development*, and included as a topic for discussion in the annual report required by Board policy 6:10, *Educational Philosophy and Objectives*. It shall include a discussion of the process for renewal of the program when applicable. ¹³

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⁸ Statutory remote educational program requirement that must be covered in policy. 105 ILCS 5/10-29(a)(1)(D). A written remote educational plan must meet the requirements of 105 ILCS 5/10-29(a)(5). It must be approved by the school district and a person authorized to enroll the student under 105 ILCS 5/10-20.12b. Any amendments to a student's written remote educational plan must also be approved in the same manner. See f/n^s ⁹ and ¹³ for a discussion of the length of a written remote educational plan.

⁹ Statutory remote educational program requirement. 105 ILCS 5/10-29(a)(7). A district may extend participation longer than 12 months when it: (1) evaluates the student's progress in the program, (2) determines that the student's continuation in the program will serve the student's individual learning needs, and (3) amends the student's remote educational plan, addressing any changes for the upcoming term of the program.

¹⁰ Statutory remote educational program requirement. *Id.* at 10-29(a)(6).

¹¹ Remote educational programs present specific student records and privacy issues that should be examined with the board attorney. Both federal (Family Educational Rights and Privacy Act, 20 U.S.C. §1232g) and State (Illinois School Student Records Act, 105 ILCS 10/) laws govern student school records and these laws differ in many respects.

¹² The first sentence is a statutory remote educational program requirement that must be covered in policy. 105 ILCS 5/10-29(a)(1)(G). Consult the board attorney to discuss other issues that may pertain to the district's specific circumstances. The second sentence is a statutory remote educational program requirement. 105 ILCS 5/10-29(g). The law provides no guidance how to accomplish this requirement other than granting ISBE rulemaking authority. 105 ILCS 5/10-29(h).

¹³ Must be covered in policy. 105 ILCS 5/10-29(a)(1)(F). A description of the process for renewing a remote educational program at the expiration of its *term* is required. Dual uses of the word *term* occur in this law. Depending upon the type of remote educational program, *term* suggests the district's entire remote educational program may need renewal from time to time. The Act provides little guidance other than that the district must describe the process in its policy. The annual report required by Board policy 6:10, *Educational Philosophy and Objectives*, is one option to describe the process. Replace this sentence with the district's language if a different process is developed.

105 ILCS 5/10-29(a)(7) also references *term*. There, *term* requires that a student's "written remote educational plan" not extend the student's participation in the remote educational program longer than 12 months, unless the district extends participation. See f/n ⁹ for further discussion.

LEGAL REF.: 105 ILCS 5/10-29.
23 Ill.Admin.Code §226.360.

CROSS REF.: 2:20 (Powers and Duties of the School Board; Indemnification), 2:240 (Board Policy Development), 5:190 (Teacher Qualifications), 6:10 (Educational Philosophy and Objectives), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:30 (Organization of Instruction), 6:300 (Graduation Requirements), 6:340 (Student Testing and Assessment Program), 7:30 (Student Assignment and Intra-District Transfer), 7:60 (Residence), 7:340 (Student Records)

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