

## Instruction

### Curriculum Development <sup>1</sup>

#### Adoption <sup>2</sup>

The Superintendent shall recommend 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, <sup>3</sup>
5. The curriculum of non-District schools that feed into or from a District school, provided that the necessary cooperation and information is available, <sup>4</sup>
6. The Illinois State Learning Standards and any District learning standards, and
7. Any required State or federal student testing.

The School Board will adopt, upon recommendation of the Superintendent, a curriculum that meets the above criteria. <sup>5</sup>

#### Experimental Educational Programs and Pilot Projects <sup>6</sup>

The Superintendent may recommend experimental educational programs and/or pilot projects for Board consideration. Proposals must include goals, material needs, anticipated expenses, and an evaluation process. The Superintendent shall submit to the Board periodic progress reports for programs that exceed one year in duration and a final evaluation with recommendation upon the program's completion.

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

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

<sup>2</sup> This section is not dictated by State or federal law, but reflects board work regarding curriculum. Each board should dwell over this section to ensure it articulates the board's intent.

<sup>3</sup> State law mandates certain courses of study, but local school boards may set requirements exceeding State law-mandated courses of study. 105 ILCS 5/10-20.8 and 5/27-1 et seq.

<sup>4</sup> Alternative for unit districts:

5. The curriculum District-wide and articulated across all grade levels.

<sup>5</sup> The following is an alternative for boards that do not want the sample language's degree of delegation:

The School Board will consider the Superintendent's recommendation and adopt a curriculum that meets the above criteria.

<sup>6</sup> Experimental educational programs may require the approval of the State Board of Education and an agreement with the affected exclusive bargaining agent. 105 ILCS 5/10-19, amended by P.A. 100-465. State law addresses pilot programs for teachers in relation to clinical schools, restructuring, and providing special assistance and support to beginning teachers. 105 ILCS 5/2-3.52A, amended by P.A. 100-1046.

### Single-Gender Classes and Activities <sup>7</sup>

The Superintendent may recommend a program of nonvocational<sup>8</sup> single-gender classes and/or activities to provide diverse educational opportunities and/or meet students' identified educational needs. Participation in the classes or activities must be voluntary, both genders must be treated with substantial equality, and the program must otherwise comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*. The Superintendent must periodically evaluate any single-gender class or activity to ensure that: (1) it does not rely on overly broad generalizations about the different talents, capabilities, or preferences of either gender, and (2) it continues to comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*.

### Development <sup>9</sup>

The Superintendent shall develop a curriculum review program to monitor the current curriculum and promptly suggest changes to make the curriculum more effective, to take advantage of improved teaching methods and materials, and to be responsive to social change, technological developments, student needs, and community expectations.

The Superintendent shall report to the Board as appropriate, the curriculum review program's efforts to:

1. Regularly evaluate the curriculum and instructional program.
2. Ensure the curriculum continues to meet the stated adoption criteria.
3. Include input from a cross-section of teachers, administrators, parents/guardians, and students, representing all schools, grade levels, disciplines, and specialized and alternative programs.
4. Coordinate with the process for evaluating the instructional program and materials.

### Curriculum Guides and Course Outlines

The Superintendent shall develop and provide subject area curriculum guides to appropriate staff members.

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<sup>7</sup> The U.S. Dept. of Education (DOE) amended its regulation implementing Title IX of the Education Amendments of 1972 (Title IX) (20 U.S.C. §1681) to make it easier for schools to have single-sex classes and extracurricular activities. 34 C.F.R. §106.34. Title IX generally protects students from discrimination on the basis of sex. However, the DOE added flexibility to its rules on single-sex classes and activities, citing research that suggests that some students benefit in single-sex classes. 71 Fed. Reg. 62530 (10-25-06). The rules are very specific and should be reviewed with the board attorney when designing single-sex classes or activities.

Consult the board attorney about accommodation issues for transgender or gender non-conforming students in single sex classes. State law prohibits gender-based discrimination, including transgender and gender non-conforming students. 775 ILCS 5/5-101(A)(11); 775 ILCS 5/1-103(O-1); and 23 Ill.Admin.Code §1.240. Title IX prohibits exclusion and discrimination on the basis of sex. 20 U.S.C. §1681(a). According to the DOE Office for Civil Rights, Title IX protects lesbian, gay, bisexual, and transgender students, from sex discrimination. See [www2.ed.gov/about/offices/list/ocr/lgbt.html](http://www2.ed.gov/about/offices/list/ocr/lgbt.html); 7:10-API, *Accommodating Transgender Students or Gender Non-Conforming Students*.

<sup>8</sup> 34 C.F.R. §106.34(b)(1).

<sup>9</sup> The last two sections of this policy provide a process for the board to monitor the extent that its ends for curriculum development are being pursued. However, a board may be concerned that these sections offend the board's efforts to delegate authority to the superintendent to manage the district. If so, these sections should be deleted. See the IASB *Foundational Principles of Effective Governance* at: [www.iasb.com/principles.cfm](http://www.iasb.com/principles.cfm).

LEGAL REF.: 20 U.S.C. §1681, Title IX of the Education Amendments of 1972, implemented by  
34 C.F.R. Part 106.  
105 ILCS 5/10-20.8 and 5/10-19.

CROSS REF.: 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development),  
6:70 (Teaching About Religions), 6:80 (Teaching About Controversial Issues)  
6:100 (Using Animals in the Educational Program), 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), 6:135 (Accelerated Placement Program), 6:140  
(Education of Homeless Children), 6:145 (Migrant Students), 6:150 (Home and  
Hospital Instruction), 6:160 (English Learners), 6:170 (Title I Programs), 6:180  
(Extended Instructional Programs), 7:10 (Equal Educational Opportunities), 7:15  
(Student and Family Privacy Rights)

## Instruction

### Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program <sup>1</sup>

The Superintendent or designee shall develop, maintain, and supervise a program for students at risk of academic failure or dropping out of school. The program shall include education and support services addressing individual learning styles, career development, and social needs, and may include without limitation one or more of the following:

- Parent-teacher conferences
- Counseling services by social workers and/or guidance counselors
- Counseling services by psychologists
- Psychological testing
- Truants' alternative and optional education program <sup>2</sup>
- 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 <sup>3</sup>
- Graduation incentives program <sup>4</sup>
- Remediation program <sup>5</sup>

Any student who is below the age of 20 years is eligible to enroll in a graduation incentives program if he or she: <sup>6</sup>

1. Is considered a dropout according to State law;

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

<sup>2</sup> 105 ILCS 5/2-3.66, amended by P.A. 100-465, authorizes the Ill. State Board of Education (ISBE) to award grants to school districts, educational service regions, and community college districts.

<sup>3</sup> 105 ILCS 5/13B-1 *et seq.* Districts are not required to establish an alternative learning opportunities program. However, if they do, State law requires that the program "provide a flexible standards-based learning environment, innovative and varied instructional strategies, a student-centered curriculum, social programs, and supplemental social, health, and support services to improve the educational achievement of students at risk of academic failure." 105 ILCS 5/13B-20. The program must also meet the requirements in 105 ILCS 5/13B-45. Alternative learning opportunities programs "may include without limitation evening high school, in-school tutoring and mentoring programs, in-school suspension programs, high school completion programs to assist high school dropouts in completing their education, support services, parental involvement programs, and programs to develop, enhance, or extend the transition for students transferring back into the regular school program, an adult education program, or a post-secondary education program." 105 ILCS 5/13B-20.5. See 105 ILCS 5/13B-25.10, as well as other requirements for general State aid and evidence-based funding (the statute references both types of funding), for additional requirements to receive State funds for creating this program.

<sup>4</sup> Required by 105 ILCS 5/26-16, amended by P.A. 100-465.

<sup>5</sup> 105 ILCS 5/10-20.9a(b) requires remedial assistance for students who are not promoted to the next higher grade.

<sup>6</sup> Required by 105 ILCS 5/26-16, amended by P.A. 100-465. Graduation incentives programs are entitled to claim general State aid and evidence-based funding (the statute references both types of funding). A district must ensure that its graduation incentives program receives supplemental general State aid, transportation reimbursements, and special education resources, if appropriate, for students enrolled in the program. 105 ILCS 5/26-2a defines *dropout* as "any child enrolled in grades 9 through 12 whose name has been removed from the district enrollment roster for any reason other than the student's death, extended illness, removal for medical non-compliance, expulsion, aging out, graduation, or completion of a program of studies and who has not transferred to another public or private school and is not known to be home-schooled by his or her parents or guardians or continuing school in another country."

2. Has been suspended or expelled;
3. Is pregnant or is a parent;
4. Has been assessed as chemically dependent; or
5. Is enrolled in a bilingual education or English Language Learners program.

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.: 6:280 (Grading and Promotion), 6:300 (Graduation Requirements), 7:70 (Attendance and Truancy)

## Instruction

### Administrative Procedure - Evaluating and Reporting Student Achievement

Actor	Action
Teacher	<p>Informs students about the grading system at the beginning of each school year or term, whichever is applicable.</p> <p>Explains that grades: (1) assess progress toward education goals and assist in the improvement of that progress, (2) will be given by the teacher, using his or her professional judgment, in an impartial and consistent manner, and (3) will reflect excessive absences.</p> <p>Assesses student achievement as demonstrated through such performance indicators as the following (these are not listed in order of importance and are not exclusive):</p> <ol style="list-style-type: none"> <li>1. Preparation of assignments, including completeness, accuracy, legibility, and promptness.</li> <li>2. Contribution to classroom discussions.</li> <li>3. Demonstrated understanding of concepts.</li> <li>4. Application of skills and knowledge to new situations.</li> <li>5. Organization, presentation, and content of written and oral reports.</li> <li>6. Originality and reasoning ability when working through problems.</li> <li>7. Accomplishment in class presentations and projects.</li> <li>8. Performance on tests, quizzes, and final examinations.</li> </ol> <p>Assigns grades for academic improvement and achievement using standardized criterion-referenced test scores, letter grades, and/or other assigned numerical criteria.</p> <p>A grade of <i>incomplete</i> should be assigned when a student experiences an excused, extended absence at the end of the term or during final examinations; an incomplete grade, if not satisfied within two weeks, will be changed to a failure.</p> <p>Whenever it becomes evident that a student is in danger of failing, arranges a special conference with the parent(s)/guardian(s) or sends the parent(s)/guardian(s) a written report.</p>
Building Principal or designee	<p>Supervises implementation of this administrative procedure.</p> <p>Ensures that parents/guardians are informed of their child's progress at regular intervals, but at least four times a year, and whenever the student's performance requires special attention.</p> <p>Divorced or separated parents will both be informed unless a court order requires otherwise.</p>

Actor	Action
	<p>All grades and symbols must be appropriately explained.</p> <p>Establishes an appropriate means of communication whenever he or she becomes aware that a parent/guardian is unable to understand written communications from the school or oral communications made during conferences related to his/her child's progress or school activities.</p> <p>Develops a timetable for deficiency reports.</p> <p>Supervises the various methods for communicating with parents/guardians including:</p> <ol style="list-style-type: none"> <li>1. Parent-teacher conferences, conducted on a regular basis. They may be scheduled on different days and at different times to accommodate the various grade levels and attendance centers.</li> <li>2. Open houses, parent education meetings, and newsletters.</li> <li>3. Interim reports, through which teachers contact parents/guardians whenever teachers believe additional information should be shared. Teachers shall try to be available to meet with parents/guardians at a mutually agreed upon time.</li> </ol>
<p>Building Principal or designee</p> <p><i>[Elementary schools only]</i></p>	<p>Makes the final decision regarding a student's retention or promotion with input from the classroom teacher, parent/guardian, and other school personnel as appropriate.</p> <p>Retention and promotion decisions are based on quantitative measures (e.g., maturity level, ability, and level of academic achievement), supplemented by a qualitative assessment of the student's motivation, self-image, and social adjustment. Students shall not be promoted for purely social reasons.</p> <p>Ensures placement, promotion, or retention decisions are based on the student's best interests after a careful evaluation of the advantages and disadvantages of alternatives.</p> <p>For each student who does not qualify for promotion to the next higher grade, determines appropriate remedial assistance, that may include, without limitation, a summer bridge program of no less than 90 hours, tutorial sessions, increased or concentrated instructional time, modifications to instructional materials, and retention in grade. 105 ILCS 5/10-20.9a(b).</p>
<p>Building Principal or designee</p> <p><i>[Secondary schools only]</i></p>	<p>Makes a recommendation to the Superintendent regarding:</p> <ol style="list-style-type: none"> <li>1. Whether a 4.0 or a 5.0 (or another alternative) system should be used for calculating grade point average (GPA);</li> <li>2. Whether advanced placement, honors, and accelerated courses will have additional points added toward calculating GPA and class rank, i.e., weighted grades;</li> <li>3. Which courses' grades will be used in computing GPA and</li> </ol>

Actor	Action
	<p>class rank;</p> <p>4. How to determine academic scholars, class valedictorian, salutatorian, and/or honor roll; and</p> <p>5. Whether a pass/fail option will be offered and, if so, the guidelines for that option.</p>
Parents/Guardians	<p>Attend parent-teacher conferences.</p> <p>Provide a study-conducive atmosphere and supervise their child's completion of course work.</p> <p>Sign or otherwise acknowledge receipt of their child's report cards and other assessment notices and provide appropriate feedback to their child.</p> <p>Whenever a question or concern arises, leave a message at the school for the appropriate teacher or other school staff member.</p> <p>In order to object to a grade or retention/promotion decision, first confer with the appropriate teacher and, if still not satisfied, contact the Building Principal.</p>
<p>Building Principal or designee</p> <p><i>[All schools]</i></p>	<p>Confers with any parent/guardian and/or student who objects to a grade or to a retention/promotion decision.</p> <p>Discusses with the teacher the reason(s) why an objection was made to a grade or to a retention/promotion decision and requests the teacher's perspective.</p> <p>Determines whether to change the grade or retention/promotion decision based on the existence of any of reasons authorized in policy 6:280, <i>Grading and Promotion</i>, i.e.:</p> <ul style="list-style-type: none"> <li>• A miscalculation of test scores;</li> <li>• A technical error in assigning a particular grade or score;</li> <li>• The teacher agrees to allow the student to do extra work that may impact the grade;</li> <li>• An inappropriate grading system used to determine the grade; or</li> <li>• An inappropriate grade based on an appropriate grading system.</li> </ul> <p>Decides whether to change the grade or retention/promotion decision and, if so, notifies the teacher of the nature and reason for the change and signs the changed record.</p>



**Instruction**

**Exhibit - Application for a Diploma for Veterans of WW II, the Korean Conflict, or the Vietnam Conflict**

*Complete and submit to the Superintendent.*

*Please print:*

_____			_____		
Name			Phone		
_____			_____		
Address			Birth Date		
_____			_____		
City	State	Zip			

The applicant is requesting a high school diploma and attests that he or she meets the following criteria as established by School Board policy:

1. Served in the U.S. Armed Forces during World War II, the Korean Conflict, or the Vietnam Conflict.

Please check one or more of the following: 1

- World War II: December 7, 1941 - December 31, 1946, including the induction period of September 16, 1940 – December 6, 1941
- Korean Conflict: June 27, 1950 - January 31, 1955, including the induction period of January 1, 1947 – June 26, 1950
- Vietnam Conflict: January 1, 1961 – May 7, 1975

2. Left high school in order to serve in the U.S. Armed Forces.
3. Resided within an area currently within the School District at the time he or she withdrew from high school.
4. Has not received a high school diploma or a GED (high school equivalency).

_____	_____
Applicant's Signature	Date

**The footnotes should be removed before the material is used.**

**1** This exhibit uses dates of eligible service listed in Ill. Dept. of Veterans Affairs administrative rules at 95 Ill.Admin.Code §101.10.

## Instruction

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

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

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

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

Overall student assessment data on tests required by State law will be aggregated by the District and reported, along with other information, on the District’s annual report card.<sup>5</sup> All reliable assessments

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<sup>1</sup> State and federal law control this policy’s content. 105 ILCS 5/2-3.64a-5 requires ISBE to “establish the academic standards that are to be applicable to students who are subject to State assessments.” It contains the schedule for assessing students by calendar year and grade. The Ill. State Board of Education (ISBE) selected the *Partnership for Assessment of Readiness for College and Careers* (PARCC) as the State assessment and accountability measure for grades 3-8 through the 2017-2018 school year. Beginning with the 2018-2019 school year, ISBE began transitioning from PARCC to the *Ill. Assessment for Readiness* (IAR), which continues to use “an anchor set of PARCC items.” See letter from State Superintendent Tony Smith, 2-8-19, along with other ISBE resource material at [www.isbe.net/IAR](http://www.isbe.net/IAR). In House Joint Resolution 54 (2015), members of the Ill. House and Senate encouraged school districts to not use results of the PARCC test for the 2014-2015 school year through the 2017-2018 school year “as a determining factor for making decisions about a student’s educational opportunities, the evaluation of educators, and the allocation of resources based on educational achievement on this assessment.”

105 ILCS 5/2-3.64a-5(c), amended by P.A. 100-7, requires that the assessment administered by ISBE for the purpose of student application to or admissions consideration by institutions of higher education be administered on a school day during regular student attendance hours.

105 ILCS 5/2-3.64a-5(d) contains the requirements for assessing students receiving special education services and students determined to be English learners.

105 ILCS 5/2-3.64a-5(e), amended by P.A. 100-222, no longer requires that the scores attained by a student on an assessment that includes a college and career readiness determination be entered on the student’s transcript. The scores, however, must be placed in the student’s permanent record. See 23 Ill.Admin.Code §375.10.

<sup>2</sup> Required by 105 ILCS 5/2-3.64a-5(c).

<sup>3</sup> 105 ILCS 5/2-3.64a-5(e), amended by P.A. 100-222, requires districts to provide State assessment results/scores to students’ parents/guardians. The second part of this provision is optional and may be deleted, i.e., “~~and an evaluation of the student’s progress.~~”

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

administered by the District and scored by entities outside of the District must be (1) reported to ISBE on its form by the 30<sup>th</sup> day of each school year, and (2) made publicly available to parents/guardians of students.<sup>6</sup> Board policy 7:340, *Student Records*, and its implementing procedures govern recordkeeping and access issues.<sup>7</sup>

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

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

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<sup>5</sup> Required by 105 ILCS 5/10-17a, amended by P.A.s 99-642, 100-227, 100-807, and 100-1121. School districts must annually, no more than 30 days after receipt from the State Superintendent release their district's and schools' report cards assessing the performance of its schools and students. Districts must: (1) present the report cards at a regular Board meeting, (2) post them on the District's website, (3) make them available to a newspaper of general circulation serving the District, and (4) upon request, send them home to parents/guardians. 105 ILCS 5/10-17a(5). The school report card must describe, among other items, student characteristics, curriculum information, student outcomes and progress, and school environment. The environment report must include indicators from the *school climate survey* approved under 105 ILCS 5/2-3.153 (requires ISBE, in addition to its default school climate survey, to identify two or three alternative school survey instruments from which districts may select).

<sup>6</sup> 105 ILCS 5/22-82, added by P.A. 99-590, requires every school district to report to ISBE for each of its schools, by the 30th day of each school year, all reliable assessments the district administers that are scored by entities outside of the district. The district must make the report on an ISBE-provided form.

Each school must also make this information publicly available to the parents and guardians of its students through the district's Internet website or distribute the information in paper form. *Id.* at (b). See 2:250, E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. Although not required by law, if a board wants to direct that this information be shared more broadly with the public for greater transparency, add "and to the community" after "parents/guardians of students."

<sup>7</sup> 105 ILCS 5/2-3.64a-5(e), amended by P.A. 100-222, governs recording assessment results in school student records. See also the Illinois School Student Records Act, 105 ILCS 10/; 23 Ill.Admin.Code §375.10.