

**Operational Services**

**Exhibit - School District Payment Order**

*This statutory order authorizes the Treasurer to pay a School Board-approved bill or obligation before the meeting minutes are officially approved. Several items may be attached to this form.*

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

The Treasurer, \_\_\_\_\_, of \_\_\_\_\_ School

District in \_\_\_\_\_ County, shall pay to the order of \_\_\_\_\_

\_\_\_\_\_ the sum of \$ \_\_\_\_\_, for \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

By order of the \_\_\_\_\_ School Board.

\_\_\_\_\_  
Board President Date \_\_\_\_\_

\_\_\_\_\_  
Secretary Date \_\_\_\_\_

## Operational Services

### **Administrative Procedure - Third Party Non-Instructional Contracts**

When completed, this procedure documents that the requirements in 105 ILCS 5/10-22.34c have been fulfilled thereby allowing the School Board to approve a contract for third party non-instructional services currently performed by any employee or bargaining unit member. However, these conditions are not mandatory for the Board to enter into a contract, of no longer than 3 months in duration, with a third party for non-instructional services currently performed by an employee or bargaining unit member for the purpose of augmenting the current workforce in an emergency situation that threatens the safety or health of the District's students or staff, provided that the Board meets all of its obligations under the Illinois Educational Labor Relations Act.

Name ~~of~~ proposed contractor: \_\_\_\_\_

Name and description of proposed contract for third party non-instructional services: \_\_\_\_\_

\_\_\_\_\_

Effective date of proposed contract: \_\_\_\_\_

Each of the following conditions must be checked to document that it was present or fulfilled:

- Any lay-off resulting from entering into the contract for third party non-instructional services will comply with the applicable collective bargaining agreement and/or Board policy 5:290, *Employment Terminations and Suspensions*.
- The proposed contract will not be entered into or become effective during the term of an applicable collective bargaining agreement covering any employees who perform the non-instructional services.
- The proposed contract will take effect upon or after the expiration of an existing collective bargaining agreement.
- The proposed contractor has submitted a bid that includes the following:
  - A. Evidence of liability insurance in scope and amount equivalent to the liability insurance provided by the Board pursuant to 105 ILCS 5/10-22.3;
  - B. A benefits package for the third party's employees who will perform the non-instructional services comparable to the benefits package provided to District employees who perform those services;
  - C. A list of the number of employees who will provide the non-instructional services, the job classifications of those employees, and the wages the proposed contractor will pay those employees;
  - D. A minimum 3-year cost projection, using generally accepted accounting principles, and which the proposed contractor is prohibited from increasing if the bid is accepted by the Board, for each and every expenditure category and account for performing the non-instructional services;

- E. Composite information about the criminal and disciplinary records, including alcohol or other substance abuse, Department of Children and Family Services complaints and investigations, traffic violations, and license revocations or any other licensure problems, of any employees who may perform the non-instructional services, provided that the individual names and other identifying information of employees need not be provided with the submission of the bid, but must be made available upon request of the Board; and
  - F. An affidavit, notarized by the president or chief executive officer of the proposed contractor, that each of its employees has completed a criminal background check as required by 105 ILCS 5/10-21.9 within 3 months prior to submission of the bid, provided that the results of such background checks need not be provided with the submission of the bid, but must be made available upon request of the Board.
- The following is attached or otherwise available: a cost comparison, using generally accepted accounting principles, of each and every expenditure category and account that the District projects it would incur over the term of the contract if it continued to perform the non-instructional services using its own employees with each and every expenditure category and account that is projected the proposed contractor would incur if it performed the non-instructional services.
- The Board reviewed and considered all bids by third parties to perform the non-instructional services in open session of a regularly scheduled Board meeting, unless the exclusive bargaining representative of the employees who perform the non-instructional services, if any such exclusive bargaining representative exists, agreed in writing that such review and consideration could take place in open session at a specially scheduled Board meeting.
- Date of Board meeting: \_\_\_\_\_
- Each of the following occurred:
1. A minimum of one public hearing, conducted by the Board prior to a regularly scheduled Board meeting, to discuss the proposed contract was held before the Board entered such contract.  
Date of hearing: \_\_\_\_\_
  2. The Board provided notice to the public of the date, time, and location of the first public hearing on or before the initial date that bids to provide the non-instructional services are solicited or a minimum of 30 days prior to entering into such a contract, whichever provides a greater period of notice.  
Date and manner of notice: \_\_\_\_\_
- The proposed contract contains provisions requiring the proposed contractor to offer available employee positions pursuant to the contract to qualified School District employees whose employment is terminated because of the contract.
- The proposed contract contains provisions requiring the proposed contractor to comply with a policy of nondiscrimination and equal employment opportunity for all persons and to take affirmative steps to provide equal opportunity for all persons.

## Operational Services

### Exhibit - Informing Parents About Offender Community Notification Laws

*On District letterhead, website, and/or in student handbook*

Date:

To: Parents/Guardians

Re: Offender Community Notification Laws

State law requires ~~a Building Principal or teacher~~ schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Illinois State Police's website. The Illinois State Police website contains the following:

~~You may find the Illinois Sex Offender Registry on the Illinois State Police's website at:~~

~~<http://www.isp.state.il.us/sor/>.~~

~~You may find the Illinois Statewide Child Murderer and Violent Offender Against Youth Registry on the Illinois State Police's website at:~~

~~<http://www.isp.state.il.us/cmvo/>.~~

Illinois Sex Offender Registry, [www.isp.state.il.us/sor/](http://www.isp.state.il.us/sor/)

Illinois Murderer and Violent Offender Against Youth Registry, [www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/)

Frequently Asked Questions Concerning Sex Offenders, [www.isp.state.il.us/sor/faq.cfm](http://www.isp.state.il.us/sor/faq.cfm)

## **Professional Personnel**

### **Exhibit - Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications**

*On District letterhead*

Date

Re: You May Request Your Child's Classroom Teachers' Qualifications

Dear Parents/Guardians:

As a parent/guardian of a student at a school receiving funds under Title I of the Elementary and Secondary Education Act, you have the right to request the professional qualifications of the teachers who instruct your child and the paraprofessionals, if any, who assist them. You may request the following information about each of your child's classroom teachers and their paraprofessional assistants, if any:

- Whether the teacher has met State certification requirements;
- Whether the teacher is teaching under an emergency permit or other provisional status by which State licensing criteria have been waived;
- The teacher's college major;
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees; and
- Whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

Sincerely,

Superintendent

**Professional Personnel**

**Exhibit - Notice to Parents When Their Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Is Not *Highly Qualified***

*On District letterhead*

Date

Re: Your Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Is Not *Highly Qualified* as Defined by Federal Law

Dear Parents/Guardians:

All teachers with primary responsibility for instructing students in the core academic subject areas (science, the arts, reading or language arts, English, history, civics and government, economics, geography, foreign language, and mathematics) must be *highly qualified* for those assignments as determined by State and federal law.

The teacher listed below has taught your student’s class for the last four consecutive weeks. While the District is unable to verify that the teacher meets the federal law’s definition of *highly qualified*, our observations of his/her classroom indicate that he/she is providing a satisfactory educational program and experience.

If you have any questions concerning this notice, please contact the school office.

Teacher: \_\_\_\_\_

Subject: \_\_\_\_\_

Sincerely,

Superintendent

## **Professional Personnel**

### **Exhibit - Letter to Teacher Who Is Not *Highly Qualified***

*On District letterhead*

Date

Re: Your Roadmap for Becoming a *Highly Qualified* Teacher

Dear *[insert teacher's name]*:

Teachers with primary responsibility for instructing students in the core academic subject areas (science, the arts, reading or language arts, English, history, civics and government, economics, geography, foreign language, and mathematics) are required to be *highly qualified* for those assignments. The criteria contained in 23 Ill.Admin.Code Part 25, Appendix D determine if a teacher is highly qualified. See <http://www.ilga.gov/commission/jcar/admincode/023/02300025ZZ9996dR.html>

[www.ilga.gov/commission/jcar/admincode/023/02300025ZZ9996dR.html](http://www.ilga.gov/commission/jcar/admincode/023/02300025ZZ9996dR.html).

Our records indicate you are teaching without being *highly qualified*. Please contact your Building Principal as soon as possible to cooperatively develop the ISBE-required *Roadmap for Each Not Highly Qualified Teacher*. If you believe this letter was sent to you by mistake, please contact your Building Principal as soon as possible so that we may correct our records if appropriate.

Sincerely,

Superintendent

## Instruction

### Title I Programs <sup>1</sup>

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools. <sup>2</sup>

### Title I Parental Involvement

The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

#### *District-Level Parental Involvement Compact* <sup>3</sup>

The Superintendent or designee shall develop a *District-Level Parental Involvement Compact* according to Title I requirements. The *District-Level Parental Involvement Compact* shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the *Compact* is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

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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. **This policy is mandatory for any district that receives or desires to receive Title I funds.** Title I is part of the Elementary and Secondary Education Act (20 U.S.C. §6301 et seq.). It was amended by the No Child Left Behind Act (NCLB). NCLB was signed on 1-8-02 and officially expired on 9-30-07. NCLB remains in effect due to a continuing resolution but must be reauthorized. ~~During the reauthorization process, Congress will analyze data about the old law in an attempt to draft an improved law. The U.S. Dept. of Education invited each State educational agency (ISBE in Illinois) to request flexibility regarding NCLB requirements in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes, close achievement gaps, increase equity, and improve instructional quality. See [www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html](http://www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html).~~

~~ISBE's focus on NCLB flexibility is reported at [www.isbe.state.il.us/nclb\\_waivers/default.htm](http://www.isbe.state.il.us/nclb_waivers/default.htm).~~

<sup>2</sup> This paragraph, or similar language, is mandatory for each district receiving Title I funds (20 U.S.C. §6321).

<sup>3</sup> 20 U.S.C. §6318(a) requires each district receiving Title I funds to "develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy." This requirement is accomplished in this sample policy by mandating the superintendent or designee to develop a *District-Level Parental Involvement Compact*, according to Title I requirements. A sample *District-Level Parental Involvement Compact* is contained in 6:170-AP1, *E1*, *District-Level Parental Involvement Compact*. A sample process for developing a parental involvement compact is contained in 6:170-AP1, *Checklist for Development, Implementation, and Maintenance of Parent Involvement Compacts for Title I Programs*.



School-Level Parental Involvement Compact <sup>4</sup>

Each Building Principal or designee shall develop a *School-Level Parental Involvement Compact* according to Title I requirements. This *School-Level Parental Involvement Compact* shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State’s high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the *Compact* is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Incorporated  
by Reference

6:170-[AP1](#), E1 (District-Level Parental Involvement Compact) and 6:170-[AP1](#), E2 (School-Level Parental Involvement Compact)

LEGAL REF.:

Title I of the Elementary and Secondary Education Act, 20 U.S.C. §6301-6514.

CROSS REF.:

2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 5:190 (Teacher Qualifications), 5:280 (Duties and Qualifications), 6:15 (School Accountability), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:160 (English Language Learners), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 8:95 (Parental Involvement)

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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>4</sup> 20 U.S.C. §6318(b) requires each school served under Title I to “jointly develop with, and distribute to, parents of participating children a written parent involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f).” This requirement is accomplished in this sample policy by mandating the building principal or designee to develop a *School-Level Parental Involvement Compact*, according to Title I requirements. A sample *School-Level Parental Involvement Compact* is contained in 6:170-[AP1](#), E2, *School-Level Parental Involvement Compact*. A sample process for developing a parental involvement compact is contained in 6:170-AP1, *Checklist for Development, Implementation, and Maintenance of Parent Involvement Compacts for Title I Programs*

## Instruction

### **Administrative Procedure - Checklist for Development, Implementation, and Maintenance of Parent Involvement Compacts for Title I Programs 1**

The development, implementation, and maintenance of parent/guardian involvement compacts must be accomplished with meaningful consultation with parents/guardians of children participating in Title I programs. The Superintendent designates a person to be responsible for the process of obtaining meaningful consultation. This checklist includes some measures designed to encourage meaningful consultation.

This is an annual checklist. *Check steps as completed.*

- Plan regular meetings throughout the school year with parents/guardians to discuss the District and/or school compacts; identify dates and convenient times, places, and persons whose attendance is desired. Offer meetings in the morning or evening, and, if funds are available under Title I for this purpose, provide transportation, childcare, or home visits, as such services relate to parent/guardian involvement.
- Plan an agenda for meetings to be held to discuss District and/or school compacts.
  - Always begin with “introducing where we are now” and end with “next steps.”
  - Agendas should provide for 2-way communication between District and parents/guardians of children participating in Title I programs.
  - Agendas can be built around the federal compliance requirements as stated in the IASB sample district- and school-level compacts.
  - Agendas should also include a section to inform parents/guardians of their school’s participation under Title I and to explain Title I’s requirements regarding parent/guardian involvement, including the right of the parents/guardians to be involved.
  - Agendas should also include a section to describe and explain the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
  - If requested by a parent/guardian, agendas should also include a section for parents/guardians to formulate suggestions and to participate, as appropriate, in decisions relating to their children’s education.
  - Agendas should also include a section to involve parents/guardians in the planning, review, and improvement of Title I programs, including the joint development of the schoolwide program plan under 20 U.S.C. §6314(b)(2).
  - Another agenda topic is how funds are allotted for parent/guardian involvement in activities; parents/guardians of children receiving services must be involved in these decisions.
- Notify interested persons of meeting dates to discuss the District and/or school compacts, including:
  - Parents/guardians of students’ participating in Title I programs
  - Staff members

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

**1** NCLB §1118 (20 U.S.C. §6318). This administrative procedure should be used along with 6:170-[AP1](#), E1, *District-Level Parental Involvement Compact*, and 6:170-[AP1](#), E2, *School-Level Parental Involvement Compact*, but only by those districts receiving Title I funds.

- Students participating in Title I programs
- School Board members
- Media
- Coordinators for other school programs, e.g., Head Start and preschool programs
- Other \_\_\_\_\_
- Publicize the meeting dates, times, and locations to discuss District and/or school compacts.
- Make all Open Meetings Act notifications and postings for meetings to be held to discuss District and/or school compacts. Note: it is wise to assume these meetings will be in open session if Board members are expected to attend.
- Appoint a recording secretary to keep meeting minutes.
- Provide copies of working drafts to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
- Determine *success* indicators to measure the effectiveness of the parental involvement compacts in improving the academic achievement.
- Review the *success* indicators in order to evaluate the effectiveness of the parental involvement compacts in improving the academic achievement.
- Identify barriers to greater participation by parents/guardians, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Use the findings of such evaluation to design strategies for more effective parent/guardian involvement.
- If the schoolwide program plan under 20 U.S.C. §6314(b)(2) is not satisfactory to the parents/guardians of participating children, submit any parents/guardians comments on the plan when the school makes the plan available to the Board.
- Provide status reports to the Board and, periodically, submit updated parental involvement compacts to the Board.
- Revise the applicable parental involvement compacts as necessary.

## Instruction

### Exhibit - District-Level Parental Involvement Compact 1

This District-level *Compact* provides an understanding of the joint responsibility of the District and parents/guardians to improve students' academic achievement and school performance. To that end, the District provides opportunities for parents/guardians involvement at the District level by:

1. The District involves parents/guardians in the joint development of the District's plan to help low-achieving children meet challenging achievement and academic standards (20 U.S.C. §6312), and the process of school review and improvement (20 U.S.C. §6316) by:
  - Establishing a District-level committee with parents/guardians liaisons from each building as well as representatives from other impacted programs, including Head Start.
  - Establishing meaningful, ongoing two-way communication between the District, staff and parents/guardians.
  - Developing a District newsletter to communicate to parents/guardians about the plan and seek their input and participation.
  - Training personnel on how to collaborate effectively with families with diverse backgrounds that may impede parents/guardians participation, e.g., illiteracy or language difficulty.
2. The District provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parents/guardians involvement activities to improve student academic achievement and school performance by:
  - Providing ongoing District-level workshops to assist buildings in planning and implementing improvement strategies.
  - Establishing training programs for building liaisons to bring the communication and facilitation skills to the buildings they represent.
  - Providing information to parents/guardians about the various assessment tools and instruments that will be developed to monitor progress.
  - Seeking input from parents/guardians in developing workshops.
3. The District builds the capacity of schools and parents/guardians for strong parental involvement by:
  - Providing ongoing communication about the District-wide committee through District newsletters or other written or electronically communicated means.
  - Engaging the building PTO's to actively seek out and involve parents/guardians through regular communication updates and information sessions.
  - Utilizing PTO's to assist in identifying effective communication strategies based on their members' needs.
  - Providing a master calendar of District meetings to discuss pertinent topics.

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The footnotes should be removed before the material is used.

<sup>1</sup> This exhibit should be used along with 6:170-E2, *School-Level Parental Involvement Compact* but only by those districts receiving Title I funds. Everything in this *Compact* is required; the numbered paragraphs correspond to requirements in NCLB §1118(a)(2)(A)-(F) which is codified 20 U.S.C. §6318(a)(2)(A)-(F). The bulleted items are merely ideas; each district must, with parents, develop its own process for accomplishing everything listed.

4. The District coordinates and integrates parents/guardians involvement strategies under this *Compact* with parents/guardians involvement strategies under other programs, such as, the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs by:
  - Involving District and program representatives to assist in identifying specific population needs.
  - Sharing data from other programs to assist in developing new initiatives to improve academic achievement and school improvement.
5. The District conducts, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parents/guardians involvement policy in improving the academic quality of the schools served under Title I, including identifying barriers to greater participation by parents/guardians in activities authorized by this section (with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parents/guardians involvement, and to revise, if necessary, the parents/guardians involvement policies described in this section by:
  - Evaluating the effectiveness of the content and communication methods through a variety of methods, including: focus groups, surveys, workshops, and informal coffees with District and building administrative staff, parents/guardians, and teachers.
  - Identifying barriers to effective evaluation by language support or other assistance as needed.
  - Identifying potential policy and compact changes to revise and improve program(s).
6. The District involves parents/guardians in the activities of the schools served under Title I by:
  - Providing communication and calendar information to parents/guardians of upcoming meetings, discussions or events and encouraging their participation.
  - Providing Building Principal and PTO coordination of events.

## Instruction

### Exhibit - School-Level Parental Involvement Compact 1

This school-level parent involvement compact provides an understanding of the joint responsibility of the District and parents/guardians for improving student academic achievement and school performance. The District provides opportunities for parent/guardian involvement at the school level by:

#### Parent/Guardian Involvement 2

1. Convening an annual meeting, at a convenient time, to which all parents/guardians of participating children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The Building Principal or designee shall:
  - Invite all parents/guardians of participating children to the annual meeting at school.
  - Explain the rights of parents/guardians to be involved in establishing this compact.
  - Introduce and involve the building representatives on the District-level committee.
  - Provide an overview of Title I and give parents/guardians an opportunity to express questions and concerns.
  - Indicate the mechanisms by which the committee work will be communicated.
  - Seek the involvement and input of parents/guardians.
  - Provide child care so that all parents/guardians who would otherwise be unable to attend may attend.
2. Offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by the relevant provision in Title I, transportation, child care, or home visits, as such services relate to parental involvement. The Building Principal or designee shall:
  - Provide parents/guardians with opportunities to ask questions and dialogue informally about student academic achievement and school performance.
  - Engage building-based parent organizations to assist with communication and implementation needs.
  - Develop and use outreach programs to involve community groups and organizations.
3. Involving parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan (under 20 U.S.C. §6314(b)(2), except that if a school has in place a process for involving parents/guardians in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents/guardians of participating children. The Building Principal or designee shall:

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The footnotes should be removed before the material is used.

<sup>1</sup> The numbered paragraphs correspond to requirements in NCLB §1118(b)-(f) and are all mandatory inclusions (20 U.S.C. §6318(b)-(f). The items bulleted are merely ideas; each district must, with parents, develop its own process for accomplishing the respective numbered paragraph. This exhibit should be used along with 6:170-AP1, E1, *District-Level Parental Involvement Compact*, but only by those districts receiving Title I funds.

<sup>2</sup> NCLB §1118(c), 20 U.S.C. §6318(c).

- Identify and establish a process by which an adequate representation of parents/guardians of participating children can occur.
  - Establish a schedule for the building-based committee to plan, review, and recommend improvements to the District parent involvement policy.
4. The Building Principal or designee shall:
    - Provide parents/guardians of participating children timely information about programs.
    - Communicate updates through use of school newsletters, the District website, email and telephone contact, and home visits if needed.
  5. The Building Principal or designee will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
  6. The Building Principal or designee shall:
    - Provide parents/guardians, upon request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
    - Develop a feedback loop for parents/guardians to ask questions and receive follow-up.
  7. If the school-wide plan under 20 U.S.C. §6314(b)(2) is not satisfactory to the parents/guardians of participating children, the Building Principal or designee shall:
    - Submit any comments when the school makes the plan available to the School Board.
    - Provide a process for parents/guardians to express concerns and complaints.

Shared Responsibilities for High Student Academic Achievement 3

1. The School is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards. Each parent/guardian is responsible for supporting their children's learning by:
  - Monitoring attendance, homework, and television viewing.
  - Volunteering in their child's classroom and participating, as appropriate, in decisions relating to their children's education and extracurricular activities.
2. Communication between teachers and parents/guardians occurs on an ongoing basis through:
  - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievements.
  - Frequent reports to parents/guardians on their child's progress.
  - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Building Capacity for Involvement 4

To ensure effective involvement of parents/guardians and to support a partnership among the school's involved, each school shall:

- Provide assistance to parents/guardians in understanding the State's academic content standards and State student academic achievement standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.

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The footnotes should be removed before the material is used.

<sup>3</sup> NCLB §1118(d), 20 U.S.C. §6318(d).

<sup>4</sup> NCLB §1118(e), 20 U.S.C. §6318(e).



- Provide materials and training, such as, literacy, technology, etc., to help parents/guardians work with their children to improve their children’s achievement.
- Educate teachers and other staff in the value and utility of contributions of parents/guardians and how to effectively communicate and work with parents/guardians as equal partners.
- Implement and coordinate parent/guardian programs that will build ties between them and the school.
- To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and public preschool and other programs and conduct other activities, such as parent/guardian resource centers, that encourage and support parents/guardians in more fully participating in their children’s education.
- Ensure that information is sent to the parents/guardians of participating children in a format and language that parents/guardians can understand.
- Involve parents/guardians in the development of training for teachers, Building Principals, and other educators to improve the effectiveness of such training.
- Provide necessary literacy training from funds provided by the relevant provision in Title I if the District has exhausted all other reasonably available sources of funding for such training.
- Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents/guardians to participate in school-related meetings and training sessions.
- Train parents/guardians to encourage and enhance the involvement of other parents/guardians.
- Use outreach programs to involve community groups and organizations.
- Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.
- Adopt and implement model approaches to improving parental involvement.
- Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in supported programs.
- Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.
- Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request.

In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide full opportunities for the participation of parents/guardians with limited English proficiency or disabilities, including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians understand. <sup>5</sup>

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The footnotes should be removed before the material is used.

<sup>5</sup> NCLB §1118(f), 20 U.S.C. §6318(f).



## Instruction

### **Administrative Procedure - Notice to Parents Required by No Child Left Behind Act of 2001** <sup>4</sup>

The No Child Left Behind Act (NCLB) mandates that schools receiving federal funds provide parents/guardians with information and notices, and to the extent practicable, in a language that the parents can understand. This procedure contains the key notifications that districts and schools must provide to the parents/guardians of Title I served students. The legal references are provided at the end of the procedure. The only notices applying to districts that do not receive Title I funds are those regarding student privacy. In addition, see:

- ISBE's description of parent notices in its October 2008 Bulletin, Title I Parent Involvement Notification Requirements, [www.isbe.state.il.us/e-bulletins/pdf/03-08.pdf](http://www.isbe.state.il.us/e-bulletins/pdf/03-08.pdf).
- U.S. Department of Education's non-regulatory guidance document, Parental Involvement Title I, Part A, [www.ed.gov/programs/titleiparta/parentinvguid.doc](http://www.ed.gov/programs/titleiparta/parentinvguid.doc).

#### I. Improving Basic Programs Operated by Local Educational Agencies

1. **Annual report cards.** Districts must disseminate an annual report card with aggregate information, including student achievement (designated by category), graduation rates, district performance, teacher qualifications, and other required information.
2. **Progress review.** Districts must disseminate the results for its yearly progress review of each school.
3. **Teacher and paraprofessional qualifications.** At the beginning of each school year, a school district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
  - a. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
  - b. Whether the teacher is teaching under emergency or other provisional status.
  - c. The teacher's baccalaureate degree major and any other graduate certifications or degrees.
  - d. Whether paraprofessionals provide services to the student and, if so, their qualifications.
2. **Student achievement.** Districts must provide to parents information on the level of achievement of the parent's child in each of the State academic assessments.
3. **Non-highly qualified teachers.** Districts must provide parents timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

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The footnotes should be removed before the material is used.

~~4. This list of parental notice requirements may not be exhaustive; contact the ISBE, regional superintendent, or the board's attorney for further information. The only notices applying to districts that do not receive Title I funds are those regarding student privacy. The notices described in this administrative procedure are paraphrased; please see the specific NCLB Section cited for the exact requirements.~~

## II. English Language Learners

1. **Language instruction educational programs.** Districts must inform a parent of a limited English proficient child identified for participation, or participating in, such a program of the reasons for their child being identified, their child's level of English proficiency, instructional method, how their child's program will meet their child's needs, how the program will help the child to learn English, exit requirements for the program to meet the objectives of any limited English proficiency, and information regarding parental rights.
2. **Insufficient language instruction educational programs.** Each district using funds provided under this part to provide a language instruction educational program that has failed to make progress on the annual measurable achievement objectives described in Section 3122 for any fiscal year for which Part A is in effect, shall separately inform the parents of a child identified for participation in such a program, or participating in such program, of such failure not later than 30 days after such failure occurs.
3. **Outreach.** Each district shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.

## III. Academic Assessment and Local Education Agency and School Improvement

1. **Schools identified for school improvement, corrective action, or re-structuring.** Districts shall promptly provide to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §6316(b)(1)(E)(i), for corrective action under §6316(b)(7)(C)(i), or for restructuring under §6316(b)(8)(A)(i).
  - a. An explanation of what the identification means, and how the school compares in terms of academic achievement to other district schools and the State educational agency;
  - b. The reasons for the identification;
  - c. An explanation of what the school identified for school improvement is doing to address the problem;
  - d. An explanation of what the district or State educational agency is doing to help the school address the achievement problem;
  - e. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
  - f. An explanation of the parents' option to transfer their child to another public school under paragraphs (1)(E), (5)(A), (7)(C)(i), (8)(A)(i), and subsection (c)(10)(C)(vii) (with transportation provided by the agency when required by paragraph (9)) or to obtain supplemental educational services for the child, in accordance with subsection (e).
2. **Schools identified for restructuring.** Whenever the school fails to make adequate yearly progress and/or is restructured, the district shall provide the teachers and parents with an adequate opportunity to comment and participate in developing a plan.
3. **Schools identified for corrective action - supplemental services notice.** The district shall provide annual notice to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §6316(b)(1)(E)(i), for corrective action under §6316(b)(7)(C)(i), or for restructuring under §6316(b)(8)(A)(i).
  - a. The availability of supplemental education services;

- b. The identity of approved providers that are within the district or whose services are reasonably available in neighboring districts; and
- c. A brief description of those services, qualifications, and demonstrated effectiveness of each such provider.

#### IV. Parental Involvement

1. **Parental involvement policies.** Parents shall be notified of the parental involvement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. **Meeting and information.** Each school shall:
  - a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved;
  - b. Offer a flexible number of meetings;
  - c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parental involvement policy and the joint development of the schoolwide program plan under §1114(b)(2);
  - d. Provide parents of participating children:
    - Timely information about programs under this part;
    - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
    - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

#### V. Voluntary Public School Choice Program

The district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of:

- a. The existence of the program;
- b. The program's availability; and
- c. A clear explanation of how the program will operate.

#### VI. Education of Homeless Children and Youths

1. **Notice of rights.** The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent/guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:
  - a. Shall be signed by the parent/guardian;
  - b. Sets the general rights provided under this subtitle;
  - c. Specifically states:
    - The choice of schools homeless children and youths are eligible to attend,
    - That no homeless child or youth is required to attend a separate school for homeless children or youths,

- That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs;
  - That homeless children and youths should not be stigmatized by school personnel; and
  - Includes contact information for the local liaison for homeless children and youths.
2. **Assistance to unaccompanied youth.** In the case of an unaccompanied homeless youth, the district shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.
  3. **Public notice of rights.** Each district shall ensure that public notice of the educational rights of homeless children is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.

## VII. Student Privacy

1. **Notice of privacy policy.** The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district. At a minimum, the district shall:
  - a. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and
  - b. Offer an opportunity for the parent to opt the student out of the activity.
2. **Notification of specific events.** Each district shall directly notify parents/guardians, at least annually at the beginning of the school year, of the specific or approximate dates when activities described in 20 U.S.C. §1232h(c)(2)(C) are scheduled.
3. **Notice of existing policy.** All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g., “The School Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. Copies of those policies are available on request.”

- LEGAL REF.:
- I.
    1. NCLB §6311(h)(2); 20 U.S.C. §6311(h)(2).
    2. NCLB §6316 (a)(1)(C); 20 U.S.C. §6316(a)(1)(C).
    3. NCLB §6311(h)(6)(A); 20 U.S.C. §6311(h)(6)(A).
    4. NCLB §6311(h)(6)(B)(i); 20 U.S.C. §6311(h)(6)(B)(i).
    5. NCLB §6311(h)(6)(B)(ii); 20 U.S.C. §6311(h)(6)(B)(ii).
  - II.
    1. NCLB §1112(g)(1)(A) and (g)(2), and §3302(a); 20 U.S.C. §6312(g)(1)(A) and (g)(2); 20 U.S.C. §7012(a).
    2. NCLB §1112(g)(1)(B), and §3302(b); 20 U.S.C. §6312(g)(1)(A) and (g)(2); 20 U.S.C. §7012(a).
    3. NCLB §1112(g)(4) and §3302(e); 20 U.S.C §6312(g)(4); 20 U.S.C. §7012(e)(1).
  - III.
    1. NCLB §6316(b)(6); 20 U.S.C. §6316(b)(6).
    2. NCLB §6316(b)(8)(C); 20 U.S.C. §6316(b)(8)(C).
    3. NCLB §6316(e)(2)(A); 20 U.S.C. §6316(e)(2)(A).
  - IV.
    1. NCLB §1118(b); 20 U.S.C. §6318(b).
    2. NCLB §1118(c); 20 U.S.C. §6318(c).

- V. NCLB §5245(a); 20 U.S.C. §7225d(a).
- VI.
  - 1. NCLB §722(e)(3)(C); 42 U.S.C. §11432(e)(3)(C).
  - 2. NCLB §722(g)(2)(B)(iii); 42 U.S.C. §11432(g)(3)(B)(iii).
  - 3. NCLB §722(g)(6)(A)(v); 42 U.S.C. §1432(g)(6)(A)(v).
- VII.
  - 1. NCLB §1061(c)(2)(A); 20 U.S.C. §1232h(c)(2)(A).
  - 2. NCLB §1061; 20 U.S.C. §1232h(c)(2)(B).
  - 3. NCLB §1061(c)(3); 20 U.S.C. §1232h(c)(3).

## Instruction

### Administrative Procedure - No Child Left Behind Checklist

The tables below are organized by NCLB topic and list sample policies, procedures, and exhibits.

#### **School Accountability**

1:20-AP	Administrative Procedure - Checklist for Handling Intergovernmental Agreement Requests	Contains issues to consider when requested to enter into an intergovernmental agreement for receiving school choice transferees. August 2002; <b>August 2007</b>
6:15	School Accountability	Includes a section on school choice and supplemental services. August 2002; February 2004; <b>June 2009</b>
6:15-AP	Administrative Procedure - School Choice and Supplemental Educational Services	Contains web links to resources including sample parental notices. <b>June 2009</b>
6:15-AP1	Administrative Procedure - Consequences for a SCHOOL Missing Adequate Yearly Progress	February 2004; February 2005; October 2006; <b>Deleted June 2009</b>
6:15-AP2	Administrative Procedure - Consequences for a DISTRICT Missing Adequate yearly Progress	February 2004; February 2005, October 2006; <b>Deleted June 2009</b>
6:15-AP3	Administrative Procedure - School Choice for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring	March 2004; <b>Deleted June 2009</b> ; see 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web links to ISBE resources and sample parent notices
6:15-AP4	Administrative Procedure - Compliance Steps for Providing Supplemental Educational Services	March 2004; <b>Deleted June 2009</b> ; see 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web-web links to ISBE resources and sample parent notices
6:15-E	Exhibit - Resolution Declining Requests to Accept Non-Resident Choice Students	March 2004; <b>June 2009</b>
6:15-E2	Exhibit - Notice to Parents of Children Enrolled in a School that Missed AYP for Two or More Consecutive Years	July 2004; <b>Deleted June 2009</b> ; see 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web links to ISBE resources and sample parent notices

### School Accountability

6:15-E3	Exhibit - Application for School Choice Transfer Option	July 2004; <b>Deleted June 2009</b> ; see 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web links to ISBE resources and sample parent notices
6:15-E4	Exhibit - Application for Supplemental Educational Services	July 2004; <b>Deleted June 2009</b> ; see 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web links to ISBE resources and sample parent notices
7:30	Student Assignment and Intra-District Transfer	August 2003; <b>February 2008</b>

### Teachers and Paraprofessionals

5:190	Professional Personnel - Teacher Qualifications	Includes <i>highly qualified</i> as employment criteria; refers to ISBE's "Illinois Criteria for Meeting the NCLB Requirements for Highly Qualified Teachers." May 2003; March 2004; February 2008; <b><u>January 2012</u></b>
5:190-AP	Administrative Procedure - Plan to Ensure That All Teachers Who Teach Core Academic Subjects Are <i>Highly Qualified</i> <del>By the End of the 2005-2006 School Year</del>	May 2003; <b>February 2008</b>
5:190-E1	Exhibit - Notice to Parents of Their Right to Request a <u>Their Child's</u> Classroom Teachers' Qualifications	Informs parents of their right to receive certain information regarding their children's teachers. May 2003; February 2008; <b><u>March 2013</u></b>
5:190-E2	Exhibit - Notice to Parent When Their <del>Student</del> <u>Child</u> Is Assigned To, or Has Been Taught for at Least Four Straight Weeks By, a Teacher Who is Not <i>Highly Qualified</i>	May 2003; February 2008; <b><u>March 2013</u></b>
5:190-E3	Letter to Teacher Who <del>Fails to Meet the Federal Definition of</del> <u>is Not Highly Qualified</u>	August 2003; February 2008; <b><u>March 2013</u></b>
5:280	Educational Support Personnel - Duties and Qualifications	Requires paraprofessionals to have the "duties and qualifications" as described in Title I of the Elementary and Secondary Education Act. May 2003; July 2004; February 2006; <b><u>May 2012</u></b>



### Teachers and Paraprofessionals

5:280-AP	Administrative Procedure - Paraprofessionals Working in a Program Supported With Title I Funds	Quotes NCLB; provides sample language to inform paraprofessionals of the requirements. June 2002; <b>Deleted August 2007</b>
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### Parental Involvement

6:170	Title I Programs	Complies with NCLB; includes a section on parental involvement. August 2002; February 2008; <b>March 2013</b>
6:170-AP1	Administrative Procedure - Checklist for Development, Implementation, and Maintenance of Parental Involvement Compacts in Title I Programs	August 2002; August 2007; <b>March 2013</b>
6:170-AP2	Administrative Procedure – <del>Notices</del> <b>Notice</b> to Parents Required by No Child Left Behind Act of 2001	Gives districts a reference guide to notice requirements for districts that receive Title I funds. August 2002; August 2007; <b>March 2013</b>
6:170-AP1, E1	Exhibit - District-Level Parental Involvement Compact <del>in Title I Programs</del>	August 2002; August 2007; <b>March 2013</b>
6:170-AP1, E2	Exhibit - School-Level Parental Involvement Compact <del>in Title I Programs</del>	Incorporated by reference in 6:170 and may be used as a template. August 2002; August 2007; <b>March 2013</b>

### McKinney Homeless Assistance Act

2:260	Uniform Grievance Procedure	Provides complaint procedure for Title I as well as the McKinney Homeless Assistance Act. January 2003; October 2003; July 2006, October 2007; June 2009; <b>January 2012</b>
4:110	Transportation	January 2003; March 2004; February 2008; <b>December 2009; February 2010; August 2010; January 2012; October 2012</b>
6:140	Education of Homeless Children	Contains the basic requirements of State law as well as the McKinney Homeless Assistance Act. January 2003; October 2005; <b>July 2010; October 2010</b>
6:140-AP	Administrative Procedure - Education of Homeless Children	Contains procedures in actor-action format regarding educating homeless children. January 2003; October 2005; <b>July 2010</b>



### McKinney Homeless Assistance Act

7:10	Equal Educational Opportunities	Specifically includes “status as a homeless youth” as a protected classification. January 2003; October 2008; <u>December 2009; October 2010</u>
7:50	School Admissions and Student Transfers To and From Non-District Schools	Requires immediate admission of homeless children pursuant to the McKinney Homeless Assistance Act. January 2003; October 2004; June 2005; October 2008; <u>February 2010; October 2010; May 2012</u>
7:60	Residence	Requires immediate admission of homeless children pursuant to the McKinney Homeless Assistance Act. January 2003; October 2004; October 2005; February 2009; <u>October 2010</u>
7:100	Health, <u>Eye, and Dental</u> Examinations; Immunizations; and Exclusion of Students	Requires immediate admission of homeless children pursuant to the McKinney Homeless Assistance Act. June 2002; October 2005; October 2008; <u>September 2009; October 2010; January 2012</u>

### Migrant Student

6:145	Migrant Students	Addresses NCLB, 20 U.S.C. §6391 <u>et seq.</u> and requires the superintendent to develop a program addressing the needs of migratory children. August 2002; March 2007; <u>May 2012</u>
6:145-E	Exhibit - Programs for Migrant Students - Family Interview Form	August 2002; <b>Deleted July 2006</b>

### Persistently Dangerous School and Choice for Victim of Violent Crime

4:170	Safety	Contains provisions on Unsafe School Choice Option. March 2004; October 2006; February 2009; <u>February 2010; October 2010; January 2012; October 2012</u>
4:170-AP5	Administrative Procedure - Unsafe School Choice Option	Complies with §9532 of NCLB, 20 U.S.C. §7912. August 2003; March 2004; <b>June 2009</b>
7:30	Student Assignment and Intra-District Transfer	Refers to district policy on the Unsafe School Choice Option contained in 4:170 and 4:170-AP5. August 2003; <b>February 2008</b>

### Limited English Proficiency Students

### Limited English Proficiency Students

6:160	English Language Learners	Implements NCLB, §§3001-3004, 20 U.S.C. §§6312-19; 6801 <u>et seq.</u> and requires the superintendent to develop and implement a program to address the needs of children with limited English language proficiency. August 2002; March 2007; October 2008; <b>February 2011</b>
6:160-E1	Exhibit - Student Home Language Survey	May 2003; <b>Deleted March 2007</b>
6:160-E2	Exhibit - Notice to Parents of Student's Identified as Limited English Proficient	Complies with the NCLB's requirement that schools notify parents of their student's placement in a LEP program. May 2003; <b>Deleted March 2007</b>

### Protection of Pupil Rights Act

7:15	Student and Family Privacy Rights	Complies with the Protection of Pupil Rights Act [20 U.S.C. §1232h(c)(1)(E)] as well as 2 state laws. June 2002; March 2004; <b>February 2008</b>
7:15-E	Exhibit - Notification to Parents of Family Privacy Rights	Notifies parents/guardians of privacy rights policy. June 2002; March 2004; <b>March 2007</b>

### Military Recruiter Access to Students

7:340	Student Records	June 2002; March 2004; July 2006; October 2008; <b>May 2012</b>
7:340- <b>APAP1</b>	Administrative Procedure - <u>School</u> Student Records	Contains provision on access rights of military recruiters and institutions of higher learning. June 2002; June 2005; <b>May 2012</b>
7:340- <b>AP1, E1</b>	Exhibit - Notification to Parents/ <u>Guardians</u> and Students of <u>Their</u> Rights Concerning a Student's School Records	Includes right to refuse all release of directory information to military recruiters. May 2003; February 2006; <b>May 2012</b>
7:340- <b>AP1, E3</b>	Exhibit - Letter to Parents <u>/Guardians Regarding Concerning Military Recruiter Recruiters</u> and Postsecondary Institutions Receiving Student Directory Information	Contains a form for parents to complete if they do not want military recruiters and/or institutions of higher learning to be given their secondary school student's name, address, and telephone numbers. May 2003; June 2008; <b>May 2012;</b>
7:340- <b>AP1, E4</b>	Exhibit - FAQ's Regarding Military Recruiter Access to Students and Student Information	Answers many questions for school staff members and may be distributed at will. May 2003; June 2008; <b>May 2012</b>

### No Policy Prohibiting Student Prayer

7:130	Student Rights and Responsibilities	States that student rights include the right to pray. September 2002; March 2007; <b>May 2012</b>
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### Boy Scouts Access to School Facilities

8:20	Community Use of School Facilities	Footnotes discuss NCLB, 20 U.S.C. §7905. Schools are prohibited from denying equal access to school facilities to the Boy Scouts or any other youth group “for reasons based on membership or leadership criteria or oath of allegiance to God and country.” August 2002; March 2004; <b>October 2007</b>
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## Instruction

### **Administrative Procedure - Field Trip Guidelines 1**

Actor	Action
Teacher(s) or administrator <del>proposing the</del> <u>who seeks consent for a school-sponsored trip with students</u>	Submits <u>a trip proposal</u> to the Building Principal. <del>all trip requests.</del> The <del>request</del> <u>proposal</u> must specifically describe <u>each of the following</u> : <ol style="list-style-type: none"> <li>1. The trip, including possible dates, location, and experience;</li> <li>2. The trip’s educational value;</li> <li>3. Transportation requirements;</li> <li>4. Supervision plans that include, among other things, plans for at least 2 adult supervisors to be present with every grouping of students;</li> <li>5. The students who will be involved;</li> <li>6. The alternative experience that will be provided non-participating students <del>;</del><u>and</u></li> <li>7. A summary and evaluation of any previous similar trip.</li> </ol>
Building Principal	<del>Uses the following factors to analyze the proposal and</del> Prepares a recommendation for the Superintendent or Board, as appropriate. <u>using the following factors to analyze the trip proposal</u> : <ul style="list-style-type: none"> <li>Educational value</li> <li>Distance to be traveled</li> <li>Location</li> <li>Travel arrangements</li> <li>Fees</li> <li>Parent concerns</li> <li>Insurance carrier’s liability feedback</li> <li>Safety considerations</li> <li>Heightened security alerts</li> <li>Whether trip is an annual event</li> </ul>
Appropriate teacher(s) and Building Principal	Makes final transportation arrangements. Recruits parents/guardians for supervisory roles, as appropriate. Collects signed consent forms and fees from all participating students’ parents/guardians. Makes sure all supervisors have a list of the following: <ol style="list-style-type: none"> <li>1. Names of all student participants and supervisors</li> <li>2. Names and specifics of students with special needs</li> </ol>

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

**1** Be sure these procedures are consistent with the board policy (see IASB sample policy 6:240, *Field Trips*). In addition, make adjustments to include recreational class trips if the board’s policy includes them. If class trips are included, add to the title, “and Recreational Class Trips.”

Actor	Action
	<ol style="list-style-type: none"> <li>3. Name/phone number of emergency contacts for all students and supervisors</li> <li>4. Date/time and specific destination of trip</li> <li>5. Departure/arrival times both to and from destination</li> <li>6. Name and phone number of transportation company and primary contact in case of emergency</li> <li>7. Name/phone number of contact at destination</li> <li>8. Once at destination, where to go in case of an emergency</li> <li>9. Make final supervisor assignments and inform all supervisors of their individual assignments-</li> </ol>
Parent(s)/guardian(s)	<p>Decides whether to consent to their student's participation.</p> <p>If the student is participating, pays all applicable fees for entry, food, lodging, transportation, or other costs. The District will pay such costs for students who qualify for free and reduced school lunches.</p>
Teacher(s) or administrator proposing the field trip	After a trip, evaluates the trip and provides the Building Principal with the evaluation.

## **Instruction**

### **Administrative Procedure - Curriculum Development**

#### Faculty Curriculum Committee

The Faculty Curriculum Committee assists in the District's curriculum planning process and provides the Superintendent with recommendations and supportive summaries. The Committee shall serve in an advisory capacity only.

The Faculty Curriculum Committee will:

1. Engage in two-way communication with teachers in order to address questions and concerns, keep everyone informed, and cooperatively strive for continuous improvement.
2. Provide system-wide coordination of curriculum and student learning experiences.
3. Identify and categorize problems related to curriculum.
4. Research instructional methods and curriculum, utilizing available resources.
5. Engage in long-range planning for the continuous improvement of the curriculum.

The Superintendent or designee appoints Committee members and directs the Committee providing specific tasks and time-frames.

#### Curriculum Guides and Course Outlines

Development of guides:

1. Curriculum guides are best developed by the staff and teachers who are to use them.
2. When entire staff participation is not feasible, the Superintendent or designee will direct staff representatives and/or relevant department heads to study, create, and revise the guides.
3. Completed guides will be given to the Superintendent.

Use of guides:

1. Curriculum guides serve as a framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction that will serve the students' particular needs at a particular time. The guides shall be used to map the logical sequence of instruction.
2. In subjects where sequence is important, such as mathematics, teachers shall be expected to adhere to the guide. In subjects where sequential learning is less important, the teacher may be given a greater degree of freedom in respect to sequence.
3. In all cases, sufficient latitude shall be permitted to provide the teacher with time to teach the current, topical, and incidental issues that add to motivation and meaningful teaching and learning.
4. The Building Principal and/or department heads shall see that optimum use is made of available curriculum guides.

## Students

### Administrative Procedure - Harassment of Students Prohibited

The intent of this procedure is to (1) inform the Building Principal of specific steps to prevent harassment of students, and (2) inform staff members of the appropriate response to allegations of harassment. See the U.S. Department of Education’s pamphlet, *Sexual Harassment: It’s Not Academic*, [ed.gov/about/offices/list/ocr/docs/ocrshpam.html](http://ed.gov/about/offices/list/ocr/docs/ocrshpam.html).

Actor	Action
Building Principal or Designee	<p><del>Distribute</del> <u>Informs</u> staff members and <del>publicize</del> <u>students that the District prohibits harassment of students. Distributes or references</u> School Board <del>policy</del><u>policies</u>, 7:20, <i>Harassment of Students Prohibited</i>, and <del>School Board policy</del>-2:260, <i>Uniform Grievance Procedure</i> using various methods. <del>Take</del> <u>Takes</u> measures to prevent harassment of students, <del>including:</del> <u>which may include:</u></p> <ol style="list-style-type: none"> <li>1. <del>Conduct</del> <u>Conducts</u> periodic harassment awareness training for all school staff, including administrators, teachers, and guidance counselors.</li> <li>2. <del>Conduct</del> <u>Conducts</u> periodic age-appropriate harassment awareness training for students.</li> <li>3. <del>Establish discussion groups in which</del> <u>Provides a means for</u> students <del>can to learn and</del> discuss what constitutes harassment and how to respond to it in the school setting.</li> <li>4. <del>Survey</del> <u>Surveys</u> students to determine if harassment is occurring at school.</li> <li>5. <del>Conduct</del> <u>Conducts</u> periodic harassment awareness training for parents/guardians.</li> <li>6. <del>Work</del> <u>Works</u> with parents/guardians and students to develop and implement age-appropriate, effective measures for addressing harassment.</li> <li>7. <del>Determine</del> <u>Determines</u> when extra supervision and precaution should be taken, such as, when: two or more students seem to be in conflict with each other; there have been previous incidents of harassment, sexual assaults, threats, or bullying around perceived sexual orientation; or a specific student has had <del>prior</del> <u>multiple</u> disciplinary violations.</li> <li>8. <del>Have</del> <u>Has</u> a process in place to: (1) inform <del>all relevant staff members</del></li> </ol>

The footnotes should be removed before the material is used.

~~1. See the U.S. Department of Education’s pamphlet, “Sexual Harassment: It’s Not Academic,” <http://ed.gov/about/offices/list/ocr/docs/ocrshpam.html>. In addition to being strong preventative measures, taking the steps listed in this procedure will provide a district with good evidence to defend a lawsuit alleging sexual harassment.~~

Actor	Action
	<p><del>who are responsible for supervising a staff member when</del> a student <del>with that he or she supervises has</del> a history of violent or sexually inappropriate behavior, and (2) keep <del>the such a</del> student constantly supervised.</p> <p>9. Regularly <del>train</del> <u>trains</u> staff <u>members</u> regarding: (1) their classroom and non-classroom supervisory responsibilities, e.g., during a school-sponsored event, before and after school, while students wait for the school bus, between classes, during lunch, and at recess, (2) behaviors that may be an indicator of sexual or physical violence against another student, and (3) what to do when they observe an unusual and disruptive student.</p> <p>10. <u>Identify</u> <u>Identifies</u> areas in the school building that are isolated (e.g., restrooms, locker rooms, hallways while classes are in session, stairwells, and empty rooms) and take extra steps to make them safe.</p> <p>11. Immediately <del>notify</del> <u>notifies</u> the police and relevant parents/guardians when an assault or attempted assault has occurred.</p>
Nondiscrimination Coordinator and/or Grievance Complaint Manager	<p>Thoroughly and promptly <u>investigate</u> <u>investigates</u> allegations of harassment by:</p> <ol style="list-style-type: none"> <li>1. Distributing Board policy 2:260, <i>Uniform Grievance Procedure</i>, to any person upon request;</li> <li>2. Following Board policy 2:260, <i>Uniform Grievance Procedure</i>;</li> <li>3. Notifying a student’s parents/guardians that they may attend any investigatory meetings in which their child is present;</li> <li>4. Keeping the complaining parents/guardians informed of any investigation’s progress; and</li> <li>5. Keeping confidential all information about an investigation and the statements of students and other witnesses. The Superintendent shall be kept informed of an investigation’s progress.</li> </ol>
All District Staff Members	<p>Immediately report to the Illinois Department of Children and Family Services any situation that provides you with reasonable cause to believe that a child may be an abused child or a neglected child. Promptly notify the Superintendent and Building Principal that you made a report.</p>