

**NORTH SHORE SCHOOL DISTRICT 112  
BOARD OF EDUCATION POLICY MANUAL  
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\* A policy on this subject is required by law.

## **INSTRUCTION**

### **Strategic Plan Strategies**

1. We will continue to align our curriculum, standards and student assessments in all curricular areas.
2. We will ensure our educators have the support necessary to utilize effective instructional strategies and interventions to inspire creativity and intellectual curiosity for each student to grow to academic excellence.
3. We will develop and implement plans to ensure the sustainability of the district's financial and human resources and their equitable distribution.
4. We will develop and implement plans to ensure we have the facilities and technology infrastructure needed to achieve our mission and objectives.
5. We will develop plan to unify our district and community by improving understanding of the benefits of its rich diversity and engaging it as a critical partner in the education of our children.
6. We will model, integrate, recognize, reinforce and develop means to assess the character traits of responsibility, respect, fairness, caring, citizenship and trustworthiness throughout the district.

LEGAL REF.: 105 ILCS 5/10-21.4 and 5/10-21.4a.  
23 Ill. Admin. Code § 1.210.

CROSS REF.: 1:30 (School District Philosophy), 3:10 (Goals and Objectives), 7:10  
(Equal Educational Opportunities)

ADOPTED: August 21, 2001

REVISED: October 21, 2003, November 13, 2007, August 17, 2010, June 18, 2013

## **INSTRUCTION**

### **School Accountability**

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

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

### **Quality Assurance**

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

1. Prepare each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's continuous school improvement.
2. If applicable, implement a No Child Left Behind Act plan, including the completion of the NCLB Consolidated Application, and seek Board approval where necessary or advisable.
3. Continuously assess whether the District and its schools are making adequate yearly progress as defined by State law.
4. If applicable, develop District and School Improvement Plans, present them for Board approval, submit them to the State Superintendent for verification, and supervise their implementation. If applicable, develop a restructuring plan for any school that remains on academic watch status after a fifth annual calculation.
5. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law.

### **School Choice for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring**

This section applies to only those students enrolled in a school identified by the Board for school improvement, corrective action, or restructuring as defined by federal law. Those students may transfer to another public school within the District, if any, that has not been so identified. If there are no District schools available into which a student may transfer, the Superintendent or designee shall, to the extent practicable, establish a cooperative agreement with other districts in the area. A student who transfers to another school under this policy may remain at that school until the student completes the highest grade at that school. The District shall provide transportation only until the end of the school year in which the transferring school ceases to be identified for school improvement or subject to corrective

action or restructuring. All transfers and notices provided to parents/guardians and transfer requests are governed by State and federal law.

Students from low-income families shall be provided supplemental educational services as provided in federal law if they attend any District school that: (1) failed to make adequate yearly progress for 3 consecutive years, or (2) is subject to corrective action or restructuring.

LEGAL REF.: No Child Left Behind Act, §1116, 20 U.S.C. §6316.  
34 C.F.R. §§200.32, 200.33, 200.42, and 200.43.  
105 ILCS 5/2-3.25d, 5/2-3.63, 5/2-3.64, 5/10-21.3a, and 5/27-1.  
23 Ill. Admin. Code Part 1, Subpart A: Recognition Requirements.

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

ADOPTED: November 17, 2009

## **INSTRUCTION**

### School Year Calendar and Day

#### School Calendar

Please refer to the “Professional Agreement Between the Board of Education of the North Shore School District 112 and the North Shore Education Association, IEA/NEA”.

#### Commemorative Holidays

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

#### School Day

Please refer to the “Professional Agreement Between the Board of Education of the North Shore School District 112 and the North Shore Education Association, IEA/NEA”.

LEGAL REF.: 105 ILCS 5/10-19, and 5/24-2.  
23 Ill. Admin. Code § 1.420(f).

CROSS REF.: 2:20 (Powers and Duties of the Board of Education), 5:330 (Sick Days, Vacation, Holidays and Leaves)

ADOPTED: August 21, 2001

## **INSTRUCTION**

### Curriculum Development

#### Adoption

The Board of Education is responsible for curriculum adoption and must approve all significant changes. The Superintendent is responsible for making curriculum recommendations.

#### Design and Content

The curriculum shall be designed to accomplish the learning objectives and goals for excellence contained in the District's School Improvement Plan.

#### Development

The Superintendent shall implement a curriculum development program to monitor the current curriculum and 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, the rapid expansion of knowledge, student needs, and community expectations.

The Superintendent may establish Curriculum Committees to assist in the curriculum development program.

#### Pilot Projects

The Board of Education, upon the Superintendent's recommendation, may approve pilot projects. The Superintendent shall submit periodic progress reports for pilot programs which exceed one year in duration and a final evaluation with recommendation upon the program's completion.

#### Curriculum Guides and Course Outlines

The Superintendent is responsible for the development of curriculum guides for the various subject areas and their provision to appropriate staff members.

LEGAL REF.: General Education Provisions Act, 20 U.S.C. § 1232g.  
105 ILCS 5/10-20.8 and 5/10-19.

CROSS REF.: 6:60 (Curriculum Content), 6:70 (Teaching About Religions), 6:120  
(Special Education)

ADOPTED: August 21, 2001

## **INSTRUCTION**

### **School Wellness**

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA). The Superintendent or designee will ensure each school building complies with this policy, the policy is available to the community on an annual basis, and that the community is informed about the progress of this policy's implementation.

### **Goals for Emotional Health**

The goals for addressing emotional health include the following:

- Schools will support and promote a positive environment for learning for all students and create an atmosphere in which students are encouraged to seek adult advocacy and assistance in issues related to their emotional well being.
- Schools will foster a supportive atmosphere and provide individual and group opportunities for students to learn about and address emotional well being, including the issues of, but not limited to, self-esteem, peer pressure, stress management, substance abuse including smoking, eating disorders, and bullying behavior.
- The District will provide student assistance programs and staff training on student emotional well being including issues of pre-adolescent and adolescent children, as well as training to identify the warning signs of suicidal behavior in children or other behavior that could be threatening to the child's well being. Training shall include appropriate intervention and referral techniques.
- Nutrition education will be part of the District's comprehensive health education curriculum. See Board Policy 6:60 Curriculum Content.

### **Goals for Physical Activity**

The goals for addressing physical activity include the following:

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

### **Goals for Nutrition Education and Nutrition Promotion**

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

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

### **Nutrition Guidelines for Foods Available During the School Day**

Students will be offered and schools will promote nutritious food and beverage choices consistent with the current *Dietary Guidelines for Americans* published jointly by the U.S. Departments of Health and Human Services and Agriculture (USDA). In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall restrict the sale of *competitive foods*, as defined by the USDA, in the food service areas during meal periods and comply with all ISBE rules.

### **Guidelines for Reimbursable School Meals**

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

### **Monitoring**

The Superintendent or designee shall annually provide implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy. This report must include without limitation each of the following:

- An assessment of the District's implementation of the policy
- The extent to which schools in the District are in compliance with the policy
- The extent to which the policy compares to model local school wellness policies
- A description of the progress made in attaining the goals of the policy

### **Community Input**

The Superintendent or designee will actively invite suggestions and comments concerning the development, implementation, and improvement of the school wellness policy from parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and community.

### **Recordkeeping**

The Superintendent or designee shall retain records to document compliance with this policy.

- LEGAL REF.: Child Nutrition and WIC Reauthorization Act of 2004, PL 108-265, Sec. 204.  
Child Nutrition Act of 1966, 42 U.S.C. §1771 et seq.  
National School Lunch Act, 42 U.S.C. §1751 et seq.  
Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b, PL 111-296.  
42 U.S.C. §1779, as implemented by 7 C.F.R. §§210.11 and 210.30.  
105 ILCS 5/2-3.139.  
23 Ill.Admin.Code Part 305, Food Program.  
ISBE's "School Wellness Policy" Goal, adopted Oct. 2007.
- CROSS REF.: 4:120 (Food Services), 5:100 (Staff Development Program), 6:60  
(Curriculum Content), 6:65 (Student Social and Emotional Development),  
7:260 (Exemption from Physical Education)
- ADOPTED: July 18, 2006
- REVISED: March 17, 2009; January 18, 2011; March 20, 2012; March 21, 2017

## INSTRUCTION

### School Wellness

#### Procedures – Nutrition Guidelines

The following have been developed to be responsive to the nutritional needs of students.

1. The focus of a child's birthday celebration is the opportunity for the child to feel special throughout the school day. Birthday snacks are optional. However, any birthday snack sent to school must fall within the District's nutritional guidelines.\*
2. All school snacks and rewards, provided by staff or brought from home, served during and after school should be healthy. \*
3. Classroom activities that are tied to specific curriculum projects or units may include food items. Every attempt will be made to choose healthy options when appropriate. \*
4. Students will receive one sweet treat and a beverage at holiday parties.
5. All food providers are expected to provide nutritionally balanced food and beverage options for student lunches. \*
6. Candy will not be served at school during school hours.
7. All fundraisers during the school day will adhere to these guidelines.
8. On all occasions, staff, parents and food vendors are expected to show sensitivity to food allergies. This may include the removal of all peanut and tree nut products from the classroom and/or lunchroom. \*

#### **\*Referenced Nutritional Guidelines:**

- Balance options by including protein, carbohydrate and fat intake
- Suggested school snacks include fresh fruit, veggies, dairy, crackers and low fat, low sugar carbohydrates
- Suggested beverages include water, milk, 100% fruit juice (no sugar drinks)
- Limit dessert portion-size

Procedures – Food Allergy Management

The following have been developed to be responsive to the needs of students with food allergies.

1. Given the varied level of awareness and self-advocacy that pre-school and elementary students with significant allergies may demonstrate, table restrictions in lunchrooms/cafeterias will be provided to allow for safe areas for students with allergies:
  - a. tables will be provided for students with allergies and students without allergies who accept table restrictions
  - b. tables will be provided for students who elect to bring products containing peanut and tree nut products to school.

Please note: Given the increased level of awareness and self-advocacy that middle-school students with significant allergies may demonstrate, table restrictions in lunchrooms/cafeterias will not be utilized at the middle school level unless specified in a student's 504 plan or IEP.

2. Students and staff will be educated on effective hygiene practices.
3. Given the varied level of awareness and self-advocacy that pre-school and elementary students with significant allergies may demonstrate, food items will be limited to fruits and vegetables in classrooms of identified students with food allergies. In the event that an identified student is allergic to a particular fruit or vegetable, this food item will be restricted from the classroom.

Please note: Given the increased level of awareness and self-advocacy that middle-school students with significant allergies may demonstrate, food restrictions will not be utilized in classrooms, unless specified in a student's 504 plan or IEP.

4. In classrooms that have identified students with food allergies, nutritional snacks served as a part of holiday celebrations will be screened before the event to avoid incidental exposure to allergens.
5. Food items will not be allowed on the playground following lunch.
6. Food items will not be eaten while on school buses.

Revised: April 2009

## INSTRUCTION

### Curriculum Content

The Superintendent is responsible to oversee the development and periodic review of district curriculum. Curriculum provides the content and experiences for students to meet local, state, and national standards which govern what students should know and be able to do. A district curriculum articulates by grade level what students are to learn in various subject areas to insure that performance standards, or the expected levels of learning, are met. The Superintendent is responsible to oversee that the conditions and resources necessary to meet performance standards are available to all students. The curriculum shall include but not be limited to instruction on subjects required by State statute or regulation as follows:

1. in kindergarten through grade eight, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) health and social emotional wellness.
  2. prevention of anabolic steroid use and abuse in science, physical education, and seventh and eighth grade interscholastic athletic programs.
  3. attention to violence prevention and conflict resolution in an age appropriate manner, including: (a) causes of conflict, (b) alternative problem solutions, (c) non-violent problem resolution, and (d) relationships among drugs, alcohol, and violence.
  4. age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate policy 6:235, *Access to Electronic Networks* and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.
  5. character education including: trustworthiness, respect, responsibility, fairness, caring, and citizenship to reinforce student's honesty, kindness, justice, discipline, respect for others, and moral courage.
  6. citizenship including: (a) democratic principles of freedom, justice, and equality; (b) proper use and display of the American flag; (c) the Pledge of Allegiance, and (d) the voting process.
  7. physical education including: (a) physical fitness for life-long health, (b) special activities for students whose physical health prevents them from participating in regular physical education, (c) principles of teamwork and fair play, taught through a developmentally planned and sequential curriculum that fosters the development of motor skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage in daily activity.
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8. health education as part of the District's comprehensive health education curriculum, including: (a) proper nutrition, (b) physical fitness, (c) other components necessary to develop a sound mind in a healthy body, and (d) the dangers and avoidance of abduction.
9. career/vocational education including: (a) the importance of work and good work habits, (b) the development of basic skills to enter the world of work and/or continued formal education, and (c) the relationship between learning and work.
10. conservation of natural resources including: (a) ecology, (b) endangered species, and (c) threats to the environment.
11. United States history must be stressed, including: (a) the principles of representative government, (b) the Constitutions of the United States and Illinois, (c) the role of the United States in world affairs, (d) the role of labor unions, and (e) the role and contributions of ethnic groups in the history of this country and state.
12. units of instruction on: (a) genocide, including the study of the Holocaust and Nazi Atrocities of 1933-1945, (b) the history and contributions of women, and (c) the history and contributions of African Americans.
13. instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.

Formal objections to District curriculum or texts shall be addressed to the Superintendent. The Superintendent may, after review, refer an objection to the Board as may be appropriate.

LEGAL REF.: 105 ILCS 5/27-3, 5/27-5, 5/27-6, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-21 as amended, 5/27-22, 5/27-23, 5/27-23.3, 5/27-23.4, 5/27-24.2, 435/0.01 et seq., and 110/3. 625 ILCS 5/6-408.5. Ill. Admin. Code 1.420(r)

CROSS REF.: 6:40 (Curriculum Development), 7:260 (Mandatory Physical Education)

ADOPTED: August 21, 2001

REVISED: December 18, 2001

REVISED: December 17, 2002

REVISED: February 17, 2004

REVISED: May 16, 2006, March 20, 2012

## **INSTRUCTION**

### **Student Social and Emotional Development**

Student social and emotional development shall be incorporated into the district's educational program and shall be consistent with the social and emotional development standards to be contained in the Illinois Learning Standards. The objectives for addressing the needs of students for social and emotional development include:

1. enhancing students' school readiness, academic success, and use of good citizenship skills;
2. fostering a safe, supportive learning environment where students feel respected and valued;
3. teaching social and emotional skills to all students; and
4. partnering with families and the community to promote students' social and emotional development.

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

CROSS REF.: 7:100, Health Examinations, Immunizations and Exclusion of Students; 7:250 Student Support Services

ADOPTED: September 21, 2004

**INSTRUCTION****Teaching About Religions**

The School District's curriculum may include the study of religions as they relate to works of literature, geography, history, culture, and the development of various ethnic groups. The study of religions shall give neither preferential nor derogatory treatment to any single religious belief or to religion in general. The study of religions shall be treated as an academic subject with no emphasis on the advancement or practice of religion.

CROSS REF.: 6:40 (Curriculum Development)

ADOPTED: August 21, 2001

## **INSTRUCTION**

### **Using Animals in the Educational Program**

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

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

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

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

CROSS REF.: 6:40 (Curriculum Development)

ADOPTED: September 20, 2011

## INSTRUCTION

### Programs for Students at Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program

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 educational programs
- Alternative school placement
- Community agency services
- Alternative learning opportunities program, in conformity with the Alternative Learning Opportunity Law, as it may be amended from time to time
- Graduation incentives program
- Remediation program

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

1. Is considered a dropout according to State law;
2. Has been suspended or expelled;
3. Is pregnant or is a parent;
4. Has been assessed as chemically dependent;
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), 7:70 (Attendance and Truancy)

ADOPTED: August 21, 2001

REVISED: April 18, 2006, October 18, 2011, March 20, 2012,  
May 17, 2016

## **INSTRUCTION**

### Education of Children with Disabilities

The District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of The School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term “children with disabilities,” as used in this policy, means those children between ages 3 and 21 (inclusive) for whom it is determined, through definitions and procedures described in the Illinois State Board of Education’s *Special Education* rules, that special education services are needed. It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

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

The District may maintain membership in one or more cooperative associations of school districts that shall assist the District in fulfilling its obligations to the District's disabled students.

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

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. § 12101 et seq.  
Individuals With Disabilities Education Act, 20 U.S.C. § 1400 et seq.  
Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.  
105 ILCS 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02a.  
23 Ill. Admin. Code § 226.

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

ADOPTED: August 21, 2001

REVISED: December 18, 2001, August 17, 2010

**INSTRUCTION****Program for the Gifted**

The Superintendent or designee shall implement an education program for gifted and talented learners. If the State Superintendent of Education issues a Request for Proposals because sufficient State funding is available to support local programs of gifted education, the Superintendent or designee shall inform the Board concerning the feasibility and advisability of developing a “plan for gifted education” that would qualify for State funding.

Eligibility to participate in the gifted program shall not be conditioned upon race, religion, sex, disability, or any factor other than the student’s identification as gifted or talented learner.

In order to allow the School Board to monitor this policy, the Superintendent or designee shall report at least annually on the status of the District’s gifted program.

LEGAL REF.: 105 ILCS 5/14A-5 et seq.  
23 Ill. Admin.Code Part 227.

ADOPTED: August 21, 2001

REVISED: October 18, 2011

## **Instruction**

### **Education of Homeless Children**

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

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

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

LEGAL REF.: McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.  
Ill. Education for Homeless Children Act, 105 ILCS 45/.

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

ADOPTED: June 17, 2008; March 21, 2017

## **INSTRUCTION**

### **Home and Hospital Instruction**

A student absent from school, or whose physician anticipates will be absent from school, for more than two consecutive weeks or on an intermittent basis due to medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services. Appropriate educational services from qualified staff will begin no later than 5 school days after receiving a physician's written note. Instructional or related services for a student receiving special education services will be determined by the student's Individualized Education Program (IEP) Team. Instructional time will be provided for a minimum of five clock hours per week on days when school is normally in session.

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

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

LEGAL REF.: Rules and Regulations to Govern the Administration and Operation of Special Education, 23 Ill. Admin. Code § 226.300 et. al.  
105 ILCS 5/10-22.6a.

ADOPTED: August 21, 2001

REVISED: September 20, 2011, December 13, 2011, March 20, 2012

## INSTRUCTION

### English Language Learners

The Superintendent shall develop and maintain a program for English Language Learners that will:

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

### Parent/Guardian Involvement

Parent(s)/guardian(s) of English Language Learners will be (1) given an opportunity to provide input to the program; and (2) provided notification regarding their child's placement in, and information about, the District's English Language Learners programs.

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LEGAL REF.: 105 ILCS 5/14C-1 et seq.; 20 U.S.C. §§6312-6319 and 6801  
23 Ill. Admin. Code Part 228

ADOPTED: August 21, 2001

REVISED: October 15, 2002, November 13, 2007, August 16, 2011

## **INSTRUCTION**

### **Title I Programs**

The Superintendent shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and 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.

### **Title I Parent/Guardian Involvement**

#### **A. District-Level Parent/Guardian Involvement Compact**

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 shall be described in a District-Level compact, which, once completed, will be attached hereto as Rules and Regulations.

The superintendent shall jointly develop with parents/guardians a District-Level Parent/Guardian Involvement Compact according to Title I requirements. The District-Level Parent/Guardian Involvement Compact shall contain the district's expectations for Parent/Guardian involvement. The District Compact will describe how the district will:

- (1) involve parents/guardians in the joint development of the plan under section 1112 of Title I and the process of school review and improvement under section 1116;
- (2) provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent/guardian involvement activities to improve student academic achievement and school performance.
- (3) build the schools' and parents'/guardians' capacity for strong Parent/Guardian involvement as described in the statute;
- (4) coordinate and integrate Parent/Guardian involvement strategies under this part with Parent/Guardian 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;

- (5) conduct, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the Parent/Guardian involvement policy in improving the academic quality of the schools, including identifying barriers to greater participation by parents/guardians in activities authorized by the statute, and use the findings of such evaluations to design strategies for more effective Parent/Guardian involvement; and
- (6) Involve parents/guardians in the activities of the schools.

B. School-Level Parent/Guardian Involvement Policy and Compact

A School-Level Parent/Guardian Involvement Policy shall be adopted at each school. The policy shall be jointly developed with parents/guardians and shall describe how the school will:

- (1) build the schools' and parents/guardians' capacity for strong Parent/Guardian involvement as described in the statute;
- (2) coordinate and integrate Parent/Guardian involvement strategies under this part with Parent/Guardian 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;
- (3) conduct, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the Parent/Guardian involvement policy in improving the academic quality of the schools, including identifying barriers to greater participation by parents/guardians in activities authorized by the statute and use the findings of such evaluations to design strategies for more effective Parent/Guardian involvement, and to revise, if necessary the Parent/Guardian involvement policies described in this section, and
- (4) involve parents/guardians in the activities of the schools served under this part.

In addition, each building principal shall jointly develop with parents/guardians a School-Level Parent/Guardian Involvement Compact according to Title I requirements. This School-Level Parent/Guardian Involvement Compact shall outline how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership to help children achieve the state's high standards.

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.

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

CROSS REF.: 2:260 (Uniform Grievance Procedures), 4:110 (Transportation), 5:190 (Certification), 6:160 (Limited English Proficient Students), 7:30 (Student Assignment), 7:60 (Residence), 7:100 (Health Examinations, Immunizations, and Exclusion of Students)

ADOPTED: August 21, 2001

REVISED: November 19, 2002

## **INSTRUCTION**

### **Instructional Materials**

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

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

The Superintendent or designee shall publish a list of subject area textbooks and instructional materials used in the District annually. Teachers are encouraged to use supplemental material only when it will enhance, or otherwise illustrate, the subjects being taught and to ensure it is age-appropriate. Anyone may inspect any textbook or instructional material.

### **Instructional Materials Selection and Adoption**

The School Code governs the adoption and purchase of textbooks and instructional materials.

LEGAL REF.: 105 ILCS 5/10-20.8, 5/10-20.9, and 5/28-19.1.

CROSS REF.: 6:40 (Curriculum Development), 6:170 (Title I Programs),  
7:10 (Equal Educational Opportunities)

Adopted: August 16, 2011

## **INSTRUCTION**

### Library Media Centers - Media Selection

#### I. Introduction

As educators, we have the responsibility to protect the intellectual freedom and integrity of the students by providing media collections which allow for individual growth and continuous development.

Thus, the objective of the Library Media Center selection policy is to provide guidelines for selecting and maintaining a collection of media that will enrich and support the curriculum and satisfy the needs for the students and faculty served.

#### II. Responsibility

The ultimate responsibility for the selection of media resides in the Board of Education.

The Board and the administrators of the school delegate the responsibility for the selection of media for the Library Media Center to the professional library media personnel.

#### III. Definition of Terms

Media - The term media includes books, periodicals, newspapers, pictures, maps, study prints, pamphlets, films, transparencies, CDs, slides, computer software, video models, and other instructional resources.

Library Media Center - Facilities provided for the housing, circulation, and use of the above media.

Library Media Center Director - An individual who has broad professional preparation in educational media, meets certification requirements for teaching and participates in instructional decisions.

Faculty - The term faculty refers to all professional school personnel such as teachers, Library Media Center teachers, administrators, counselors, and other certified professional personnel.

Selection - The term selection includes the choice of new media for purchase, determination of use to be made of gifts, and removal from the collection of media which may have become obsolete or inappropriate.

#### IV. Statement of Selection Policy and Procedures

Media for the Library Media Centers are selected by the professional library media personnel with due regard to suggestions from the faculty, students and parents. Final selection is made by the Library Media Center Director of the school in which the center is housed. Professionally recognized reviewing periodicals, standard catalogs, and other selection aids are used by the Library Media Center teachers and the faculty to guide them in their selection.

#### A. Criteria for Selection

Media selected for the Library Media Center will include but not be limited to the following:

1. Media which contribute to the goals of the school and the objectives of the curricular and extra-curricular programs and which are appropriate for the learning level and understanding of students.
2. Media which reflect the creative interests and relevant needs of the students and faculty.
3. Media which realistically represent a wide range of literary, historical and artistic values as reflected in our pluralistic society and the contributions made by diverse groups and individuals.
4. Media which present as many opinions as possible on issues of contemporary concern so that students have opportunities to analyze varying points of view, to think critically, and to make intelligent judgments in their daily lives.
5. Media which reflect professionally recognized high standards of accuracy, authoritativeness, currency, style and format.
6. Media which comprise a comprehensive media collection of sufficient size to meet basic user needs.
7. Media which are supplemented by or are coordinated with use of other local, regional or state media resources available to the educational community.

#### B. Procedures for Selection

Selection is a continuous process which involves: 1) the acquisition of media through the selection, preview, and evaluation of media; 2) the removal of media no longer appropriate; 3) the replacement of lost or worn media still of educational value. In making selections, certified library media personnel will:

1. evaluate the existing collection;
2. assess the curricular and recreational needs;
3. solicit recommendations for acquisitions from faculty and students;
4. examine media whenever possible; and
5. consult professionally prepared selection aids.

#### V. Procedures For Reconsideration

Occasionally, objections will be voiced to the selection of some instructional media, despite the quality of the selection process. The entire selection procedure is based on the premise that the Board of Education supports the principles of intellectual freedom

inherent in the First Amendment of the Constitution of the United States and as expressed in the “Library Bill of Rights” of the American Library Association and the “Student’s Right to Read” of the National Council of the Teachers of English. Should any media be questioned, the principles of intellectual freedom, the right of access to media and the integrity of the library media personnel must be defended rather than the media.

If a complaint is made, the following procedure will be followed:

1. The complainant will be informed of the selection procedure and be provided with a printed copy of the selection policy adopted by the Board of Education.
2. The complainant will be requested to submit a formal “Request for the Reconsideration of Instructional Media”.
3. When a request is submitted: a) the Principal, in consultation with certified library media personnel, will immediately appoint an ad hoc review committee\* to review the challenged media. The review committee will include representatives of the certified library media staff, classroom teachers and parents. The committee will report within a month; b) the Superintendent will be informed of all steps that are taken to review the complaint; c) media in question remains in circulation until a decision is made.
4. The review committee will meet its obligations by:
  - a) reading, viewing, or listening to the challenged media in its entirety.
  - b) checking established and accepted selection tools with a view to ascertain the general acceptance of the challenged media.
  - c) establishing relevance of the challenged media to the curriculum and other student needs.
  - d) completing the appropriate checklist, including a judgment of the challenged media as a whole for its value as an entity in the support of the overall goals and objectives of the educational program.
5. A written recommendation will be presented to the Superintendent.
6. The decision to retain or exclude the challenged media will be made by the Board of Education after consideration of a recommendation by the Superintendent. The complainant will be notified of the final decision.

\*Procedure for the determination of ad hoc committee members:

Parent Selection - Two parents will be selected for the ad hoc committee and will include the President of the PTO/A or his/her designee.

Classroom Teacher Selection - Two classroom teachers from the building involved will be selected. The teachers will be chosen based on the grade level (primary, intermediate, middle school) of the media being reviewed.

IMC Staff Selection - The IMC teacher of the school involved will be a member of the ad hoc committee, as well as the Curriculum Coordinator for Media and Technology.

The Building Principal will serve as chairperson for this committee.

LEGAL REF.: 105 ILCS 5/10-20.8 and 5/28-1 et seq.

CROSS REF.: 7:10 (Equal Educational Opportunities)

ADOPTED: August 21, 2001

## **INSTRUCTION**

### **Access to Electronic Networks**

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

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

### **Curriculum**

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use. Access to the electronic network is a privilege, not a right. The Board of Education has a duty to insure that the manner in which the electronic network is used does not conflict with the basic educational mission of the School District. Use of the electronic network may be restricted in light of the maturity level of students involved and the special characteristics of the school environment. Therefore, the School District will not permit student use of the electronic network which: (a) causes substantial disruption of the proper and orderly operation of the school or school activities; (b) violates the rights of others; (c) is socially inappropriate or inappropriate due to the maturity level of the students; (d) is primarily intended as an immediate solicitation of funds; or (e) constitutes gross disobedience or misconduct. The District shall also implement technology protection measures consistent with the *Children's Internet Protection Act* and its implementing regulations.

### **Acceptable Use**

All use of the District's electronic networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic networks or District computers. General rules for behavior and communications apply when using electronic networks. The District's *Authorization for Electronic Network Access* contains the appropriate uses, ethics, and protocol. Electronic

communications and downloaded material, including files deleted from a user's account may be monitored or read by school officials.

### Internet Safety

Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

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

### Authorization for Electronic Network Access

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

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

The failure of any student or staff member to follow the terms of the *Authorization for Electronic Network Access*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

LEGAL REF.: No Child Left Behind Act, 20 U.S.C. §6777.  
Children’s Internet Protection Act, 47 U.S.C. §254(h) and (l).  
Enhancing Education Through Technology Act, 20 U.S.C §6751 et seq.  
720 ILCS 135/0.01.

CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum Development), 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:310 (Restrictions on Publications and Written or Electronic Material)

ADMIN PROC.: 6:235-AP (Administrative Procedure - Acceptable Use of Electronic Networks), 6:235-E2 (Exhibit - Authorization for Electronic Network Access)

ADOPTED: August 21, 2001

REVISED: March 19, 2002, September 21, 2010

## **INSTRUCTION**

### **Field Trips**

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

All field trips must have the Superintendent or designee's prior approval. The following factors may be analyzed when determining whether to approve a field trip: educational value, student safety, cost, parent concerns, heightened security alerts, and liability concerns. On all field trips, a fee set by the Superintendent or designee, may be charged to help defray the cost of transportation.

Parent(s)/guardian(s) of students: (1) must give their consent in writing for their child to participate in any field trip, and (2) are responsible for all entrance fees, food, lodging, or other costs, except that the District will pay such costs for students who qualify for free or reduced school lunches. All non-participating students shall be provided an alternative experience. The Superintendent or designee may cancel any field trip without notice. A cancellation may result in the forfeiture of monies deposited.

The Superintendent is authorized to develop regulations to implement this policy.

ADOPTED: August 21, 2001

REVISED: November 18, 2003

**INSTRUCTION****Community Resource Persons and Volunteers**

The Board of Education encourages the use of volunteers to: (1) increase students' educational attainment, (2) provide enrichment experiences for students, (3) increase the effective utilization of staff time and skills, (4) give more individual attention to students, and (5) promote greater community involvement.

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

LEGAL REF.: 105 ILCS 5/10-20.9a, 5/10-22.34 and 5/14-8.02b.  
730 ILCS 152/101 et seq.

CROSS REF.: 4:170 (Safety), 8:95 (Parental Involvement)

ADOPTED: August 21, 2001

**INSTRUCTION**

*Assemblies and Ceremonies*

Assemblies must be approved by the Superintendent or designee and be consistent with the District's mission and educational objectives.

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

LEGAL REF.: Lee v. Weisman, 112 S.Ct. 2649 (1992).  
Santa Fe Independent School District v. Doe, 120 S.Ct. 2266 (2000).  
Jones v. Clear Creek Independent School District, 977 F.2d 963 (5th Cir., 1992), *reh'g denied*, 983 F.2d 234 (5th Cir., 1992) and *cert. denied*, 113 S.Ct. 2950 (1993).

CROSS REF.: 6:70 (Teaching About Religion)

ADOPTED: August 16, 2011

## **INSTRUCTION**

### **Grading and Promotion**

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

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

- \* a miscalculation of test scores,
- \* a technical error in assigning a particular grade or score,
- \* the teacher agrees to allow the student to do extra work that may impact the grade,
- \* an inappropriate grading system used to determine the grade, or
- \* an inappropriate grade based on an appropriate grading system.

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

LEGAL REF.: 105 ILCS 5/2-3.64, 5/10-20.9a, 5/10-21.8, 5/10-21.8 and 5/27-27

CROSS REF.: 6:110 Programs for Students at Risk of Academic Failure,  
7.50 School Admissions

ADOPTED: August 21, 2001

REVISED: March 15, 2005, August 16, 2011

**INSTRUCTION**

Homework

Homework is an educational practice designed for the purpose of applying and acquiring study skills, reinforcing instruction and developing independent study habits. Homework will not be assigned as a punitive consequence. The assignment of homework is a thoughtful process that is respectful of the needs and abilities of all students with consideration given by the teacher to the additional academic demands and family obligations of the students.

Homework is appropriate when: it is follow-up practice for skills previously introduced in the classroom; grade level/content area teachers coordinate major assessments or projects; directions are clearly understood; and when teachers differentiate according to the skill levels of students.

Administration will develop guidelines addressing the implementation of homework practices consistent with this policy.

Adopted: February 21, 2006

**INSTRUCTION****Homework Guidelines**

1. Reading is an essential skill. Reading must be a daily routine of each student. Reading must be done in addition to homework assignments.
2. Homework will be assigned by the teacher with consideration of student's instructional needs. In general, students should be spending about ten minutes per grade, per night on their homework. For example, if a student is in fifth grade, then he should be spending about fifty minutes per night on homework (fifth grade, 5 x 10 minutes). This is a guideline and recognizes that on some occasions students may have more or less homework. Parents can discontinue the homework session if the time spent on homework is excessive or the student is experiencing severe frustration. The parent is asked to contact the teacher if homework is discontinued.
3. Teachers should inform parents that each grade level or individual team will have a policy for managing incomplete assignments, make-up work for absences and the completion of work if the student misses school for reasons other than illness.
4. Homework will be coordinated among teachers for the purpose of managing the amount and the type of work given.
5. Long term projects lasting longer than one week will be clearly explained and will be accompanied by an assignment sheet identifying the completion dates for each part of the project. Teachers should inform parents that long term projects should be worked on throughout the time assigned and not left for the night before the project is due.
6. Ongoing communication between parents and teachers will assure that the student's homework is completed and that learning needs are met.
7. In general, homework is designed to be completed independently by the student. Parents are encouraged to provide an area for completing homework equipped with typical school supplies. They can answer questions or provide an explanation. Parents should not be sitting with the student for long periods of time as the student completes his homework nor should they be actively involved in working on the assignments.
8. Teachers will make every effort to return corrected homework and provide feedback in a timely manner.

Adopted: February 21, 2006