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MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

INSTRUCTIONAL GOALS

5000

5000 The Board of Education shall provide an instructional program and academic preparation that will assist students in becoming competent individuals who will be prepared for the future.

5000.1 The District shall offer a comprehensive educational program that provides all students with instruction in a common core of knowledge in academic areas and an opportunity to participate in other educationally enriched activities.

5000.2 The District recognizes that all students will not learn in the same manner, but uniform opportunities shall be offered that consider each student's ability to pursue studies that meet his/her needs and desires.

5000.3 The District shall offer an educational program that shall take into consideration the needs of parents, the community, and the demands of an ever-changing society.

Legal Reference: 10-21.5
Ill. Ann. Stat. Chap. 122

Adopted: 7/15/68
Revised: 1/14/87
Revised: 7/11/88

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

INSTRUCTIONAL EQUIVALENCE

5010

5010 The District shall ensure equivalence among District 207 schools in teachers, administrators, auxiliary personnel, curriculum materials and instructional supplies within reasonably identifiable differences that exist among academic disciplines, grade levels and community needs.

Adopted: 5/5/86
Revised: 1/14/87
Revised: 7/11/88

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

CHANGES IN THE EDUCATIONAL PROGRAM

5100

5100 Any additions or deletions to the courses of study and/or extracurricular programs must be approved by the superintendent and the Board of Education. Any changes in the courses of study and/or extracurricular programs that require the appropriation of funds must be recommended by the Superintendent and approved by the Board of Education.

Legal Reference: 10-200-.8 Branches of Study
Textbooks and Apparatus
Ill. Ann. Stat. Chap. 122

Adopted: 11/5/84
Revised: 1/14/87
Revised: 7/11/8
Revised: 8/2/93

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

CURRICULUM DEVELOPMENT AND ADOPTION

5101

5101 The basic responsibility for curriculum development rests with the Superintendent who may delegate portions of this responsibility to the administrative and supervisory staff of the District.

Adopted: 7/11/88
Revised: 11/2/92

5101 The Superintendent and other administrators of the District shall prepare a curriculum development process that shall provide a means to design a flexible curriculum to meet the changing needs of the students of the District. Under the direction of the Assistant Superintendent of Instruction and with the aid of other school personnel, curriculum guides shall be developed and distributed to appropriate personnel. All curricular requirements of the Illinois State Board of Education shall be included in the Curriculum.

Teachers shall be requested to assist in the development, revision or rewriting of the curriculum. The Steps in the procedure for curriculum development and adoption are as follows:

5101.1 Stage One: Feasibility of the Proposal

1. School personnel should always remain open to innovative ideas that can better serve the school and the community; this may include restructuring or reorganizing the existing curriculum.
2. The students, the parents, the professional staff, the guidance staff, the administration or the Board of Education may originate the curriculum proposal.
3. The initiator of the proposal will submit the proposal to the Department Chairperson.
4. The Department Chairperson will inform the concerned Principal when the proposal is submitted.
5. The initiator of the proposal should be directly involved in the steps in Stages One and Two.
6. A feasibility study will be undertaken to get input and expertise from all direct resources: the involved Department Chairperson, the staff, the Principal, the Guidance Department, the Principal's advisory committee, and other support personnel or resources.
7. When the feasibility study results in a favorable recommendation, the Department Chairperson shall prepare a formal proposal and submit it to the Assistant Superintendent for Instruction.

(continue)

5101

5101.2 Stage Two: Management Curriculum Committee Review

1. The Assistant superintendent for Instruction shall forward the written proposal to the appropriate Management Curriculum Committee.
2. The written proposal will then be reviewed by the appropriate Management Curriculum Committee.
3. The appropriate Management Curriculum Committee will determine whether the suggested modification will support the District Mission and Goals and the District Departmental objectives for the department involved.
4. A majority of the Management Curriculum Committee members must give approval before the proposal is submitted to the Assistant Superintendent for Instruction. A negative decision by the Management Curriculum Committee indicates that the proposal either needs to be dropped or needs revision.
5. The Management Curriculum Committee will report its decision to the Assistant Superintendent for Instruction, who, in turn, will notify the Superintendent's Cabinet and building Principals.

5101.3 Stage Three: Building Review

1. Each Principal together with his/her Administrative Council, will review the proposal and forward a reaction to the Superintendent's Cabinet.

5101.4 Stage Four: Superintendent's Cabinet Review

1. The Superintendent's Cabinet will review the proposal and may invite the involved Department Chairpersons and concerned staff members to participate in the deliberation.
2. The Superintendent's Cabinet will evaluate the proposal on the basis of the District Mission and Goals, educational priorities, and available funds.
3. The Superintendent's Cabinet will approve, reject or recommend the proposal.

(continue)

5101

5101.4 Stage Four: Decision making (continued)

4. The Assistant Superintendent for Instruction will write a rationale for the decision of the Superintendent's Cabinet and will distribute copies to the members of the Management Curriculum Committee, the Principals and the Board of Education.
5. All changes in curriculum will be forwarded to the Board of Education for review.

5102.5 Stage Five: Evaluation of approved Curriculum Proposal

1. The teacher(s) will submit to the Department Chairperson a written evaluation at the end of the first and the second year of the curriculum proposal.

In preparing that evaluation, the following guidelines will be addressed:

- a. In what way(s) is the program meeting the needs of students?
 - b. What is the level of student achievement and does this meet the level of expectation?
 - c. What materials were used and how did they contribute to the learning of students?
 - d. In what ways does the project support the District Mission and Goals and the District Departmental Objectives?
2. The Department Chairperson will submit the teacher's (s') evaluation along with his/her (their) own evaluation and recommendation to the Principal and to the Assistant Superintendent for Instruction.

5101.6 Stage Six: Adoption of the Proposal

1. The Assistant Superintendent for Instruction will submit the evaluation to the Superintendent's Cabinet for its review. The Cabinet will recommend whether the program shall become part of the District Curriculum or should be dropped.

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MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

CURRICULUM DEVELOPMENT AND ADOPTION (continued)

5101

5101

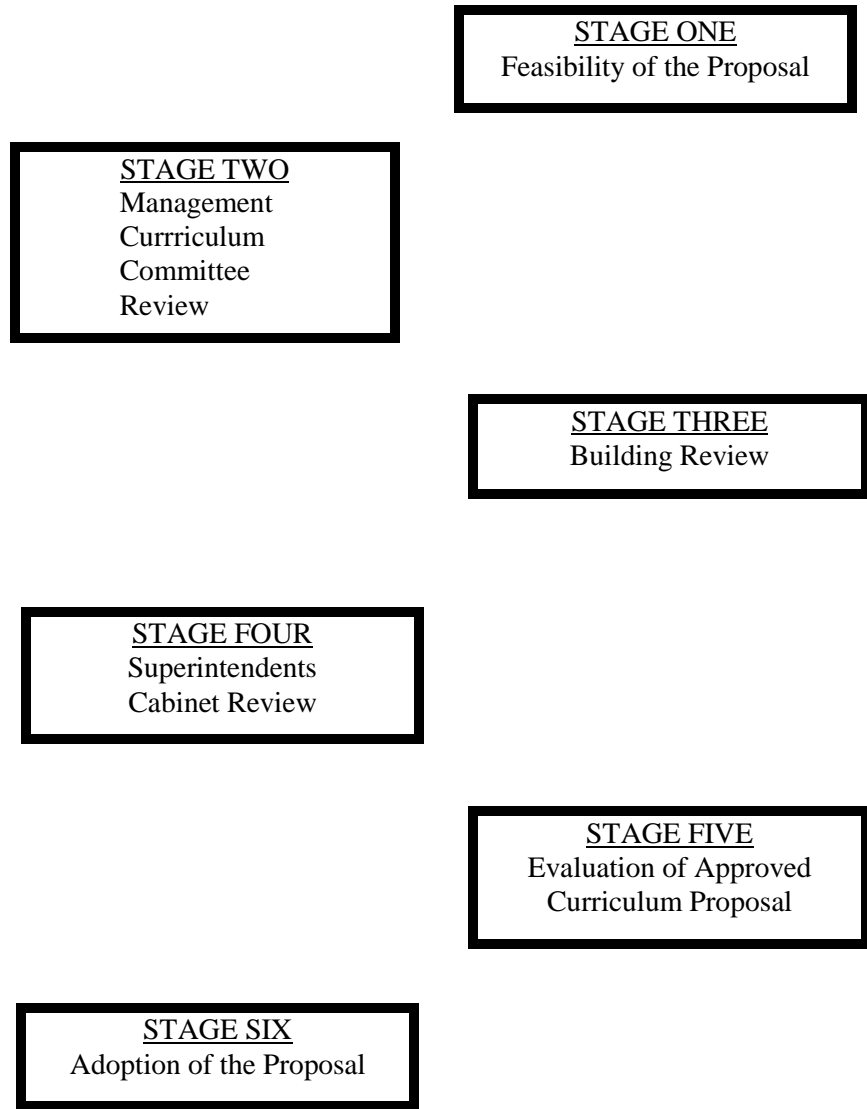
5101.6 Stage Six: Adoption of the Proposal (continued)

2. The Assistant Superintendent for Instruction shall present the recommendation of the Superintendent's Cabinet regarding the proposal to the Board of Education for its review.

(continue)

5101

Stage Seven: FLOW CHART



2/5/79
PROCEDURES

Approved: 7/6/76
Revised:
Revised: 7/11/88
Revised: 11/2/92

5105 Initiatives to foster social and emotional learning shall be incorporated into the District's educational program, in accordance with the Illinois Learning Standard regarding students' social and emotional development.

Such initiatives shall include:

- (1) Classroom and school-wide programming which implement scientifically based, age and culturally appropriate strategies that teach social and emotional skills, promote optimal mental health, and prevent risk behaviors for all students;
- (2) Staff development and training for school personnel regarding age-appropriate social, emotional and academic learning;
- (3) Programs and learning opportunities for parents related to the importance of students' optimal social and emotional development;
- (4) Community partnerships with mental health agencies and organizations to provide a coordinated approach to addressing the social and emotional needs of students;
- (5) A system of early identification and intervention for students at risk for social, emotional or mental health problems that impact learning;
- (6) A system for referral and follow-up to provide clinical services for students, if necessary, utilizing student and family support service programs, school-based behavioral health services, and school-community linked services and supports; and
- (7) A system to assess and report baseline information regarding students' social-emotional development and its impact on their learning abilities.

The Superintendent or designee shall develop procedures to implement this policy as needed.

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

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

SUMMER CURRICULUM PROJECTS

5110

5110 The budget for summer curriculum projects shall be submitted to the board of Education for approval. Funding of summer projects will be allocated on the basis of a prioritization process developed by the administration.

Adopted: 7/6/76
Revised: 1/14/87
Revised: 7/11/88

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

SUMMER CURRICULUM PROJECTS

5110

5110 Summer curriculum funds will normally be provided for projects that meet most of the following criteria:

1. Areas of the curriculum that enhance the District Mission and Goals will be considered before the enrichment areas of the curriculum.
2. Innovative programs with the potential of developing procedures that would more effectively and efficiently serve students.
3. The number of teachers teaching the course as well as the number of students involved in the course.
4. District projects with all high schools involved.
5. Summer work resulting from all approved curriculum changes brought about by national, state, or local regulation and/or other outside agencies.
6. Those projects that involve evaluation, revision and creation of materials for existing courses would receive equal priority with proposals for new courses.

Individuals involved in the curriculum project should be selected for their ability to create and later disseminate materials to the staff after the project is completed. All completed curriculum projects will be submitted to the Department Chairperson in charge and then forwarded to the Assistant Superintendent for Instruction for final approval.

PROCEDURES

Approved: 7/6/76
Revised: 12/7/81
Revised: 7/11/88
Revised: 11/2/92

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

CLASS SIZE

5200

5200 Class size shall be related to the type of class and number of teaching stations provided for instruction.

The administration shall assign the number of students per class in accordance with the following class size guidelines.

Adopted: 7/11/88

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

CLASS SIZE

5200

5200 Class size shall be related to the type of class and number of teaching stations provided for instruction.

The administration shall assign the number of students per class in accordance with the following class size guidelines:

5200.1 Teaching Load -- Generally, a minimum class size is considered to be (15) students. A minimum class size of (15) may be achieved by combining levels and/or courses. Courses that fall below the minimum standard of 15 students by October 1 will generally not be offered the following school year without approval of the Superintendent.

The usual daily assignment for each teacher is six (6) student-contact periods. Such assignment typically includes five (5) periods of teaching and one (1) period of supervision or curriculum-based duty.

In certain instances, six (6) periods of teaching may be assigned because of a program need or in response to a request from the teacher. When this occurs the teacher will not be assigned the usual period of supervision or curriculum-based duty.

Applied Arts and Technology Department

A. Regular Program

With the exclusion of classes that provide specialized equipment for individual students and Cooperative Education programs, sections in any course to be offered during the school year generally should not exceed an enrollment of 32 students. In courses utilizing specialized equipment, the number of available workstations will limit enrollment.

B. Preschool Program

The Child Care Occupations - Preschool should be a maximum of 30 high school students with 15 high school students in each period-and-a-half section, and 15 preschool children. This provides appropriate contact time between the high school students and the preschool children and maintains the quality of the program. This number also meets the safety ratio of seven (7) teachers to 15 children and limits the capacity of people per square foot in the preschool classroom.

C. Cooperative Education Work-Based Practicum

The Cooperative Education Work-Based Practicum encompasses a variety of programs in which students have an opportunity to learn about a particular industry or occupation at a workplace site for credit. These programs include:

(continue)

PROCEDURES

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

CLASS SIZE

5200

Apprenticeship: Youth apprenticeship encompasses programs that use the workplace as a learning environment to develop students' competencies in technical areas and related mathematics, science, communications, and problem solving. Students learn by "doing" in the workplace, with the help of experts in the field. This training may lead to a career opportunity upon completion.

Internships: Student internships are situations where students are placed with an employer for a specified period of time to learn about a particular industry or occupation. Students' workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation. These may or may not include financial compensation.

Cooperative Education: Cooperative Education is a structured and coordinated work experience that relates closely to the occupational aspects of the student's education program. It usually involves a single employer under a defined agreement with the school, and the employer agrees to pay the student for his/her work. The work experience typically will extend for the full school year. A student is enrolled in a related class, as well as on-the-job training. Types of Cooperative Education programs include:

Business Careers - This course is for students who are interested in going into business or office careers especially in sales, retailing, distribution, banking, general merchandising and advertising or administrative assistant, data entry, word processing and accounting.

Applied Technology Careers - This course is for students who are interested in careers in manufacturing, technology, and the building trades.

Family & Consumer Science Careers - This course is for students who are interested in careers related to education, childcare, fashion, interior design, industry, and hotel and restaurant management.

Cooperative Work Training - CWT is not a career-oriented program, but it is designed to help the under-achieving student develop basic employability. CWT is open to juniors and seniors.

The minimum number of students assigned to any full-time cooperative education teacher is expected to be 45. Full-time cooperative education teachers are assigned three (3) related classes and three (3) periods of coordination. Teachers who are not full-time coordinators will be assigned according to the table below:

(continued)

PROCEDURES

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

CLASS SIZE

5200

Number of Cooperative Education Classes Assigned	Number of Associated Coordination Periods Provided	Number of Regular Curriculum Courses Assigned	Number of Supervisory Periods Assigned	Total Periods of Assigned Duty
1	1	3	1	6
2	2	2	0	6
3	3	0	0	6

COURSE	Minimum Enrollment per Class	Maximum Enrollment per Class
Applied Tech Careers	15	24
Business Careers	15	24
Family & Consumer Science Careers	15	24
Career-Work Training I and II	15	20

Art Department

Art laboratory classes should be filled to capacity. Generally, Photo labs will accommodate 20-24 students; Art labs will accommodate 24 students.

Driver Education Department

The Assistant Principals for Students will meet with the Driver Education teachers to determine the most efficient schedule for the driver education program.

English Department

All regular through Advanced Placement English class sizes should not generally exceed 32 students; all developmental-level English and Reading class sizes that are not supported with teacher assistant or team-teaching support should not generally exceed 20 students per section. In sections where teacher assistant or team-teaching support is provided, developmental-level English and Reading courses should not generally exceed 25 students.

(continued)

PROCEDURES

Foreign Language Department

Generally, class size in foreign language should not exceed an enrollment of 32 students per section.

Mathematics Department

All regular through Advanced Placement Mathematics class sizes should not generally exceed 32 students; all developmental-level Mathematics class sizes should not generally exceed 20 students per section. In sections where teacher assistant or team-teaching support is provided, developmental-level Mathematics courses should not generally exceed 25 students.

Music Department

The usual deployment of music staff at each building is intended to be one teacher for each of the component disciplines, namely; band, orchestra and chorus. If due to low enrollments in specific component disciplines, the number of sections offered does not allow for each building to staff one teacher for each discipline, a traveling teacher schedule may be considered among other options.

Physical Education Department (including Health Education)

Physical Education classes should not generally exceed students per section; Health education should not generally exceed 32 students per section.

Science Department

All regular through Advanced Placement Science class sizes should not generally exceed 32 students; all developmental-level Science class sizes should not generally exceed 20 students per section. In sections where teacher assistant or team-teaching support is provided, developmental-level Science courses should not generally exceed 25 students. In Science classes utilizing specialized equipment, enrollment will be limited by the number of available workstations.

Social Science Department

All regular through Advanced Placement Social Science class sizes should not generally exceed 32 students; all developmental-level Social Science class sizes should not generally exceed 20 students per section. In sections where teacher assistant or team-teaching support is provided, developmental-level Social Science courses should not generally exceed 25 students.

Speech and Drama Department

Sections in speech and drama courses should not generally exceed 25 students.

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

CLASS SIZE

Student Personnel Services Department

The counselor/student ratio should approximate one to 300. This ratio includes the director of student personnel services and the career counselor.

Special Education Department

The principal determinants of the number of students served in each special education instructional program shall be the age of the students, the nature and severity of their exceptional characteristics, and the degree of intervention necessary. Class size generally has been established by the Illinois State Board of Education. (23 Illinois Administrative Code Section 226:735 Work Load for Special Educators) All exceptions to those program size limitations require written approval of the State Board of Education.

Classes in which all the students receive special education services for 20% of the school day or less shall have at least one qualified teacher for each 15 students in attendance during any given class. However, the district may increase the class size by a maximum of two students when a teaching assistant is assigned to the class.

Classes in which all the students receive special education services for more than 20% of the school day but less than 60% of the school day shall have at least one qualified teacher for each 10 students in attendance during any given class. However, the district may increase the class size by a maximum of five students when a teaching assistant is assigned to the class.

Classes in which all the students receive special education services for more than 60% of the school day shall have at least one qualified teacher for each 8 students in attendance during any given class. However, the district may increase the class size by a maximum of five students when a teaching assistant is assigned to the class.

<u>% of Day in SPED</u>	<u>Limit</u>	<u>Limit w/ TA</u>
0-20%	15	17
21-60%	10	15
61-100%	8	13

Approved: 7/11/88
Revised: 11/2/92
Revised: 2/6/06
Revised: 1/11/10
Revised: 2/1/16

PROCEDURES

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

GROUPING FOR INSTRUCTION

5201

5201 Standards for the placement of students in appropriate courses shall be developed by the Superintendent and the staff. Principals shall be responsible for grouping pupils so that they may have the opportunity to reach their maximum potential.

Legal Reference: 10-21.4 Superintendent -
Duties (as amended)
Ill. Ann. Stat. Chap. 122

Adopted: 7/15/68
Revised: 1/14/87
Revised: 7/11/88

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

SCHEDULING FOR INSTRUCTION

5210

5210 It is the responsibility of each Principal to schedule an appropriate instructional program consistent with the instructional mandates of the Illinois State Board of Education and the policies of the Board of Education for each student in the high school.

5210.1 Extensions or additions to the regular instructional or extracurricular programs shall be approved by the Board of Education upon the recommendation of the Superintendent.

Adopted: 7/11/88

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

COURSE LOAD

5211

5211 Each student shall enroll in a minimum of five academic courses per semester, plus physical education. Students may be exempted from physical education if they meet the requirements outlined in Policy 5250. Each student will be scheduled a lunch period unless an exemption is granted by the Student Personnel Services Director.

At a minimum, the Board of Education requires that all students meet the state attendance requirement of 300 minute of instruction per day.

Adopted: 7/11/88
Revised: 11/7/05

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

COURSE OFFERINGS

5220

5220 All courses offered in the District shall be approved by the Board of Education.

Adopted: 7/11/88

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

GRADUATION – PARTICIPATION IN CEREMONY (Brittany’s Law)

5229

A student eligible to receive special education services pursuant to the *Individuals with Disabilities Education Act*, 20 U.S.C. 1400, et seq., who will have completed four years of high school at the end of a school year, may participate in the high school graduation ceremony with his/her graduating class and may receive a certificate of completion during the graduation ceremony, if the student’s individualized education program prescribes that the student is entitled to continue to receive special education, transition planning or services and/or other related services beyond the student’s four years of high school. Students with disabilities and their parents/guardians shall be given timely and meaningful notice of this policy.

Students participating in the District’s graduation ceremony pursuant to this policy are subject to all relevant federal and State laws and Board of Education policies regarding graduation conduct.

The Superintendent is directed to implement any procedures necessary to implement this policy.

Legal Reference: 105ILCS 5/14-16 (P.A. 93-1079)

Adopted: 4/11/05
Approved: 4/11/05
Approved: 11/2/15

A minimum of 23.25 units are required for graduation.

5230 The units required for graduation must include:
Units

- 1.[4] Four units of English.
- 2.[3] Three units* of mathematics. Computer courses and Business Mathematics do not meet the three unit requirement in mathematics.
- 3.[3] Three units* in courses offered by the social science department, including one unit in U.S. History and one-half (1/2) unit in government.
- 4.[3] Three units* of a laboratory science.
- 5.[1.75] Satisfactory completion of one-fourth (1/4) unit, or exemption from, physical education during each semester of high school enrollment with the exception of one semester during the sophomore year when all students are required to enroll in health. The weighted grade point average does not include physical education.
- 6.[.50] Satisfactory completion of one-half (1/2) unit of health. The weighted and non-weighted grade point average include the health grade.
- 7.[.25] Satisfactory completion of one-quarter (1/4) unit of Consumer Education. Successful completion of a course in Introduction to Business, Independent Living, Economics, Current Topics in Economics, or Bilingual Current Topics in Economics exempts students from the 1/4 unit requirement of Consumer Education. The weighted and non-weighted grade point average does include Consumer Education.
- 8.[.50] Thirty (30) hours of instruction in safety education (driver education classroom instruction.) The driver education course grants one-half (1/2) unit of credit if taken in one of the Maine Township High Schools; the district may waive this requirement upon presentation of successful completion of a driver education course from a private agency. Driver Education is not included in any grade point average.
- 9.[2] Two units of credit from any of the following: fine arts (music, speech, drama, art), foreign language or applied arts and technology (family and consumer sciences, business, and applied technology).
- 10.[.25] One-quarter (1/4) unit of Oral Communication. Successful participation in Debate Team exempts a student from this requirement as long as the student fulfills all the requirements of participation as specified in Board Policy and Procedures. The weighted and non-weighted grade point average includes the Oral Communication grade.

(continued)

11.[N.A.]An examination on the Declaration of Independence, the Flag of the United States, the Constitution of the United States and the Constitution of the State of Illinois.

12.[5] A minimum of 5 units of elective credit. Two units of elective credit must come from the following departments: Fine Arts (Music, Speech, Drama, Art); foreign Language, or Applied Arts (Family and consumer Science, Business, and Applied Technology).

In addition to fulfilling the above requirements, in order to obtain a District diploma, students must take the Prairie State Achievement Examination. Exceptions to this requirement will be permitted if: (i) the student's individualized educational program (IEP) developed pursuant to Article 14 of the Illinois School Code and the Individuals With Disabilities Education Act identifies the Prairie State Achievement Examination as inappropriate for the student; (ii) the student qualifies for exemption from the Prairie State Achievement Examination pursuant to Section 2-3.64(a) of the Illinois School Code due to the student's lack of English language proficiency; or (iii) the student is enrolled in a program of Adult and Continuing Education as defined in the Adult Education Act.

* Unless there are otherwise compelling reasons, the expectation of District 207 is that all students will take the increased core curriculum classes in math, social science, and laboratory science. Parents may file an appeal to the Board for variance with the principal's representative in each school between June 30 following a student's Freshman year and June 30 following a student's Junior year.

Adopted: 11/5/84
Revised: 7/11/88
Revised: 12/6/94
Revised: 5/1/95
Revised: 9/8/98
Revised: 10/28/98
Revised: 2/5/01
Revised: 5/7/01
Revised: 12/1/03
Revised: 12/6/04
Revised: 4/5/10
Revised: 8/1/11

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

GRADUATION -- DIPLOMA/COMMENCEMENT CEREMONY

5231

5231 A standard diploma shall be used by Maine township High School District 207. One will differ from another only in the identification of the school concerned. No diploma shall refer to the course of study pursued by the graduate, nor shall it refer to the student's academic record.

Each year each high school of the District shall conduct one commencement ceremony in June.

Adopted: 7/16/68
Revised: 2/5/79
Revised: 1/14/87
Revised: 7/11/88

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

GRADUATION -- MIDYEAR

5232

5232 Students may graduate at midyear if they meet the requirements established by the administration.

Adopted: 7/11/88

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

GRADUATION -- MIDYEAR

5232

5232 Requirements for midyear graduation will be governed by the following guidelines:

1. Any student completing graduation requirements by the end of the first semester of the school year may elect to be a midyear graduate.
2. The seventh (7th) semester rank will become the final rank for midyear graduates.
3. Any eligible student who elects midyear graduation will be recorded as a graduate. All active files relating to this student will be closed.
4. Counselors will notify the registrar of all midyear candidates in October and a diploma order will be submitted by mid-November.
5. Diplomas will indicate the date of the midyear graduation.
6. There will be no midyear commencement ceremony. Students who elect to graduate in midyear may participate in the June ceremony.

PROCEDURES

Approved: 7/16/68
Revised: 6/15/70
Revised: 7/1/88

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

GRADUATION -- TRANSFER STUDENTS (TO DISTRICT 207)

5233

5233 Transfer students who have been admitted into a District school shall be considered for graduation only after review of transcripts of their previous work.

If a transfer student is admitted during the last semester of the student's high school program, the Principal shall endeavor to have the high school from which the student is transferring assume the responsibility for the student's graduation. The respective District 207 high school may accept the student for graduation if the student meets the District graduation requirements.

Adopted: 5/19/69
Revised: 6/7/76
Revised: 1/14/87
Revised: 7/11/88

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

GRADUATION--TRANSFER STUDENTS (FROM DISTRICT 207)

5234

5234 Those students transferring from the District during the last semester of their senior year may, with prior approval and after presenting evidence that the course work for a diploma has been satisfactorily completed at another approved secondary school, receive a diploma from a District 207 high school.

Principals shall send a transcript of a senior student transferring during the last semester to the Principal of the school to which the student transfers with a notice informing the Principal of this policy. Responsibility for initiating the insurance of a diploma under this policy must rest with the student or the Principal at the school to which the student was transferred.

Adopted: 5/19/69
Revised: 6/7/76
Revised: 7/11/88

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

ALTERNATIVE HIGH SCHOOL CREDIT

5235

5235 District 207 may accept credit from courses of instruction administered by institutions of learning other than District 207 including but not limited to the Alliance for Lifelong Learning Evening High School (ALL) correspondence or online courses, transferred credit and post-secondary courses from accredited colleges, universities, and specialized schools, provided such courses meet the minimum standards established by the Illinois State Board of Education and are approved by the Superintendent or his designee.

The Superintendent or designee may also approve a program for students in grades 7 or 8 to enroll in and receive academic credit for a course required for a high school diploma if it satisfies the requirements of Section 27-22 of the School Code for the purposes of receiving a high school diploma.

Legal Reference:2-3.25 Standards for Schools (State Superintendent of Public Instruction as amended, 1965) Ill. Ann. Stat. Chap. 122

Adopted: 6/17/68
Revised: 1/14/87
Revised: 7/11/88
Revised: 11/2/92
Revised: 12/11/01
Revised: 5/2/16

REF/:105 ILCS 5/10-22.43 and 5/27-22.10
23 Ill.Admin.Code §1.460.

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

ALTERNATIVE HIGH SCHOOL CREDIT

5235

5235 Students may earn credits toward graduation in the following (alternative) education programs:

5235.1 The Alliance for Lifelong Learning (ALL) Evening High School

Credit earned from this program is acceptable toward meeting District 207 graduation requirements. A regular high school diploma will be issued by the student's home high school upon completion of the courses and verification by the Director of Student Personnel Services or designee that the student has met District 207 graduation requirements.

The evening high school program is primarily designed for residents of the District who are 17 years of age or older and dropped out of the regular day school program. Students who are enrolled in day school are not permitted to be concurrently enrolled in the evening high school. Exceptions to this policy must be approved by the building's Principal or designee.

5235.2 Transferred Credit

Students who transfer into the Maine Township High Schools may receive credit for courses successfully completed in one of the following three types of secondary schools:

1. In secondary schools approved by the Illinois Office of Education or other state offices of education.
2. In secondary schools accredited by the North Central Association of Secondary Schools or other similar accrediting agencies.
3. In foreign secondary schools approved by the superintendent or his designated representative.

5235.3 Correspondence/Online Courses and Post-secondary courses

Students may earn no more than six credits toward satisfying requirements for graduation through correspondence, online courses or post-secondary courses. Of these six full credits, only two full credits can satisfy credit requirements in core academic areas (i.e. English, math science, social science)

1. All courses must be from an accredited or district approved institution

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

ALTERNATIVE HIGH SCHOOL CREDIT (continued)

5235

5235.4 High School Credit for Students in Grades 7 or 8

The Superintendent or designee may investigate, coordinate and implement a program for students in grades 7 and 8 to enroll in a course required for a high school diploma.

If a program is available, students in grades 7 and 8 may enroll in a course required for a high school diploma when the course is offered by the high school that the elementary student would attend and either of the following is satisfied: (1) the student participates in the course at the high school and the elementary student's enrollment in the course would not prevent a high school student from being able to enroll, or (2) the student participates in the course where the student attends school as long as the course is taught by a teacher who holds a professional educator license with an endorsement for the grade level and content area of the course. A student who successfully completes a course required for a high school diploma while in grades 7 and 8 shall receive academic credit for the course. That academic credit shall satisfy the requirements of Section 27-22 of the School Code for purposes of receiving a high school diploma unless evidence about the course's rigor and content show that the course did not address the relevant Illinois learning standard at the level appropriate for the high school grade during which the course is usually taken. The student's grade in the course shall also be included in the student's grade point average.

PROCEDURES

Approved: 11/2/92

Approved: 12/11/01

Revised: 8/1/11

Revised: 5/2/16

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

ALTERNATIVE HIGH SCHOOL CREDIT -- EVENING HIGH SCHOOL

5236

5236 The evening high school program is designed for those persons who have withdrawn from or are at risk of withdrawing from the regular daytime program. Daytime students are not eligible to participate concurrently with their regular school enrollment except with specific permission of the building Principal.

Adopted: 7/11/88
Approved: 10/3/05

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

ALTERNATIVE HIGH SCHOOL CREDIT -- EVENING HIGH SCHOOL

5236

5236 The following rules govern the evening high school credit program:

1. Eligibility--Any district resident 17 years of age or older who has been dropped from the regular daytime high school or who is given permission by the home school building Principal to concurrently enroll in day and evening a high school may register for admission to the evening high school program.
2. Admission--applicants will be interviewed and registered by the evening high school co-directors and/or an evening high school registration counselor. Course placement and credits earned will be determined by the co-director and the home high school registrars. It is preferred that the original daytime counselor provide an updated, official transcript of previous credits
3. Diploma--A regular high school diploma will be issued by the student's home high school upon completion of the courses and the number of credits required by the high school district in which the student legally resides.
4. Instruction--Classes meet twice a week for two-hours each session during a 15 week semester. There are 60 hours of class time per course each semester. There are classes offered Monday and Wednesday 6:00p.m. to 8:00 p.m. and 8:00p.m. - 10:00 p.m. There are also classes offered Tuesday and Thursday evenings 6:00pm - 8:00p.m. and 8:00p.m. - 10:00p.m.
5. Course Load--Students can earn a maximum of two and one half academic credits per semester. Each course offers one half credit per semester except CWT (Cooperative Work Training) which offers one credit per semester.
6. Location—The Evening High School program is currently located in the A-wing of Maine South High School and has been offered in this setting since 1973.

PROCEDURES

Approved: 7/16/68
Revised: 6/7/76
Revised: 7/11/88
Revised: 12/11/01
Approved: 10/3/05
Revised: 8/1/11

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

TRANSFERS - WITHDRAWALS

5238

5238 A student transferring to another school or dropping out of a District high school must meet his/her counselor in an exit interview during which appropriate forms must be completed. These completed withdrawal forms, which indicate the reasons for the withdrawal, will be placed in the student's cumulative records. If a student fails to schedule an exit interview because of illness, or other reasons, his/her counselor will complete the necessary withdrawal forms only after extensive follow-up efforts have been undertaken.

Only counselors can make withdrawals official by sending written notification by registered mail to the student's parent(s), legal guardian, or (if an emancipated student) the student is involved.

Adopted: 6/17/68
Revised: 6/7/76
Revised: 7/11/88
Revised: 11/2/92

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

HOME AND PRIVATE SCHOOL STUDENTS

5239

5239 District 207 will enroll, on a part or full-time basis, students who previously attended or currently attend a home or private school program if they are in compliance with District 207 procedures.

5239.1 Part-Time Attendance

1. District 207 accepts home and private school students who reside within the District for part-time attendance in the regular education program of the District if there is sufficient space in the public school desired to be attended.
2. The parent or guardian shall submit a written request for part-time attendance to the principal of the school to be attended prior to May 1 of the preceding school year.
3. Students are only eligible to attend the public school within the district attendance area where they reside.
4. Students accepted for part-time attendance must comply with all discipline and attendance requirements established by District 207.
5. The parent or guardian of a child accepted for part-time attendance is responsible for all fees, pro-rated by the percentage of student attendance when applicable.

5239.2 Credit and Grade Placement

1. The principal of a school enrolling a student who previously attended a home or private school program and/or the principal's designee has the authority to determine the student's grade placement and/or credits earned towards graduation on a case-by-case basis. An individualized assessment of the student will be made by school officials to ascertain the appropriate grade placement and/or number of credits to be awarded. The principal and/or his or her designee will consider all relevant factors for grade placement and/or credits, including but not limited to: prior school transcripts; proficiency testing results; achievement and criterion-referenced testing results; curriculum-based assessments; multi-disciplinary and individualized education program conference summaries; and student and parent interviews.
2. A student will be awarded academic credit towards graduation if the student demonstrates appropriate academic proficiency to school officials. Appropriate academic proficiency will be determined by the principal and/or his or her designee, in conjunction with the department chairperson of the respective subject area, based on the student's individualized assessment results. The amount of credit to be awarded will also be based upon the student's assessment results and the demonstrated level of proficiency.
3. If a student is determined to have satisfactory proficiency for a specific course, the student will receive credit for that course. At the discretion of the principal and/or his or her designee, a student may be awarded the grade of "P" for passing, with no letter or numerical designation of the level of proficiency. In addition, the transcript of a student previously educated in a home or private school will show the course title for which proficiency was established and a notation that the course was taught at the home or private school.
4. If a parent or guardian is dissatisfied with the grade placement or credit determination of the principal and/or the principal's designee, he or she may appeal the decision to the Superintendent within ten days of notification of the placement and/or credit award. The decision of the Superintendent is final.

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

HOME AND PRIVATE SCHOOL STUDENTS (Continued)

5239

5239.3 Extracurricular Activities

1. Home or private school students, regardless of whether they attend District 207 part-time, are not allowed to participate in the District's extracurricular activities unless the activity is directly related to and/or a required component of a class within which the student is currently enrolled.
2. A home or private school student who participates in an extracurricular activity is subject to all policies, rules and regulations applicable to other participants in the activity.

5239.4 Driver Education

1. Home or private school students may enroll in the District's driver education program if they reside within the District's boundaries or attend a private school within the District.
2. No student shall be enrolled in driver education unless he or she received a passing grade in at least eight (8) courses during the previous two semesters. Verification of passing grades shall be required before a student can enroll in driver education.
3. A home or private school student who participates in the District's driver education program is subject to all policies, rules and regulations applicable to other participants in the program, and is responsible for any and all fees assessed to program participants.

5239.5 Students with a Disability

1. District 207 accepts, for part-time attendance, students with disabilities who reside within the District and who attend a home or private school.
2. Written requests for part-time attendance can be made to the principal of the school to be attended at any time.
3. Special education and related services will be provided to the student, pursuant to applicable state and federal law, as soon as the student is evaluated and identified as eligible for Special Education and related services and an Individualized Education Program (IEP) is developed.
4. Transportation will be provided to students with disabilities in accordance with the student's IEP and as the child's exceptionalities or the program location may require.
5. Student's with disabilities are permitted to participate in extracurricular activities insofar as their IEP mandates such participation.

Legal References: 105 ILCS 5/10-20.24
 105 ILCS 5/14 et seq.
 105 ILCS 5/26-1
 20 U.S.C. 1400 et seq.
 People v. Levinsen 404 Ill. 574 (1950)

Adopted: 12/6/99
Approved: 12/6/99
Approved: 4/10/00

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

ADVANCED PLACEMENT PROGRAM

5240

5240 The Advanced Placement program provides students with the opportunity to study college level courses. By taking special examination, these students may gain advanced standing or credit in college. All students enrolled in an Advanced Placement Course are expected to take the Advanced Placement Exam unless waived by the Director of Student Personnel Services or appropriate department chairperson.

Advanced placement courses may be offered based on the following conditions:

1. Advanced Placement tests in the specific discipline are available.
2. The number of students enrolled in the program meets minimum class size guidelines.
3. Appropriate space is available.
4. Qualified teachers are available.

Adopted: 11/5/84
Revised: 1/14/87
Revised: 7/11/88
Approved: 10/3/05

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

PHYSICAL EDUCATION -- EXEMPTION FROM

5250

5250 The Board of Education will exempt students enrolled in Grades 11 and 12 from engaging in daily physical education for the following reasons:

- a. To enroll in expanded academic classes to gain entrance to college.
- b. To enroll in courses required for graduation.
- c. On the basis of ongoing participation in an interscholastic athletic program.

The physical education program for students in Grade 10 will consist of one semester of health education and one semester of physical education.

Adopted: 3/10/86
Revised: 1/14/87
Revised: 7/11/88

5250.1 General Procedures

1. The professional judgment of counselors and the Directors of Student Personnel Services will be respected as they apply the tests of "enhancing the opportunity for college admission," or "required for graduation" to courses which student propose should be taken in lieu of Physical Education.
2. If at the time of pre-registration (approximately January 1 to February 20) the student is able to schedule physical education into the 8 available periods, then physical education must be included in that schedule. The assumption here is that all students can be scheduled into physical education and lunch.
 - a. If after schedules are printed and made available in April/May, it is determined that the courses selected by a student will not permit a full period for physical education, then an exemption will be considered.
3. If a student is taking an array of classes, not including physical education, which uses 7 periods or 7.5 periods (plus lunch) of the 8-period day, and satisfies the exemption criteria in the judgment of the chairman of Student Personnel Services, then an exemption from physical education is automatically considered.

5250.2 Exemption of juniors and seniors to enroll in expanded academic classes designed to gain entrance to college.

1. Before requesting the physical education exemption, it is mandatory that a student meet with his/her counselor to receive a through explanation of all related rules and regulations.
 - a. The "Request for Physical Education Exemption Form" shall be initiated by the student's counselor, completed and forwarded to the Director of Student Personnel Services.
 - b. The Director of Student Personnel Services must verify on the Request for Physical Education Exemption Form:
 - (1) that the student's schedule will not permit the completion of the needed course (the "fitness test").
 - (2) that the addition of the needed course would require a course load of more than the normal practice in District 207 which has been determined to be five solids.

(continue)

5250.2 Exemption of juniors and seniors to enroll in expanded academic classes designed to gain entrance to college. (continued)

- c. The student must provide written evidence from a college or university that a specific course is designed to enhance entrance, provided that course is not required for graduation from District 207.
 - d. Approvals of exemptions from physical education will be for one semester, or for one year, based upon the course and/or credit needed.
 - e. Each request will be considered on a case-by-case basis
 - f. Students enrolled in the various "work" programs qualify for exemption since their class schedule is interpreted to meet the 5 solid requirements and their work schedule fulfills the 7 periods required.
 - g. The Director of Student Personnel Services will, by his signature, confirm the actions taken and will file a copy of the signed form with the Chairman for Physical Education.
2. If a student is exempted from physical education in order to enroll in an additional academic class, hereafter referred to as (solid), designed to gain entrance to college and withdraws from any scheduled solid, one of the following will apply:
- a. If the student drops or is dropped from any solid while failing that solid, the student receives an 'F' for that course, is assigned to a physical education class immediately and receives a physical education grade for the time the student is in physical education.
 - b. If the student drops or is dropped from any solid while passing that solid, the student receives no grade for that course, is assigned to a physical education class immediately and receives a physical education grade for the time the student is in physical education.
 - c. If the student is dropped from any solid by an administrative action, then, except in extenuating circumstances, the consequences in (a) above prevail.

5250.3 Exemption of juniors and seniors to enroll in courses required for graduation.

1. Before requesting this physical education option, it is mandatory that a student meet with his/her counselor to receive a through explanation of all related rules and regulations.
 - a. The "Request for Physical Education Exemption Form" shall be initiated by the student's counselor, completed and returned to the Director of Student Personnel Services.
 - b. The Director of Student Personnel Services must verify on the "Request for Physical Education Exemption Form":
 - (1) that the student's schedule will not permit the completion of the needed course (the "fitness test").
 - (2) that the addition of the needed course would require a course load of more than the normal practice in District 207 which has been determined to be five solids
 - c. Every student excused from physical education must be provided with a schedule which meets the District 207 minimum school day requirements of seven full periods.
 - d. approvals of exemptions from physical education will be for one semester, or for one year, based upon the course and/or credit needed.
 - e. Each request will be considered on a case-by-case basis.
2. If a student is exempted from physical education in order to enroll in a course required for graduation and withdraws from any schedules solid, one of the following will apply:
 - a. If the student drops or is dropped from any solid while failing that solid, that student receives an F for that course; is assigned to a P.E. class immediately; and receives a P.E. grade at the conclusion of the semester.
 - b. If the student drops or is dropped from any solid while passing that solid the student receives no grade for that course; is assigned to a P.E. class immediately; and receives a P.E. grade at the conclusion of the semester.

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

PHYSICAL EDUCATION -- EXEMPTION FROM (continued)

5250

5250.3 Exemption of juniors and seniors to enroll in courses required for graduation. (continued)

- c. If the student is dropped from any solid by an administrative action, then, except in extenuating circumstances, the consequences in (1a.) above prevail.

This chart is designed to assist staff members as they counsel students who have requested exemption from physical education in order to enroll in any scheduled course either to gain entrance to college or for high school graduation and withdraw from any scheduled solid:

If Student Drops or is Dropped From Any Scheduled Solid:	Grade in Class	Where Assigned	P.E. Grade
While Failing	F	P.E. Immediately	For Time in P.E.
While Passing	No Grade Will Not Appear on Record	P.E. Immediately	For Time in P.E.
By Administrative Action	SAME AS WHILE FAILING EXCEPT IN EXTENUATING CIRCUMSTANCES		

5250.4 Exemption by juniors and seniors for on-going participation in interscholastic athletics

- 1. Exemption to take a course:
 - a. Before requesting this physical education exemption, it is mandatory that a student meet with his/her counselor to receive a through explanation of all related rules and regulations.

(continue)

5250.4 Exemption of juniors and seniors for on-going participation in interscholastic athletics (continued)

- (1) If student athletes substitute a course for physical education and that course is a full-year course, the student may be excused from physical education for the entire year, even if the interscholastic sport covers less than that time period. Student athletes who substitute a semester long course for physical education may complete that course, regardless of the length of the sport season.
- (2) Junior and senior athletes must be currently enrolling in five(5) solids to be eligible for exemption in order to enroll in a sixth solid.
- (3) Junior and senior athletes are expected to be in school for the regularly scheduled day, which is a minimum of seven (7) full periods. This exemption is not intended to provide the student with an opportunity for additional unassigned time.
- (4) This exemption is not intended for managers, trainers, statisticians, or other athletic support staff.
- (5) Each request will be considered on a case-by-case basis
- (6) a "List of Participating Athletes" (sophomores and juniors in the present year--fall and winter season; and in the previous year--spring season), will be available to the Director of Student Personnel Services prior to the beginning of the registration process each year. Inclusion on the "List of Participating Athletes" is required in order for the physical education exemption to occur at the time of registration.
- (7) At the registration conference, the counselor must carefully check the "List of Participating Athletes" to determine if the student is qualified to be exempted from physical education. To be qualified, students must be sophomore or juniors at the time of registration. The course (sixth solid) replacing physical education must be designated at that time.

(continue)

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

PHYSICAL EDUCATION -- EXEMPTION FROM (continued)

5250

5250.4 Exemption of juniors and seniors for on-going participation in interscholastic athletics (continued)

- (8) The student who is requesting exemption from physical education must be on the "List of Participating Athletes" for the present year (fall or winter season), or on the "List of Participating Athletes" for the previous year (spring season).

SPORTS SEASONS:

FALL SPORTS	GIRLS:	SWIM, VOLLEYBALL, TENNIS, CROSS-COUNTRY
MID-AUGUST THROUGH NOV. 15	BOYS:	FOOTBALL, GOLF, SOCCER CROSS-COUNTRY
WINTER SPORTS:	GIRLS:	GYMNASTICS, BASKETBALL
NOV. 10 THROUGH MARCH 1	BOYS:	BASKETBALL, SWIM WRESTLING
SPRING SPORTS:	GIRLS:	SOCCER, SOFTBALL, TRACK*, BADMINTON
MARCH 5 THROUGH JUNE 1	BOYS:	BASEBALL, TENNIS, TRACK*, GYMNASTICS

***Indoor Track Season begins on January 15 and concludes March 1**

- (9) Those students who request a sixth solid exemption based upon the previous year's "List of Participating Athletes" must also appear on the current year's "List of Participating Athletes", which will be made available approximately April 1 of each year. If the student's name does not appear on the April 1 list, the counselor must add physical education to the students next school year schedule immediately.
- (10) If the student is requesting exemption from physical education at the time off registration and is not on the "List of Participating Athletes", the student will not be granted exemption. In order to earn exemption, the student must:

(continue)

5250.4 Exemption of juniors and seniors for on-going participation in interscholastic athletics (continued)

- (a) join a team at the earliest possible date for that sport season
- (b) be eligible to compete in interscholastic contest
- (c) be on the standard IHSA eligibility list for that sport at the date of the first contest in that season

When these conditions are satisfied, it is the responsibility of the student to request a schedule change from the counselor.

- (11) It is recognized that a student's request to enroll in a sixth solid to replace physical education may take place after the registration process is completed. Placement in a sixth solid will be accomplished on a space/availability basis only.

- b. In the event that a student does not complete the terms under which the physical education exemption was granted, one of the following actions will be taken:

IF THE STUDENT:	P.E. GRADE WILL BE	RETURNED TO P.E.	MAKE-UP P.E.
Is cut from Sport	P	Yes at earliest Possible Date	No
*Never went out for sport	F For Time Missed	Yes at earliest Possible Date	Yes-For Time Missed
Is Disciplined Off the Team	Conditional For Time Missed	Yes at earliest Possible Date	No
Drops Any Scheduled Solid	Conditional For Time Missed	Yes at earliest Possible Date	No

* Intended to address situations when a student is expected to play on a spring sport team, and does not do so.

(continue)

5250.4 Exemption of juniors and seniors for on-going participation in interscholastic athletics (continued)

- (1) Make-up physical education may require enrollment in summer school, therefore preventing a student from participating in graduation.
- (2) The student who is returned to the physical education class could remain in his/her sixth solid course.
- (3) Questions concerning any physical education make-up will be resolved by the Physical Education Chairman, and the Director of Student Personnel Services in consultation with the building principal.

2. Exemption during the sport season only:

- a. Junior and senior athletes enrolled in five solid courses may request exemption from physical education during their interscholastic sport season only. (Five solid courses has been determined to be a normal load in District 207.)
 - (1) The "Request for an Athletic Study Hall Form" shall be initiated by the student, signed by the student, the parent and the student's coach and returned to the Physical Education Chairman.
 - (2) The student will then be assigned to a supervised study area. A supervised study area is not restricted to a study hall, but may include libraries and other specially designated areas. it is expected the student's coach and counselor will emphasize to that student the need to use the study hall time productively.
 - (3) At the conclusion of the sport season, the student will return to his/her physical education class. This return to the Physical education class will be at the beginning of the next unit of study in physical education.
 - (4) The student will be graded for the amount of time in physical education and held harmless for the time missed during the sport season.

(continue)

5250.5 The Junior and Senior Leader Program in Physical Education

- A. Any sophomore student who applies and is selected for the leaders program will be expected to remain with the program for two years. Since the leaders program is designed as a sequential program, those students beginning the program as juniors should understand their obligation to complete the program as seniors.
- B. Any junior leader who fails to meet the standards required for promotion to senior leader will thereafter be scheduled into physical education class.

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

PROFICIENCY TESTING

5260

5260 District 207 will award high school credit on the basis of successful completion of proficiency examinations as required by the Illinois State Board of Education.

Legal Reference:

Section 27-12.1 (b)
Illinois School Code
Chap. 122, par. 12.1 (b)

Adopted: 7/11/88

Revised: 2/11/91

Revised:

8/1/11

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

TEXTBOOK – ADOPTION

5300

5300 The Board of Education is responsible for the approval of textbook adoptions. The Board shall be guided in its textbook adoptions by the recommendation of the Superintendent, who shall establish a procedure for review by the professional staff of all textbooks proposed by Department Chairpersons for use in their departments. The Superintendent's recommendation to the Board of Education will reflect the best collective judgment of those members of the professional staff charged with the responsibility for assisting the selection of the best materials. Only those textbooks which have been approved by the Board shall be used in the District.

5300.1 The word "textbook" refers to digital or print- instructional resources that students purchase as a fee, classroom sets of resources that are housed in the classroom or library, or any primary single proprietary source of content used throughout the duration of the course. In courses where it is not deemed desirable to adopt a textbook, supplementary materials may be utilized, however for materials and resources as described throughout Board Policies 5301 and 5302 will apply. Each year the Board of Education will be provided for approval a list of the itemized cost of materials and fees for each course.

5300.2 No textbook or single source shall be considered as a final authority on a subject. No teacher or school should accept as infallible the conclusions that an author may have incorporated in a textbook.

5300.3 The public shall be given the opportunity to review textbooks under consideration for adoption. The Board shall receive public comment on adoptions at a regular Board meeting.

POLICY

Adopted: 4/14/86
Revised: 7/11/88
Revised: 11/2/92
Revised: 3/5/96
Revised: 5/1/06
Revised: 1/6/14

5300 The steps in the procedure for textbook adoption are as follows:

1. The process begins with a review of current textbooks by staff members from all three buildings. This process should include a review of currently available textbooks from a number of publishers. After receiving approval from the department chair, the staff member or department chair should enter details about the textbook proposal and any change associated in the cost of the course into the online textbook approval process system.
2. The new textbook proposal will automatically be forwarded to the Management Curriculum Committee for its review.
3. The Management Curriculum Committee will review the textbook proposal and forward its recommendation to the Assistant Superintendent for Curriculum and Instruction, the Assistant Superintendent for Technology and Learning, and the Assistant Principals for Instruction.
4. The Assistant Superintendent for Technology and Learning will review this recommendation issuing a further recommendation to the Superintendent.
5. The Superintendent or designee will bring a recommendation to the Board of Education at a regular meeting of the Board of Education. The recommendation of the Superintendent or designee shall include appropriate documentation.
6. A listing of all textbooks being reviewed for adoption in the District will be posted on the District website, with contact information should a member of the public wish to review a textbook. Textbooks may be reviewed by the public from the time of the first Board meeting at which books were first reviewed and the second Board meeting at which the recommendation will be considered for approval.
7. The Board will reconsider the Superintendent's recommendation at its next regular meeting. The Board will receive and consider public comment on the textbook.

PROCEDURE

Approved: 11/2/92
Revised: 3/5/96
Revised: 8/1/11
Revised: 1/6/14

5301 Responsibility for Selection of Instructional Materials/Resources

The Board of Education delegates the authority and responsibility for selection of all print and nonprint materials other than textbooks to the Superintendent. Initial recommendations for the selection of instructional materials shall come from appropriate professionally trained personnel who shall discharge this obligation consistent with the Board's adopted selection criteria and procedures. Selection procedures shall involve representatives of the professional staff directly affected by the selections and persons qualified by preparation to aid in wise selection.

Instructional materials are selected by the District to implement, enrich and support the educational program. Therefore, the selection of materials should be guided by the Mission and Goals of the District. Materials must serve both the breadth of the curriculum and the needs and interests of individual students. It is the obligation of the District to provide for a wide range of abilities and to respect the diversity of many differing points of view. To this end, principles must be placed above personal opinion and reason above prejudice in the selection of materials of the highest quality and appropriateness. Materials selected should reflect the guidelines listed in the American Library Association's Bill of Rights and the Library Bill of Rights.

The entire selection procedure is based on the premise of intellectual freedom inherent in the First Amendment of the Constitution of the United States. Staff members involved in the recommendation of instructional materials (library media resources, supplementary classroom materials, gifts and free materials) shall evaluate and recommend materials according to the following criteria:

1. Materials should reflect the pluralistic character and culture of American society.
2. Materials should be chosen to foster respect for all persons, irrespective of race, religion, sex or national heritage.
3. Materials should present and analyze intergroup tension and conflicts objectively, placing emphasis upon resolving social and economic problems.
4. Materials should reflect the problems, aspirations, attitudes, and ideals of society.
5. Materials should be appropriate to the maturity of the student.
6. Materials should enable and encourage students to develop as creative and responsible individuals by stimulating the greatest possible diversity of interests and abilities.

(Continue)

5301 Responsibilities for Selection of Instructional Materials/Resources (continued)

7. Materials should provide a background of information that enables pupils to make informed judgments in their daily lives.
8. Materials will be selected that are age and level appropriate.
9. Materials should present a reasonable balance of opposing sides of controversial issues, so students may develop the practice of critical reading and thinking.
10. Materials shall not be excluded on the basis of the race, nationality, political or religious views of the author or producer.
11. Biased and slanted materials may be provided to meet specific curriculum objectives.
12. The value and impact of any literary work will be judged as a whole.
13. Factual materials about all major religions will be included in the library collection.
14. Material representing accents on sex will be judged on the basis of whether the material presents life in its true proportions, whether the material deals with circumstances realistically, and whether the material is of literary value. Inclusion of sexual incidence or profanity does not automatically disqualify the material.

Adopted: 7/11/88
Revised: 11/2/92
Revised: 1/6/14

5302 Staff members involved in the selection of instructional materials should include the following criteria as a guide:

1. Educational significance.
2. Contribution that the subject matter makes to the curriculum and to the interests of the students.
3. Reviews found in standard selection sources, appropriate bibliographies, and materials from educational organizations.
4. Recommendations based on preview and examination of materials by professional personnel.
5. Reputation and significance of the author, producer or publisher.
6. Validity, up-to-date content and appropriateness of material.
7. Contribution that the material makes to breadth of representative viewpoints in controversial issues.
8. Degree of potential user appeal.
9. Artistic quality and/or literary style.
10. Quality and variety of format.
11. Value commensurate with cost and/or need.
12. Timeliness or permanence.
13. Integrity.

Adopted: 4/14/86
Revised: 7/11/88
Revised: 1/6/14

5303 Any resident of the District may raise objections to instructional materials used in the educational program. Most objections can be resolved through informal discussions between school personnel and the concerned citizen. In the event that certain objections cannot be resolved informally, the following guidelines for formal review of the objection will be implemented.

1. The staff member receiving an objection shall promptly report the matter to the building Principal. Upon receiving the objection, the Principal shall advise the Superintendent.
2. After notifying the superintendent, the Principal shall contact the citizen and arrange to discuss the matter through a personal conference and expeditiously attempt to resolve the objection.
3. If discussions between the Principal and the citizen do not resolve the matter, then the Principal will deliver to the citizen at the conference a packet of materials consisting of the District's instructional goals and objectives, the materials selection policy, and the procedure for handling objections. The packet will also include the standard printed form intended for citizen use should the citizen choose to pursue the matter to the next level. (See Policy 5304.) The completed form shall be returned to the Principal within fifteen (15) days of the personal conference. If the form is not returned, the matter shall be considered resolved. The Principal shall then provide written notification to the citizen that the matter has been closed.
4. If the Principal receives the standard form completed by the citizen, the Principal shall notify the Superintendent immediately.
5. The Superintendent shall promptly convene a committee consisting of the Assistant Superintendent for Instruction, the Principal, the involved Department Chairman and two District teachers from the involved department. The Principal shall chair this committee which is expected to assess the objections and discuss the matter. Within five (5) days of the meeting, the Principal shall prepare and submit a written report of the findings and the recommendation of the committee to the Superintendent.
6. At the direction of the Superintendent and within fifteen (15) days of the receipt of the standard form, the Principal shall provide written notification of the decision to the citizen. The notification shall include the rationale for the decision.

(continue)

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

OBJECTIONS TO INSTRUCTIONAL MATERIALS (continued)

5303

7. If upon receipt of the decision the citizen desires to appeal that decision, the citizen shall contact the Superintendent within ten (10) days of the written notification to request the matter be presented to the Board of Education.
8. In considering the matter, the Board of Education will request a written presentation of the objection and will provide an opportunity for the citizen to make a presentation to the Board of Education. In making a final determination of the matter, the Board of Education may seek assistance from appropriate outside sources and organizations.
9. In accordance with the statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials may be denied to the child (children) if parent(s) of District 207 student(s) is/are raising the objection.

Adopted: 4/14/86
Revised: 7/11/88
Revised: 11/2/92
Revised: 1/6/14

SAMPLE LETTER TO COMPLAINANT

Dear

We appreciate your concern over the use of _____ in our school District. The District has developed procedures for selecting materials, but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of the District's:

1. instructional goals and objectives,
2. materials selection policy statement, and
3. policy for handling objections to instructional material.

If you are still concerned after your review this material, please complete the Request for Reconsideration of Instructional Materials form and return it to me. You may be assured of prompt attention to your request. If I have not heard from you within fifteen (15) days, we will assume that you no longer wish to file a formal complaint.

Sincerely,

Principal

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Title _____

Author _____ Book _____ Periodical _____ Other _____

Publisher or source (if known) _____

Request initiated by _____

Telephone _____ Address _____

City _____ State _____ Zip _____

Do you represent: Yourself _____

Organization (please name) _____

Other group (please name) _____

To what in the material do you object? Please be specific; cite pages _____

Did you read or view the entire work? Yes ___ No ___ If no, please indicate what part: be specific and cite pages if a book. _____

What do you feel might be the result of using this material? _____

For what age would you recommend this work? _____

What do you feel is worthwhile about this material? _____

Are you aware of the purpose of this work? Yes ___ No ___

What do you believe is the theme of this work? _____

5305 The Board of Education subscribes in principle to the statements of policy on library philosophy as expressed in the American Library Association's Library Bill of Rights, a copy of which can be found at <http://www.ala.org/advocacy/intfreedom/librarybill>.

The main objective of the Learning Resource Centers is to provide a wide range of educational materials on all levels of difficulty with diversity of appeal and many different points of view. The objective is to make available to faculty and students a collection of materials that will enrich and support the curriculum and meet the needs of the students and faculty served.

Materials should be selected for the centers that are:

1. An integral part of the instructional program.
2. Remain current and appropriate for the reading levels and understanding of students in the schools.
3. Indicative of the interests and needs of the students and faculty served.
4. Meriting inclusion in the collection because of their literary and/or artistic value.
5. Written with the greatest degree of accuracy and clarity possible.
6. A fair and unbiased presentation of information.

The Department Chairperson for the Learning Resource Centers will work cooperatively with staff members to interpret and guide the application of the policy in making day-to-day selections; however, the responsibility for selection of material for the centers lies with the Department Chairperson. Professionally recognized reviewing periodicals, standard catalogs and other selection aids are to be used by the ~~head~~ librarians and the faculties to guide them in their selection. In controversial areas, materials selected should represent as many shades of opinion as possible to provide students to provide varying viewpoints.

The appended form Request for New Materials may be used to request materials and resources for the Learning Resource Center.

If anyone should object to the content of any materials or resources present in the Learning Resource Center, those objections can be made using the procedure described in Policy #5303, Objections to Instructional Materials.

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Title _____

Author _____ Book _____ Periodical _____ Other _____

Publisher or source (if known) _____

Request initiated by _____

Telephone _____ Address _____

City _____ State _____ Zip _____

Do you represent: Yourself _____

Organization (please name) _____

Other group (please name) _____

To what in the material do you object? Please be specific; cite pages _____

Did you read or view the entire work? Yes ___ No ___ If no, please indicate what part: be specific and cite pages if a book. _____

What do you feel might be the result of using this material? _____

For what age would you recommend this work? _____

What do you feel is worthwhile about this material? _____

Are you aware of the purpose of this work? Yes ___ No ___

What do you believe is the theme of this work? _____

PROCEDURES

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

LEARNING RESOURCE CENTER

5310

5310 Each school library will function as a Learning Resource Center and will be maintained with essential instructional materials and equipment to implement the educational program.

Regulations and procedures to insure optimum and proper use of the resource centers will be developed by the administration.

Legal Reference: 10-22.7 Repairs and Improvements
Ill. Ann. Stat. Chap. 122

Adopted: 7/11/88

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

COMMUNITY INSTRUCTIONAL RESOURCES

5311

5311 Community educational resources may be used that provide the best means of reaching the District's educational objectives.

Adopted: 7/11/88
Revised: 8/1/11

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

COMMUNITY INSTRUCTIONAL RESOURCES

5311

5311 The use of community educational resources shall be based on the following guidelines:

5311.1 Projects and practical work experiences within or outside school that are valuable to students and under the supervision of a teacher are an appropriate part of educational instruction in skills-development courses. Therefore, they may be included as part of the instructional program in accordance with the regulations and procedures established by the Superintendent.

5311.2 The use of community volunteers with appropriate expertise to assist students in instructional situations will be encouraged.

5330 Field trips and tours will be conducted within the following guidelines:

5330.1 Sponsoring Teacher - Procedures

The sponsoring teacher(s) must adhere to the policies covered in this section and follow the procedures listed below:

School Sponsored Tours

1. Secure the approval of the proposed trip by your Department Chairperson.
2. Secure the approval of the proposed trip by the Assistant Principal.
3. Reserve the date of the approved trip on the school calendar. Calculate the student costs, and arrange for payment of fees to the secretary in the bookstore who maintains the school calendar.
4. Arrange for at least one adult supervisor in each bus or vehicle.
5. Notify the Student Personnel Office of student absences before the scheduled trip.
6. Verify approved student absences and payment of fees prior to your departure on the scheduled trip.
7. Prior to any student participation in a school-sponsored field trip hold a bus evacuation drill and submit the documentation related to that drill to the Principal's Office.
8. The Board of Education does not assume legal or financial liability for field trips or foreign travel including, but not limited to, refunds or cancellations for any reason.

Non-school Tours

1. The teacher, acting as a private agent, must advise his/her Department Chairperson and Assistant Principal of his/her intent to plan a non-school tour.
2. Students should not be contacted during regular school hours. The Principal will approve a limited number of meetings related to the proposed tour that can be held in the school building.

(continue)

5330.1 Non-school Tours (continued)

3. No pressure of any kind can be exerted on students to influence their participation.
4. A clear written indication that neither the school nor the Board of Education is sponsoring the tour must accompany any disseminated materials and literature. Any packets and/or specific handouts must be submitted to the building Principal who will verify that non-school notification has been included.
5. The teacher, acting as a private agent, must file a list of participants ten (10) days in advance of the intended trip with the Assistant Principal. The Assistant Principal will then advise the parent(s) or guardian involved that neither the school nor the Board of Education is sponsoring the educational tour.
6. Total responsibility for non-school sponsored field trips or tours rests with the individual(s) and agency sponsoring them. The Board assumes no legal or financial responsibilities for non-school sponsored field trips or tours.

5330.2 Review/Approval

1. The Administrative Council of the school concerned will be asked to review excursions, particularly those that might be moved to weekends or vacations to avoid loss of class time.
2. All school sponsored tours must be pre-approved by the Principal and/or Superintendent prior to the release of advance publicity. Applications for the approval of tours that are scheduled for more than one school day or that are outside the geographic limits of the District must be filed with the building Principal at least ten (10) days prior to the proposed tour for his/her review. Applications must include an itinerary containing any necessary information related to the tour.
3. After reviewing a request for a tour that is scheduled for more than one school day or a tour to be conducted out of state, the building Principal will forward his/her recommendation to the Superintendent's Cabinet for their review.
4. Any request that requires an overnight or out-of-state travel stay must be submitted to the Superintendent or his designee for approval at least one (1) month prior to the proposed trip.

(continue)

5330.2 Review/Approval (continued)

5. All field trips to amusement parks must have the prior approval of the Superintendent.
6. Field trips that are considered essential to a course will be reviewed by the Executive Committee. If approved, students must be notified at registration that the field trip is a course requirement.
7. All Board of Education policies and procedures must be followed by the trip sponsor(s), including those related to liability insurance coverage and permission waivers.

5330.3 Parent/Guardian Notification

Parents or guardians of participating students must be informed about all school sponsored trips and tours and date and sign a statement provided by the school. This form must be returned to the sponsoring teacher, or the student involved will not be allowed to participate.

5330.4 Costs

1. If a field trip is essential to a course, the sponsoring teacher should determine necessary costs and submit those costs to the Executive committee of the school concerned for their review. If approved, students should be notified of the required field trip and expense at the time of registration.
2. Students and adults participating in field trips and tours are responsible for their own travel and living expenses. No school funds will be utilized for any expenses incurred.

5330.6 Transportation

1. As a general rule, transportation for school sponsored field trips will be provided by means of commercial vehicles.

(continue)

5330.6 Transportation (continued)

2. Privately owned vehicles may be used if the owners of the vehicles provide written documentation showing that they have adequate insurance coverage. This documentation, which will be verified by the administration, should include the name of the insurance company, type of policy and policy number. All of this data will be kept on file by the building Principal.

The owners of the vehicles must also submit a written acknowledgement to the sponsoring teacher indicating that they have received notice that the Board's liability coverage does not cover the use of private vehicles to transport students to and from school activities.

3. If privately owned vehicles will be used to transport students, the sponsoring teacher must notify the participating student's (s') parent or guardian.

5330.7 Supervision

Students participating in a school trip must be properly supervised by school employees. Parents or guardians may assist the sponsoring teacher in a supervisory capacity if they are so authorized by the building Principal.

5330.8 Insurance

1. All students, employees, and parent or guardian supervisors must be covered by accident and health insurance coverage, protecting them against bodily injury, disability or death while participating in the trip. This coverage, including the name and address of the insurance company and the policy number (s), must be indicated in writing before any individual is allowed to participate.
2. The building Principal will keep these statements of insurance coverage on file.

PROCEDURES

Legal Reference:	29-3.1 Transportation to and from School Sponsored Activities (amend 1965) 10-22.29b Educational Tours 38-18 Powers of the Board Ill. Ann. Stat. Chap. 122	Approved: 7/15/68 Revised: 12/7/73 Revised: 1/14/87 Revised: 7/11/88 Draft Revision: 2/04/08
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MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

TRAVEL AND EXCHANGE PROGRAMS

5340

5340 The Board of Education encourages the three District schools to participate in high-quality, recognized, nonprofit, nonsectarian, international, educational programs that make it possible for high school students from foreign countries to share in American culture. This sharing would include personal involvement in American homes, schools, institutions and communities.

While the Board of Education recognizes that other student exchange organizations may meet the criteria set forth, preference will be given to those affiliated with the American Field Service program. Any sponsoring organization must be accredited by the State Department of the United States and approved by the Superintendent.

The Board of Education will permit placement of students from accredited student exchange organizations in each high school. Before the students can be placed in the schools they must reside with a family that has officially established residence in the District. Further, each student should be recommended by the respective building Principal and approved by the superintendent or his designee.

The number of foreign exchange students accepted at each District high school and the number of students approved from a high school for a year of study in a foreign country shall be held to a reasonable number.

Adopted: 12/4/78
Revised: 7/11/88

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

HOMEWORK

5410

5410 Homework shall be a purposeful continuation or extension of each student's instructional program. Since each student spends a major part of each weekday in class and since other valuable experiences can be gained outside of school, teachers should carefully plan and periodically evaluate homework in terms of its purpose, appropriateness and timeliness.

Adopted: 7/11/88

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

CRITERIA FOR MAKE-UP WORK

5411

- 5411 Students are responsible for completing make-up work and must make appointments with teachers to secure assignments. Specific requirements for make-up work resulting from pre-excused, extended, unexcused, and suspension-related absences as well as credit for completed work will be established by the administration.

Adopted: 11/5/84
Revised: 1/14/87
Revised: 7/11/88
Adopted: 5/4/98

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

CRITERIA FOR MAKE-UP WORK

5411

5411 The specific requirements for make-up work resulting from pre-excused, extended, unexcused, and suspension-related absences as well as credit for completed work are as follows:

5411.1 Fully Excused Absence

If a student has been absent because of sickness, family emergencies, funeral of family members, etc., the attendance office shall classify the absence as "Fully Excused". The student's teacher shall assign make-up work and shall provide reasonable aid to the student. The teacher shall allow full credit without penalty for all work made up by the student.

5411.2 Pre-excused absence

When the student's parent or legal guardian knows in advance that the student will be absent from school, the student's parent or legal guardian must contact the student's counselor to secure an application for a special excuse. All of the student's teachers must approve the request, and the student must make up all work in advance of the absence.

5411.3 Extended Absence

1. Due to illness--A student who has been absent for an extended period due to illness can complete class work by means of home-bound tutoring. The administrator who is responsible for the program must approve each tutorial program.
2. Due to vacation--The Board does not condone extended vacations (those of four or more days) when school is in session. However, teachers may assist in helping students with make-up work if the student and the student's teacher have made prior arrangements.
3. Due to other causes--Every student must complete all requirements, including final examinations to receive a grade and credit for any course.

5411.4 Unexcused Absence

Absences due to minor causes such as pleasure trips, shopping trips, working and social engagements are unexcused absences. Teachers may assist in helping unexcused students with make-up work if the student and the student's teacher have made prior arrangements.

(continue)

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

CRITERIA FOR MAKE-UP WORK (continued)

5411

5411.5 Suspension-Related Absence

When a student has been suspended for ten (10) days or less the student's teacher shall provide the student with information about the assignments that the student missed during the suspension. The teacher will not be responsible for, but may give the student additional help that may be necessary to complete the missing work.

5411.6 Credit for Make-Up Work

If a student misses a class, the student's teacher shall record the student's grade for that class period as "incomplete" until the student has handed in make-up work. If make-up work is not completed within a reasonable time, the student's teacher shall change the student's grade to "0".

PROCEDURES

Approved: 11/5/84
Revised: 1/14/87
Revised: 7/11/88
Approved: 5/4/98

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

ACADEMIC ELIGIBILITY FOR EXTRACURRICULAR PARTICIPATION

5413 The Board of Education will prohibit any student who does not meet an academic eligibility standard from participating in an extracurricular team/organization that represents a Maine Township school in competition against another school. The academic eligibility standard is defined as:

- The student must have earned credit in (passed) four full semester credits* of high school work for the previous semester, and
- The student shall be doing passing work in at least four semester credit* high school courses per week.

A student must meet both these standards to be eligible. Once meeting the initial eligibility standard based on the previous semester's credit, the student must continue to maintain eligibility on a week by week basis. The Superintendent shall establish administrative procedures to implement this policy.

5413 **Procedures for Extracurricular Eligibility**

5413.1 A student who does not meet the initial standard is ineligible for the entire subsequent semester and may not join the extracurricular team/organization or practice with the extracurricular team/organization for that entire semester. If a student is already on an extracurricular team/organization when the semester ends and he/she does not pass the four semester credit courses, the student becomes immediately ineligible for the remainder of the semester.

5413.2 A student who does not meet the initial standard may not practice with the extracurricular team/organization. A student who becomes ineligible on a week by week basis may practice. The decision regarding practice is made after the extracurricular team/organization sponsor confers with the student and addresses how the student will remedy his/her academic problem.

5413.3 The district defines passing work as a grade that if on any given date a student would transfer to another school or his/her course would end a passing grade would be earned by that student. It is the student's *cumulative* grade in the course up to that given date.

5413.4 Credit earned during summer school may be used to supplement the spring semester credit in order to meet the initial eligibility standard.

5413.5 Academic status is monitored by the District Mainframe Data Processing System using the DAI and DAL screens. A student does not become a member of an extracurricular team/organization until he/she is entered into the system. The designated secretary of the corresponding extracurricular team/organization will enter the members of the extracurricular team/organization on to the mainframe system.

5413.6 The responsibility for determining eligibility after interpreting students' pass/fail status rests with the department sponsoring the activity. That department will communicate all eligibility information to the appropriate coach/sponsor.

*Semester credit excludes Physical Education and Drivers Education but includes 3 credit in Consumer Education and 3 credit in Oral Communication.

5414 **Policy:** The Board of Education will promote students based on students meeting the goals and standards of District 207 as embodied in the curriculum of courses of study offered by the district or in courses of study demonstrated to be comparable to that of the district. If a student passes a course of study, he/she is assumed to have met the goals and standards embodied within that course and has earned units of credit for that course.

In order to be promoted from 9th to 10th grade, a student must pass **5** units of credit.

In order to be promoted from 10th to 11th grade, a student must pass **11** units of credit.

In order to be promoted from 11th to 12th grade, a student must pass **17** units of credit.

The Superintendent shall establish administrative procedures to implement this policy.

5414 **Procedures:** The following procedures will be used to implement and enforce the promotion of students to the next grade level.

5414.1 Counselors will meet with any of their advisees who are in jeopardy of not passing the required units of credit for promotion to the next grade level after third quarter grades have been received. Counselors will inform students of their deficiency in credits and the possibility of not being promoted to the next grade level. Counselors will discuss with the student the various options for remediating the deficiencies and together the student and counselor will complete and sign a form delineating the specific steps that will be taken to remediate the deficiencies. A copy of the form will be sent to the parents.

5414.2 Once failure notices are received at the end of a school year, counselors will identify those students who have not earned sufficient credits for promotion to the next grade level, will attempt to notify both students and parents by phone that the student has not been promoted. Notification in writing will be sent to parents and students. The counselor will review with the student the form delineating specific steps to remediate deficiencies, and will recommend placement of the student in a homeroom consistent with his/her grade level status.

5414.3 In late August, counselors will review credits earned during summer school and will promote a student who has made-up deficient credits and is now able to qualify for promotion to the next grade level. Notification in writing will be sent to parents and students.

Legal Reference: **House Bill 452 - Social Promotion**

"School districts shall not promote students to the next higher grade level based upon age or any other social reasons not related to the academic performance of the students. On or before September 1, 1998, school boards shall adopt and enforce a policy on promotion as they deem necessary to ensure that students meet local goals and objectives and can perform at the expected grade level prior to promotion. Decisions to promote or retain students in any classes shall be based on successful completion of the curriculum, attendance, performance based on IGAP, the ITBS, or other testing or any other criteria established by the school board. Students determined by local district to not qualify for promotion to the next higher grade shall be provided remedial assistance, which may include, but shall not be limited to a summer bridge program of no less than 90 hours, tutorial sessions, increased or concentrated instructional time, modifications to instructional materials, and retention in grade."

Adopted: 6/1/98

Revised: 12/2/03

Revised: 3/8/04

Revised: 5/1/06

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

GRADING SYSTEM

5415

5415 The formal issuance of grades on a regular basis is authorized by the Board of Education in order to inform the student, parent(s), or legal guardian(s) and counselor of the student's progress.

Adopted: 7/11/88
Adopted: 5/4/98
Revised: 8/1/11
Revised: 7/8/13
Revised: 5/2/16

5415 The grading system in District 207 shall be based on the following components:

5415.1 Student Evaluation

Meaningful evaluation shall include consideration of all activity that occurred during the particular grading period such as: (1) homework, (2) projects, (3) reports, (4) class participation and (5) tests--including unit tests. In addition to these activities, final examinations will be administered at the conclusion of each semester in courses that offer credit toward high school graduation. Exemptions from examinations may be made based upon criteria authorized by the Superintendent or his designee.

5415.2 Parent Notification--Failure/Near Failure

Parents shall be notified as early as possible during each grading period if a student is failing a course or receiving a D. In addition, parents should be notified when a student in an accelerated or advanced placement class is receiving a grade of C or lower.

5415.3 Report Cards

Report cards are issued at the end of each semester.

5415.4 Explanation of Grades

Scholarship grades, representing the quality and quantity of work completed and the degrees of mastery of the subject, are expressed in letters. The following list includes an explanation of the letter grades used in District 207.

- A. A grade indicating that the student has done work of exceptional quality.
- B. A grade indicating that the student has done above average work.
- C. A grade indicating that the student has done satisfactory work.

5415.4 Explanation of Grades (continued)

- D. A grade indicating that the student has done below average work.
- F. A grade that carries no credit indicating that the student has not met the minimum requirements of the course.
- E. A grade that carries no credit indicating that the student has been excused by the Director of Student Personnel Services.
- X. A grade that carries no credit indicating that the student has an opportunity to secure a passing grade by doing satisfactory work during the subsequent ten-week period. Used sparingly, it is intended for students who enter too late to complete enough work to receive a grade. Conditional grades may be given at the end of the first, second or third quarter of two-semester classes or at the end of the first quarter of one-semester classes.

A conditional grade given at the end of the first semester must be cleared by the end of the third quarter. Conditional grades given at the first and third quarters need to be cleared since the semester grade also becomes the quarter grade.

- I. A grade that carries no credit indicating that the student has not completed work because of extended illness. An "I" at the end of a quarter must be made up within the first six weeks of the following quarter, or a failure is automatically recorded. In exceptional cases where there are extenuating circumstances, the principal or designee may extend this deadline.
- NG. A grade that carries no credit indicating that the student has been withdrawn from the class. The Building Executive Committee will respond to all requests to withdraw from classes. A course which is dropped during any quarter will either not appear on the student's permanent record or will be recorded as a failure "F" based upon the following guidelines:
 - 1. Any course which is dropped because of a scheduling error, or to balance class size, will not appear on the student's permanent record.

(continue)

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

GRADING SYSTEM (continued)

5415

5415.4 Explanation of Grades (continued)

2. Any course which is dropped with the approval of the Executive Committee while the student is passing will not appear on the student's permanent record.
 3. Any course which is dropped while the student is failing will be recorded as a failure, "F".
 4. Any request to drop a course after the ninth week of school will be denied unless extenuating circumstances can be demonstrated.
- P. A grade indicating that a student is passing a course that is being taken on a pass/fail class basis.

5415.5 Grading Scale

The following district grading scale will be used by teachers to enter grades into SIS:

<u>Letter Code</u>	<u>Value</u>	<u>Cutoff</u>	<u>Range</u>	<u>Letter Value</u>
<u>A+</u>	<u>100.00</u>	<u>97.00</u>	<u>100 - 97</u>	<u>100.00</u>
<u>A</u>	<u>95.00</u>	<u>93.00</u>	<u>96.99 - 93</u>	<u>95.00</u>
<u>A-</u>	<u>91.50</u>	<u>90.00</u>	<u>92.99 - 90</u>	<u>91.50</u>
<u>B+</u>	<u>88.50</u>	<u>87.00</u>	<u>89.99 - 87</u>	<u>88.50</u>
<u>B</u>	<u>85.00</u>	<u>83.00</u>	<u>86.99 - 83</u>	<u>85.00</u>
<u>B-</u>	<u>81.50</u>	<u>80.00</u>	<u>82.99 - 80</u>	<u>81.50</u>
<u>C+</u>	<u>78.50</u>	<u>77.00</u>	<u>79.99 - 77</u>	<u>78.50</u>
<u>C</u>	<u>75.00</u>	<u>73.00</u>	<u>76.99 - 73</u>	<u>75.00</u>
<u>C-</u>	<u>71.50</u>	<u>70.00</u>	<u>72.99 - 70</u>	<u>71.50</u>
<u>D+</u>	<u>68.50</u>	<u>67.00</u>	<u>69.99 - 67</u>	<u>68.50</u>
<u>D</u>	<u>65.00</u>	<u>63.00</u>	<u>66.99 - 63</u>	<u>65.00</u>
<u>D-</u>	<u>61.50</u>	<u>60.00</u>	<u>62.99 - 60</u>	<u>61.50</u>
<u>F</u>	<u>53.00</u>	<u>40.03</u>	<u>59.99 - 40.03</u>	<u>55.00</u>
<u>NY</u>	<u>40.02</u>	<u>40.02</u>	<u>40.02</u>	<u>40.02</u>
<u>NO</u>	<u>40.01</u>	<u>40.01</u>	<u>40.01</u>	<u>40.01</u>
<u>Z</u>	<u>40.00</u>	<u>40.00</u>	<u>40</u>	<u>40.00</u>

Notes:

- 1) On the transcript, only the letter (without its plus and minus) will be visible. The pluses and minuses are informational only and will not impact the mathematics used in formulating the grade point average. The pluses and minuses will be available as information for parents and students viewable only through the SIS portal and on report cards.
- 2) In the gradebook, unless a % (or point value) is entered, the numeric equivalent to a letter that is entered is reflected in the table above in the "Letter Value" column.
- 3) The lowest possible percentage score entered into a gradebook will be a 40% or the equivalent point value. Eligible grades for record keeping purposes are NY ("Not Yet"), NO ("No Opportunity for Credit") and Z (Indicates lowest possible F = 40%). Teachers are encouraged to include text comments when using these grades. The NY, NO, and Z will convert to F on report cards and on transcripts.

5415.6 Semester Exam Calculation

All teachers will need to include the Final Exam grade as a component within the semester grade calculation. This will occur by adding the final exam as an assignment(s) or category.

5415.7 Grade Change Procedures

State law provides that no grade may be changed without notification to the teacher(s) concerning the nature and reason for the change. In addition, the Principal, Superintendent or designee making the change must assume all responsibility and must initial the change.

5415.8 Repeating a Course

When a student repeats any course the transcript will reflect all courses and all grades. The calculation of the grade point average, however, will include only the highest grade for the repeated course. Credit will be awarded based only on the highest grade earned.

Approved: 7/11/88
Revised: 5/4/98
Revised: 8/1/11
Revised: 7/8/13
Revised: 5/2/16

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

STUDENT SERVICE CREDIT

5416

5416 Students will earn service credit for their participation and assistance in various non-paid positions within District 207. Service credit will be entered on the transcript but will not count toward graduation.

5416.1 Service credit offers non-academic credit to students for non-paid service assistance during the school year. Examples of service opportunities may include (but are not limited to): classroom or after school tutoring, office assistant, library or laboratory assistant, technology aide.

5416.2 Students shall be eligible for credit if the student:

1. commits to a service project during study or unassigned period or before or after school for an entire semester and
2. provides service for a minimum of three hours per week and
3. assists in any department and
4. is not paid for the service considered for service credit.

5416.3 Credits and assignments:

1. Students shall earn $\frac{1}{4}$ service credit for each semester of service.
2. Students will be assigned to a supervising teacher or staff member who is responsible for completion of appropriate application for service credit.
3. Student's services may be shared by faculty and staff members.
4. The service credit will be entered on the student's transcript but will not count toward meeting graduation requirements.
5. Students who are paid for their services will not be eligible for service credit.

Approved: 12/4/00

- 5417 Beginning with the 2007-2008 school year, student grades and attendance will be kept on the District Student Information System (SIS) Program, which is a form of electronic grade and attendance book that serves as the official student grade record.
- a. Teachers are encouraged to communicate assignment expectations with parents and students through the SIS Gradebook. Exams, projects, major assignments, etc. should have their approximate due dates posted as early as possible. As needed, these assignments and due dates can be modified to reflect changes that occur during the course of the school term.
 - b. Assignments and due dates must be entered into the SIS Gradebook system prior to or on the day of students receiving an assignment in class.
 - c. Grades for assignments must be entered into the SIS Gradebook within five school days of the assignment's due date.
 - d. With Department Chair approval for more complex assignments, teachers may take up to ten school days after a due date. These examples should be rare.
 - e. Grades for individual students with extenuating circumstances may be entered beyond the deadlines above if a documented reason exists for the student to need an extension after consultation with the teacher, Department Chair and other appropriate personnel.
 - f. In addition, exceptions to rules c. and d. above should be made for students whose required accommodations or modifications as specified in Individual Education Plans or Section 504 Plans extend timelines.

5417.1 Display of grades on the Parent Portal

The Parent Portal is a password-protected web page that District 207 parents and guardians can log onto through the District and Building web sites in order to view their child's academic progress as well as to review the daily attendance record.

5417.2 Term Grade Reporting

Beginning with the 2008-2009 school year, the Student Information System will only display a student's "Term" grade, which is the cumulative semester final grade that is used for official transcripts and IHSA eligibility.

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

REPORTING TO PARENT(S) OR LEGAL GUARDIAN(S)

5420

- 5420 Report cards issued each quarter give students and parent(s) or legal guardian(s) an indication of the student's progress in each course. In addition to grades, report cards also show the total number of days absent as recorded by the attendance office for each grading period and the number of absences for each class as recorded by each teacher.

Supplementary report may also be issued whenever a teacher feels that more information should be given about the student's work. Teachers are required to notify parents when the student's performance falls below the minimum level at which a passing grade can be given and the student is in jeopardy of failing or when a student in an accelerated course receiving a grade of "C" or lower.

Teachers shall also notify parents whenever significant changes in scholarship or effort occur.

Adopted: 7/11/88

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

PASS/FAIL PROCEDURES

5421

5421 A Pass/Fail class will be provided as an option to students subject to the procedures developed by the Superintendent or his designee. In developing pass/fail criteria, the District's primary objective is to give students opportunities for learning which minimize the pressure of grades.

Adopted: 7/11/88
Revised: 8/02/99

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

PASS/FAIL PROCEDURES

5421

5421 The following class enrollment, student requirement, and pass/fail credit guidelines apply to the pass/fail system.

5421.1 Class Enrollment

1. Accelerated credit courses and all specific courses required for graduation will be closed to student enrollment on a pass/fail basis.

5421.2 Student Requirements

1. Students may petition to take a course on a pass/fail basis only if they are registered for more than four full-credit courses. If a student who is taking a fifth course for pass/fail credit decides to drop a course for letter grade credit, the pass/fail course must be taken for a letter grade.
2. Students must meet all prerequisites for admission to any class even if they only wish to take a pass/fail grade.
3. Any student meeting the prerequisites for admission may, with the permission of his/her parent(s) or legal guardian(s) and the counselor, petition for a course on a pass/fail basis.
4. A student may have the option of receiving either a letter grade or a pass/fail grade, and this option may be exercised either semester.
5. In exercising this option for a pass/fail grade, the student must present a petition to the teacher during the second week following the first or third quarter of the year. On this petition the student must indicate his/her willingness to accept a pass/fail grade. The petition must be signed by the student as well as his/her parent(s), or legal guardian(s) and counselor.
6. In addition, a student may exercise this option in summer school by presenting a petition to the teacher before the end of the second week of summer school. On his/her petition the student must indicate willingness to accept a pass/fail grade. The petition must be signed by the student as well as his/her parent(s) or legal guardian and counselor.

5421.3 Pass/Fail Credit

1. Pass grades carry the amount of credit designated for the course taken.
2. Passing grades received under the pass/fail system are designated as satisfactory (P) failing grades will be designated as (F).

(continue)

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

PASS/FAIL PROCEDURES (continued)

5421

5421.3 Pass/Fail Credit (continued)

3. A passing (P) grade will not affect a student's grade point average; a failing grade will earn the letter grade (F) and will be figured into a student's Grade Point Average as a zero.
4. The presently established procedures for withdrawal from courses will apply to a withdrawal from a course intended for pass/fail.

PROCEDURES

Approved: 6/17/68
Revised: 6/7/76
Revised: 7/11/88
Revised: 11/2/92
Revised: 8/02/99

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

CLASS RANKING

5423

5423 Effective with the graduating class of 2013, District 207 shall no longer calculate class ranking.

Adopted: 7/11/88
Revised: 9/8/98
Revised: 9/7/99
Revised: 12/6/99
Revised: 8/1/11
Revised: 1/9/12

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

HONOR ROLLS

5424

5424 The Board of Education authorizes the Superintendent to develop criteria for defining honor rolls. The Superintendent may implement uniform publication of honor rolls in the schools for any or all time periods for which formal grade reporting is done.

Adopted: 7/11/88

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

MAINE SCHOLARS AWARD

5425

5425 The Board of Education will recognize the top one percent (1%) of the graduates in each high school as MAINE SCHOLARS. The selection of students to be so honored shall be based on the student's 8th semester weighted cumulative grade point average (GPA).

Adopted: 7/11/88
Revised: 9/8/98
Revised: 1/9/12

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

MAINE SCHOLARS AWARD

5425

5425 The following procedure will be observed in recognizing and honoring the MAINE SCHOLARS.

1. Each MAINE SCHOLAR will receive a plaque from the Board of Education.
2. A congratulatory letter shall accompany each plaque. The letter will be signed by the President of the Board of Education, the superintendent and the principal.
3. The two students chosen to address the graduating class will be selected from the MAINE SCHOLARS by the MAINE SCHOLARS.
4. The distinction of being named a MAINE SCHOLAR will be noted on the student's official transcript, and an appropriate explanation of this honor will be made by supporting documents.
5. Each building will maintain a wall plaque recognizing the students named as MAINE SCHOLARS each year.
6. The commencement procession will be arranged to permit the MAINE SCHOLARS to march in alphabetical order at or near the front of the procession.

PROCEDURES

Approved: 11/16/70
Revised: 6/7/76
Revised: 7/11/88
Revised: 11/2/92
Revised: 9/8/98

5510 Student's Use of School Time

The Board of Education believes that the Maine Township high schools provide some of the finest facilities for learning and student activities that are available in the country. The Board of Education encourages a continuing review of individual scheduling so that students can make the best use of non-instructional time as well as instructional time.

1. All students shall be required to attend all assigned classes or advisory when scheduled and shall be in attendance continuously for at least five clock hours to meet minimum Illinois School Code requirements.
2. Insofar as possible, the policy concerning student freedom within the schools and on their campuses should be uniform throughout the District.
3. All students will be assigned to a supervised area during their non-instructional times.

Adopted: 11/15/71
Revised: 12/7/81
Revised: 7/11/88
Revised: 8/1/11

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

RELEASED TIME FOR RELIGIOUS INSTRUCTION

5530

5530 The Board of Education authorizes the administration to establish the procedure by which students, with the consent of their parents or guardians, may be excused from classes to attend religious services.

In addition, the Board of Education authorizes students, with the written consent of their parents or guardians, to receive moral or religious instruction at a suitable place away from school that is designated by their religious group.

Students will be excused from school to attend religious services or to receive religious instruction no more than one hour per week. In each case the excused student must attend school at least the legal minimum school day.

The Superintendent is responsible for establishing regulations governing the attendance of students involved in religious instruction or services during the school day and any necessary reporting requirements.

Legal Reference: 26-1 (4).
Compulsory School Age -
Exemptions
Ill. Ann. Stat. Chap. 122

Adopted: 7/15/68
Revised: 12/7/81
Revised: 7/11/88

5540 School Calendar

The School Board, upon the Superintendent's recommendation and subject to State regulations, annually establishes the dates for opening and closing classes, teacher institutes and in-services, the length and dates of vacations, and the days designated as legal school holidays. The school calendar shall have a minimum of 185 days to ensure 176 days of actual student attendance.

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 may, from time to time, designate a regular school day as a commemorative holiday. Examples of commemorative holidays include, but are not limited to, Veterans' Day.

School Day

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

Adopted: 1/27/75
Revised: 2/5/79
Revised: 7/11/88
Approved: 10/3/05
Revised: 12/8/08
Revised: 04/4/16

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

CEREMONIES AND OBSERVATIONS

5541

5541 Commemoration of special days and events shall be arranged so that the effective observation of these occasions is a defined and valuable part of the school program.

Legal Reference: 24-2 Holidays (as amended)
III. Ann Chap. 122

Adopted: 7/15/68
Revised: 12/7/81
Revised: 1/14/87
Revised: 7/11/88

5610 All District operations, including the education program, shall be conducted in a manner that will promote the safety of everyone on District property or at a District event.

The Superintendent or Superintendent's designee shall develop and implement a comprehensive safety and crisis plan incorporating both avoidance and management guidelines. The comprehensive safety and crisis plan shall specifically include provisions for: injury prevention; bomb threats, weapons, and explosives on campus; school safety drill program; tornado protection; instruction in safe bus riding practices; emergency aid; post-crisis management; and, responding to medical emergencies at an indoor and outdoor physical fitness facility. During each academic year, each school building that houses school children must conduct a minimum of:

1. Three school evacuation drills,
2. One bus evacuation drill, and
3. One severe weather and shelter-in-place drill.

In the event of an emergency that threatens the safety of any person or property, students and staff are encouraged to use any available cellular telephone.

The following procedures will be followed during a fire drill and tornado warning drill.

5610.1 Fire Drills

If a fire is discovered in any of the school plants, the administration must call the fire department immediately after giving the signal to evacuate the building.

The Principal of each school must hold at least three fire drills each school year during which all students, teachers and other employees are required to leave the school building. Local fire department officials must participate in at least one of the scheduled fire drills held during the school year. Drills must be held at various times to permit building Principals to be aware of the traffic problems that exist in the various periods of the day.

Procedures

1. Directions for fire drills must be posted near each room exit.
2. Real emergencies often call for alternate exits to be used. Teachers must be prepared to select and to direct their classes to the alternate exits if the designated escape route is blocked.
3. Students are to leave the building via designated or alternative exits upon the first signal and remain outside of the building until bells are sounded to return. All personnel are to move rapidly from the building when the alarm sounds.

(continued)

5610.1 Fire Drills (continued)

4. Teachers are expected to accompany their students from the building. Nurses will remain in the health office until the building is evacuated and should be summoned if needed elsewhere. If a student is not in a room when the fire signal sounds, the student must use the nearest exit. Special arrangements shall be made for handicapped students.
5. All driveways, sidewalks and approaches to the building must be kept clear. Evacuated students must remain at least 50 yards beyond the building.
6. Upon re-entering the building after a fire drill, teachers should immediately take roll. There should be no loitering upon reentry.
7. Each teacher is asked to make every effort to assist in identifying students who turn in a false alarm.
8. A record of each fire drill conducted must be kept in the Principal's office. A copy of the record must also be filed in the office of the Superintendent.

5610.2 Tornado Drills

The following rules apply to an all-school tornado warning drill:

1. Instructions regarding tornado warning drills should be issued to all staff members at the beginning of the year.
2. All classrooms shall have a set of instructions posted near the doorway of every classroom or station.
3. Faculty members should stay with their classes; unassigned faculty members should assist with supervision of large numbers of students.
4. During a tornado drill, all students must be instructed to move quickly and quietly to their specified stations.
5. Students are to avoid sitting in any area where there is glass.
6. All personnel are to remain in the assigned area until an all-clear signal is announced over the PA system.

5610.3 Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to:

(continue)

5610.3 Unsafe School Choice Option (continued)

1. All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education.
2. Any student who is a victim of a violent criminal offense, as defined by 725 ILCS 120/3, that occurred on school grounds during regular school hours or during a school-sponsored event.
3. The Superintendent or designee shall develop procedures to implement the unsafe school choice option.

5610.4 Student Insurance

The Board shall annually designate a company to offer student accident insurance coverage. The Board does not endorse the plan nor recommend that parents/guardians secure the coverage, and any contract is between the parents/guardians and the company. Students participating in athletics, must have school accident insurance unless the parents/guardians state in writing that the student is covered under a family insurance plan.

5610.5 Emergency Closing

The Superintendent is authorized to close the schools in the event of hazardous weather or other emergencies that threaten the safety of students, staff members, or school property.

PROCEDURES

Legal Reference:

841

842 Power of Departure
853 Authorized Persons -
Entry of Schools
Ill. Ann. Stat. Chap. 122

Definitions

Adopted: 7/15/68
Revised: 7/11/88
Approved: 10/3/05
Revised: 5/2/11

Comprehensive Safety And Crisis Program

- A. Safety Team
 - B. Personal Injury Prevention
 - C. Site Based Safety Plan
 - D. School Safety Drill Program
 - E. Bomb Threat Plan
 - F. Fire Emergency Procedures
 - G. Natural Disasters (Tornadoes, Thunderstorms, Severe Winds, Earthquakes)
 - H. Weapons and Explosives on Campus
 - I. Emergency Aid
 - J. Managing a Crisis After the Earliest Stages Are Over
 - K. Managing Communications About a Crisis
 - L. Required Notices
-
- A. Building Safety Committee

The Superintendent appoints:

1. An administrator to be the Building's Safety Program Coordinator, and
2. Representatives of all support and professional staff to be on the Building Safety Committee. The Building Safety Program Coordinator manages the District's safety and crisis efforts. The Safety Team: (1) advises and assists the Superintendent on safety and crisis issues, (2) monitors the District's safety control measures, (3) reviews and updates safety efforts based on accident or inspection reports, reports of unsafe conditions or practices, and complaints and suggestions, and (4) prepares the staff for a crisis through communication and training.

The Building Safety Program Coordinator chairs the Safety Team meetings. The meetings are held as determined by the Building Safety Program Coordinator. The following matters are suggested agenda items:

- Previous action items
- Review of accidents since previous meeting
- Prevention recommendations
- Recommendations from anonymous employees
- Staff member suggestions
- Recommended safety program revisions
- Recommendations from accident investigation reports
- Safety training recommendations
- Committee members input

- B. Personal Injury Prevention

The Building Safety Program Coordinator and Building Safety Committee shall supervise an on-going program for identifying and evaluating unreasonable risks that include monitoring whether:

C. Personal Injury Prevention (continued)

1. Students are appropriately supervised.
2. Facilities and equipment that would pose an unreasonable risk to students (such as laboratory and climbing equipment) are kept locked.
3. Staff members are trained to recognize dangerous conditions.
4. Proper student behavior is maintained.
5. Substitute instructors are competent to teach an activity.
6. Teachers and coaches evaluate each student's capacity to do a specific activity without exposing the student to an unreasonable risk of injury.
7. Activities are appropriately demonstrated. Instructions are appropriate and clear and safety rules are emphasized. Proper teaching progressions are followed. Teachers and coaches reasonably match student competitors.
8. Students are warned of the specific dangers of incorrectly performing an activity and the warning is documented.
9. Appropriate behavior toward strangers is explained.
10. Facilities and equipment are properly maintained, well lit, and periodically inspected. Aisles, walkways, and stairs are kept clear and free of obstacles. Floors are kept dry. Unused or outdated equipment is removed. Repairs, routine maintenance, and inspections are documented.
11. Staff members are encouraged to report equipment or facilities that are inappropriate, in need of repair, or defective. As an example, equipment that fits improperly or fails to properly protect students is inappropriate.
12. Notices from staff members that equipment or facilities are inappropriate, in need of repair, or defective are properly investigated.
13. Warning signs or labels are properly displayed and safety rules are posted.
14. Protective eye devices are provided and worn by all students, teachers, and visitors when participating in or observing any activity that may be hazardous to unprotected eyes (105 ILCS 115/1, 23 Ill. Admin.Code §1.420(s)).
15. Implement the Movable Soccer Goal Safety Act in accordance with the guidance published by the Illinois Department of Public Health. Implementation of the Act shall be directed toward improving the safety of moveable soccer goals by requiring that they be properly anchored. This change to the policy is required only by those school districts that own and control a movable soccer goal. The Movable Soccer Goal Safety Act, P.A. 97-234, requires: (1) organizations that own and control a movable soccer goal to create a soccer goal safety and education policy that outlines how the organization will specifically address the safety issues associated with movable soccer goals, and (2) the Ill. Department of Public Health to provide technical assistance materials no later than June 30, 2012.

D. Site Based Safety Plan

Under the direction of the Building Safety Program Coordinator, each Building Principal or designee shall annually gather the following documents for a site based safety plan. If a document cannot be found or needs revision in order to comply with the District's Comprehensive Safety Plan, the Building Principal or designee shall confer with the Building Safety Program Coordinator to create or revise the document. The Principal or designee shall make the plan available in the building's main office.

C. Site Based Safety Plan (continued)

Each plan shall include the following:

1. Building evacuation plans. The Principal or designee shall: (1) keep a comprehensive evacuation map – describing main and alternate routes – in the main office, (2) post signs containing main and alternative evacuation routes for each occupied area in a conspicuous place, preferably near the exit, (3) prepare evacuation plans for outdoor areas (playgrounds and stadiums), and (4) keep all staff informed of the evacuation plans.
2. Safety drills. The Principal shall schedule and execute evacuation drills as per the School Safety Drill Act, 105 ILCS 128/, School Board policy 5610, *Safety*, and this procedure.
3. Building information packet. This packet will include facts on the number and names of staff and students, as well as a building map. The Principal or designee shall give a copy of the map to local law enforcement, the fire department, and emergency medical services.
4. Tornado response plan, including a map showing tornado wall locations (105 ILCS 128/25).
5. A map giving the location of first aid kits, AEDs, and fire extinguishers.
6. The safety equipment's maintenance schedule and persons responsible for performing.
7. An emergency early dismissal plan.
8. A map or plan describing the areas to be used in the event of a crisis for triage, emergency helicopter landing, media center, non-victim students, and parents.
9. A plan for receiving tips, e.g., a hot line for students to call with anonymous tips.
10. A plan for student supervision.
11. A safety patrol plan (105 ILCS 5/10-22.28).
12. Bicycle use rules.
13. Roadway and parking rules.
14. Procedures on student illness and injuries (23 Ill. Admin. Code §530).
15. A plan for giving students instructions on safe school bus riding practices, including the operation and use of the emergency door and windows (as a means of escape), seat belts, and fire extinguisher (105 ILCS 5/10-20.14).
16. Safety-related administrative procedures and forms.

D. School Safety Drill Program

The School Safety Drill Act (105 ILCS 128/) and any implementing State administrative rules contain the requirements for the District's safety drills and shall supersede this procedure in the event of a conflict.

During each academic year, each school building that houses school children must conduct a minimum of:

1. Three school evacuation drills,
2. One bus evacuation drill, and
3. One severe weather and shelter-in-place drill.

(continued)

D. School Safety Drill Program (continued)

When contacted by the appropriate local law enforcement agency with a request to conduct and participate in a law enforcement drill, the Superintendent or appropriate designee must conduct a law enforcement drill during the academic year. The law enforcement drill must be conducted according to the District's comprehensive safety and crisis plan. This drill with the participation of the appropriate law enforcement agency may be conducted on days and times that students are not present in the building but must occur.

The Building Principal shall keep the Superintendent or Superintendent's designee informed as to the status of the drills. Each of these drills is described below:

School evacuation drills - These drills prepare students and personnel for situations that occur when conditions outside of a school building are safer than inside a school building. Evacuation may be necessary, depending on the circumstances, in the event of fire, presence of suspicious items, incidents involving hazardous materials, and bomb threats.

The appropriate local fire department or district participates in one school evacuation drill, unless waived as provided below. A date is selected according to the following timeline:

- No later than September 1 of each year, each local fire department or fire district must contact the Building Principal in order to make arrangements.
- No later than September 14 of each year, the Building Principal or designee and the local fire department or fire district may agree to waive the provisions concerning participation by the local fire department or district in a school evacuation drill.
- No later than September 15 of each year, each Building Principal or designee must contact the responding local fire official and propose to the local fire official 4 dates within the month of October, during at least 2 different weeks of October, on which to hold the drill. The fire official may choose any of the 4 available dates, and if he or she does so, the drill occurs on that date.
- Alternatively, the Building Principal or designee and the local fire official may, by mutual agreement, set any other date for the drill, including a date outside of the month of October.
- If the fire official does not select one of the four offered dates in October or set another date by mutual agreement, the school does not need to include the local fire service in one of its mandatory school evacuation drills.

After a drill in which the local fire service participated, the Building Principal should request certification from the local fire service that the school evacuation drill was conducted. Additional school evacuation drills for fire incidents may involve the participation of the appropriate local fire department or district. In addition, schools may conduct additional school evacuation drills to account for other evacuation incidents, including without limitation suspicious items or bomb threats.

Bus evacuation drill - This drill prepares students and school personnel for situations that occur when conditions outside of the bus are safer than inside the bus. Evacuation may be necessary, depending on the circumstances, in the event of a fire, presence of suspicious items, and incidents involving hazardous materials.

D. School Safety Drill Program (continued)

This drill shall be accounted for in the curriculum in all public schools and in all other educational institutions in this State that are supported or maintained, in whole or in part, by public funds and that provide instruction in any of the grades kindergarten through 12.

This curriculum shall also include instruction in safe bus riding practices for all students. Schools may conduct additional bus evacuation drills.

Severe weather and shelter-in-place drill - This drill prepares students for situations involving severe weather emergencies or the release of external gas or chemicals. Severe weather and shelter-in-place drills must address and prepare students and school personnel for possible tornado incidents. Other drills shall be based on the needs and environment of particular communities, including severe weather (such as, tornadoes, shear winds, lightning, and earthquakes), incidents involving hazardous materials, and incidents involving weapons of mass destruction.

When contacted by the appropriate local law enforcement agency with a request to conduct and participate in a law enforcement drill, the Superintendent or appropriate designee must conduct a law enforcement drill during the academic year.

Law enforcement drill - This drill prepares students and school personnel for situations calling for the involvement of law enforcement when conditions inside a school building are safer than outside of a school building and it is necessary to protect building occupants from potential dangers in a school building. Law enforcement drills may involve situations that call for the reverse-evacuation or the lock-down of a school building. Incidents requiring a lock-down may include shooting incidents, bomb threats, suspicious persons, and incidents involving hazardous materials. All such drills must be conducted according to this administrative procedure, 5620, *Comprehensive Safety and Crisis Program*, with the participation of the appropriate law enforcement agency. A law enforcement drill may be conducted on days and times when students are not present in the school building.

After a drill in which the local law enforcement participated, the Building Principal should request a certification from the local law enforcement that the law enforcement drill was conducted.

Annual Review. The School Board or its designee will annually review each school building's emergency and crisis response plans, protocols, and procedures, as well as each building's compliance with the school safety drill program.

E. Bomb Threat Plan

Any bomb threat is treated as a danger to all persons in a school building. Staff members shall follow these procedures when a bomb threat is made:

1. The secretary or any person taking the telephone call will attempt to gain as much information as possible from the caller, i.e., the bomb's location, type, when it will explode, and the caller's name, sex, age, and voice tone.
2. The main office will immediately call 911.

E. Bomb Threat Plan (continued)

3. The main office will immediately advise the Building Principal or designee of the situation. The Building Principal or designee shall announce a "Bomb Threat" over the public address system to notify the staff a bomb threat was received. All two-way radios should be immediately shut off.
4. The Building Principal will sound the fire alarm and evacuate the building(s).
5. Staff members should note any "strange" boxes or packages. Do not touch anything suspicious. Report any such item to law enforcement after you have left the building.
6. The Building Principal or designee shall notify the Superintendent's office; the Superintendent's office shall notify the Building Safety Program Coordinator.
7. The Building Principal shall check to ensure everyone has left the building(s).
8. Staff members shall account for everyone by making a roll call check. Names of missing students or staff members will be relayed to the Building Principal.
9. Staff members shall escort the students to a predetermined waiting area that is a safe distance from the school and wait for further instructions.
10. The Building Principal shall assist the police, fire, and public safety officials as needed.
11. After a bomb search is completed, the Building Principal, Building Safety Program Coordinator, Superintendent, and local law enforcement will determine if the building should be re-entered.
12. If the school cannot be re-entered, the students will be moved to the closest available facility that can safely house them.
13. When a bomb threat is made before lunch, the Building Principal or designee shall coordinate with the food service department to arrange for an alternative lunch plan.
14. If the decision is made to move students to an alternate school, the Building Principal or designee shall so notify the Business Office. Buses will be used if the school is beyond walking distance or if there is inclement weather.
15. The transportation department will make arrangements to have the evacuated students picked up at the regular release time, at the alternate site, by the normal route school buses.
16. When a bomb threat is made during inclement weather, the Building Principal or designee shall notify the transportation department to supply buses for temporary shelters. This should not delay the school's evacuation.
17. No one shall re-enter the building unless the "All Clear" is sounded by the Building Principal. No electronic devices shall be used to recall students into the building.

F. Fire Emergency Procedures

The following emergency actions shall be taken by the appropriate staff member:

1. Pull the fire alarm immediately if you have any reason to suspect a fire may be in the building. If possible, notify the main office, giving as many details as possible.
2. The main office will immediately call 911.

3. The main office will immediately advise the Building Principal or designee of the situation.
4. The Building Principal will sound the fire alarm and evacuate the building(s).
5. The Building Principal or designee shall notify the Superintendent's office; the Superintendent's office shall notify the Building Safety Program Coordinator.

F. Fire Emergency Procedures (continued)

6. Fire extinguishers should be used only after notifying the Fire Department and only if feasible. Fire extinguishers are intended for small fires only. In addition, the user should make sure the fire extinguisher is of the proper type for the fire before using it.
7. When the fire alarm is heard:
 - a. Teachers and supervisors shall be sure that all windows and doors are closed and lights are turned off in their rooms. They should pick-up their class register and grade book and then lead students out of the building according to the evacuation route.
 - b. Teachers and supervisors shall immediately check the class register to be sure all students are present. If a student is absent who was present before the evacuation, notify the Principal or fire official immediately.

G. Natural Disasters (Tornadoes, Thunderstorms, Severe Winds, Earthquakes)

A natural disaster includes severe weather situations, tornadoes, hazardous material accidents, floods, and earthquakes. The following emergency procedures should be taken:

1. The Building Principal or main office staff will alert staff – the signal is “Tornado Tone.”
2. Teachers shall step into the halls to immediately clear them by directing students to the classroom.
3. While in the room, all teachers and students are to maintain sheltered positions.
4. Call 911 if emergency responders are needed.
5. Render first aid, if necessary.
6. The Building Principal or designee will direct designated “couriers” to each classroom notifying the teacher/staff of the situation.
7. Unless the situation requires evacuation, all doors will remain locked and personnel and students will remain stationary until the “All Clear” is sounded by the Building Principal.

H. Weapons and Explosives on Campus

Any report of a person armed with a weapon or explosive on campus is a “Hard Lock Down,” i.e., all doors are locked in offices, classrooms, and halls. The following emergency actions shall be taken by the appropriate staff member:

1. Notify the main office immediately if you have any reason to believe that a weapon or explosive is on school grounds. Give the main office as many details as possible (where, who is involved, type of weapon, and if anyone is injured or is currently being threatened or being held hostage).
2. The main office will immediately call 911.
3. The main office will immediately advise the Building Principal or designee of the situation. The Building Principal or designee shall announce a “Hard Lock Down” over the public address system to notify staff members to lock all doors.

H. Weapons and Explosives on Campus

4. If possible, move students safely away from the armed person. Remain calm while sending people to safety. Do not panic students by telling them that the person is armed.
5. When a “Hard Lock Down” is called:
 - a. Lock your classroom door, and, if it is your responsibility to do so, lock the hallway doors. Keep your students away from doors. If you hear a weapon fired, tell your students to immediately duck and cover. Remain this way until the Principal sounds the “All Clear” or until you are evacuated from your room by law enforcement.
 - b. If you are not in a classroom, move your students to the closest securable room and lock it down.
 - c. If you cannot get to a classroom before shots are fired, have all students duck and cover behind any available barrier or drop and cover if there is nothing to hide behind. Direct them to move to a protected area as soon as possible.
6. The Building Principal or designee shall notify the Superintendent’s office; the Superintendent’s office shall notify the Building Safety Program Coordinator.
7. School nurses and/or other staff give first aid for victims until emergency medical services takes over. If possible, identify injured students by using name tags or markers on their wrists or ankles.
8. Note: If any site becomes involved in a hostage situation, the primary concern is the safety of students and staff. Individuals who take hostages are frequently emotionally disturbed or in a state of panic and the key to dealing with them is to make every attempt to avoid upsetting them any further. Communication must be handled in a non-threatening, non-joking manner. Always remember that it may take very little to cause such persons to become violent.
9. Note: Drive-by-shootings usually happen very quickly. The perpetrators of drive-by-shootings usually leave the scene instantly. Staff members who witness such incidents should, without putting themselves into danger, attempt to get as precise a description of the vehicle as possible.

I. Emergency Aid

The Building Safety Program Coordinator shall supervise an on-going program for the provision of first-aid and emergency care (see 23 Ill. Admin. Code §1.530), that includes at a minimum the following components:

1. CPR and AED courses are offered to staff members.
2. Staff members are told how to summon emergency medical care.
3. Adequate first-aid and emergency care equipment are readily accessible, conspicuously marked, and periodically inspected.
4. The District’s administrative procedure 5680, *Plan for Responding to a Medical Emergency at a Physical Fitness Facility*, is fully implemented.

I. Emergency Aid

5. Each participant in an extracurricular sport must present a completed Certificate of Physical Fitness for Athletics. Parents/guardians are required to report any serious health problem their child might have experienced.
6. Written accident reports are completed by the person having supervision over the student at the time of the accident and shall be immediately sent to the Building Principal who will forward a copy to the Superintendent.
7. An injured student will take priority over everything else. The person having supervision over an injured student shall immediately notify the parents/guardians.

Emergency Phone Numbers:

Safety Coordinator	_____
Poison Control	_____
Hospital	_____
Fire, Police, Ambulance	911

J. Managing a Crisis After the Earliest Stages Are Over

1. The Building Safety Program Coordinator and Building Safety Committee shall:
 - a. Advise the Superintendent whether or not to maintain normal schedules or dismiss early. This decision will depend on the extent of the crisis and may vary from class to class, or school to school. Formulate plans if school is to be dismissed early.
 - b. Communicate with school counselors.
 - c. Help the designated spokesperson (see “Managing Communications About a Crisis,” below) prepare announcements to: (1) students and teachers, (2) telephone inquiries, (3) parents/guardians, and (4) the media.
 - d. Help the designated spokesperson (see “Managing Communications About a Crisis,” below) prepare a memo to all teachers giving the facts about the crisis and instructions on how to share the information with students, as well as suggestions for assisting students. This memo may also invite the staff to a meeting after school. Also, facilitate a way for the teachers to share their insights, concerns and other pertinent information.

- e. Help the designated spokesperson (see “Managing Communications About a Crisis,” below) prepare a letter to parents/guardians. Include specific factual information about the event; information about how the District is handling the crisis, phone numbers for contact people; information about community resources, including phone numbers and titles of resource books. Some parents/guardians will need to be contacted by phone, particularly if their child’s reaction is severe.
 - f. Supervise pre-designated rooms for media, family, etc.
 - g. Arrange for responsible adults to ride buses in the vacant victims’ seats for the rest of the week.
- J. Managing a Crisis After the Earliest Stages Are Over
- 2. The school counselor, school psychologist, and/or social worker shall:
 - a. Stay in close contact with the Building Safety Committee and follow its requests.
 - b. Identify high-risk students, staff, and parents likely to be most affected by the news (e.g., due to relationship with victim, personal history with similar crisis, recent confrontations with affected students, staff member spouses). Target these individuals for extra support.
 - c. Gather and inform closest friends of the victims. Provide support and information to them before the general announcement is made. If certain close friends are absent, assure that a supportive adult gives the news to them. Try to make sure that students who are closest to the victims are picked up by parents at school.
 - d. Provide individual and group counseling as needed.
 - e. Contact parents of affected students with suggestions for support and further referrals. Keep records of affected students and provide follow-up services.
 - f. Establish a self-referral procedure. Make referral forms available.
 - g. Review and distribute open-ended questions to assist teachers with classroom discussion.
 - 3. The Building Principal or designee shall:
 - a. Support response efforts, be available for consultation, and defer to the Building Safety Program Coordinator and/or Superintendent. Overall, the Building Principal should be visible, available, and supportive.
 - b. Notify feeder schools so they can prepare siblings and other students regarding the crisis.
 - c. Provide direction for teachers.
 - d. Contact family of the deceased and inform staff and students about funeral arrangements.
 - 4. Teachers shall:
 - a. Provide available information to students and lead classroom discussions, when warranted, that focus on coping. Answer questions without providing unnecessary details. Recognize and honor the various religious beliefs that may help students to cope. Be understanding and receptive to students’ expressions of various emotions.

- b. Be careful of TV broadcasts in the classroom. Live newscasts can be traumatizing, especially if the students are still at school.
- c. Identify students who need counseling and refer them to counseling personnel.
- d. Provide activities to reduce trauma, such as artwork, music, and writing.
- e. Alter the curriculum as needed.
- f. Discuss funeral procedures when appropriate.
- g. Know how to get assistance from other professionals should the need arise.

Managing a Crisis After the Earliest Stages Are Over

- 5. The school nurse shall, after all injured students are stabilized and being provided emergency medical services care:
 - a. Monitor reactions of traumatized children.
 - b. Inform teachers and children about physical manifestations of grief.
- 6. Provision for on-going opportunities to deal with the crisis include:
 - a. Have additional support staff and outside professionals available.
 - b. Make resources available to teachers who will be dealing with students' reactions.
 - c. Provide a list of suggested readings to teachers, parents, and students.
 - d. Amend crisis response procedures as necessary.
 - e. Write thank-you notes to anyone who provided (or is still providing) support.
 - f. Be alert on crisis anniversaries and holidays. Often students will experience an "anniversary" grief reaction the following month or year on the date of the crisis, or when similar crises occur that remind them of the original crisis. Holidays are often difficult for students who have experienced loss.
 - g. Support and explain the hospital's visitation policy.
 - h. After one week, consider raising the flag back to full mast. Remove the flowers, cards, displays, etc. and get the building back to normal.

K. Managing Communications About a Crisis

The Building Safety Program Coordinator, with assistance from the Building Safety Committee, is responsible for compiling information and preparing communications concerning a crisis. Staff members having information should provide it to the Building Safety Program Coordinator or a Building Safety Committee member. The Building Safety Program Coordinator or designee serves as the designated spokesperson. All District communication should come from this source to ensure accuracy and credibility.

All staff members are requested to refrain from spreading information about a crisis unless the information is from the Safety Program Coordinator or designated spokesperson.

Office staff members are not to repeat or give any information within or outside the school unless specifically instructed to do so. They are to direct inquiries to the designated spokesperson.

The designated spokesperson shall make every effort to give the maximum amount of verified information to staff members, students' family members, and the media as quickly as possible. If the media makes reporting errors, the spokesperson should name the specific reporting agency in correcting the facts.

J. Managing Communications About a Crisis

Everyone in the school community can positively affect a crisis situation by:

1. Staying calm and helping to bring the situation under control.
2. Avoid speculating as to the incident's cause.
3. Avoid allocating blame.
4. Helping school and law enforcement officials gather the facts - who, what, where, when, why, how, and what's next.
5. Being truthful.
6. Deferring all media requests to the designated spokesperson.
7. Comforting and supporting each other.

L Required Notices

A school staff member shall immediately notify the office of the Building Principal if he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision; (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident; or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student's parent/guardian. "School grounds" includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

LEGAL REFERENCE:

23 IL Admin. Code §1.530
105 ILCS 128
105 ILCS 115/1,
23 IL Admin. Code §1.420(s).

PROCEDURES

Adopted: 5/2/11
Revised: 6/5/12

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

ACCIDENTS

5630

5630 All accidents that occur on school property or during school activities must be reported to the Principal or his/her designee.

If a student is injured during the course of the school day or during school activities and the extent of the injury is unknown, the student's parent(s) or legal guardian(s) should be called before the student is released from school.

Adopted: 7/11/88

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

ACCIDENTS

5630

5630 The procedures to be followed in the event of accident(s) are as follows:

5630.1 Reporting Procedure

Accidents that occur during school hours shall be reported to the faculty member in charge. If an accident occurs in the hallways of the building, the student should report to a faculty member or to the school nurse. Student accidents that occur outside of school hours at school-sponsored activities are to be reported to the faculty member in charge. If medical attention is necessary, the faculty member will inform the parent(s) or legal guardian(s) of the student and arrange for transportation to the hospital.

The faculty member must also complete a District 207 Accident Report and file this report with the school nurse.

PROCEDURES

Approved: 6/17/68
Revised: 6/7/76
Revised: 7/11/88
Revised: 8/1/11

Convicted Child Sex Offender and Notification Laws

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender meets either of the following two exceptions:

1. The offender is a parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. The offender received permission to be present from the School Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or Superintendent's designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

If a student is a sex offender, the Superintendent or Superintendent's designee shall develop guidelines for managing his or her presence in school.

The Superintendent shall develop procedures for the distribution and use of information from law enforcement officials under the Sex Offender Community Notification Law and the Child Murderer and Violent Offender Against Youth Community Notification Law. The Superintendent or designee shall serve as the District contact person for purposes of these laws. The Superintendent and Building Principal shall manage a process for schools to notify the parents/guardians during school registration that information about sex offenders is available to the public as provided in the Sex Offender Community Notification Law. This notification must occur during school registration and at other times as the Superintendent or Building Principal determines advisable.

All contracts with the School District that may involve an employee or agent of the contractor having any contact, direct or indirect, with a student, shall contain the following:

The contractor shall not send to any school building or school property any employee or agent who would be prohibited from being employed by the District due to a conviction of a crime listed in 105 ILCS 5/10-21.9, or who is listed in the Statewide Sex Offender Registry or the Statewide Violent Offender Against Youth Database. The contractor shall obtain a fingerprint-based criminal history records check before sending any employee or agent to any school building or school property. Additionally, at least quarterly, the contractor shall check if an employee or agent is listed on the Statewide Sex Offender Registry or the Statewide Violent Offender Against Youth Database.

The following list describes laws protecting students on school grounds from individuals convicted of serious crimes:

1. A child sex offender is prohibited from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present unless specifically permitted by statute (720 ILCS 5/11-9.3). See School Board policies 5610, *Safety*; 6930, *Visitors to and Conduct on School Property*; and administrative procedure 6930, *Definition of Child Sex Offender*.
2. Law enforcement must notify schools of offenders who reside or are employed in the county. See: (a) Sex Offender Community Notification Law, 730 ILCS 152/101 et seq., and (b) Child Murderer and Violent Offender Against Youth Community Notification Law, 730 ILCS 154/75-105. These laws are hereafter referred to as “offender notification laws.” See also policy 5610, *Safety*.
3. The School Code (105 ILCS 5/10-21.9, amended by P.A. 96-431) lists criminal offenses that disqualify an individual from District employment if the individual was convicted of one. It requires any person hired by the District to submit to a fingerprint-based criminal history records check. The law also requires a school district to check 2 offender databases for each applicant, (a) the Statewide Sex Offender Database (a/k/a Sex Offender Registry), www.isp.state.il.us/sor, and (b) the Statewide Child Murderer and Violent Offender Against Youth Database, www.isp.state.il.us/cmvo/. See School Board policy 4014, *Hiring Process and Criteria*; and administrative procedure 4014, *Investigations*.
4. The provisions in The School Code described above also apply to employees of persons or firms holding contracts with a school district who have direct, daily contact with students. See School Board policy 5610, *Safety*.
5. Conviction of an offense listed in 105 ILCS 5/10-21.9, amended by P.A. 96-431, results in the automatic revocation of a teacher’s teaching certificate (105 ILCS 5/21-23a).
6. The offender notification laws require law enforcement to ascertain whether a juvenile sex offender or violent offender against youth is enrolled in a school and, if so, to provide a copy of the registration form to the Building Principal and any guidance counselor designated by him or her. This registration form must be kept separately from any and all school records maintained on behalf of the juvenile sex offender. See School Board policy 5610, *Safety*.

5640.1 Receipt of the Information from Law Enforcement

The Superintendent or designee shall notify the local law enforcement official or county sheriff that he or she is the District’s official contact person for purposes of the offender notification laws. The Superintendent and/or Building Principal may at any time request information from law enforcement officials regarding sex offenders or violent offenders against youth.

5640.1 Receipt of the Information from Law Enforcement (continued)

The Superintendent will provide Building Principals and other supervisors with a copy of all lists received from law enforcement officials containing the names and addresses of sex offenders and violent offenders against youth.

The Building Principal or designee shall provide the lists to staff members in his or her building on a need-to-know basis, but in any event:

- A teacher will be told if one of his or her students, or a student's parent/guardian, is on a list.
- The school counselor, nurse, social worker, or other school service personnel will be told if a student or the parent/guardian of a student for whom he or she provides services is on a list.

No person receiving a list shall provide it to any other person, except as provided in these procedures, State law, or as authorized by the Superintendent. Requests for information should be referred to the local law enforcement officials or State Police.

5640.2 Screening Individuals Who Are Likely to Have Contact with Students at School or School Events
Upon receiving a list of sex offenders or violent offenders against youth from law enforcement, the Superintendent or Building Principal, or designees, shall determine if anyone is listed who is currently a District employee, student teacher, or school volunteer.

In addition, the Superintendent and/or Building Principal(s) shall screen individuals who are likely to come in contact with students at school or school events as follows:

Volunteers

Each staff member shall submit to the Building Principal the name and address of each volunteer the staff member is supervising or whose services are being used as soon as that person is identified. The Building Principal or designee shall immediately screen the volunteer's name and address against the: (1) National Sex Offender Public Registry, www.nsopr.gov, (2) Illinois Sex Offender Registry, www.isp.state.il.us/sor, and (3) the violent offenders against youth database maintained by the State Police, www.isp/state.il.us/cmvo/. If a match is found, the Building Principal shall notify the Superintendent, who shall contact the local law enforcement officials to confirm or disprove the match. If a match is confirmed, the Superintendent shall inform the individual, by mail and telephone call, that he or she may not be used as a volunteer. The Superintendent also shall inform relevant staff members and the Building Principal that the individual may not be used as a volunteer.

Student Teachers

The student teacher's higher education institution will facilitate the required background check with the Department of State Police and FBI. The Department of State Police and FBI will furnish records of convictions (unless expunged) pursuant to the fingerprint-based criminal history records check, to the higher education institution where the student teacher is enrolled and the Superintendent. See 105 ILCS 5/10-21.9(g), amended by P.A. 96-1452. See 5:30-AP2, *Administrative Procedure- Investigations*. Each student teacher must provide a written authorization for, and payment of the costs of, the fingerprint-based criminal history records check and checks of the Statewide Sex Offender Database and Statewide Murderer and Violent Offender Against Youth Database prior to participating in any field experiences in the District.

Other Students Doing Clinical Experience

The Building Principal shall screen the name and address of each student seeking to do clinical experience in the school as described above for volunteers. If a match is found, the Building Principal and Superintendent shall proceed as above for volunteers.

Contractors' Employees

The Superintendent shall include the following in all District contracts that may involve an employee of the contractor having any contact, direct or indirect, with a student:

The contractor shall not send to any school building or school property any employee or agent who would be prohibited from being employed by the District due to a conviction of a crime listed in 105 ILCS 5/10-21.9, amended by P.A. 96-431, or who is listed in the Statewide Sex Offender Registry or the Statewide Violent Offender Against Youth Database. The contractor shall obtain a fingerprint-based criminal history records check before sending any employee or agent to any school building or school property. Additionally, at least quarterly, the contractor shall check if an employee or agent is listed on the Statewide Sex Offender Registry or the Statewide Violent Offender Against Youth Database.

If a staff member at any time becomes aware or suspicious that a contractor's employee is a sex offender or violent offender against youth, the employee shall immediately notify the Superintendent. The Superintendent shall screen the name of the individual as described above for volunteers and/or contact the contractor.

If the District receives information that concerns the record of conviction as a sex offender of any employee of a District contractor, the District will provide the information to another school, school district, community college district, or private school that requests it. Listed in 105ILCS5/10-21.9 and amended in P.A. 97-248.

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

CRIMINAL OFFENDER NOTIFICATION

5640 (continued)

Individuals in the Proximity of a District's School

Each time a list of sex offenders and/or violent offenders against youth is received from a law enforcement official, the Building Principal shall review it to determine if anyone listed lives in the proximity of his or her school. The Building Principal shall attempt to alter school bus stops and the route students travel to and from school in order to avoid contact with an individual on such a list.

Employees

All applicants considered for District employment shall submit to a fingerprint-based criminal history records check, according to State law and School Board policy 4014, except student workers, *Hiring Process and Criteria*, and administrative procedure 4014, *Investigations*. See 105 IL ILCS 5/10-21.9, amended by P.A. 96-1452, and sample policy 4014, *Hiring Process and Criteria*.

Each time a list of sex offenders or violent offenders against youth is received from a law enforcement official, the Superintendent shall review the list to determine if an employee is on the list. If a match is found, the Superintendent shall immediately contact the local police officials to confirm or disprove the match. The Superintendent shall immediately notify the Board if a match is confirmed. The Board President will contact the Board Attorney and the Board will take the appropriate action to comply with State law that may include terminating the individual's employment.

5640.3 Informing Staff Members and Parents/Guardians About the Law

Building Principals or their designees shall inform parents/guardians about the availability of information concerning sex offenders during school registration and, if feasible, during parent-teacher conferences. Information should be distributed about the Statewide Sex Offender Database (a/k/a Sex Offender Registry), www.isp.state.il.us/sor, and the Statewide Murderer and Violent Offender Against Youth Database, www.isp/state.il.us/cmvo/. Information may also be included in the Student Handbook. See the Sex Offender Community Notification Law, 730 ILCS 152/101 et seq., and exhibit 4:170-E8, *Informing Parents About Offender Community Notification Laws*.

Requests for additional information shall be referred to local law enforcement officials.

LEGAL REFERENCE:

105 ILCS 5/10-21.9

105 IL ILCS 5/10-21.9

105 ILCS 5/21-23a

720 ILCS 5/11-9.3

730 ILCS 152/101 et seq

Adopted: 5/2/11

Revised: 6/5/12

The Building Principal shall distribute the following rules to all students. Those students not qualifying for school bus transportation to and from school should receive a copy because they may from time-to-time be transported to school activities by school bus.

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
6. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
7. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
8. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
9. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
10. Never run back to the bus, even if you dropped or forgot something.

PROCEDURES

The National Terrorism Advisory System (NTAS) replaced the Homeland Security Advisory System (HSAS). The HSAS was a color-coded scale in which each color corresponded to a particular risk of terrorist attack. Instead of a color-coded scale, NTAS provides information that is specific to a credible threat.

Posting of NTAS Alerts

NTAS Alerts are only issued when credible information is available. NTAS Alerts are announced by the Secretary of Homeland Security, and are posted at www.dhs.gov/alerts. Additionally, the Department of Homeland Security distributes the alerts to the news media and across its social media channels.

Levels of Information Available

Depending on the circumstances, the NTAS Alert may include information pertaining to the threat's nature, the geographic region, mode of transportation, or critical infrastructure potentially affected by the threat, as well as steps that individuals and communities can take to protect themselves and help prevent, mitigate, or respond to the threat. NTAS Alerts carry an expiration date and will be automatically cancelled on that date. Updates to an Alert, as well the cancellation of an Alert, will be distributed in the same way as the original Alert.

Threat Levels

NTAS Alerts will state whether a threat is *elevated* or *imminent* as follows:

A threat is elevated if there is no specific information about the timing or location.

A threat is imminent if the threat is believed to be impending or occurring very soon.

District Response Measures

The following position is responsible for tracking NTAS Alerts and disseminating NTAS Alerts that merit administrative review: Superintendent or designee.

After receiving an NTAS Alert, each administrator shall review the information contained in it and determine what response measures, if any, should be taken. To determine the appropriate response, the administrator should gauge the threat to District activities for which he or she is responsible and examine the suggested response measures below. Administrators should strongly consider closing the school whenever there is an *imminent* threat to the District.

(continue)

Risk Level to District as Determined by District Administrators after Reviewing a NTAS Alert	Potential Response Measures in Addition to Those Suggested by the NTAS Alert
Low or general risk of terrorist attack	<p>Response measures:</p> <ul style="list-style-type: none"> • Update the school site-based safety plans, specifically the emergency and disaster response procedures. • Coordinate emergency plans with county, State, and federal agencies. • Instruct employees and students to report suspicious activities or persons to the administrative office. • Conduct emergency and disaster response training for employees at all levels. • Implement visitor control procedures. • Inventory emergency supplies and equipment. • Maintain current emergency communication lists. • Review parent/guardian notification procedures. • Disseminate emergency communications methods and resources (i.e., where to get information) to employees, parents, and community.
Significant risk of terrorist attack	<p>In addition to the measures listed above, the following responses may be instituted:</p> <ul style="list-style-type: none"> • Assess increased risk with public safety officials. • Review schools’ site-based safety plans with all staff. • Reassess facility security measures, e.g., lock exterior doors. • Limit visitor access to school. • Update employee and student emergency contact numbers. • Test alternative communication capabilities. • Test parent/guardian notification procedures.
High risk of terrorist attack	<p>In addition to the measures listed above, the following responses may be instituted:</p> <ul style="list-style-type: none"> • Take additional precautions at public events, e.g., hiring additional security staff, restricting public access, or canceling the event. • Review field and class trip decisions. • Designate an alternative communications center located off school property. • Increase communication with parents/guardians and community via website and email distribution. • Inform parents/guardians of procedures to reunite children with parents/guardians should schools close mid-day.

Severe risk of terrorist attack	<p>In addition to the measures listed above, the following measures may be instituted:</p> <ul style="list-style-type: none">• Assess threat circumstances to determine status of school openings and closings.• Address critical emergency needs under the direction of public safety officials.• Review and communicate parent-child reunification process.• Increase building security throughout the school system.• Continue staff, parent, and community communication.• If school is open:<ul style="list-style-type: none">Cancel outside activities and field trips.Curtail regular and/or extracurricular bus service.Prohibit visitor access.Request police department to increase patrols around school.Prohibit parking near buildings.In case of a building lockdown, ensure each school building has a reasonable supply of food, drinking water, medical supplies, back-up communication equipment, generator, batteries, etc.
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MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

PLAN FOR RESPONDING TO A MEDICAL EMERGENCY AT A PHYSICAL FITNESS FACILITY WITH AN AED

5680

The following operations implement School Board policy 5610, *Safety*, requiring a plan for responding to medical emergencies at a physical fitness facility. These operations shall be completed consistent with the Physical Fitness Facility Medical Emergency Procedures Act, 210 ILCS 74/, and the Illinois Department of Public Health Rules, Part 527, “Physical Fitness Medical Emergency Preparedness Code.” Any definitions of terms found in this Act and IDPH implementing Rules are used as the definitions of those terms in this Procedure.

Actor	Action																
<p>Superintendent or Superintendent’s designee</p>	<p>Appoints a staff member to coordinate the operations in this Procedure who will be known as the “Assistant Principal for Students.”</p> <p>Assistant Principal for Students:</p> <table border="0" style="width: 100%;"> <tr> <td style="border-bottom: 1px solid black; width: 50%;"></td> <td style="border-bottom: 1px solid black; width: 50%;"></td> </tr> <tr> <td style="text-align: center;">Name</td> <td style="text-align: center;">Position</td> </tr> </table> <p>Files this plan with the Dept. of Public Health, Division of EMS & Highway Safety, 500 E. Monroe - 8th Floor, Springfield, IL 62701. 77 Ill. Admin. Code §527.400(a). Files an updated plan with the IDPH after a change in the facility that affects the ability to comply with a medical emergency, such as the facility was closed for more than 45 days. 77 Ill. Admin. Code §527.400(c).</p> <p>Dates plan submitted:</p> <table border="0" style="width: 100%;"> <tr> <td style="border-bottom: 1px solid black; width: 50%;"></td> <td style="border-bottom: 1px solid black; width: 50%;"></td> </tr> <tr> <td style="border-bottom: 1px solid black; width: 50%;"></td> <td style="border-bottom: 1px solid black; width: 50%;"></td> </tr> </table> <p>Decides, with input from the Assistant Principal for Students, the schedule for purchasing AEDs. 210 ILCS 74/50.</p> <p>Indoor Facility - Every district must have all applicable facilities equipped with an AED.</p> <p>Outdoor Facility - A district with 4 or fewer physical fitness facilities must have at least two such facilities in compliance; its third facility by July 1, 2011; and its fourth facility by July 1, 2012. A district with more than 4 physical fitness facilities must have 50% of those facilities in compliance; 75% by July 1, 2011; and 100% by July 1, 2012.</p> <p>If the AED becomes inoperable, the district must replace or repair it within 30 days. 77 Ill. Admin. Code §527.600.</p> <p>Designates each Building Principal as the individual who must be notified in the event of a medical emergency. 77 Ill. Admin. Code §527.400(a).</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center; width: 50%;">Building</td> <td style="text-align: center; width: 50%;">Office Contact</td> </tr> <tr> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> </table> <p>Follows the requirements of 77 Ill. Admin. Code §525.500 upon receiving a completed report that an AED was used (4:170-AP6, E2, <i>Automated External Defibrillator Incident Report</i>).</p>			Name	Position					Building	Office Contact						
Name	Position																
Building	Office Contact																

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MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

PLAN FOR RESPONDING TO A MEDICAL EMERGENCY AT A PHYSICAL FITNESS FACILITY WITH AN AED (continued) 5680

Actor	Action																								
Asst. Principal for Students	<p>Responsibilities Concerning Emergency Responders The Building Principal, identifies all staff members who, through their education or training, are appropriate emergency responders for specific facilities.</p> <table border="0"> <tr> <td style="border-bottom: 1px solid black;">Facility</td> <td style="border-bottom: 1px solid black;"><u>Emergency Response Providers</u></td> </tr> <tr> <td>Maine East</td> <td>Assistant Principal for Students</td> </tr> <tr> <td>Maine South</td> <td>Assistant Principal for Students</td> </tr> <tr> <td>Maine West</td> <td>Assistant Principal for Students</td> </tr> </table> <p>Responsibilities Concerning AED Users Determines the appropriate number of trained AED users and anticipated rescuers or users needed for each facility equipped with an AED. Each facility with an AED must have at least one trained AED user on staff during staffed business hours (210 ILCS 74/15, amended by P.A. 96-748) and take reasonable measures to ensure that anticipated rescuers or users are trained pursuant to 410 ILCS 4/15 and 77 Ill.Admin.Code §527.800. Working with the Building Principal, identifies trained AED users and requests that other appropriate staff members and anticipated rescuers or users become trained.</p> <table border="0"> <tr> <td style="border-bottom: 1px solid black;">Facility</td> <td style="border-bottom: 1px solid black;"><u>Trained AED Users</u></td> </tr> <tr> <td>Maine East</td> <td>Assistant Principal for Students</td> </tr> <tr> <td>Maine South</td> <td>Assistant Principal for Students</td> </tr> <tr> <td>Maine West</td> <td>Assistant Principal for Students</td> </tr> </table> <p>Responsibilities Concerning AED Registration Coordinates with local emergency medical services systems. 77 Ill.Admin.Code §527.500. Notifies an agent of the local emergency communications or vehicle dispatch center of the existence, location, and type of the automated external defibrillator (410 ILCS 4/20(b); 77 Ill.Admin.Code §527.500). Makes any other required notifications in accordance with 77 Ill.Admin.Code §527.500.</p> <p>Responsibilities Concerning Location of AED and Other First Aid Equipment</p> <p style="padding-left: 20px;">Indoor Facility - Decides, with input from the Building Principal or designee, where to place the AED and other first aid equipment so that their location will be conspicuous, easily accessible, and convenient; the AED must be mobile and accessible at all times. 77 Ill.Admin.Code §527.600.</p> <p style="padding-left: 20px;">Outdoor Facility – Ensures that the AED is placed within 300 feet of the outdoor facility in an open building with unimpeded access that has marked directions to the location of the AED at its entrances. 77 Ill.Admin.Code §527.600 (c).</p> <table border="0"> <tr> <td style="border-bottom: 1px solid black;">Facility</td> <td style="border-bottom: 1px solid black;"><u>First Aid & AED Location</u></td> </tr> <tr> <td>Maine East</td> <td>Assistant Principal for Students</td> </tr> <tr> <td>Maine South</td> <td>Assistant Principal for Students</td> </tr> <tr> <td>Maine West</td> <td>Assistant Principal for Students</td> </tr> </table> <p>Keeps a copy of the AED’s manual with the AED. 77 Ill.Admin.Code §527.700(b).</p> <p>Responsibilities Concerning Notification and Posting Along with the Building Principal, notifies all staff members of the location of any AEDs as well as the instructions for responding to medical emergencies. 77 Ill.Admin.Code §527.800(b).</p>	Facility	<u>Emergency Response Providers</u>	Maine East	Assistant Principal for Students	Maine South	Assistant Principal for Students	Maine West	Assistant Principal for Students	Facility	<u>Trained AED Users</u>	Maine East	Assistant Principal for Students	Maine South	Assistant Principal for Students	Maine West	Assistant Principal for Students	Facility	<u>First Aid & AED Location</u>	Maine East	Assistant Principal for Students	Maine South	Assistant Principal for Students	Maine West	Assistant Principal for Students
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MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

PLAN FOR RESPONDING TO A MEDICAL EMERGENCY AT A PHYSICAL FITNESS FACILITY WITH AN AED (continued) 5680

Actor	Action
Plan Coordinator	<p>Responsibilities Concerning Training Coordinates, with input from the Building Principal, the training of: (1) all staff members who regularly supervise students in physical fitness facilities in the use of CPR and, if appropriate, AEDs. 77 Ill.Admin.Code §527.800 and 210 ILCS 74/15(b-5) and (b-10).</p> <p>Responsibilities Concerning Instructions for Responding to Medical Emergencies Along with the Building Principal, notifies all facility staff of the location of any AEDs and the <i>Step-by-Step Emergency Response Plan</i> described below. 77 Ill.Admin.Code §527.800(b).</p> <p>Coordinates, along with the Building Principal, the posting of the <i>Step-by-Step Emergency Response Plan</i> described below. 77 Ill.Admin.Code §527.800(b).</p> <p>Responsibilities Concerning Maintenance and Testing of AEDs Ensures that all AEDs are maintained and tested according to manufacturer’s guidelines. 77 Ill.Admin.Code §527.700(a). Keeps a copy of the maintenance and testing manual at the facility and keeps a copy of the manual with each AED. 77 Ill.Admin.Code §527.700(b).</p>
Building Principal	<p>In a conspicuous place in the physical fitness facility, posts: (1) the list of all staff members who are emergency responders, and (2) the <i>Step-by-Step Emergency Response Plan</i> described below. 77 Ill.Admin.Code §527.400(a). Posts a notice at the facility’s main entrance stating that an AED is located on the premises. Receives notice in the event of a medical emergency. 77 Ill.Admin.Code §527.400(a).</p>
School Nurse(s)	<p>Along with the Assistant Principal for Students, helps staff members understand the instructions for responding to medical emergencies. These instructions must provide that the AED should be operated only by trained AED users, unless the circumstances do not allow time to be spent waiting for a trained AED user to arrive. 77 Ill.Admin.Code §527.800(c).</p>
Trained AED User(s) and/or Other Emergency Responder(s)	<p>According to their training, uses appropriate emergency responses upon the occurrence of any sudden, serious, and unexpected sickness or injury that would lead a reasonable person, possessing an average knowledge of medicine and health, to believe that the sick or injured person required urgent or unscheduled medical care. 77 Ill.Admin.Code §527.400(a). According to their training, uses the AED to help restore a normal heart rhythm when a person’s heart is not beating properly. 77 Ill.Admin.Code §527.400(a). Calls 9-1-1 for medical emergencies and whenever an AED is used. 77 Ill.Admin.Code §527.400(b). Informs the Building Principal whenever the AED or other emergency response is used. 77 Ill.Admin.Code §527.400(b). Whenever an AED is used, cooperate and provide any information requested by the local emergency communications or vehicle dispatch, so they can complete the data collection and submission report about the use of the AED. The Superintendent shall be informed when an AED is used. 77 Ill.Admin.Code §525.500(a).</p>

(continue)

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

PLAN FOR RESPONDING TO A MEDICAL EMERGENCY AT A PHYSICAL FITNESS FACILITY WITH AN AED 5680

Actor	Action
All Facility Staff Members and Users	<p>Follow the <i>Step-by-Step Emergency Response Plan</i> described below:</p> <ol style="list-style-type: none"> 1. Immediately notify the building’s emergency responder(s) whose contact information is posted in the facility. Under life and death circumstances call 9-1-1 without delay. 2. Bring the first aid equipment and AED to the emergency scene. The AED should be operated only by trained AED users for the intended purpose of the AED, unless the circumstances do not allow time for a trained AED user to arrive. 3. Immediately inform the Building Principal or designee of the emergency. 4. The emergency responder will take charge of the emergency. This person will apply first aid, CPR, and/or the AED, as appropriate. 5. If necessary, the emergency responder instructs someone to call 9-1-1, providing the location in the building and which entrance to use. This person should make sure someone is sent to open the door for paramedics and guide them to the scene. 6. When paramedics arrive and assume care of the victim, the emergency responder or other staff person notifies the victim’s parent/guardian or relative. 7. If an AED was used, the person using it completes the <i>Automated External Defibrillator Incident Report</i>, 5680. If appropriate, a supervising staff member completes an accident report. <p>If an adult refuses treatment, the emergency responder documents the refusal and, if possible, asks the adult to sign a statement stating that he or she refused treatment.</p>

PROCEDURE

Adopted: 5/2/11
Revised: 6/5/12

Threat assessment procedures work best when incorporated into an overall Emergency Response Violence Prevention Program strategically developed and collectively implemented by local school officials, District staff, student body members, and the community. This administrative procedure contains four sections as follows:

1. Glossary of Terms
2. Emergency Response Violence Plan
3. Preparedness for a EmergencyResponse Violence Crisis, Response, and Recovery
4. Threat Assessment (Three Phases)
 - Phase One: Identification
 - Phase Two: Inquiry
 - Phase Three: Investigation

Glossary of Terms

Threat - An expression of intent to harm someone that may be spoken, written, or expressed in some other way, such as through gestures.

Emergency Response Violence - Includes school shootings and other school-based attacks where the school was deliberately selected as the location for the attack and was not simply a random site of opportunity.

Emergency Response Violence Prevention Program - The overall process used to create a District and school environment that is conducive to learning by identifying, managing, and preventing threats and acts of Emergency Response Violence.

Emergency Response Violence Prevention Plan - The strategic procedures used to integrate a Emergency Response Violence Prevention Program into a District's existing policies and procedures.

Emergency Response Violence Prevention Team - A District level team that the Superintendent creates to develop a Emergency Response Violence Prevention Plan and oversee the District's Emergency Response Violence Prevention Program.

Threat Assessment - A rational approach to prevent school violence through evaluating students that demonstrate potentially dangerous behavior. Developed by the U.S. Secret Service and adapted for use in school settings, it aims to first assess the seriousness of the threat and then the appropriate response to resolve it and ultimately prevent an act of Emergency Response Violence.

Emergency Response Team - A building-level team that performs a threat assessment when activated by the Building Principal.

It may include the Building Principal, Assistant Building Principal, School Resource Officer, School Psychologist, and School Counselor or Social Worker.

Emergency Response Violence Prevention Plan

Following are the strategic procedures to integrate a Emergency Response Violence Prevention Program into the District's existing policies and procedures.

(continued)

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

EMERGENCY RESPONSE PROGRAM
(continued)

5690

Actor	Action
Superintendent	<p>Select an Emergency Response/Crisis Management Team from throughout the community to include:</p> <ul style="list-style-type: none"> Building Principals (Building Principals are mandatory for successful implementation). Building Safety Team Program Coordinator (see 5620, <i>Comprehensive Safety and Crisis Program</i>, Part A, Safety Team) Law enforcement representatives Board attorney District psychologist(s) Mental health workers and/or social service agencies Community members Students <p>Chair and convene meetings for purpose of completing District-level Plan. Inform School Board of the progress and needs by adding information item to Board’s agendas as needed.</p>
Emergency Response/Crisis Management Team	<p>Develop processes to identify, assess, and manage threatening communications and situations.</p> <p>Identify policies and procedures which possibly affect a Emergency Response/Crisis Plan, including but not limited to:</p> <ul style="list-style-type: none"> 2000, <i>District Organization, Operations, and Cooperative Agreements</i> 1320, <i>Committees</i> 1110, <i>Board Policy Development</i> 2301, <i>Superintendent</i> 2311, <i>Administrative Responsibility of the Building Principal</i> 5610, <i>Safety</i> 6500, <i>Maintaining Student Discipline</i> 5105, <i>Student Social and Emotional Development</i> 6222, <i>Education of Children with Disabilities</i> 6510, <i>Access to Electronic Networks</i> 6438, <i>Harassment of Students Prohibited</i> 6000, <i>Student Rights and Responsibilities</i> 6600, <i>Search and Seizure</i> 6620, <i>Agency and Police Interviews</i> 6441, <i>Vandalism</i> 6438, <i>Preventing Bullying, Intimidation, and Harassment</i> 6500, <i>Student Discipline</i> 6515, <i>Suspension Procedures</i> 6516, <i>Expulsion Procedures</i> 6530, <i>Misconduct by Students with Disabilities</i> 5105, <i>Student Support Services</i> 6300, <i>Student Records</i> <p>Recommend, through the Superintendent, all policy changes to the School Board for consideration. See policy 1110, <i>Board Policy Development</i>.</p> <p>Appoint Building Principals as a “point of contact” to accept reports of threats.</p>

(continued)

<p>Building Principal</p>	<p>Establishes and leads building level Threat Assessment Teams consisting of available personnel such as the Assistant Principal, School Counselor/School Psychologist, and School Law Enforcement/Resource Officer. (The building level team composition can be adapted to meet the staffing patterns for different schools and may include other disciplines.) Ensures 5620, <i>Administrative Procedure - Comprehensive Safety and Crisis Program, Part C, Site Based Safety Plan</i>, is available throughout schools (do not limit to office); distributes to and discusses with local law enforcement; regularly reviews plan with the building staff. Publicizes and educates staff, parents/guardians, students, and community members: (1) to report students and situations of concern to any school administrators or other authorities (i.e., local law enforcement), and (2) how school officials will address these concerns. This can be accomplished by distributing 5690, <i>Emergency Response Violence Prevention and Threat Assessment Education</i>, and discussing what Threat Assessment Teams are and what they do when they learn of a threat. Assess the feasibility of forming an anonymous tip line and organizing its management. When a tip or concern is raised, proceed with <u>Threat Assessment</u> section, Phase One: Identification of Threat procedures. Provide follow-up acknowledgements to those who provide information, e.g., “we appreciate your bringing this situation to our attention” or “we have carefully considered the information you shared with us.”</p>
<p>School Board</p>	<p>Monitor 5610, <i>Safety</i>, and make changes recommended by the TSVP Team. See policy 1110, <i>Board Policy Development</i>. Provide both the Emergency Response and Threat Assessment Teams with appropriate resources.</p>
<p>Superintendent/Building Principal</p>	<p>Ensures the student disciplinary policies referred to in student handbooks notify students that threatening behavior could subject a student to disciplinary consequences. See 6438, <i>Preventing Bullying, Intimidation, and Harassment</i> and 6500, <i>Student Discipline</i>.</p>

Preparedness for a Emergency Response Violence Crisis, Response, and Recovery

This portion follows 5620, *Comprehensive Safety and Crisis Program* and suggests additional steps specific to managing a Emergency Response Violence crisis that school officials may want to incorporate in the District’s existing Safety and Crisis Program.

(continued)

Actor	Action
Superintendent, Building Principal, and Emergency Response Violence Prevention Team	Examines 5620, <i>Comprehensive Safety and Crisis Program</i> procedures and recommend any changes to existing procedures to Superintendent or Building Safety Team Program Coordinator.
Safety Team Program Coordinator	<p>Meet with Team to foster an understanding of what additional items the District’s Safety Team might add to its procedures to accomplish a response and recovery.</p> <p>Add an agenda item to the 5620, <i>Comprehensive Safety and Crisis Program, Part A. Safety Team</i> meetings specific to Emergency Response Violence; consider inviting the Board attorney and local law enforcement and emergency responders to this meeting.</p> <p>During a crisis, legal counsel should be a crucial element to crisis response and management because school officials must make split second decisions, often with legal consequences to the District; local law enforcement’s familiarity with who the District’s legal counsel is <i>before</i> a crisis occurs will assist with a faster connection between legal counsel and the school officials involved in the early stages of a Emergency Response Violence Crisis the immediate response to it.</p>
Superintendent and Building Principal(s)	<p>For Crisis Preparedness and Response, ensure:</p> <p>5620, <i>Comprehensive Safety and Crisis Program, Part I Site Based Safety Plan</i>, reflects each individual building’s needs.</p> <p>5620, <i>Comprehensive Safety and Crisis Program, Part D School Safety Drill Program</i>, supports an Emergency Response plan, specifically consider whether to add a law enforcement drill if the school does not already participate.</p> <p>5620, <i>Comprehensive Safety and Crisis Program, Part H</i> reflects the District’s and each building’s needs, especially the section on “Weapons and Explosives on Campus” and also ensures that multiple copies of these plans exist and appropriate persons have access to them (one copy in Building Principal’s office is insufficient).</p> <p>For crisis recovery, ensures:</p> <p>5620, <i>Comprehensive Safety and Crisis Program, Parts J and K</i>, reflects District needs and that the Board attorney is aware of the plans.</p> <p>Recommend to the Safety Team Program Coordinator any other additional crisis recovery items that the safety team deems necessary.</p>

Threat Assessment

The procedures of this section rely heavily upon Building Principals to lead Threat Assessment Teams through the use of 5610 to identify, assess, and manage threatening behavior.

(continued)

Phase One: Identification of Threat

Actor	Action
Anyone	Identifies student or situation to applicable Building Principal.
Building Principal (alone or with Threat Assessment Team)	<p>Assesses the question: “How much time do we have?” If time is critical, refer matter to local law enforcement immediately. Notifies the Superintendent. If not immediately referred to local law enforcement, uses 5620, <i>Threat Assessment Decision Tree</i>, and follows steps to evaluate the threat (generally, a Building Principal can quickly resolve the first three steps without engaging the full Threat Assessment Team in a comprehensive threat assessment).</p> <p>Step 1: Evaluate threat. Using 5620, <i>Threat Assessment Documentation</i>, thoroughly and promptly collects information and evaluates threat by:</p> <ol style="list-style-type: none"> 1. Interviewing student with a standard set of questions and documenting the facts; 2. Notifying the student’s parent(s)/guardian(s) (use 5620, <i>Aggressive Behavior Reporting Letter and Form</i>, when appropriate); 3. Notifying the parent(s)/guardian(s) of the recipient(s)/victim(s); and 4. Assessing the need for confidentiality of the information gathered from students and other witnesses during the threat assessment inquiry or investigation phases. <p>Step 2: Decide whether threat is clearly transient or substantive. Considers the context of how the threat was made and categorize the level of risk as transient or substantive. The most important distinction between transient and substantive threats is that substantive threats require protective action to prevent the threat from being carried out. Serious discipline violations do not always constitute substantive threats. Transient threats proceed to Step 3: Respond to transient threat. Substantive threats skip Step 3 and proceeding directly to Step 4: Assess whether the substantive threat is serious or very serious, below in Phase Two: Threat Assessment Inquiry - Building Level.</p> <p>Step 3: Respond to transient threat. When the threat is transient, the full threat assessment team does not need to perform a comprehensive threat assessment, determines appropriate management and discipline considerations and responds accordingly. When a transient threat is sparked by an argument or conflict, may involve other Threat Assessment Team members to determine the appropriate management and discipline considerations to resolve the problem. See policies 6500, <i>Student Discipline</i> and 6222, <i>Education of Children with Disabilities</i>.</p>

(continued)

Phase Two: Inquiry

Actor	Action
<p>Building Principal and Threat Assessment Team</p>	<p>Step 4: Assess substantive threat as serious or very serious. Keep Superintendent informed. Assess whether the threat is <i>serious</i> or <i>very serious</i> by examining the intended severity of the threatened injury/action. Consult with notes on E2, <i>Threat Assessment Documentation</i>. <i>Serious threats</i> (generally threats to assault and batter) proceed to Step 5. <i>Very serious threats</i> (generally threats involving the use of a weapon, murder, sexually assault, or severely injure others) skip Step 5, proceeding directly to Step 6 below in <u>Phase Three: Threat Assessment Investigation - Local Law Enforcement</u>. Manage the student of concern; consider contacting Board attorney; and ensure discreteness of situation. See, 6000, <i>Student Rights and Responsibilities</i>, 6600, <i>Student Search and Seizure</i>, 6438, <i>Preventing Bullying Intimidation and Harassment</i>, 5105 <i>Student Support Services</i> and 5105, <i>Protocol for Responding to Students with Social Emotional, or Mental Health Problems</i>. Step 5: Respond to serious substantive threat. Notify and protect all potential recipients/victims and notify their parents/guardians. Use 5620, <i>Threat Assessment Documentation</i>, to ensure that protective action reflects the circumstances of the threat. Caution the student about the consequences of carrying out the threat and keep student’s parent(s)/guardian(s) informed. Determine the appropriate management and discipline considerations to resolve the problem. See 6500, <i>Student Discipline</i> and policy 6222, <i>Education of Children with Disabilities</i>, 6515, <i>Suspension Procedures</i> and 6516, <i>Expulsion Procedures</i>.</p>

(continued)

Phase Three: Investigation - School Resource Officer and/or Local law enforcement

Actor	Action
Building Principal and Threat Assessment Team in conjunction with Local Law Enforcement Investigators	<p>Step 6: Respond to Very Serious Threat Conduct safety evaluation, psychological assessment, or law enforcement investigation. Consider suspension to ensure immediate protection of all potential recipients/victims and notify their parents/guardians. Use 5620, <i>Threat Assessment Documentation</i>, to ensure that protective action reflects the circumstances of the threat. Refer student for mental health evaluation; manage the student of concern; contact Board attorney; and ensure discreteness of situation. See, 6515, <i>Suspension Procedures</i>, 5105, <i>Student Support Services</i> and 5105, <i>Protocol for Responding to Students with Social, Emotional, or Mental Health Problems</i>. Refer matter to the School Resource Officer and/or local law enforcement to investigate and engage other resources within the community.</p>
School Resource Officer and/or Local Law Enforcement	Issue findings and recommendations of investigation to Threat Assessment Team.
Building Threat Assessment Team	<p>Determines appropriate management and discipline; recommend suspension or expulsion based upon the findings and recommendations of local law enforcement. See, 6515, <i>Suspension Procedures</i>, 6516, <i>Expulsion Procedures</i>, 5105, <i>Student Support Services</i> and 5105, <i>Protocol for Responding to Students with Social, Emotional, or Mental Health Problems</i>.</p> <p>Step 7: Implement a written safety plan. If student returns to school, integrate findings and recommendations of investigation to create a written safety plan that manages protection of potential recipients/victims while addressing student(s)' educational needs. The plan should, among other things:</p> <ul style="list-style-type: none"> • Describe conditions the student must meet to return and stay in school; • Implement procedures to monitor the student if he or she returns to the school; • Include feedback from the student(s)' parent(s)/guardian(s) (when appropriate); and • Include other items as deemed appropriate by the Threat Assessment Team. <p>See 6222, <i>Education of Children with Disabilities</i>, 5105, <i>Student Support Services</i> and 5105, <i>Protocol for Responding to Students with Social, Emotional or Mental Health Problems</i>.</p>

The School Board recognizes that the District will play an essential role along with the local health department and emergency management agencies in protecting the public’s health and safety if an influenza pandemic occurs. A pandemic influenza is a worldwide outbreak of a virus for which there is little or no natural immunity and no vaccine; it spreads quickly to people who have not been previously exposed to the new virus.

To prepare the School District community for a pandemic, the Superintendent or designee shall: (1) learn and understand the roles that the federal, State, and local government would play in an epidemic; (2) form a safety committee consisting of appropriate District personnel and community members to identify priorities and oversee the development and implementation of a comprehensive pandemic influenza school action plan; and (3) build awareness of the final plan among staff, students, and community.

Emergency School Closing

In the case of a pandemic, any decision for an emergency school closing will be made by the Superintendent in consultation with and, if necessary, at the direction of the District’s local health department, emergency management agencies, and Regional Office of Education.

5695.1 School Action Steps for Pandemic Influenza

Building a strong relationship with the local health department and emergency medical agencies is critical for developing a meaningful school action plan to address pandemic influenza. The key planning activities in this checklist should build upon the District’s existing contingency plans.

The following is a list of important step-by-step actions school officials should take before a pandemic influenza outbreak. This list needs to be repeated when an outbreak has several cycles or waves.

Prior to Outbreak/Preparedness and Planning Phase

Actor	Action
Superintendent or Superintendent’s designee	Identify Safety Committee to operate as a Superintendent Committee and includes administrators, and staff members.
Superintendent and School Board	Identify, modify, and monitor relevant policies which a pandemic may possibly affect, including but not limited to: <i>2000, District Organization, Operations, and Cooperative Agreements</i> <i>1100, Powers and Duties of the School Board</i> <i>1302, Types of School Board Meetings</i> <i>2301, Succession Plan</i> <i>7001, Free and Reduced-Price Food Services</i> <i>5695, Pandemic Preparedness</i> <i>4000, Compliance with the Fair Labor Standards Act</i> <i>3701/4805, Temporary Illness or Incapacity</i> <i>4805, Family and Medical Leave</i> <i>4000, Terms and Conditions of Employment and Dismissal</i> <i>4000, Employment At-will, Compensation, and Assignment</i> <i>4101, Schedule and Employment Year</i> <i>4200, Sick Days, Vacation, Holidays and Leaves</i> <i>1150, School Year Calendar and Day</i> <i>6222, Education of Children with Disabilities</i> <i>3701, Home and Hospital Instruction</i> <i>6113, Truancy</i> <i>3701, Communicable and Chronic Infectious Disease</i>
	(continued)

Actor	Action
<p>Superintendent or Superintendent's designee and Safety Committee</p>	<p>Begin use of the <i>School District (K-12) Pandemic Influenza Planning Checklist</i>, online at: www.isbe.net/regionaloffices/pdf/sppg_checklist.pdf, or www.pandemicflu.gov/plan/schoolchecklist.html.</p> <p>Ensure a succession plan exists in case Board members, administrators, and/or others are unable to fulfill duties during the pandemic.</p> <p>Work with local health and emergency preparedness officials. They may want to use the schools to disseminate information to families.</p> <p>Train employees about FLSA, overtime, and recordkeeping requirements necessary to work during a pandemic while the School District is closed.</p> <p>Open communications with employee unions regarding "wages, hours and terms and conditions of employment" during a pandemic.</p> <p>Address policies for employee absenteeism, identifying critical job functions, plans for alternate coverage, and return-to-work policies as well as flu symptom recognition.</p> <p>Train nurses and staff in flu symptom recognition. See 5695, <i>Pandemic Influenza Surveillance and Reporting</i>. Remember that a person who is infected does not show symptoms right away, but children becoming ill may show different behavior than usual, such as eating less or being irritable. Knowing the differences between seasonal and pandemic flu is also critical to pandemic preparedness. A fact sheet is available on line at: www.isbe.net/regionaloffices/pdf/sppg_fact_sheet_differ.pdf.</p> <p>Train staff to protect themselves from occupational exposure to influenza through workplace "social distancing" based upon the Occupational Safety and Health Administration's (OSHA), <i>Guidance on Preparing Workplaces for an Influenza Pandemic</i>, which may be found online at: www.osha.gov/Publications/influenza_pandemic.html.</p> <p>Ensure that Standard Surveillance/disease recognition procedures are in place and implemented. See 5695, <i>Pandemic Influenza Surveillance and Reporting</i>.</p> <p>Encourage the use of simple non-medical ways to reduce the spread of flu by "cough and sneeze etiquette" and cleansing of hands and work areas.</p> <p>Decide to what extent the District will encourage or require students and staff to stay home when they are mildly ill. Some parents/guardians may need to be more cautious in keeping their students out of school.</p> <p>Identify students who have a greater risk of infection and are most vulnerable to serious illness. Review their health needs and encourage those families to talk with their health care provider.</p> <p>Assess nutritional assistance needs for students who receive free and reduced-price food programs.</p> <p>Through consultation with the Regional Office of Education and local authorities, develop strategies for remote learning through collaborative agreements (television or other local cable stations, teleconferencing, electronic instructional resources, etc.).</p> <p>Educate staff, students, and parents/guardians about the differences between the various types of flu, best hygienic practices to prevent any sort of flu, and what could occur in a pandemic. Consider issuing <i>Sample Parent Letter #1, Preparation and Planning</i>, online at: www.isbe.net/regionaloffices/pdf/sppg_ltr_preparation.pdf.</p> <p>Review Sections IV and V of <i>School Guidance During an Influenza Pandemic</i>, online at: http://www.isbe.net/regionaloffices/pandemic_guidance.htm.</p>

(continued)

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

PANDEMIC PREPAREDNESS

5695

Outbreak of Flu Disease

Actor	Action
Superintendent or Superintendent's designee	Consider issuing <i>Sample Parent Letter # 2, First Bird Case</i> , online at: www.isbe.net/regionaloffices/pdf/sppg_ltr_bird.pdf . Begin Heightened Surveillance responses. See 5695, <i>Pandemic Influenza Surveillance and Reporting</i> . Issue <i>Sample Parent/Guardian Letter #3, Illinois/Regional Cases</i> , informing parents/guardians that some students are sick but schools remain open, include tip sheets and information resource list. A sample is online at: http://www.isbe.net/regionaloffices/pdf/sppg_il_cases.pdf .
Pandemic Planning Team	Work with local health department regarding a press release announcing that schools will remain open and advising parents/guardians of their need to prepare. A sample, titled "Schools Open," is online at: www.isbe.net/regionaloffices/pdf/sppg_media_open.pdf .
Building Principal	Post flu prevention signs on campuses. See Section V of <i>School Guidance During an Influenza Pandemic</i> , online at: www.isbe.net/regionaloffices/pandemic_guidance.htm .

Expansion of the Outbreak

Actor	Action
Local Health Department	Issue epidemic statement to general public.
Superintendent or Superintendent's designee	Begin Intensive Surveillance responses. See 5695, <i>Pandemic Influenza Surveillance and Reporting</i> .

Continued Expansion of the Outbreak

Actor	Action
Local Health Department	Evaluate the need for school closure with local school officials.
Superintendent or Superintendent's designee	In consultation with local health department, emergency management agencies, and Regional Office of Education, close school(s). Issue press release. A sample, titled "Schools Closed," is at: http://www.isbe.net/regionaloffices/pdf/sppg_media_closed.pdf . Issue <i>Sample Parent Letter #4, School Closure</i> . A sample is online at: www.isbe.net/regionaloffices/pdf/sppg_closures.pdf .
School Board and/or Superintendent	Cancel any non-academic events.

Following the Outbreak

Actor	Action
Local Health Department	Evaluate the advisability of opening school(s) with school officials.
Superintendent or Superintendent's designee	Issue press release that schools are open. Issue <i>Sample Parent Letter #5, Schools Reopen</i> . A sample is online at: www.isbe.net/regionaloffices/pdf/sppg_reopening.pdf .
Safety Committee	Continue communicating with local health department.
Superintendent or Superintendent's designee	Return to Heightened Surveillance response. See 5695, <i>Pandemic Influenza Surveillance and Reporting</i> . Begin checklist again if an outbreak recurs.

(continued)

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

PANDEMIC PREPAREDNESS

5695

Local Health Department:

Regional Office of Education:

HEALTH DEPARTMENT

NORTH COOK IMMEDIATE OFFICE

Name

Name

505 BUTLER PLACE

2340 DES PLAINES RIVER ROAD

Address

Address

PARK RIDGE IL 60068

DES PLAINES IL 60018

847-318-5281

847-824-8300

Telephone

Telephone

Emergency Management Agencies:

OFFICE OF EMERGENCY MANAGEMENT

Name

Name

1700 BALLARD RD

Address

Address

PARK RIDGE IL 60068

847-297-2510

Telephone

Telephone

Important Resources

The Illinois State Board of Education and Department of Public Health released a publication titled *School Guidance During an Influenza Pandemic, December 2006*, online at:

www.isbe.net/regionaloffices/pandemic_guidance.htm; or
www.idph.state.il.us/pandemic_flu/schoolguide.htm.

The resource is meant to guide and supplement, not replace school districts' existing plans.

Further information on pandemic influenza can be found by calling 1-800-CDC-INFO or at the following websites:

- www.pandemicflu.gov
- www.cdc.gov/flu
- www.redcross.org
- www.cchealth.org

5695.2 PANDEMIC INFLUENZA SURVEILLANCE AND REPORTING- During all levels of a pandemic flu outbreak, monitoring and documenting the number of students and faculty who are absent and report having influenza is critical. Keeping track of these numbers helps health officials determine whether: (1) the outbreak is increasing in scope, (2) to declare an epidemic and (3) to close schools.

(continued)

The following information assists officials to monitor illness rates and the potential for an epidemic:

- Basic surveillance level definitions and response actions with instructions as outlined below.
- Website links to reporting form(s) to submit to the local public health department.
- Sample attendance log to document flu-related absences.

Surveillance Levels	Response Actions
Standard Surveillance - Reported illnesses are within expected range.	Monitor attendance for increased reports of absence due to flu-like illness. Do not report absences to the local health department.
Heightened Surveillance - Reported illnesses exceed expected range.	Monitor weekly attendance for flu-like illness/absences on <i>Weekly Influenza Census</i> , online at: www.isbe.net/regionaloffices/pdf/sppg_weekly_census.pdf . Begin morning <i>flu check</i> first hour of school; screen those who report positive for symptoms. Log absences due to flu-like illness on <i>Daily Pandemic Influenza Census Log</i> , a sample is available online at: www.cccoe.k12.ca.us/about/flu/school_action_kit/Daily_Pandemic_Flu_Census_Log.pdf . Send weekly absence report to local health department upon request.
Intensive Surveillance - Reported illnesses significantly exceed expected range.	Monitor daily attendance and log absences on <i>Daily Influenza Census</i> or <i>Daily Pandemic Influenza Log</i> , online at: www.isbe.net/regionaloffices/pdf/sppg_daily_census.pdf . Continue morning <i>flu check</i> . Send daily absence report to local health department upon request. Begin preparation for potential school closure.

Important Resources

Surveillance and Reporting at: www.isbe.net/regionaloffices/pdf/sppg_surveillance.pdf.

LEGAL REF.: 105 ILCS 5/10-16.7 and 5/10-20.5.
115 ILCS 5/1 et seq.

Adopted: 5/2/11

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

SUMMER SCHOOL

5700

5700 The Superintendent will determine summer school program needs and make an appropriate recommendation to the Board of Education.

Legal Reference: 10.22.33A Summer School
Ill. Ann. Stat. Chap. 122

Adopted: 7/15/68
Revised: 7/11/88
Revised: 5/1/95

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

ACCREDITATION

5800

5800 The Board of Education endorses the continuing accreditation of the school system by the Illinois State Board of Education.

Adopted: 7/11/88
Revised: 8/1/11

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

RESEARCH IN EDUCATION

5810

5810 The Board of Education recognizes the need and value of educational research. Any research project must receive prior approval from the Superintendent.

The Superintendent may authorize new programs on a short-term, pilot basis if the program being developed can be of value to the students.

Adopted: 7/11/88

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

TITLE 1 PROGRAM

5820

5820 The District participates in the Federal TITLE 1 program to provide supplemental education and related services to educationally disadvantaged children in compliance with applicable federal rules and regulations.

Adopted: 7/11/88

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

TITLE 1 PROGRAM

5820

5820 The District is committed to ensuring parents of eligible children the opportunity to participate in the design and implementation of the TITLE 1 program. In order to ensure such participation, the following activities shall be conducted:

1. Prior to placement of a child by the District in a TITLE 1 program, the District shall notify the parent of the child that he/she has been placed in a TITLE 1 program.
2. Notification will include information determined by the child's counselor and TITLE 1 teacher to be appropriate as to why the child has been selected for the program.
3. Parents of children in the program will be kept informed of the progress of their child through quarterly progress reports.
4. At each student's fall parent conference, a TITLE 1 parent conference will be held.
5. At least annually, parents of eligible TITLE 1 children and participating teachers will be surveyed through a form developed by the TITLE 1 coordinator for input on the planning, development and operation of the TITLE 1 program. Meetings to discuss the results of the survey responses may be scheduled by the Superintendent or his designee.

(continue)

5820.1 PARENTAL INVOLVEMENT

The District agrees to implement the following statutory requirements:

1. The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures, including the process of school review and improvement under section 1116, will be planned and operated with meaningful consultation with parents of participating children.
2. Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
3. The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
4. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in a language parents understand.
5. If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
6. The school district will provide such other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
7. The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

- *that parents play an integral role in assisting their child's learning;*
- *that parents are encouraged to be actively involved in their child's education at school;*
- *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- *the carrying out of other activities, such as those described in section 1118 of the ESEA.*

(continue)

5820.1 PARENTAL INVOLVEMENT (continued)

PROCEDURES

1. The District will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1118 of the ESEA:
 - The District will send an annual Title I information letter to Title 1 parents informing them of key Title 1 personnel in the District, meeting times and places where Title 1 issues and policies will be discussed, and Title 1 parent and student resources.
1. The District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - The District will hold an annual Title 1 parent meeting during which parents will have the opportunity to review and recommend changes to the current Title 1 Plan.
1. The District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - The District will send an annual Title I information letter to Title 1 parents informing them of key Title 1 personnel in the District, meeting times and places where Title 1 issues and policies will be discussed, and Title 1 parent and student resources.
1. The District will coordinate and integrate parental involvement strategies in other programs where appropriate.
 - The District will send an annual Title I information letter to Title 1 parents informing them of key Title 1 personnel in the District, meeting times and places where Title 1 issues and policies will be discussed, and Title 1 parent and student resources.
5. The District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents), its parental involvement policies.
 - The District will distribute and collect an annual Title I parent survey that addresses barriers to accessing the District's Title 1 Policy. The information gained from this survey will be shared with the appropriate people, including parents, to help determine future policy and practice changes.

(continue)

5820.1 PARENTAL INVOLVEMENT (continued)

6. The District will build school and parent capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement through the following activities specifically described below:

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators

The District Title 1 Director will work with the Maine East Title 1 Building Coordinator to make sure that appropriate people are trained in the facilitation of the Title 1 program, including all of the legal and academic aspects of the administration and execution of the program

The District will send an annual Title I information letter to Title 1 parents informing them of key Title 1 personnel in the District, meeting times and places where Title 1 issues and policies will be discussed, and Title 1 parent and student resources.

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- The District will send an annual Title I information letter to Title 1 parents informing them of key Title 1 personnel in the District, meeting times and places where Title 1 issues and policies will be discussed, and Title 1 parent and student resources.

C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- The District will send an annual Title I information letter to Title 1 parents informing them of key Title 1 personnel in the District, meeting times and places where Title 1 issues and policies will be discussed, and Title 1 parent and student resources.

(continue)

5820.2 PARENTAL INVOLVEMENT (continued)

- The District will distribute and collect an annual Title I parent survey that addresses barriers to accessing the District's Title 1 Policy. The information gained from this survey will be shared with the appropriate people, including parents, to help determine future policy and practice changes.
- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- The District will send an annual Title I information letter to Title 1 parents informing them of key Title 1 personnel in the District, meeting times and places where Title 1 issues and policies will be discussed, and Title 1 parent and student resources.
 - The District will distribute and collect an annual Title I parent survey that addresses barriers to accessing the District's Title 1 Policy. The information gained from this survey will be shared with the appropriate people, including parents, to help determine future policy and practice changes.
- E. The school district will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- The District will send an annual Title I information letter to Title 1 parents in a variety of language forms informing them of key Title 1 personnel in the District, meeting times and places where Title 1 issues and policies will be discussed, and Title 1 parent and student resources. When necessary, the District will provide translation service to meet the needs of any Title 1 parent related to the understanding of the Title 1 program.
 - The District will distribute and collect an annual Title I parent survey that addresses barriers to accessing the District's Title 1 Policy. The information gained from this survey will be shared with the appropriate people, including parents, to help determine future policy and practice changes.

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

SECTION 504 - AMERICANS WITH DISABILITIES ACT

5830

5830 Section 504 of the Americans with Disabilities Act (ADA) as amended prohibits discrimination on the basis of handicap in any program receiving federal funding. As defined within Section 504, a handicapped person is one who has a mental or physical impairment which substantially limits one or more of that person's major life activities; one who has a record of such an impairment; or one who is regarded as having such an impairment.

- A. Section 504 covers a larger class of handicapped students than is covered under Individuals with Disabilities Education Act (IDEA).
- B. Section 504 requires that a free and appropriate education be provided to handicapped students regardless of the nature and severity of their handicap and guarantees such students an equal opportunity for participation in all school programs and activities.
- C. For purposes of compliance with Section 504, Maine Township High School District 207 shall:
 - 1. screen any student who is referred
 - 2. determine the eligibility of the student based on the results of the screening
 - 3. develop a 504 services plan for those students deemed to require services stipulating those necessary services and/or reasonable accommodations that are to be provided
 - 4. deliver appropriate programs and services and implement reasonable services/accommodations in accord with the 504 services plan
 - 5. enact procedural safeguards
 - 6. conduct periodic case re-evaluations

Adopted: 11/2/92
Approved: 12/6/04

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

SECTION 504 - AMERICANS WITH DISABILITIES ACT

5830

5830.1 Definition

A person is considered disabled under Section 504 if he/she has a physical or mental impairment which substantially limits one or more major life activities. Major life activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, and learning.

5830.2 Coordinator of Section 504 Activities

The Director of Student Personnel Services at each school will coordinate the efforts at that school to comply with the Board of Education Policy and Regulation regarding Section 504.

5830.3 Referrals

1. Referrals for evaluation for 504 eligibility may be generated directly by parents or school personnel, or may come from "Child Find" efforts, from other persons having knowledge of the students, from the student, or from the Illinois State Board of Education.
2. Results of screening procedures utilized in the implementation of the Individuals with Disabilities Education Act (IDEA) may generate 504 referrals.
3. A referral shall be directed to the appropriate coordinator of Section 504 activities.

5830.4 Screening - General

1. The purpose for conducting screening procedures concerning a student referred for a 504 evaluation is to have the Building Referral Committee gather information sufficient for the group to determine the possibility that the student may be handicapped in conformance with the definition as established in 5830.1 above.

5830.4 Screening - General (continued)

2. The Building Referral Committee chaired by the Director of Student Personnel Services and composed of the school Social Worker, the Department Chairperson for Special Education (when appropriate), the school Psychologist, and the Counselor as a minimum, shall serve as the Screening Committee. Others designated by the Chairperson may also serve.
 - a. The committee shall gather and review such information as attendance reports, school reports, and other information about the student that is available through routine school procedures.
 - b. Medical documentation should be secured when appropriate.

5830.5 Evaluation - Procedures

1. The Building Referral Committee shall explain procedures, parental rights and will obtain parental permission prior to evaluation.
2. The Building Referral Committee shall implement evaluation procedures that are:
 - a. necessary and appropriate to determine the nature and extent of a handicapping condition or a suspected handicapping condition or to assess general or specific areas of educational need.
 - b. appropriate to the age and stage of development of the student to whom they are administered.
 - c. validated for the specific purpose(s) for which they are used and administered in conformance with instructions provided by their producer.
 - d. free of racial, cultural, language, or sex bias.
 - e. selected and administered to ensure that when administered to a child with impaired sensory, manual, or speaking skills, the results accurately reflect the student's aptitude, achievement level, or other objectives of the procedure.
 - f. written and administered in the native language or conducted in the mode of communication most familiar to the person being assessed, unless it is clearly not feasible to do so.

(continue)

5830.5 Evaluation - Procedures (continued)

3. In order to conclude that the student who has been evaluated is a handicapped student, the Building Referral Committee must confirm that:
 - a. the student has (1) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or (2) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness or Attention Deficit Disorders (ADD) or Attention Deficit Hyperactive Disorders (ADHD).
 - b. the presence of such a physical or mental impairment which substantially limits one or more of the student's life activities.
 - c. because of the identified handicapping condition, the student is in need of accommodation/adaptations in the regular education environment or support services.
4. If the team determines that one or more evaluations be conducted, they will be done so within 60 days.

5830.6 Eligibility Determination

1. Following the evaluation and within 60 school days of the referral, the 504 coordinator or his/her designee shall convene a conference of a group of persons knowledgeable about the student.
 - a. written or e-mail notice to attend the conference will be issued to all participants at least 10 calendar days prior to the conference.
2. The purpose for the conference will be for the group to decide whether the student is eligible for services in accord with Section 504.

5830.6 Eligibility Determination (continued)

3. The group of persons shall include the student's parents and may include but not be limited to members of the Building Referral Committee and designated faculty, staff, and/or administrators.
 - a. At this conference, parents have the right to representation and to review the student's records.
4. In deciding on the student's eligibility, the group will develop recommendations concerning the services and/or accommodations needed to meet the student's educational needs.
5. The conference chairperson will complete a Conference Summary Report, a copy of which will be provided to the parents upon request. The report will include as a minimum, a summary of the results of the screening and the determination of eligibility.
 - a. If it is determined that the student will not be receiving 504 services, the parents shall be provided written notice including a statement of the right to appeal.
6. If the student is declared eligible for 504 services, a 504 Service Plan shall be attached to the Conference summary Report.

5830.7 The 504 Services Plan

1. The Plan shall list and describe the recommended/prescribed educational services an/or reasonable accommodations to be provided to the student based on the findings and conclusions developed during the determination of eligibility.
2. The recommended/prescribed services/accommodations may be provided within the regular education program and may include or be constituted of consultations and monitoring activities.
3. The Plan shall delimit the term during which the services will be provided.
4. The Plan shall be reviewed at least once annually by the Building Referral Committee.

5830.8 Re-evaluation

1. The 504 Coordinator shall establish procedures and practices for the re-evaluation of a student receiving 504 services.

Re-evaluation shall occur:

- a. before a change in placement is made
- b. before the student is determined to no longer require 504 services
- c. at least once every three years

5830.9 Grievance Procedure

A. Definition

A grievance is a statement of disagreement made by the parent(s) regarding the determination or denial of 504 services for their son/daughter. It is specific; it establishes areas of parental disagreement; and it establishes the facts upon which the parents have found the areas of disagreement to be based.

B. Informal Resolution

The parents shall contact the 504 Coordinator who will establish a meeting between the Principal and the parents. The Building Principal will attempt to resolve the matter through free and informal communications and conferences with the parents.

C. Formal Resolution

1. If the grievance is not resolved informally, the parents may either seek mediation through the Illinois State Board of Education or present a request for a formal hearing on the grievance in writing to the 504 Coordinator within 5 school days of the conference with the Principal. The written request shall include the areas of disagreement and the facts upon which the disagreement is based. The 504 Coordinator shall forward the request to the Superintendent.

5830.9 Grievance Procedure (continued)

2. The Superintendent shall appoint a hearing officer. That person should not be a staff member from the building of student attendance.
3. The Superintendent shall schedule the hearing within 15 school days of the receipt of the request.

d. Formal Hearing

1. The District representatives will present information supporting the recommendations for 504 service and/or relevant to the specifics presented by the parents.
2. The parents may be represented by legal counsel of their choice and at their cost.
3. The parents and/or the designated representative may present information relevant to the specifics presented in the written request for the hearing.
4. The hearing officer shall establish procedures for questions and shall participate as he/she deems appropriate in the questioning.
5. The hearing officer shall present a written report to the Superintendent. The report shall include a summary of the information presented and shall include a recommendation on the matters at issue. That report shall be presented to the Superintendent within 10 school days of the hearing.
6. The Superintendent shall present written notification of the decision to the parents within 10 school days of receipt of the hearing officer's report. The Superintendent's decision is final.

Approved: 12/6/04

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

IMPLEMENTATION OF THE TRANSFER PROVISIONS OF THE *NO CHILD LEFT BEHIND ACT*

5840

5840 This Policy governs the transfer of selected students attending a school identified for school improvement, corrective action or restructuring pursuant to 105 ILCS 5/10-21.3a and the federal *No Child Left Behind Act* (“NCLBA”), 20 U.S.C. Sec. 6316 *et seq.*, as amended.

Definitions

“Sending or Home School” – School at which the student is, or would be, enrolled before selection of another school under this Policy.

“Receiving School” or “School of Choice” – School to which the student transfers as a result of this Policy.

General

This Policy, along with the related Administrative Procedures, will be provided to parents/guardians of students who are eligible to exercise the transfer option, in a language the parents can understand, prior to the beginning of each school year.

Transfer students will be enrolled in classes and other activities in the receiving schools to the same extent as students in the receiving schools are enrolled. Transfer students may stay in the receiving school until completing the highest grade at that school.

Consistent with 105 ILCS 5/10-21.3a and NCLBA, the superintendent/designee shall develop the criteria for selection of students who may be eligible to transfer and the criteria for the identification of receiving schools pursuant to this Policy and shall establish efficient administrative procedures to consider transfer requests substantially in the form attached hereto. Thereafter, as needed, the transfer criteria and administrative procedures shall be reviewed annually by the superintendent/designee and any changes reported to the Board of Education.

Application Process

After the Superintendent has determined the number of receiving schools of choice and the number of students who can be transferred to each such school in each grade pursuant to this policy and the related administrative procedures, parents/guardians of eligible students will be sent an Application for School Choice Transfer Packet.

Pursuant to 105 ILCS 5/10-21.3a parents/guardians must submit their transfer application within 30 days of receipt of the Application for School Choice Transfer Packet.

(Continue)

IMPLEMENTATION OF THE TRANSFER PROVISIONS OF THE *NO CHILD LEFT BEHIND ACT*

5840

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Definitions

“Sending or Home School” – School at which the student is, or would be, enrolled before selection of another school under these Procedures.

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General

These Procedures will be provided to parents/guardians of students who are eligible to exercise the transfer option, in a language the parents can understand, prior to the beginning of each school year.

Transfer students will be enrolled in classes and other activities in the receiving schools to the same extent as students in the receiving schools are enrolled.

Transfer students may stay in the receiving school until completing the highest grade at that school.

Assignment Process

Consistent with 105 ILCS 5/10-21.3a and NCLBA, the Superintendent will make a determination as to the number of eligible receiving schools and the number of transfer students who can be assigned to each such school for the upcoming school year, based on the criteria below.

A. Criteria for Determination of Schools Offered for Choice.

Criteria #1: The school must not be in School Improvement, Corrective Action Restructuring status.

Criteria #2: Consistent with 105 ILCS 5/10-21.3a, space availability will be determined by grade using District standards, health and safety considerations and the mandates of State law consistent with the U.S. Department of Education’s Guidance on Choice, as amended:

IMPLEMENTATION OF THE TRANSFER PROVISIONS OF THE *NO CHILD LEFT BEHIND ACT*

5840

- Appropriate class size for various courses including courses involving work or lab stations, but not limited to, science, computers, and culinary arts will be considered;
 - Special education class size shall be determined by federal, state and District regulations;
 - Services necessary to meet students’ particular special education, bilingual or other programmatic educational needs may only be offered at certain receiving schools; and
 - Receiving schools student attendance capacity must be consistent with fire and life safety regulations established through local and State law.

B. Criteria for Selection of Students who Request a Transfer.

Consistent with NCLBA and Illinois State Board of Education Guidance, priority for selection of student transfers will be based on the following criteria.

- First Priority: Those students not meeting performance standards in Reading and Math and eligible for the federal Free Breakfast or Lunch Program.
- Second Priority: Those students not meeting performance standards in Reading or Math and eligible for the federal Free Breakfast or Lunch Program.
- Third Priority: Those students not meeting performance standards in Reading and Math and eligible for the federal Reduced Breakfast or Lunch Program.
- Fourth Priority: Those students not meeting performance standards in Reading or Math and eligible for the federal Reduced Breakfast or Lunch Program.
- Fifth Priority: Those students not meeting performance standards.
- Sixth Priority: Those students eligible for the Free or Reduced Breakfast or Lunch program.
- Seventh Priority: Any other students based on performance standards.

C. Performance Standards Criteria

Where practicable, reading and mathematics assessment data will be used as primary indicators. The District will utilize the following assessment measures.

First Priority: PSAE, IMAGE, IAA.

Second Priority: Other District Assessments as needed including Terra Nova, Explore and Plan

Additional indicators will be utilized if necessary, such as writing, social studies and science assessment scores.

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

(Continued)

IMPLEMENTATION OF THE TRANSFER PROVISIONS OF THE *NO CHILD LEFT BEHIND ACT*

5840

Application Process

After the Superintendent has determined the number of receiving schools of choice and the number of students who can be transferred to each such school in each grade, parents/guardians of eligible students will be sent an Application for School Choice Transfer Packet. This packet will include, but not be limited to:

- Notice of Choice Letter;
- A copy of the District's Policy for Implementation of Transfer Provisions of NCLBA, which includes school choice transfer provisions;
- A copy of these Procedures;
- An Application for School Choice Transfer; and
- A listing of the receiving schools available to that student.

Parents/guardians shall indicate, in rank order, their preferred selections(s) for a school of choice. Waiting lists will be created for parents who do not receive their preferred choice(s) of school(s).

Parents/guardians must submit their transfer application within 30 days of receipt of the Application for School Choice Transfer Packet.

Upon confirmation by the District that a parent's selection is available, parents will receive notification of the chosen school and a school enrollment packet. Parents then must submit their written acceptance of the assigned receiving school on a District form within 5 business days and must immediately complete the enrollment process at the chosen school.

Course schedules will be held only 10 school days after the first day of attendance in the new school year. Families who intend to utilize the schedule at the chosen school must have their child enrolled and in attendance by the specified enrollment date.

Seats available after the 10 school day period described above will be reassigned to students on the waiting list according to the above guidelines.

Beginning in 2006, the transfer request period will be announced each Spring for the following school year, and the transfer procedure described above will be followed. Failure to request a transfer during the transfer

request period and undertake timely enrollment will result in the student remaining in his/her current school.

Transportation

Consistent with the provision of 105 ILCS 5/10-21.3a and the federal *No Child Left Behind Act*, transportation for students transferred under these Procedures will be provided at District expense. The District's obligation to provide transportation to receiving schools ends when the home school is no longer on School Improvement, Corrective Action or Restructuring status.

Review Process

If families have procedural concerns about their assigned school(s) under these Procedures, they may request a Review of Choice Assignment, which must be submitted to the Superintendent within 10 calendar days of notification of the assignment. The Superintendent will review the request and make a determination within 10 business days. The Superintendent's decision will be final.

PROCEDURES

Approved 12/1/2003

Approved: 6/4/04

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

TESTING PROGRAM

5900

5900 All students will participate regularly in comprehensive norm-referenced achievement and criterion-referenced testing. This comprehensive testing program will be coupled with teacher-made tests and staff recommendations to ensure the attainment of competency through the high school experience and the placement of students in appropriate classes.

Adopted: 7/11/88

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

WEIGHTED GRADE POINTS

6:281

6:281 The superintendent is responsible for the development of a method of weighting grades and for ensuring that the method is applied uniformly.

Adopted: 7/11/88
Revised: 9/8/98
Revised: 11/1/04
Approved: 1/3/05
Revised: 7/10/17

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

WEIGHTED GRADE POINTS

6:281AP

6:281AP The system for weighting grades in District 207 is as follows:

Definitions and Purposes

1. The Accelerated Program

The Accelerated Program provides students with more a highly rigorous curriculum, delivered at an accelerated pace, that is above the grade level for which the curriculum is originally designed.

2. The Advanced Placement Program

The Advanced Placement Program provides students with an opportunity to study college level courses credited and administered by College Board. By taking special examinations, these students may gain advanced standing or credit in college.

3. Dual credit/Dual enrollment Program

The Dual credit/Dual enrollment provides students with an opportunity to study college level courses through official agreements with Maine Township High School District 207 and our partner colleges, universities and post-secondary institutions.

4. The Regular Education Program

The Regular Education Program provides students with a rigorous curriculum that is grade-level appropriate.

Grades shall be assigned the following weight:

	Accelerated and Advanced Placement	Regular
A	5	4
B	4	3
C	3	2
D	1	1
F	0	0

Approved: 7/11/88
Revised: 9/8/98
Revised: 11/1/04
Approved: 1/3/05
Revised: 8/4/08
Revised: 7/10/17

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

WEIGHTED GRADE POINTS

6:281

6:281

Effective with the graduating class of 2013, student grade point (GPA) will be reported in two different ways: weighted and non-weighted. The non-weighted GPA would give the exact same value to every course. The selection of the Maine Scholars and Honor Roll designees will be based on the weighted GPA.

PROCEDURES

Approved: 7/11/88
Revised: 9/8/98
Revised: 11/1/04
Approved: 1/3/05
Revised: 1/9/12
Revised: 7/10/17

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

ALTERNATIVE HIGH SCHOOL CREDIT -- APPROVED CORRESPONDENCE/ONLINE AND
POST-SECONDARY COURSES 6:311

6:311 Approved Correspondence, Online Courses and Post-secondary courses

It is the policy of the Board of Education of District 207 to seek to meet the individual needs of all District 207 students by providing appropriate programs within the Maine Township High Schools based upon these needs. However, under extraordinary circumstances, a student's needs may most appropriately be met by enrollment in a supervised, independent study course by correspondence, online courses, or through a post-secondary institution. In such cases the administration is authorized to approve enrollment in correspondence, online or post-secondary courses for credit toward the District 207 graduation requirements.

It is the policy of the Board of Education that a maximum of six full units of credit obtained by the completion of approved correspondence, online courses or post-secondary courses may be applied toward the District 207 graduation requirement. Of these six full credits only two full credits may satisfy credit requirements in core academic areas (i.e. English, math, science, and social science). Exceptions or extraordinary circumstances may be granted by the superintendent in consultation with the building principal.

All expenses involved in a correspondence or online course enrollment shall be the responsibility of the enrolling student. Exceptions for extraordinary circumstances may be granted by the superintendent in consultation with the building principal.

Please refer to Policy 6:281 for courses designated as dual credit/dual enrollment.

Adopted: 7/11/88
Revised: 7/10/17

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

ALTERNATIVE HIGH SCHOOL CREDIT -- APPROVED CORRESPONDENCE COURSES 6:311AP

6:311AP Procedures for Implementing Board Policy: Correspondence/Online courses and post-secondary courses

1. Students may enroll in a correspondence, online course or post-secondary course and receive credit toward District 207 graduation requirements only with the prior written approval of the student's counselor and the Assistant Principal for Student Personnel Services.

In order to enroll in a correspondence, online or post-secondary course a student must schedule a meeting with his/her counselor to decide upon the course or courses. Afterwards the counselor and student will meet with the Assistant Principal for Student Personnel Services to complete enrollment forms and to sign an agreement indicating the deadline for the completion of work. All correspondence, online or post-secondary courses must receive parental approval.

Any questions concerning enrollment procedures should be directed to the student's counselor. Any deviation from the original agreement (such as an extension of time) must be approved in writing by both the student's counselor and the Assistant Principal for Student Personnel Services and must be signed by the student or a parent.

2. In determining whether enrollment in a correspondence, online course or post-secondary course is the appropriate educational experience for a student, the Director of Student Personnel Services shall consider such factors as:
 - 1) The number of credits needed by the student to meet graduation requirements
 - 2) Year in school and proximity to graduation
3. Only correspondence, online courses or post-secondary courses approved by the administration shall be accepted for credit toward graduation from District 207.
4. Approved correspondence, online or post-secondary non-core elective courses will be awarded a grade of P (pass) or F (fail). A passing grade will not be counted in the student's GPA but a failing grade will count. Core courses (English, mathematics, social science, science) will be awarded a non-weighted grade (on a 4.0 scale) which will be counted in the GPA.
5. The student's final exams for correspondence, online or post-secondary courses must be taken by the student in a proctored location that is approved by the Director of Student Personnel Services.
6. A course must be completed within the regular school year unless an extension is granted by the Director of Student Personnel Services.

PROCEDURES

Approved: 7/16/68
Revised: 7/11/88
Revised: 12/11/01
Revised: 7/10/17