

ACTION ITEM

Date: February 26, 2018

To: Raymond Lechner, Ph.D.

From: Heather Glowacki, Ed.D., Administrator for Human Resources

Subject: Second and Final Reading of Revised Board of Education Policies 6:150 *Home and Hospital Instruction*; 6:160 *English Learners*; 6:170 *Title 1 Programs*; 6:180 *Extended Instructional Programs- Summer School*; 6:190 *Extracurricular and Co-Curricular Activities*; 6:200 *Emergency Drills*; 6:210 *Instructional Materials*; and 7:180 *Preventing Bullying and Other Aggressive Behaviors*

PROPOSED ACTION BY THE BOARD OF EDUCATION

Motion to approve as Second and Final Reading of Revised Board of Education Policies 6:150 *Home and Hospital Instruction*; 6:160 *English Learners*; 6:170 *Title 1 Programs*; 6:180 *Extended Instructional Programs- Summer School*; 6:190 *Extracurricular and Co-Curricular Activities*; 6:200 *Emergency Drills*; 6:210 *Instructional Materials*; and 7:180 *Preventing Bullying and Other Aggressive Behaviors*

BACKGROUND

The policies presented in this second and final reading reflect recommended changes from the first reading, as well as current legal requirements and District practices.

There are several suggested name changes. Policy 6:160 *English Language Learners* be re-named *English Learners*. Policy 6:180 *Summer School* should be named *Extended Instructional Programs- Summer School*. Policy 6:190 *Co-Curricular Clubs and Activities Policy* should be re-named *Extracurricular and Co-Curricular Activities*.

Policy 6:220 *Instructional Materials*, should be renumbered Policy 6:210 *Instructional Materials*. By renumbering the policy, it is easier referenced in laws as well as in model policies. It is recommended that Policy 6:200 *Emergency Drills* be deleted. The content of this policy is stated in Policy 4:170 *Safety*. Finally, a review of Policy 7:180 *Preventing Bullying and Other Aggressive Behaviors* is required every 2 years. Suggested changes are reflective of legal advice.

HG/hg

Recommended for approval by the Board of Education



Dr. Raymond Lechner, Superintendent

Instruction

Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant, or advanced practice registered nurse anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by Illinois law and the Illinois State Board of Education rules governing (1) the continuum of placement options for students who have been identified for special education services, or (2) the home and hospital instruction provisions for students who have not been identified for special education services. Appropriate educational services from qualified staff will begin no later than five (5) school days after receiving a written statement from the student's physician, physician assistant, or advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction (1) before the birth of the child when the student's physician, physician assistant, or advanced practice registered nurse indicates in writing that she is medically unable to attend regular classroom instruction, and (2) for up to three (3) months after the child's birth or a miscarriage.

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

Adopted: _____

Instruction

English Language Learners

The District offers opportunities for resident English Language Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain. The Superintendent or designee shall develop and maintain a program for English Language Learners that will:

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

Parent Involvement

Parents/guardians of English Language Learners will be informed of how they can: (1) given an opportunity to provide input to the program, and (2) provided notification regarding their child's placement in, and information about, the District's English Language Learners programs be involved in the education of their children, and (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging state academic standards expected for all students.

Adopted: February 19, 2008

Revised:

Instruction

Title 1 Programs

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

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

Title I Parental Involvement

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

District-Level Parental Involvement Compact

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

School-Level Parental Involvement Compact

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

Adopted: February 19, 2008

Reviewed:

Instruction

Extended Instructional Programs-Summer School

The District may offer extended instructional programs in accordance with state law and the District's educational philosophy. The School District may ~~conduct~~ offer a tuition summer school program each year after a plan has been presented to and approved by the Board of Education ~~for its approval~~. Its purpose is to provide additional opportunities for ~~pupils~~ students to receive remedial instruction and participate in enrichment activities. Tuition may be charged for the summer school program and ~~The~~ tuition schedule is designed to make the program self-supporting.

Adopted: November 10, 1997

Revised:

Instruction

Extracurricular and Co-Curricular Activities

Co-Curricular Clubs and Activities Policy

The Board of Education encourages participation by students and staff in activities which that supplement the curriculum and enrich their lives. The activities offered by the District shall be of sufficient variety and number to meet the wide range of interests and needs of students.

Extracurricular or co-curricular activities are school-sponsored programs for which some or all of the activities are largely occur outside the instructional day. They do not include field trips, homework, or occasional work required outside the school day for a scheduled class.

Co-curricular activity refers to an activity associated with the curriculum in a regular classroom and is generally required for class credit. Co-curricular activities are purposeful and assessable activities that learning is defined as purposeful and assessable learning that complements the academic programming and occurs beyond the traditional classroom. Examples may include science fair, student government, Model United Nations, band, orchestra, and choir.

Extracurricular activities are activities refers to an activity that is are not part of the curriculum, is are not graded, does not offer credits, and generally, does not take place during classroom time the school day; it includes competitive interscholastic activities and clubs. Examples may include competitive interscholastic activities, clubs Science Olympiad and Inspired Youth Tutoring.

Students shall have equal access to all of the District's educational programs including co-curricular and extracurricular activities regardless of any protected classifications as identified in Board policy 7:10, *Equal Education Opportunities*. State Board regulations state that students shall have equal opportunity to participate in and/or benefit from any educational programs or activities regardless of race, color, creed, religion, sex, national origin or social or economic status.

The scheduling of school-sponsored activities on a night before a school day should be kept within reasonable limits age appropriate. The District seeks to schedule all of its extracurricular and co-curricular activities within reasonable and developmentally appropriate timeframes.

The Superintendent must approve an activity in order for it to be considered a District-sponsored extracurricular or co-curricular activity, using the following criteria:

1. The activity will contribute to the leadership abilities, social well-being, self-realization, good citizenship, or general growth of student-participants.

2. Fees assessed students are reasonable and do not exceed the actual cost of operation.
3. The District has sufficient financial resources for the activity.
4. Requests from students should be thoroughly considered.
5. The activity will be supervised by a school-approved sponsor.

Academic Criteria for Participation

For students in kindergarten through 8th grade, selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code.

Adopted: November 10, 1997

Revised:

Instruction

Emergency Drills

~~The Board of Education requires the conducting of emergency drills to prepare students and staff for emergency situations.~~

~~Adopted: November 10, 1997~~

Instruction

Instructional Materials

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

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

The Superintendent or designee shall maintain a list of textbooks and instructional materials used in the District. Anyone may inspect any textbook or instructional material.

Teachers are encouraged to use age-appropriate supplemental material only when it will enhance, or otherwise illustrate, the subjects being taught. Teachers are to ensure that such material is appropriate. Any movie, documentary, novel, or other instructional material that is not part of any ~~district adoption~~ District-adopted instructional materials or does not have a rating must be approved by the ~~Building p~~Building p~~Principal, or designee~~ Principal, or designee before being used by the teacher. All such materials ~~movies, documentaries, films, and books~~ must be previewed by the teacher before asking the ~~Building p~~Building p~~Principal, or designee~~ for approval for use. No PG-13 movie shall be shown without prior approval from the ~~Building p~~Building p~~Principal and written parental permission by a student's parent(s)/guardian(s) is given.~~ No R-rated and NC-17 (no one 17 and under admitted) rated movies shall be shown under any circumstances. These restrictions apply to television programs and other media with equivalent ratings. Movies should be used primarily for instructional purposes.

Instructional Materials Selection and Adoption

The Superintendent shall approve the selection of all textbooks and instructional materials according to the standards described in this policy. The School Code governs the adoption and purchase of textbooks and instructional materials.

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

CROSS REF.: ~~6:30 (Organization of Instruction), 6:40 (Curriculum Development), 6:80 (Teaching About Controversial Issues), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 8:110 (Public Suggestions and Concerns)~~

Adopted: November 10, 1997

Revised: May 16, 2011;

Students

Preventing Bullying and Other Aggressive Behaviors

Bullying is contrary to Illinois law and District policy. Bullying and other aggressive behaviors diminish a student's ability to learn and a school's ability to educate. Deterring students from engaging in these disruptive behaviors and providing all students access to a safe, non-hostile learning environment are important District goals.

The District prohibits and will not tolerate aggressive student behavior, including bullying conduct of any type or on any basis, as defined below. ~~The District will protect students against retaliation for reporting incidents of aggressive behavior and bullying and will take disciplinary action against any student who participates in such conduct.~~ Students are expected to act respectfully towards their peers and to avoid bullying and aggressive behaviors in their interactions with other students.

In addition, bullying that is based on actual or perceived race, color, nationality, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, military status, unfavorable discharge status from the military service, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited and may amount to a violation of a student's civil right and of Board Policy 7:20 Harassment.

For purposes of this policy, the term *bullying* includes cyber-bullying, and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward, or intended to specifically target a student that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property.
2. Causing a substantially detrimental effect on the student's or students' physical or mental health.
3. Substantially interfering with the student's or students' academic performance.
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including, without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Aggressive conduct towards other students that is not severe or pervasive shall not be deemed as bullying, but may constitute gross disobedience or misconduct leading to discipline under Board Policy 7:190 Student Discipline Behavior, of any student ~~who~~

engaginges in such behavior. Students who engage in bullying conduct shall also be disciplined under Board Ppolicy 7:190.

Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyber-bullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyber-bullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and/or restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in the School, including without limitation school administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying is prohibited in each of the following situations:

1. During any school sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school sponsored or school sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the ~~School~~ District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require school personnel members to monitor any non-school related activity, function, or program.

The Superintendent or designee shall develop and maintain a bullying prevention and response program that:

1. aAdvances the District's goal of providing all students with a safe learning environment free of bullying, ~~and that~~
2. is based on the engagement of a range of school stakeholders, including students and parents/guardians, ~~that~~
3. Defines bullying as provided in this policy;
4. Fully implements and enforces all applicable Board policies by including provisions that address the following:
 - (a) conducting a prompt and thorough investigation of alleged incidents of bullying, intimidation, harassing behavior, or similar conduct,
 - (b) making reasonable efforts to complete the investigation within ten (10) school days after the report of the alleged incident was received, ~~(c)~~ taking into consideration additional relevant information received during the course of the investigation of the reported bullying incident,
 - ~~(d)~~ (c) involving appropriate school support personnel and other school ~~staff~~ personnel ~~persons~~ with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process,
 - ~~(e)~~ (d) providing each student who is determined as a result of investigation to have violated ~~one or more of these policies~~ this or other Board policies with appropriate disciplinary consequences and appropriate remedial actions consistent with this and other Board policies,
 - ~~(f)~~ (e) protecting students against retaliation for reporting such bullying conduct, ~~and~~
 - (g) (f) ensuring consistency with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying, and
 - (h) (g) notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction. The District shall provide both the victim and the aggressor with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

5. Examines the appropriate steps to understand and rectify conditions that foster bullying, intimidation, and harassment; this contemplates taking action to eliminate or prevent these disruptive behaviors beyond traditional punitive disciplinary actions. In addition, interventions shall be utilized to address bullying, which may include, but are not limited to school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
6. Includes bullying prevention and character instruction in all grades in accordance with State law and Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
7. Fully informs ~~staff members~~ school personnel of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes: (a) communicating the District's expectation – and the State law requirement – that teachers and other certificated employees maintain discipline, and (b) establishing a clear process for ~~staff members~~ school personnel to fulfill their obligation to report alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence, and (c) requiring ~~staff~~ school personnel to notify the Building Principal or designee of the reported incident of bullying as soon as possible after the report is received.
8. Encourages all members of the school community, including students, parents/guardians, District ~~staff~~ personnel, volunteers, and visitors, to report alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence to the Building Principal or any District employee. A report may be made orally or in writing. Anonymous reports are accepted. No disciplinary action will be taken solely on the basis of an anonymous report.

~~The District 39 Complaint Managers is are the Administrator for Student Services.~~

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9. Actively involves students' parents/guardians in the remediation of the behavior(s) of concern. This includes ensuring that all parents/guardians are notified, as required by State law, whenever their child engages in aggressive behavior. The building principal or Designee shall, consistent with federal and State laws and rules governing student privacy rights, promptly inform parents/guardians of all students involved in the alleged incident of bullying and discuss, as appropriate, the availability of services within the District and community, such as social work services, counseling, school psychological services, other interventions, and restorative measures.
10. Communicates the District's expectation that all students conduct themselves with a proper regard for the rights and welfare of other students. This includes a process for commending or acknowledging students for demonstrating appropriate behavior.
11. Prohibits A reprisal or retaliation against any person who reports an act of bullying is ~~prohibited~~. A student's act of reprisal or retaliation will be met with disciplinary consequences and can be treated as bullying for purposes of determining any consequences or other appropriate remedial actions consistent with this and other Board policies.
12. Does not ~~A student will not be punished~~ a student for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be met with disciplinary consequences and can be treated as bullying for purposes of determining any consequences or other appropriate remedial actions consistent with this and other Board policies.
13. Posts this Ppolicy on the District's website, ~~and~~ includes it in the student handbook, and, where applicable, posts it where other policies, rules, and standards of conduct are currently posted. Annually communicates this policy to students and their parents/guardians, and school personnel, including new employees when hired, and provides this policy periodically throughout the school year to students and faculty. This includes annually disseminating information to all students, ~~and parents, and~~ guardians explaining the serious ~~disruption-impact~~ caused by bullying, intimidation, or harassment and that these behaviors will be taken seriously and are not acceptable in any form.
14. Engages in ongoing monitoring that includes collecting and analyzing appropriate data on the nature and extent of bullying in the District's schools to identify frequency of victimization student, ~~staff~~ school personnel, and family observations of safety at a school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation. The evaluation process also may include the use of relevant data and information that the school already collects for other purposes. After identifying appropriate indicators, assesses the effectiveness of this Ppolicy and the various strategies, programs, and procedures, the results of this assessment will be shared with the Board along with posting on the District website.

15. Complies with State and federal law and is consistent with all other Board policies. This includes prompting the Board to conduct a review and re-evaluation of the Ppolicy and to make any necessary and appropriate revisions every 2 years, and file the Ppolicy with the Illinois State Board of Education after the Board adopts or updates it.

The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:

- (a) The frequency of victimization;
- (b) Student, ~~staff~~ school personnel, and family observations of safety at a school;
- (c) Identification of areas of a school where bullying occurs;
- (d) The types of bullying ~~utilized~~ reported; and
- (e) Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

This policy is not intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.

Adopted: January 23, 2012

Revised: November 17, 2014, January 25, 2016;