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## Instruction

### Administrative Procedure – Remote and/or Blended Remote Learning Day Plan(s)

Use this procedure in conjunction with the subhead *Suspension of In-Person Instruction; Remote and/or Blended Remote Learning Day Plan(s)* in Board policy 4:180, *Pandemic Preparedness; Management; and Recovery*.

When the District must implement a Remote and/or Blended Remote Learning Day Plan (Plan) that designates *remote learning days* (RLDs) and/or *blended remote learning days* (BRLDs) for instruction in grades pre-kindergarten through 12, the Superintendent must approve<sup>1</sup> a Plan, present the Plan to the Board for adoption<sup>2</sup> prior to its implementation, implement the Plan after Board approval, and post it on the District's website.

The Superintendent will begin the process of developing a Plan in one of the two following ways:

1. Adapting the District's e-learning program (adopted by the Board pursuant to 105 ILCS 5/10-20.56) into a Plan<sup>3</sup> and ensuring that it is posted on the District's website and communicated to the community in accordance with this procedure.<sup>4</sup> See *E-learning Program; Days*, in the **Definitions** subhead below for more information about an e-learning program.
2. Using this procedure if the District has not implemented an e-learning program.<sup>5</sup>

The footnotes should be removed before the material is used.

<sup>1</sup> 105 ILCS 5/10-30(3) states "the district shall adopt a remote and blended remote learning day plan approved by the district superintendent." This presents a governance best practice conundrum. For ease of administration, to avoid confusion during implementation and to align with the IASB *Foundational Principles of Effective Governance* ([https://www.iasb.com/conference-training-and-events/training/training-resources/foundational-principles-of-effective-governance/www.iasb.com-principles\\_popup.cfm](https://www.iasb.com/conference-training-and-events/training/training-resources/foundational-principles-of-effective-governance/www.iasb.com-principles_popup.cfm)), this administrative procedure requires the superintendent to present the approved plan to the board for adoption prior to district-wide implementation and posting on the district's website. See f/n 13 in sample policy 4:180, *Pandemic Preparedness; Management; and Recovery* for further discussion.

<sup>2</sup> *Id.*

<sup>3</sup> *Id.* at 5/10-30(2). If the board has implemented an e-learning program in the district, it should adapt the program into a Plan by ensuring that the requirements for communicating the Plan are met. See f/n 4 below. Consult the board attorney regarding the impact, if any, of 105 ILCS 5/10-20.56(d-10), (d-15), and (d-20)-added by P.A. 102-697, which requires boards to pay educational support personnel and contractors their regular rate of pay on e-learning days, unless they are rescheduled. The law limits the number of e-learning days to the minimum number of emergency days in the approved school calendar; it is unclear if those days would still need to be paid in the event an e-learning program is adapted into a Plan. *Id.*

<sup>4</sup> *Id.* at 5/10-30(6).

<sup>5</sup> *Id.* at 5/10-30(3) and (6). See f/n 1, above.

See f/n 3 in sample policy 2:150, *Committees* for a discussion of Open Meetings Act implications of the Remote Learning Committee being a board committee. See IASB's *Foundational Principles of Effective Governance* at [www.iasb.com/conference-training-and-events/training/training-resources/foundational-principles-of-effective-governance/www.iasb.com-principles\\_popup.cfm](https://www.iasb.com/conference-training-and-events/training/training-resources/foundational-principles-of-effective-governance/www.iasb.com-principles_popup.cfm).

### Definitions

**Blended Remote Learning Days (BRLDs)** – School attendance days during which the District provides hybrid days of in-person and remote instruction to students.<sup>6</sup> Once the State Superintendent of Education declares that the District must use [remote learning daysRLDs](#) or [blended remote learning daysBRLDs](#), the Superintendent implements these days in grades pre-kindergarten through 12. These days are counted as days of attendance and are pupil attendance days for calculation of the length of a school term under 105 ILCS 5/10-19 and 5/10-19.05. If the District has implemented an *e-learning program*, these school attendance days may be met through it. See 105 ILCS 5/10-30.

**E-learning Program; Days** – E-learning is short for electronic learning. As an optional instructional tool for school districts, e-learning days are part of an implemented e-learning program in the District that:

1. Uses the Internet, telephones, texts, chat rooms, or other similar means of electronic communication for instruction and interaction between teachers and students that meet the needs of all learners; and
2. Addresses a district's responsibility to ensure that all teachers and staff who may be involved in the provision of e-learning have access to any and all hardware and software that may be required for the program.

An e-learning program is implemented after a school board:

1. Adopts a resolution to implement research-based program(s) for district-wide e-learning days that permit student instruction to be received electronically while students are not physically present in lieu of the district's scheduled emergency days as required by 105 ILCS 5/10-19 (105 ILCS 5/10-20.56(b), amended by P.A. 103-780);
2. Conducts a public hearing on the District's initial e-learning program proposal or renewal with at least 10 days' advanced notice (*Id.* at 5/10-20.56(c)); and
3. Before the implementation of any e-learning days in that school year, to ensure access for all students, receives verifications by the regional office of education (ROE) or intermediate service center (ISC) that the board's proposal for an e-learning program has: (a) met the requirements specified in 105 ILCS 5/10-20.56, amended by P.A.s ~~102-584, 102-697, and~~ 103-780; (b) the components designed to reasonably and practicably accomplish the requirements outlined in the enabling statute; and (c) not exceeded the minimum number of emergency days in a district's approved school calendar. In its verification process, the ROE/ISC ensures that the specific needs of all students are met, including special education students and English Learners, and that all mandates are still met using the proposed research-based program. See 105 ILCS 5/10-20.56(b), amended by P.A.s ~~102-584 and~~ 103-780.

While the ROE/ISC must annually verify a district's e-learning program, the Board's approval of an e-learning program is for a term of three school years. 105 ILCS 5/10-20.56(d)(10), amended by P.A. 103-780.

**Plan** – The District's formal implementation of remote instruction that includes RLDs and BRLDs. If the District already has an e-learning program in place, it should adapt the program into a Plan by

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<sup>6</sup> The law is silent regarding whether BRLDs must be in-person and remote on the same day or whether they may include in-person instruction on one day and remote learning on different day. BRLDs is a term commonly used in higher education, and in higher education, in-person and remote instruction may take place on the same day or on different days.

ensuring that the requirements for communicating the Plan, e.g., website posting, etc. are met.<sup>7</sup> When finalized, it is provided to students and faculty, posted on the District’s website where other policies, rules, and standards of conduct are posted, and listed in exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. Plans should be periodically reviewed and amended to ensure the needs of all students continue to be met throughout the suspension of in-person learning. If a plan is amended, post the amended plan to the District website.<sup>8</sup>

**Remote Learning Days (RLDs)** – Remote learning is learning that happens outside of the traditional classroom because the student and teacher are separated by distance and/or time. Remote learning can be real-time or flexibility-timed, and it may or may not involve technology. School attendance days are days that the District provides remote instruction to students. Once the State Superintendent of Education declares that the District must use [remote learning daysRLDs](#) or [blended remote learning daysBLRDs](#), the Superintendent implements these days in grades pre-kindergarten through 12 on days of attendance. These days are counted as pupil attendance days for calculation of the length of the District’s official calendar under 105 ILCS 5/10-19 and 5/10-19.05. If a district has implemented an e-learning program, these school attendance days may be met through it. Five RLDs, taken consecutively or in separate increments, may be used to develop, review, or amend the District’s Plan or provide professional development to staff about remote education; i.e., *Remote Learning Planning Days*. See 105 ILCS 5/10-30.<sup>9</sup>

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**Remote Learning Planning Days** – [If the district does not implement an e-learning program, then a district may use up to five consecutive or separate increment days that a district may use](#) to develop, review, or amend its Plan or to provide professional development to staff about remote education. These days are counted as days of attendance and are pupil attendance days for calculation of the length of a school term under 105 ILCS 5/10-19 and 5/10-19.05. See 105 ILCS 5/10-30.<sup>10</sup>

Plan Development and Implementation

Use this Plan before, during, and after implementing 105 ILCS 5/10-30.

**Consult the Board Attorney for guidance on this procedure.**

| Actor | Action   |
|-------|--|
| Board | If permitted by local resources and conditions, implement an e-learning program pursuant to 105 ILCS 5/10-20.56, amended by P.A.s <a href="#">102-584</a> , <a href="#">102-697</a> , and 103-780. |

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<sup>7</sup> See question “How do Remote Learning Plans and E-Learning Plans differ?” in the Ill. State Board of Education (ISBE) Guidance Document, *Current Remote Learning Options Under Illinois Law Guidance for Schools and Districts* *Mandatory Suspension of In-Person Instruction Guidance for Illinois Schools and School Districts*, and its most recent updates at: [www.isbe.net/Documents/Remote-Learning-Guidance-Chart.pdf](http://www.isbe.net/Documents/Remote-Learning-Guidance-Chart.pdf) [www.isbe.net](http://www.isbe.net).

<sup>8</sup> See question “Can Remote Learning Plans be revised periodically to align with changing circumstances?” in the ISBE Guidance Document, *Mandatory Suspension of In-Person Instruction Guidance for Illinois Schools and School Districts*, and its most recent updates at: [www.isbe.net](http://www.isbe.net).

<sup>9</sup> See questions “What is a Remote Learning Day on the school calendar?” and “How do Remote Learning Plans and E-Learning Plans differ?” in the archived ISBE Guidance Document, *Mandatory Suspension of In-Person Instruction Guidance for Illinois Schools and School Districts*, at: [www.isbe.net/Pages/covid19.aspx](http://www.isbe.net/Pages/covid19.aspx).

<sup>10</sup> See question “What are Remote Learning Planning Days?” in the archived ISBE Guidance Document, *Mandatory Suspension of In-Person Instruction Guidance for Illinois Schools and School Districts*, at: [www.isbe.net/Pages/covid19.aspx](http://www.isbe.net/Pages/covid19.aspx).

| Actor                    | Action   |
|--------------------------|--|
|                          | <p>If the Board decides not to implement an e-learning program in the District, provides the Superintendent with the resources necessary to implement a Remote and/or Blended Remote Learning Day Plan (Plan) that meets the needs of all students. 105 ILCS 5/10-30.</p> <p>Directs, through policy, the Superintendent to recommend any suspensions or amendments to policies to reduce any Board-required graduation or other instructional requirements in addition to the minimum requirements specified in School Code that the District was not able to complete due to a pandemic. 105 ILCS 5/10-16.7.</p> <p>Monitors Board policies 2:20, <i>Powers and Duties of the School Board; Indemnification</i>, 4:180, <i>Pandemic Preparedness; Management; and Recovery</i>, and 6:20, <i>School Year Calendar and Day</i>, 6:60, <i>Curriculum Content</i>, and 6:300, <i>Graduation Requirements</i> (if applicable), and makes changes recommended by the Superintendent. See Board policy 2:240, <i>Board Policy Development</i>.</p> <p>Considers all policy changes recommended by the Superintendent pursuant to Board policy 2:240, <i>Board Policy Development</i>, and included as a topic for discussion in the annual report required by Board policy 6:10, <i>Educational Philosophy and Objectives</i>.</p> <p>Adopts the Superintendent-approved Plan for District-wide implementation.<sup>11</sup></p> <p>Provides appropriate, additional resources requested by the Superintendent to successfully implement the Plan.</p> |
| Board and Superintendent | <p>Identify, discuss, modify, and monitor relevant Board policies that remote learning may possibly affect, including but not limited to:</p> <p>4:130, <i>Free and Reduced-Price Food Services</i></p> <p>4:180, <i>Pandemic Preparedness; Management; and Recovery</i></p> <p>5:35, <i>Compliance with the Fair Labor Standards Act</i></p> <p>5:40, <i>Communicable and Chronic Infectious Disease</i></p> <p>5:180, <i>Temporary Illness or Temporary Incapacity</i></p> <p>5:185, <i>Family and Medical Leave</i></p> <p>5:200, <i>Terms and Conditions of Employment and Dismissal</i></p> <p>5:270, <i>Employment At-will, Compensation, and Assignment</i></p> <p>5:300, <i>Schedules and Employment Year</i></p> <p>5:330, <i>Sick Days, Vacation, Holidays and Leaves</i></p>  |

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<sup>11</sup> See f/n 1, above.

| Actor                      | Action  |
|----------------------------|---|
|                            | <p>6:10, <i>Educational Philosophy and Objectives</i></p> <p>6:15, <i>School Accountability</i></p> <p>6:20, <i>School Year Calendar and Day</i></p> <p>6:30, <i>Organization of Instruction</i></p> <p>6:60, <i>Curriculum Content</i></p> <p>6:120, <i>Education of Children with Disabilities</i></p> <p>6:150, <i>Home and Hospital Instruction</i></p> <p>6:190, <i>Extracurricular and Co-Curricular Activities</i></p> <p>6:300, <i>Graduation Requirements</i></p> <p>7:70, <i>Attendance and Truancy</i></p> <p>7:280, <i>Communicable and Chronic Infectious Disease</i></p> <p>8:30, <i>Visitors to and Conduct on School Property</i></p> <p>8:100, <i>Relations with Other Organizations and Agencies</i></p>  |
| Superintendent or Designee | <p>When the District is required by the State Superintendent of Education to implement RLDs and/or BRLDs:</p> <ol style="list-style-type: none"> <li>1. If an e-learning program is in place: <ol style="list-style-type: none"> <li>a. Adapts it into a Plan by ensuring that the requirements for communicating the Plan, e.g., website posting, <del>etc.</del> are met; <sup>12</sup></li> <li>b. Approves the Plan;<sup>13</sup> and</li> <li>c. Presents the Plan to the Board for adoption. <sup>14</sup></li> </ol> </li> <li>2. If an e-learning program is not in place: <ol style="list-style-type: none"> <li>a. Establishes a District-wide Remote Learning Committee<sup>15</sup> to design a Plan for implementation of RLDs and BRLDs. Committee members should include: <ul style="list-style-type: none"> <li>District-level administrators</li> <li>Building Principals (Building Principals are mandatory for successful implementation of the Plan)</li> <li>Pandemic Planning Team member(s)</li> </ul> </li> </ol> </li> </ol> |

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<sup>12</sup> See f/n 3, above.

<sup>13</sup> See f/n 1, above.

<sup>14</sup> See f/ns 1 and 2, above.

<sup>15</sup> If a committee is not feasible in the district, the superintendent or designee must perform this function. See f/n 16, below.

| Actor | Action  |
|-------|---|
|       | <p>District Safety Coordinator (see administrative procedure 4:170-AP1, <i>Comprehensive Safety and Security Plan</i>, Part C, <b>District Safety Coordinator and Safety Team; Responsibilities</b>)</p> <p>District 504 Coordinator (see Board policy 6:120, <i>Education of Children with Disabilities</i>, and exhibit 6:120, AP1, E1 <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>)</p> <p>Staff members <sup>16</sup></p> <p>Parents/Guardians</p> <p>Students</p> <p>b. Chairs and convenes Committee<sup>17</sup> meetings. Manages virtual attendance by some or all Committee members when necessary.</p> <p>3. Designates RLDs and/or BRLDs in grades pre-kindergarten through 12.</p> <p>4. Approves the Plan and presents it to the Board for adoption. <sup>18</sup></p> <p>5. Implements the Plan.</p> <p>6. Ensures that the Plan is provided to students and faculty, posted on the District's website where other policies, rules, and standards of conduct are posted, and listed in exhibit 2:250-E2, <i>Immediately Available District Public Records and Web-Posted Reports and Records</i>.</p> <p>7. Provides periodic reports to the Board about the Committee's progress and needs, along with any amendments to the Plan for the purposes of ensuring that it meets the needs of all students by adding information items to the Board's agendas as needed.</p> |

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<sup>16</sup> 105 ILCS 5/10-30(7) states that it does not increase or diminish any collective bargaining rights under existing law, and that aspects of the plan that impact the wages or other terms or conditions of employment will need to be bargained with the exclusive bargaining representative(s).

<sup>17</sup> This committee is optional. Establishing it is a best practice for aligning with governance principles and examining the many implementation issues specific to each individual school district. While smaller school districts, i.e., one-building districts, may be able to implement a Plan through one meeting, larger school districts will likely require the uniform coordination that this committee provides.

<sup>18</sup> See f/n 1, above.

| Actor                                   | Action  |
|---|---|
| Remote Learning Committee <sup>19</sup> | <p>Designs a Plan for the Superintendent’s approval and Board’s adoption to implement remote instruction through the District in a manner that: <sup>20</sup></p> <ol style="list-style-type: none"> <li>1. Explores what may work best for the school community using any remote learning guidance issued by the Ill. State Board of Education (ISBE), at: <a href="http://www.isbe.net/Documents/Remote-Learning-Guidance-Chart.pdf">www.isbe.net/Documents/Remote-Learning-Guidance-Chart.pdf</a>/<a href="http://www.isbe.net/Pages/covid19.aspx">www.isbe.net/Pages/covid19.aspx</a>.</li> <li>2. Potentially uses Remote Learning Planning Days consecutively or in separate increments to develop, review, or amend this Plan or provide professional development to staff about remote education; <sup>21</sup></li> </ol> <p>If the District does not have an e-learning program, includes design in the Plan for implementation of remote instruction that also provides:</p> <ol style="list-style-type: none"> <li>1. Accessibility of remote instruction to all students enrolled in the District;</li> <li>2. Hybrid RLDs and BRLDs, as directed or allowed by the ISBE;</li> <li>3. Activities for both RLDs and BRLDs that align with State learning standards and Board policies<sup>22</sup> 6:10, <i>Educational Philosophy and Objectives</i>, 6:15, <i>School Accountability</i>, 6:30, <i>Organization of Instruction</i>, 6:60, <i>Curriculum Content</i>, and 6:300, <i>Graduation Requirements</i>; (if applicable);</li> <li>4. Communication between students and teacher(s),<sup>23</sup> as necessary to align with the requirements of Board policy 7:340, <i>Student Records</i>; <sup>24</sup></li> <li>5. Methods to address the unique needs of students in special populations, including, but not limited to, students eligible for special education under 105 ILCS 5/14-1.01 <i>et seq.</i>, students who are English learners as defined in 105 ILCS 5/14C-2, and students experiencing homelessness under the Education for Homeless Children Act (105 ILCS 45/), or vulnerable student populations;</li> </ol> |

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<sup>19</sup> As much of the work of developing a plan is administrative/staff work rather than governance work, best practice is for the remote learning committee to operate as an administrative committee. Consult the board attorney for guidance, and see also ¶n 1 in sample policy 2:150, *Committees* for a discussion of Open Meetings Act implications of a remote learning committee being a board committee.

<sup>20</sup> 105 ILCS 5/10-30(4) and see ¶n 1, above.

<sup>21</sup> While remote learning planning days do not need to be accounted for in the plan itself, the committee may want to address the fact that the district may use up to five RLDs and/or BRLDs may be counted as pupil attendance days for calculation of the length of a school term under 105 ILCS 5/10-19. 105 ILCS 5/10-30(3).

<sup>22</sup> 105 ILCS 5/10-30(8), amended by P.A. 104-391, does not excuse districts from completing all statutory and regulatory curricular mandates and offerings when RLD/BRLD are required. All statutory and regulatory curricular mandates and offerings may be administered through a district’s RLD/BRLD plan(s), except that a district may not offer individual behind-the-wheel instruction 105 ILCS 5/27-815, renumbered by P.A. 104-391, 27-24.2 in its plan(s). *Id.*

While 105 ILCS 5/10-30(8), amended by P.A. 104-391, explicitly prohibits behind-the-wheel instruction for RLDs/BRLDs, during the COVID-19 pandemic, joint ISBE and Ill. Dept. of Public Health (IDPH) guidance focused on allowable in-person instruction activities, one of which included behind-the-wheel instruction.

<sup>23</sup> 105 ILCS 5/10-30(4)(iii).

<sup>24</sup> The second part of this sentence is not in 105 ILCS 5/10-30, but is still required by State and federal law.

| Actor                   | Action  |
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|                         | <p>6. Guidance for how the District will take attendance and monitor and verify each student's remote participation; and</p> <p>7. Resources for transitions from remote learning to in-person instruction when the State Superintendent declares that RLDs and/or BRLDs are no longer deemed necessary.</p> <p>Delivers the Plan to the Superintendent for approval<sup>25</sup> in a format that is easily posted on the District's website.</p> <p>Periodically reviews and amends the Plan, with the Superintendent as needed, to ensure it meets the needs of all students. 105 ILCS 5/10-30(5).</p> <p>Recommends to the Board, through the Superintendent, any policy changes for consideration. See Board policy 2:240, <i>Board Policy Development</i>.</p> <p>Reports reviews and amendments to the Plan to the Superintendent or designee.</p> |
| All Staff <sup>26</sup> | Implements the Plan.  |

LEGAL REF.: 105 ILCS 5/10-30.

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<sup>25</sup> See f/n 1, above.

<sup>26</sup> See f/n 16, above.

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## Instruction

### Administrative Procedure - Dissection of Animals

| Actor                                       | Action   | Time  |
|---|--|---|
| Curriculum Director                         | <p>Identifies: (1) which, if any, courses contain a dissection project, and (2) the available alternative projects. Reports this information to the Building Principal.</p> <p>“Dissection” includes cutting, killing, preserving, or mounting of living or dead animals or animal parts for scientific study; <del>but</del> does not include the cutting, preserving, or mounting of: (1) meat or other animal products that have been processed for use as food or in the preparation of food, or (2) wool, silk, glue, or other commercial or artistic products derived from animals. 105 ILCS 112/10.</p> <p>Students who object to performing, participating in, or observing a dissection must be excused from classroom attendance without penalty. 105 ILCS 112/25.</p> | Throughout the curriculum development process                               |
| Building Principal                          | <p>Ensures that course descriptions indicate which courses contain a dissection unit. For such courses, indicates that objecting students have the right to refrain, and the availability, if any, of an alternative.</p> <p>ISBE guidelines for notifying students, parents, administrators, and teachers are available at:<br/><a href="http://www.isbe.net/Documents/alternatives_dissection_2000.pdf#search=dissection">www.isbe.net/Documents/alternatives_dissection_2000.pdf#search=dissection</a>.</p>   | Annually when course offerings and descriptions are distributed to students |
| School Counselors <sup>†</sup> and Teachers | Reminds objecting students to check the expectations and requirements of the post-secondary schools that they may be interested in attending. 105 ILCS 112/20(b).  | Whenever a student may choose between dissection and an alternative program |
| Students                                    | If dissection is objectionable, asks the teacher to be excused from the dissection project and requests an alternative project.  | Within the first 10 days of the course, if possible                         |

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<sup>†</sup> 105 ILCS 5/10-22.39, 5/10-27.1A, 5/18-8.15, 5/27-23.7, amended by P.A. 102-197.

|                   |   |              |
|-------------------|---|--------------|
| All Staff Members | Do not penalize or discriminate against a student in any way for refusing to perform, participate in, or observe dissection. 105 ILCS 112/25. | Continuously |
|-------------------|---|--------------|

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## Instruction

### **Administrative Procedure - Checklist for Development, Implementation, and Maintenance of Parent and Family Engagement Compacts for Title I Programs**<sup>1</sup>

The development, implementation, and maintenance of school-level parent/guardian and family engagement compacts must be ~~accomplished with~~carried out through meaningful consultation with parents/guardians of children participating in Title I programs. The Superintendent must designate a person ~~to~~who will be responsible for the process of obtaining meaningful consultation. This checklist includes some measures designed to encourage meaningful consultation.

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

- Plan regular meetings throughout the school year with parents/guardians to discuss ~~the District and/or~~ school compacts; identify dates and convenient times, places, and persons whose attendance is desired. Offer meetings in the morning or evening, and, if funds are available under Title I for this purpose, provide transportation, childcare, or home visits, as such services relate to parent/guardian involvement.
- Plan an agenda for meetings to ~~be held to~~ discuss ~~District and/or~~ school-level parent and family engagement compacts.
  - Always begin with “~~introducing~~ where we are now?” and end with “next steps.”
  - Agendas should provide for two-way communication between the District and parents/guardians of children participating in Title I programs.
  - Agendas can be built around the federal compliance requirements as stated in ~~the IASB sample district and school level compacts~~exhibits 6:170-API, E1, District-Level Parent and Family Engagement Plan, and 6:170-API, E2, School-Level Parent and Family Engagement Plan.
  - Agendas should also include a section to inform parents/guardians of their school’s participation under in Title I and to explain Title I’s requirements regarding parent/guardian involvement, including the right of ~~the~~ parents/guardians to be involved.
  - Agendas should also include a section to describe and explain the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of challenging State academic standards.
  - If requested by a parent/guardian, agendas should also include a section for parents/guardians to formulate suggestions and to participate, as appropriate, in decisions relating to their children’s education.
  - Agendas should also include a section to involve parents/guardians in the planning, review, and improvement of Title I programs, including the joint development of the School-Level Parent and Family Engagement Plan (School Plan)~~schoolwide program plan~~ under 20 U.S.C. §6314(b)(2).
  - Another agenda topic is how funds are allotted for parent/guardian involvement in activities; parents/guardians of children receiving services must be involved in these decisions.

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<sup>1</sup> Elementary and Secondary Education Act, 20 U.S.C. §6318. This administrative procedure should be used along with 6:170-API, E1, District-Level Parent and Family Engagement Plan Compact, and 6:170-API, E2, School-Level Parent and Family Engagement Plan Compact, but only by those districts receiving Title I funds.

Notify interested persons of meeting dates to discuss ~~District and/or~~ school compacts, including:

- Parents/guardians of students<sup>2</sup> participating in Title I programs
- Staff members
- Students participating in Title I programs
- School Board members
- Media
- Coordinators for other school programs, e.g., Head Start and preschool programs
- Other \_\_\_\_\_

Publicize the meeting dates, times, and locations to discuss ~~District and/or~~ school-level parent and family engagement compacts.

Make all Open Meetings Act notifications and postings for meetings to ~~be held to~~ discuss ~~District and/or~~ school-level parent and family engagement compacts. **Note:** it is wise to assume these meetings will be in open session if Board members are expected to attend or if the meetings are conducted by a Board-appointed committee.

Appoint a recording secretary to keep meeting minutes.

Provide copies of working drafts to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.

Determine success indicators to measure the effectiveness of the school-level parent and family engagement compacts in improving ~~the students'~~ academic achievement.

Review the success indicators in order to evaluate the effectiveness of the school-level parent and family engagement compacts in improving ~~the students'~~ academic achievement.

~~Conduct an annual evaluation to identify:~~<sup>2</sup>

- Barriers to greater participation by parents/guardians, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
- The needs of parents/guardians and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- Strategies to support successful school and family interactions.

Use the findings of such ~~an~~ evaluation to design evidence-based strategies for more effective parent/guardian involvement.

If the ~~schoolwide program plan~~ ~~School Plan~~ under 20 U.S.C. §6314(b)(2) is not satisfactory to the parents/guardians of participating children, submit any parents/guardians comments on the ~~School p~~Plan when the school makes ~~the plan~~ available to the Board.

Provide status reports to the Board and, periodically, submit updated parent and family engagement ~~compacts~~plans to the Board.

Revise the applicable parent and family engagement ~~compacts~~plans as necessary.

The footnotes should be removed before the material is used.

<sup>2</sup> 20 U.S.C. §6318(a)(2)(D) and (E), as amended by the Every Student Succeeds Act. Pub. L. 114-95.

## Instruction

### Administrative Procedure - Notice to Parents Required by Elementary and Secondary Education, McKinney-Vento Homeless Assistance, and Protection of Pupil Rights Laws

The Elementary and Secondary Education Act (ESEA), McKinney-Vento Homeless Assistance Act (McKinney-Vento), and Protection of Pupil Rights Amendment (PPRA) mandate that schools receiving federal funds provide parents/guardians with information and notices in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand. This procedure contains the key notifications that districts and schools must provide to ~~the~~ their students' parents/guardians ~~of students~~. ~~The legal references are provided at the end of the procedure.~~ The only notices applying to districts that do not receive Title I funds are those regarding student privacy. In addition, see:

- ISBE's *Frequently Asked Questions regarding the Every Student Succeeds Act (ESSA)*, published 8-12-16, at: [www.isbe.net/Documents/ESSA-faq.pdf](http://www.isbe.net/Documents/ESSA-faq.pdf).
- U.S. Department of Education's *Frequently Asked Questions regarding Transitioning to the Every Student Succeeds Act (ESSA)*, updated 1-18-17, at: <https://oese.ed.gov/files/2020/02/essatransitionfaqs11817.pdf>.

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

The following information must be provided to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand. <sup>1</sup>

- a. **Annual report cards.** Districts must disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including: (a) student achievement on academic assessments (designated by category), (b) graduation rates, district performance, teacher qualifications, and (c) other information required by 20 U.S.C. §6311(h)(2)(C). See 6:170-AP2, E1, *District Annual Report Card Required by Every Student Succeeds Act (ESSA)*.

The District's annual report card shall be: (a) concise, (b) presented in an understandable and uniform format, and to the extent practicable, in a language that parents/guardians can understand, and (c) accessible to the public, which includes placing it on the District's website or, if the District does not operate a website, providing it in another manner determined by the District. <sup>2</sup>

- b. **Teacher and paraprofessional qualifications.** At the beginning of each school year, a school district that receives funds under this part shall notify the parents/guardians of each student attending any school receiving funds under this part that the parents/guardians may request,

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<sup>1</sup> Required by 20 U.S.C. §6312(e)(4); 20 U.S.C. §6311(h)(2)(B)(ii).

<sup>2</sup> Required by 20 U.S.C. §6311(h)(2)(B)(i), (iii).

and the ~~d~~District will provide the parents/guardians on request in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, whether:

- i. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
  - ii. The teacher is teaching under emergency or other provisional status.
  - iii. The teacher is teaching in the field of discipline of the certification of the teacher.<sup>3</sup>
  - iv. Paraprofessionals provide services to the student and, if so, their qualifications.
- c. **Student achievement.** Districts must provide ~~to~~ parents/guardians with information on the level of academic achievement and growth of their parent's child in each of the State academic assessments.<sup>4</sup>
- d. **Non-certificated/licensed teachers.** The Districts must provide parents/guardians timely notice that their parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
- e. **Testing transparency.**<sup>5</sup> At the beginning of each school year, a school that receives funds under this part shall notify the parents/guardians of each student attending any school receiving funds under this part that the parents/guardians may request, and the ~~d~~District will provide ~~the parentsto them~~ on request in a timely manner, information regarding any State or District agency policy regarding student participation in any assessments mandated by 20 U.S.C. §6311(b)(2) and by the State or District, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.
- In addition, the District shall make widely available through public means (including by posting in a clear and easily accessible manner on the District's website and, where practicable, on each school's website), information on each assessment required by the State to comply with 20 U.S.C. §6311, other assessments required by the State, and (where available and feasible to report) assessments required districtwide, including:
- i. The subject matter assessed;
  - ii. The purpose for which the assessment is designed and used;
  - iii. The source of the requirement for the assessment; and
  - iv. Where such information is available:
    1. The amount of time students will spend taking the assessment, and the schedule for the assessment; and
    2. The time and format for disseminating results.
2. English Learners
- a. **Language instruction educational programs.**<sup>6</sup> The Districts must inform a parent/guardian of an English learner identified for participation, or participating in, such a program of:
- i. The reasons for their child being identified as an English learner;
  - ii. Their child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
  - iii. The instructional methods used in their child's program and the instructional methods used in other available programs;

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<sup>3</sup> Required by 20 U.S.C. §6312(e)(1), as amended by ESSA.

<sup>4</sup> Required by 20 U.S.C. §6312(e)(1)(B)(i), as amended by ESSA.

<sup>5</sup> Required by 20 U.S.C. §6312(e)(2), as amended by ESSA.

<sup>6</sup> Required by 20 U.S.C. §6312(e)(3)(A)(i)-(viii), as amended by ESSA.

- iv. How their child's program will meet their child's educational strengths and needs
- v. How the program will help their child to learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- vi. Exit requirements for the program, including the expected rate of transition from such program into classrooms not tailored for English learners and the expected rate of high school graduation;
- vii. In the case of a child with a disability, how the program meets the objectives of their child's individualized education program; and
- viii. Information regarding parental rights that includes written guidance:
  1. Detailing parents'/[guardians'](#) right to immediately remove their child from the program upon their request;
  2. Detailing parents'/[guardians'](#) options to decline enrollment in the program or to choose another program or instructional method, if available; and
  3. Assisting parents/[guardians](#) in selecting among various programs and instruction methods, if more than one program/method is offered.

Parents/[guardians](#) shall be provided this information no later than 30 days after the beginning of the school year or, for students identified as English learners during the school year, within the first two weeks of the child's placement in a language instruction educational program. <sup>7</sup>

- b. **Outreach.**<sup>8</sup> ~~Each~~ ~~The~~ District shall implement an effective means of outreach to parents/[guardians](#) of English learners to inform the parents/[guardians](#) regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet challenging State academic standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent/[guardian](#) recommendations.
3. Parent and Family Engagement
- a. **Parent and family engagement policies.**<sup>9</sup> Parents/[guardians](#) and family members shall be notified of the parent and family engagement [Board policy, 6:170, Title I Programs](#), in an understandable and uniform format and, to the extent practicable, notice will be provided in a language ~~the~~ [parents/guardians](#) can understand. ~~Such~~ ~~The~~ policy shall be made available to the local community and updated periodically to meet the changing needs of parents/[guardians](#) and the school.
  - b. **Meeting and information.** Each school shall:
    - i. Convene an annual meeting, at a convenient time, to which all parents/[guardians](#) of participating children shall be invited and encouraged to attend, to inform parents/[guardians](#) of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved;
    - ii. Offer a flexible number of meetings;
    - iii. Involve parents/[guardians](#), in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements

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<sup>7</sup> ~~Required by~~ 20 U.S.C. §6312(e)(3)(A), (B).

<sup>8</sup> ~~Required by~~ 20 U.S.C. §6312(e)(3)(C) ~~as amended by ESSA~~.

<sup>9</sup> ~~Required by~~ 20 U.S.C. §6318(b)(1) ~~as amended by ESSA~~.

- of the school parent and family engagement policy and the joint development of the schoolwide program plan under 20 U.S.C. §6314(b); <sup>10</sup>
- iv. Provide parents/guardians of participating children:
    - Timely information about programs under this part;
    - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards;<sup>11</sup> and
    - If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
  - v. If the schoolwide program plan under 20 U.S.C. §6314(b) is not satisfactory to the parents/guardians of participating children, submit any parent/guardian comments on the plan when the school makes the plan available to the Board. <sup>12</sup>
4. Education of Homeless Children and Youths
- a. **Notice of rights.**<sup>13</sup> The ~~d~~District shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent/guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:
    - i. Shall be signed by the parent/guardian (or, in the case of an unaccompanied youth, the youth);
    - ii. Sets the general rights provided under this subtitle;
    - iii. Specifically states:
      - The choice of schools that homeless children and youths are eligible to attend,
      - That no homeless child or youth is required to attend a separate school for homeless children or youths,
      - That homeless children and youths shall be provided comparable services, including transportation services, educational services, and meals through school meals programs;
      - That homeless children and youths should not be stigmatized by school personnel; and
      - Includes contact information for the local liaison for homeless children and youths.
  - b. **Assistance to unaccompanied youth.**<sup>14</sup> In the case of an unaccompanied homeless youth, the ~~d~~District shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.
  - c. **Public notice of rights.**<sup>15</sup> ~~Each d~~The District shall ensure that public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.
5. Student Privacy

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<sup>10</sup> Required by 20 U.S.C. §6318(c)(3), as amended by ESSA.

<sup>11</sup> Required by 20 U.S.C. §6318(c)(4)(B), as amended by ESSA.

<sup>12</sup> Required by 20 U.S.C. §6318(c)(5), as amended by ESSA.

<sup>13</sup> 42 U.S.C. §11432(e)(3)(C).

<sup>14</sup> 42 U.S.C. §11432(g)(3)(B)(iv).

<sup>15</sup> 42 U.S.C. §11432(g)(6)(A)(vi).

- a. **Notice of privacy policy.**<sup>16</sup> The student privacy policies developed by ~~a-d~~the District shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents/guardians of students enrolled in its schools ~~servd by that district~~. At a minimum, the ~~d~~District shall:
  - i. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and
  - ii. Offer an opportunity for the parent/guardian to opt the student out of the activity.
- b. **Notification of specific events.**<sup>17</sup> ~~Each d~~The District shall directly notify parents/guardians, at least annually at the beginning of the school year, of the specific or approximate dates when activities described in 20 U.S.C. §1232h(c)(2)(C) are scheduled.
- c. **Notice of existing policy.**<sup>18</sup> ~~All d~~The Districts shall provide reasonable notice of such existing policies to parents/~~and~~ guardians of students, e.g., “The School Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. Copies of those policies are available on request.”

LEGAL REF.: ~~I. 1. Elementary and Secondary Education Act (ESEA), 20 U.S.C. §6311(h)(2).  
 — 2. ESEA, 20 U.S.C. §6312(e)(1)(A).  
 — 3. ESEA, 20 U.S.C. §6312(e)(1)(B)(i).  
 — 4. ESEA, 20 U.S.C. §6312(e)(1)(B)(ii).  
 — 5. ESEA, 20 U.S.C. §6312(e)(2).  
 II. 1. ESEA, 20 U.S.C. §6312(e)(3)(A), (B).  
 — 2. ESEA, 20 U.S.C. §6312(e)(3)(C).  
 III. 1. ESEA, 20 U.S.C. §6318(b).  
 — 2. ESEA, 20 U.S.C. §6318(e).  
 IV. 1. McKinney Vento Homeless Assistance Act (McKinney Vento), 42 U.S.C. §11432(e)(3)(C).  
 — 2. McKinney Vento, 42 U.S.C. §11432(g)(3)(B)(iii).  
 — 3. McKinney Vento, 42 U.S.C. §11432(g)(6)(A)(vi).  
 V. 1. Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. §1232h(c)(2)(A).  
 — 2. PPRA, 20 U.S.C. §1232h(c)(2)(B).  
 — 3. PPRA, 20 U.S.C. §1232h(c)(3).~~

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<sup>16</sup> 20 U.S.C. §1232h(c)(2)(A).

<sup>17</sup> 20 U.S.C. §1232h(c)(2)(B).

<sup>18</sup> 20 U.S.C. §1232h(c)(3).

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## Instruction

### Administrative Procedure - Web Publishing Guidelines

#### General Requirements

All material published on the District's website must have educational value and/or support the District guidelines, goals, and policies. Material appropriate for web publishing includes information about the District and its School Board members, agendas, policies, appropriate administrative procedures, Department activities or services, schools, teachers or classes, student projects, and student extracurricular organizations.<sup>1</sup> Personal information, not related to education, will not be allowed on the District's website.

The District ~~webmaster~~ website administrator shall implement a centralized process for review and uploading of material onto the District's website to ensure that, before material is published, it complies with ~~Board~~District policy and procedures.<sup>2</sup> The District ~~website administrator~~webmaster shall supervise the efforts of all staff members responsible for web publishing at each level of District web publishing and, when appropriate, hold in-service opportunities for those staff members. The staff members responsible for web publishing are identified in these procedures in the section **Different Levels of Web Publication**. The District ~~website administrator~~webmaster shall provide regular feedback and suggestions to the Superintendent regarding these Guidelines.

All content published on the District's website must:

1. Comply with all State and federal law concerning copyright, intellectual property rights, [accessibility](#),<sup>3</sup> and legal uses of network computers.
2. Comply with Board policies, administrative procedures, these Guidelines, and other District guidelines provided for specific levels of publishing. This specifically includes the Board's *Access to Electronic Networks* policy and the District's procedures on *Acceptable Use of the District's Electronic Networks*.<sup>4</sup>
3. Due to limited storage space and varying network speeds, file sizes may be limited by the District ~~website administrator~~webmaster.
4. Comply with the publishing expectations listed below.

Material that fails to meet these Guidelines or is in violation of Board policy and/or procedures shall not be published on the District's website. The District reserves the right to remove any material in

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The footnotes should be removed before the material is used.

<sup>1</sup> IASB Policy Services provides web publishing services for board policy manuals. For information about these services and to see sample policy manuals online, visit [www.iasb.com/policy](http://www.iasb.com/policy). See [sample exhibit 2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records](#), for a listing of items that are required by law to appear on a district's website.

<sup>2</sup> A centralized process for review and uploading of material on district web pages will assist compliance with law and ~~board~~district policy and ~~administrative~~ procedures in a consistent fashion across the district. If appropriate, replace "District ~~website administrator~~webmaster" with correct title (e.g., District Network System Administrator).

<sup>3</sup> See [sample policy 2:260, Uniform Grievance Procedure](#), at ¶n 4 for discussion of website accessibility standards under State and federal law.

<sup>4</sup> See [sample policy 6:235, Access to Electronic Networks](#), and [sample administrative procedure 6:235-AP1, Acceptable Use of the District's Electronic Networks](#).

violation of its policy or procedures. Failure to follow these Guidelines or Board policy and/or procedures may result in loss of privileges, disciplinary action, and/or appropriate legal action.

### Publishing Expectations

The following are minimum expectations for all District web pages:

1. The style and presentation of web published material should be of high quality and designed for clarity and readability. Material shall not be published in violation of the District's procedures on *Acceptable Use of the District's Electronic Networks*, including material that is abusive, obscene, profane, sexual threatening, harassing, knowingly false or invades the privacy of any individual. Anonymous messages are prohibited.
2. Correct grammar and spelling are expected.
3. All information must be verifiable.
4. Publications must include a statement of copyright when appropriate and indicate that permission has been secured when including copyrighted materials.
5. Publications must identify affiliation with the District, school, and/or department.
6. Widespread use of external links to non-District websites is discouraged, but if used, the external sites must contain appropriate educational materials and information as exclusively determined by the District.<sup>5</sup> Every effort should be made to ensure that all links are operational. Every link to an external website must open a new browser window.<sup>6</sup>
7. Relevant dates are required on all publications, including the date on which the publication was placed on the District's website. Each site should contain the date the page was last updated.
8. All publications must include the District email address of the staff member responsible for the page. This provides a contact person for questions or comments. If a student is the publisher, the sponsoring staff member's email must be included as the responsible person. Only District staff members may act as student sponsors.
9. Use of the District's website for personal or financial gain is prohibited. No commercial or private accounts should be listed on any District web pages.
10. All documents should be previewed on different web browsers, especially Google Chrome, Mozilla Firefox, or Microsoft Edge, before being posted on the District's website.

For more information about these expectations or other issues related to web publishing, please contact the System Administrator.

### Protecting Student and Staff Privacy

Personal information concerning students or staff members, including home addresses and telephone numbers, shall not be published on District web pages.

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<sup>5</sup> External links have two problems: (1) schools cannot control the content of those sites but may be held responsible for directing visitors, including students, to them, and (2) widespread use may inadvertently create a public forum or raise First Amendment concerns if and when objectionable links are rejected for publication. However, with vigilant supervision and appropriate controls, these risks can be reduced. The district may replace this sentence with the following:

External links to non-District websites are limited to sites containing appropriate educational materials and information as exclusively determined by the District.

<sup>6</sup> The external website link must be programmed to open a new browser window. If the district believes it is too limiting to require every link to an external website to open a new browser window, remove the requirement from this procedure as well as [exhibit 6:235-E3](#), *Online Privacy Statement*.

A student's last name, last name initial, and grade-level shall not be published on District web pages. In addition, student records shall not be disclosed.<sup>7</sup> In special circumstances (e.g., where accolades are warranted), the sponsoring staff member should contact the Building Principal who may seek permission from the student's parents/guardians. Web pages shall not display student pictures with a student identified by his or her name unless written parental permission was first granted (e.g., by executing the form *Using a Photograph or Videotape of a Student*).<sup>8</sup> Student email addresses, whether a personal or District account, shall not be listed on any District web page.

#### Submitting Material to Be Published

Everyone submitting material for publication on the District's website shall have signed an *Authorization for Access to the District's Electronic Networks*. Before material is published on the District's website, the author must authorize the District in writing to publish the material, unless the District owns the copyright. All material submitted by a teacher or other staff member for publication on the District's website is deemed "work for hire," and the copyright in those works vests in the District.<sup>9</sup> All material submitted for the District's website is subject to treatment as a District-sponsored publication.

#### Different Levels of Web Publication

The following guidelines provide specific information regarding web publishing at different levels within the District. At each level, a staff member is identified as being responsible for web publishing at that level. This individual's web publishing efforts are supervised by the District [website administrator/webmaster](#).

##### District-Level

The District [website administrator/webmaster](#) conducts the District-level web publishing efforts and supervises other levels of web publishing. District-level publishing includes the District's homepage as well as any publishing activities representing the District as a whole, e.g., information about Board meetings, Board policy, and schedules. The District homepage shall have a link to an Online Privacy Statement.<sup>10</sup>

##### Department-Level

District departments (e.g., Transportation, Personnel, or Curriculum) may publish their own web pages as part of the District's website. The department supervisor or director is ultimately responsible for his or her respective department's web pages, but may appoint a staff member as the department's [website administrator/webmaster](#) to fulfill the maintenance, reviewing, and uploading tasks. The department supervisor or director shall keep the District [website administrator/webmaster](#) informed of who is the department [website administrator/webmaster](#).

The web-published material should coincide with that department's printed material. The District [website administrator/webmaster](#) should be consulted before publishing potentially sensitive material, e.g., school comparisons or student data.

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The footnotes should be removed before the material is used.

<sup>7</sup> The requirements of the Family Educational Rights and Privacy Act as well as the Ill. School Student Records Act severely limit website publication of student information. Even obtaining parental consent is problematic because, under 105 ILCS 10/6(a)(8), the consent must identify the recipients of the student records, which is impossible with web publishing.

<sup>8</sup> See [sample exhibit 7:340-AP1, E2](#), *Using a Photograph or Videotape of a Student*.

<sup>9</sup> See [sample administrative procedure 5:170-AP1](#), *Copyright Compliance*.

<sup>10</sup> See [sample exhibit 6:235-E3](#), *Online Privacy Statement*.

The department front pages should maintain the look and feel of the District homepage: – the connection to the District should be obvious. Links to the main website’s homepage must be included at the bottom of main pages, and the District’s logo must be included at the top of main front pages of each department.

#### School-Level

The Building Principal is ultimately responsible for his or her respective school’s webpages, but may appoint a staff member as the school [website administrator/webmaster](#) to fulfill the maintenance, reviewing, and uploading tasks. The Building Principal shall keep the District [website administrator/webmaster](#) informed of who is the school [website administrator/webmaster](#). All official material originating from the school will be consistent with the District style and content guidelines. The Building Principal or school [website administrator/webmaster](#) may develop guidelines for the various sections of and contributors to the school’s web pages.

#### Staff-Level

Any teacher or other staff member wanting to create web pages for use in class activities or to provide a resource for other teachers or staff members shall notify the school [website administrator/webmaster](#) of his or her desired publishing activities.

#### Student-Level <sup>11</sup>

A student wanting to create web pages on the District’s website as part of a class or school-sponsored activity should request a teacher or staff member to sponsor the student’s publishing efforts. The sponsoring teacher or staff member shall notify the school [website administrator/webmaster](#) of the desired publishing activities. The student’s web page must include an introduction written by the sponsor that describes the intent of the student’s web page and contains the sponsor’s District email address. Student web pages will be removed at the end of the school year unless special arrangements are made.

Personal web pages are not allowed on the School District’s web server. Likewise, student web pages may not contain commercial or advertising links, including links to games and advertisements for games.

CROSS REF.: 6:235 (Access to Electronic Networks), 7:315 (Restrictions on Publications; High Schools)

ADMIN. PROC.: 5:170-AP1 (Copyright Compliance), 6:235-AP1 (Acceptable Use of the District’s Electronic Networks), 6:235-AP1, E1 (Student Authorization for Access to the District’s Electronic Networks), 6:235-AP1, E2 (Staff Authorization for Access to the District’s Electronic Networks), 6:235-E3 (Online Privacy Statement)

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<sup>11</sup> Student free speech rights on the Internet are not absolute. For class or school-sponsored activities, school officials may impose some limits on what appears in school-sponsored student publications. *Hazelwood v. Kuhlmeier*, 484 U.S. 260 (1988). However, content written by student journalists for school-sponsored media receives additional protections under the Speech Rights of Student Journalists Act, 105 ILCS 80/. See [sample policy 7:315, Restrictions on Publications; High Schools](#), for additional information about that act’s requirements. For a discussion about disciplining students for off-campus conduct, which, depending upon the circumstances, may involve content posted by students online, see [sample policy 7:190, Student Behavior](#) at f/n 3.