

# **BOARD OF EDUCATION POLICIES**

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# BOARD OF EDUCATION POLICIES

## 600.1 GENERAL

*Adopted: June 14, 1990*  
*Revised: December 6, 2007*  
*Reviewed: June, 2011*

The curriculum of the School District shall be designed to meet the needs, talents, interests, and aptitudes of School District students. Courses and subjects of instruction shall be established, upon the recommendation of the Superintendent, in accordance with the requirements of law. The principles of representative democratic government, honesty, kindness, justice, and moral courage shall be provided in the curriculum. The curriculum shall provide for coordinated and supervised study in the following areas:

### I. **LANGUAGE ARTS**

Language Arts includes the basic areas of reading, writing, listening, speech, literature, and grammatical language structure.

### II. **MATHEMATICS**

Mathematics includes computation, ratios and percentages, measurements, algebraic equations, geometric concepts, and data analysis.

### III. **BIOLOGICAL AND PHYSICAL SCIENCES**

Biological and Physical Sciences includes science concepts, implications of technology, principles of scientific research, and methods and materials used in scientific discovery.

### IV. **SOCIAL SCIENCES**

Social Sciences includes comparative political and economic systems, major historical events which shaped the history of the world, the United States, and Illinois, basic human behavior concepts, and a knowledge of world geography.

### V. **FINE ARTS**

Fine Arts includes visual art, music, theater, and dance, the characteristics and qualities of each art form, significant works, tools required to produce works, and the basic skills necessary to participate in one of the arts.

### VI. **PHYSICAL DEVELOPMENT AND HEALTH**

Physical Development and Health includes understanding physical development

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### 600.1 GENERAL

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and bodily functions, principles of nutrition and exercise, drug use and abuse, preventative health and safety practices, and physical fitness.

105 ILCS 5/10-20.8

## **BOARD OF EDUCATION POLICIES**

### **600.2 EVALUATION OF INSTRUCTIONAL PROGRAMS**

*Adopted: June 14, 1990  
Revised: December 6, 2007  
Reviewed: June, 2011*

It shall be the responsibility of the Superintendent or his or her designee and the Assistant Superintendent to report to the Board of Education as to curriculum needs and as to the progress the School District is making toward the attainment of educational program goals. A system for determining the extent to which the School District's goals are being met and for continuing evaluation to improve curriculum shall be established under the direction of the Superintendent.

The instructional Programs of the District shall be in compliance with the requirements of Article 27 of the Illinois School Code and all applicable rules and regulations of the State Board of Education.

105 ILCS 5/27-1 et seq

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### 600.3 TEXTS AND INSTRUCTIONAL MATERIAL

*Adopted: June 14, 1990*  
*Revised: December 6, 2007*  
*Reviewed: June, 2011*

Upon the recommendation of the Superintendent, and after review by the proper Board of Education committee, the Board of Education shall approve the textbooks to be used in the School District. Instructional materials used shall be consistent with the educational philosophy of the School District and reflect the varied levels of pupil interest, ability, and maturity. Any member of the public may inspect textbooks and instructional materials used in the schools. Each Building Principal shall, under the direction of the Superintendent, maintain a list of all regularly used instructional materials and textbooks.

No textbooks shall be purchased from any textbook publisher that fails to furnish any computer diskettes as required by Article 28 of the Illinois School Code.

Legal Reference:  
105 ILCS 5/10-20.8  
105 ILCS 5/28-19.1  
105 ILCS 5/28-21

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### **600.4 CONCERNS ABOUT INSTRUCTIONAL MATERIAL**

*Adopted: June 14, 1990*

*Reviewed: July, 2007*

*June, 2011*

Final responsibility for the selection of instructional material rests with the Board of Education. The responsibility for proper selection is delegated to the administration. When a parent, legal guardian, or other community member desires to question the propriety of the use of any instructional material, that person may do so in accordance with the administrative procedures established by the Superintendent.

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### 600.5 OBJECTION TO CERTAIN INSTRUCTION

*Adopted: June 14, 1990*

*Revised: June 18, 1998*

*Reviewed: July, 2007*

*June, 2011*

No student shall be required to participate in any instruction in comprehensive sex education, family life, AIDS or diseases, or in avoiding sexual abuse, if the student's parent(s) or legal guardian(s) submits written objection thereto.

105 ILCS 5/27-9.1; 9.2; 11

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### **600.6 STUDENT TESTING PROGRAM AND LEARNING OBJECTIVES**

*Adopted: June 14, 1990  
Revised: December 6, 2007  
June, 2011*

From time to time the School District may administer tests and assessment instruments to students. Individual test scores will be available to parents and legal guardians. School District summaries of the results of certain testing programs will be provided to the public as appropriate. The District shall establish learning objectives consistent with the State Board of Education's goals and learning standards. Testing and assessment is to determine the degree to which students are achieving objectives.

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## 600.7 PROGRAMS FOR EXCEPTIONAL STUDENTS

*Adopted: June 14, 1990  
Revised: December 6, 2007  
June, 2011*

The School District shall provide and maintain effective educational programs for all exceptional children who are residents and eligible for special education services. Through School District or special education cooperative programs, comprehensive services shall be provided through instructional programs, resource programs, and related services which meet the needs of exceptional children as defined by Article 14 of The Illinois School Code and applicable federal law. These services shall range along a continuum of proper options so that to the maximum extent appropriate disabled children are educated with non- disabled children. Many children with special needs can and shall be educated in the instructional program with modifications and/or related services. The special needs of some children may, however, be so great that special instructional programs, special facilities, or unique special services are necessary in order that the child have the opportunity for educational benefit.

No child shall be eligible for special education except upon a carefully completed case study evaluation reviewed at a multidisciplinary staff conference. The School District Assistant Superintendent of Special Services, under the direction of the Superintendent, shall prepare and maintain administrative procedures to assure School District compliance with the laws and agency rules and regulations for the instruction of exceptional students. These administrative procedures shall, from time to time, be submitted to the Board of Education for approval and among other matters they shall provide for:

- A. An outline of the continuum of program options available;
- B. A delineation of the responsibilities of special education administration and supervisory personnel;
- C. Procedures for creating public awareness of special education programs and for advising the public of the rights of handicapped children;
- D. Procedures to seek out and identify children with disabilities who reside within the School District;

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*Adopted: June 14, 1990*  
*Revised: December 6, 2007*  
*June, 2011*

- E. Procedures by which a case study evaluation may be requested through the referral process;
- F. Procedures by which the parents or legal guardians of special education students or those referred for a case study evaluation are advised of their rights; and
- G. Information regarding eligibility for and the procedure to institute home/hospital instruction.

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### 600.8 PUPIL PERSONNEL SERVICES

*Adopted: June 14, 1990*  
*Reviewed: July, 2007*  
*June, 2011*

Based upon the assessment of needs as they may exist from time to time in the School District, services to address the guidance and the counseling, psychological, social work, and health needs of students shall be recommended by the Superintendent and made available as appropriate.

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### 600.9 PROGRAM FOR GIFTED STUDENTS

*Adopted: June 14, 1990*  
*Reviewed: July, 2007*  
*June, 2011*

The School District will strive to offer each child experiences appropriate to his or her individual needs, interests, and capabilities. Students with identified extraordinary abilities shall be provided the opportunity to develop their skills. As skills and techniques are mastered, opportunity for exploration of other challenging, interesting, and rewarding methods and subject matter shall be provided through School District programs or activities. Reimbursed gifted programs shall be conducted in accordance with applicable state law and agency guidelines.

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### 600.10 CLASS SIZE

*Adopted: June 14, 1990  
Reviewed: July, 2007  
June, 2011*

Class size is dependent upon enrollment, physical facilities, and the financial ability of the School District. Class sizes shall be determined by the administration and subject to periodic review and adjustment, if appropriate, by the Board of Education.

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### 600.11 FIELD TRIPS AND EXCURSIONS

*Adopted: June 14, 1990*

*Revised: July 20, 1995*

*Reviewed: July, 2007*

*June, 2011*

Field trips designed to stimulate interest and inquiry and provide opportunities for social growth and development are considered appropriate extensions of the classroom.

To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of the class, and opportunities for pupils to assimilate the experience during and at the conclusion of the trip. To this end, teachers and principals will be expected to consider the following factors in selection of field trips:

- A. The value of the activity to the particular class group or class groups;
- B. The relationship of the field trip activity and distance traveled in terms of the age level;
- C. The mode and availability of transportation; and
- D. The cost.

To the extent that they provide the most effective means for accomplishing general curriculum objectives of the School District, field trips may be authorized by the Building Principal or designee. Only authorized field trips shall be considered school-sponsored activities.

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### 600.12 PUBLIC PERFORMANCES OF STUDENTS

*Adopted: June 14, 1990  
Reviewed: July, 2007  
June, 2011*

Any pupil or group of pupils giving public performances as a representative of the School District shall first secure the permission of the respective Building Principal who shall clear the performance through the Office of the Superintendent. Only authorized performances for which such permission and clearance have been granted, shall be considered to be school-sponsored activities.

Pupils shall not receive any remuneration for such performances. Such performance shall be in keeping with the general goals and objectives of the educational program of the School District.

## BOARD OF EDUCATION POLICIES

### 600.13 STUDENT ORGANIZATIONS

*Adopted: June 14, 1990  
Reviewed: July, 2007  
June, 2011*

The Superintendent shall develop administrative procedures for student organizations. Among other provisions, such administrative procedures shall require the assignment of at least one (1) faculty advisor to each student organization and the approval by the Board of Education of any student organization that requires the expenditure of budgeted funds or that may engage in activities of a controversial nature.

This policy applies to on-campus organizations only. It is not intended to restrict the organization of students into groups which function apart from the school. However, only authorized organizations shall be considered to be school-sponsored activities.

## BOARD OF EDUCATION POLICIES

### 600.14 EXTRACURRICULAR AND INTERSCHOLASTIC PROGRAMS

*Adopted: June 14, 1990*

*Revised: June 13, 1991*

*Reviewed: July, 2007*

*June, 2011*

Student activities at school are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations, as well as knowledge and skills. School citizenship, as reflected in student activities, is a measure of the achievement of important school goals.

The Superintendent shall develop administrative procedures for student activities. Only authorized activities specifically approved by the Superintendent shall be considered school-sponsored activities.

Students attending School District schools will have priority to participate. Requests to participate from School District students not enrolled in the School District must have the Superintendent's prior written approval.

## BOARD OF EDUCATION POLICIES

### 600.15 CONTESTS FOR STUDENTS

*Adopted: June 14, 1990  
Reviewed: July, 2007  
June, 2011*

The primary educational aims of the schools and the needs and interests of the students must be the most important considerations at all times. It shall, therefore, be a general policy to deny promotional aid, school time, or faculty assistance to pupil contests, involving essay writing, poster-making, or other activities sponsored by organizations outside the school.

Exceptions may be made, if in the judgment of the Building Principal, a particular contest involves experiences which are closely allied to and in support of the instructional work of the school and which will clearly serve to advance the educational aims of the school. The worthiness of the sponsoring agency's cause or the opportunity for individuals to win prizes shall not in themselves constitute sufficient reason for exception to the general policy. Only those contests specifically recommended by the Building Principal and designated by the Superintendent as exceptions to the general policy shall be allowed. Participants in any such contest or project should not interfere with the operation of the regular course of study in classes or require a teacher to sacrifice time needed to carry out the regularly planned program for students.

## BOARD OF EDUCATION POLICIES

### 600.16 ANIMALS IN THE SCHOOL

*Adopted: June 14, 1990  
Reviewed: July, 2007  
June, 2011*

No experiment on any living animal is allowed in the schools of the School District. Animals may be brought into the classroom for educational purposes. However, they must be appropriately housed, humanely cared for, and properly handled. Any student or person bringing animals into the school must receive prior permission from the supervising teacher and the Building Principal. The final decision regarding whether or not an animal may be permitted in the school rests with the Building Principal. The Superintendent shall establish administrative procedures to implement this policy.

## BOARD OF EDUCATION POLICIES

### 600.17 RETENTION OF STUDENTS/NO SOCIAL PROMOTION

*Adopted: June 14, 1990*

*Revised: June 19, 1997*

*June 18, 1998*

*Reviewed: July, 2007*

*June, 2011*

A child will be placed each year at that grade level which is most appropriate to that level of his or her academic skill. Consideration will be given to the child's age, ability to work appropriately at a given grade level, and other factors that affect his or her educational progress. Students shall not be promoted to the next higher grade level based upon age or any other social reasons not related to the academic performance of the students. Retention may be determined appropriate. All reasonable interventions shall be considered before a decision is made to retain a student.

The final decision to retain a student shall be made by the Building Principal, in consultation with appropriate staff members. Students determined by the staff to not qualify for promotion to the next higher grade level shall be provided with such remedial assistance as may be determined by staff. The Superintendent shall establish administrative procedures to implement this policy and to establish administrative procedures that are to be followed by teachers when retention of a student is considered.

Legal Reference:  
105 ILCS 5/10-20.9a

## BOARD OF EDUCATION POLICIES

### 600.18      EQUIVALENCE AND COMPARABILITY

*Adopted: June 14, 1990*  
*Revised: December 6, 2007*  
*Reviewed: June, 2011*

The School District will strive to provide and ensure equivalence among schools in teachers, administrators, educational support personnel, and the provision of curriculum materials and instructional supplies. A District-wide salary schedule shall be maintained.

Comparability tests will not include special local, state, and federal programs designed to meet the educational needs of educationally deprived children, bilingual education for children of limited English proficiency, special education for disabled children, and special phase-in programs. Funds for these activities are used to supplement, not supplant, the basic educational programs and services of the School District.

## BOARD OF EDUCATION POLICIES

### 600.19 TITLE I PARENT INVOLVEMENT

*Adopted: June 14, 1990  
Revised: July 20, 1995  
Reviewed: July, 2007  
June, 2011*

The parents and legal guardians of participating Title I students are to be involved in their children's education to the extent required by the Improving America's School Act, Title I program.

The overall expectation for parent involvement is to provide opportunities for input regarding the planning, design, and implementation of the targeted assistance school's Title I program.

The Board of Education encourages meetings of the School District's Categorical Advisory Committee and school based improvement teams to involve parents in the joint development and review of school improvement for the participating targeted assistance schools.

The Board of Education further encourages the development of parent's capacity for strong parental involvement through participation in workshops, seminars, and other developmental projects.

The Board of Education will provide technical assistance and professional development activities to the targeted assistance schools through the Assistant Superintendent of Instruction.

The parent involvement strategies will be coordinated and integrated with those under other School District programs.

There will also be an ongoing evaluation of content and effectiveness of the parent involvement policy to increase participation of parents; giving particular attention to parents who are economically disadvantaged, disabled, limited-English proficient, have limited literacy, of any racial or ethnic minority background.

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### 600.20      HOMEWORK

*Adopted: June 14, 1990  
Reviewed: July, 2007  
June, 2011*

The Board of Education believes that interaction between home and a school is a necessity for the student's scholastic growth. Homework is one means of achieving this interaction. The Board of Education recognizes homework as a way to demonstrate a partnership between the home and the school and between parent and teacher.

The Board of Education is also aware that the amount of homework should be appropriately adjusted to the grade level, individual student, and subject area.

The Board of Education views homework as an integral part of the School District's instructional program. Its use as an aid to learning shall acknowledge the following:

- A. Children differ in their need for and ability to benefit from homework.
- B. Some areas of the instructional program can utilize homework as an aid to learning more easily than others.
- C. Homework assignments must be relevant to the classroom activities.
- D. Excessive assignment of homework tends to be counterproductive; consequently, it must be carefully avoided.
- E. Make the planning and explanation of homework part of the instructional program so that the assignments are clearly understood by all students.

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### 600.21 COMBINED GRADE CLASSES

*Adopted: February 27, 1992*

*Revised: December 6, 2007*

*Reviewed: June, 2011*

The Board of Education recognizes the use of combined grade classes as a viable alternative to single grade instruction in the elementary program when confronted with uneven student distribution. The Assistant Superintendent, under the direction of the Superintendent, shall establish administrative procedures for governing the practice of combined grade classes.

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### **600.22 CATEGORICAL ADVISORY COMMITTEE**

*Adopted: February 27, 1992*  
*Reviewed: July, 2007*  
*June, 2011*

The Superintendent or designee will arrange with the President of each Parent-Teacher Organization (P.T.O.) to appoint at least one (1) parent representative from each school to serve on an advisory committee related to the management of Federal and State categorical grants. The Superintendent or designee will chair the committee. The committee will meet to provide input and recommendations with respect to the direction and management of the various categorical grants.

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### 600.23 ACCEPTABLE USE OF COMMUNICATION NETWORKS

*Adopted: August 8, 1998*

*Revised: June 18, 1998*

*June 17, 1999*

*December 6, 2007*

*Reviewed: June, 2011*

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in our society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning to harness and utilize the vast, diverse, and unique resources available on the Internet. The Board of Education is pleased to provide Internet services to its students. The Board encourages students to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21<sup>st</sup> century. The instructional use of the Internet will be guided by the Board policy on Instructional Materials.

The Internet is an electronic highway connecting computers and users in the district with computers and users worldwide. Access to the Internet enables students to explore thousands of libraries, databases, and bulletin boards, while exchanging messages with people throughout the world. Access to such an incredible quantity of information and resources brings with it however, certain unique challenges.

First and foremost, the Board may not be able to technologically limit access to services through the Board's Internet connection to only those that have been authorized for the purpose of instruction, study and research related to curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to the adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of all students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which

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have not been screened by educators for use by students of various ages.

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography, or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Teachers and other designated staff members have been instructed to monitor student activities on the Internet. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable, or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The board supports and respects each family's right to decide whether to apply for independent student access to the Internet.

The Superintendent is directed to prepare guidelines which address students' safety and security while using email, chat rooms, and other forms of direct electronic communications and prohibit disclosure of personal identification information of minors and unauthorized access (e.g. "hacking") and other unlawful activities by minors online.

Building principals are responsible for providing training so that Internet users, under their supervision, are knowledgeable about this policy and its accompanying guidelines. The Board expects staff members will provide guidance and instruction to students in the appropriate use of the Internet. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and

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conditions of this policy and its accompanying guidelines.

Students and staff members are responsible for good behavior on the Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school-sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by, or conducted strictly in compliance with this policy and its accompanying guidelines. Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying guidelines.

The Board designates the Superintendent and Principals as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the network and Internet for instructional purposes.

H.R. 4577.P.L. 106-554 Children's Internet Protection Act of 2000  
47 U.S.C. 254 (h),(1) Communications Act of 1934, as amended  
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended  
18 U.S.C. 2256  
18 U.S.C. 1460  
18 U.S.C. 2246

## **BOARD OF EDUCATION POLICIES**

### **600.24 SELECTION OF MEDIA MATERIALS**

*Adopted January 17, 2002  
Reviewed: July, 2007  
June, 2011*

Upon the recommendation of the Superintendent, and after review by the proper Board of Education Committee, the Board of Education shall approve media materials to be used in the District. Media materials used shall be consistent with educational philosophy of the School District and reflect the varied levels of student interest, ability and maturity. Any member of the public may inspect the media materials used in the schools. Each building principal, under the direction of the Superintendent, will maintain a list of all media materials housed in their school.

