

BOARD OF EDUCATION POLICIES

SECTION I

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BOARD OF EDUCATION POLICIES

100.1 PHILOSOPHY AND OBJECTIVES OF EDUCATION

Adopted: June 14, 1990

Revised: July 25, 1996

Reviewed: August 2015

I. PHILOSOPHY OF EDUCATION

We, the members of the Board of Education, School District Number 140, are aware of the trust and responsibility vested in our offices by the members of the community and by the Statutes of the State of Illinois and other applicable law. It is a fundamental goal of the Board of Education to provide our children with the best educational opportunities that School District resources and School District efforts can support.

In fulfilling our responsibilities we recognize that the public school is formally charged with the education of the child. We believe that the best education is obtained through utilization of all the resources available to the School District. This requires a knowledge of the needs of children; the application of the School District's resources to meet the needs; and, above all, an outstanding professional staff sharing the community's aspiration for its children, and exercising the leadership to make these aspirations a reality. To reach these objectives we will endeavor to provide the best physical facilities and classroom materials possible and, we shall endeavor to provide freedom and encouragement to the professional staff so as to better enable it to achieve the objectives of our program.

We believe that our goals should reflect our highest hopes and aspirations for children and serve as a general guide in planning all curriculum. We also believe in the statement issued by the Illinois State Board of Education which emphasizes the primary purpose of schooling as the transmission of knowledge and culture through which children learn in areas necessary to their continuing development. To this end, we will provide a sound program in the basic subjects and disciplines so as to stimulate a desire for broad and fundamental learning, leading to intellectual competency.

Education is personal in nature and aims at the ultimate development of the individual so that he or she is able to contribute his or her maximum to the betterment of

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society. To this end, we are mindful of the importance of promoting the principles of democracy and an understanding of our social structure and cooperation in its social processes, and good citizenship with a respect for the law of the land.

II. OBJECTIVES OF EDUCATION

The School District's educational program will seek to provide an opportunity for each child to develop to his or her maximum potential. The objectives for the educational program are:

- A. To foster self-discovery, self-awareness, and self-discipline.
- B. To develop an awareness of and appreciation for cultural diversity.
- C. To stimulate intellectual curiosity and growth.
- D. To provide fundamental career concepts and skills.
- E. To help the student develop sensitivity to the needs and values of others and a respect for individual and group differences.
- F. To help each student strive for excellence and instill a desire to reach the limit of his or her potential.
- G. To develop the fundamental skills which will provide a basis for life long learning.
- H. To be free of any sexual, cultural, ethnic, or religious bias.
- I. To emphasize the opportunity for enhancement of self-esteem through student recognition.

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100.2 DISTRICT GOALS

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The Board of Education shall on an annual basis consider and establish such annual goals as are deemed appropriate. Unless otherwise so provided, this activity shall commence with the first regular meeting of the Board of Education subsequent to the start of each fiscal year. The following general goals are hereby established:

A. With regard to Governance Policy and Practice the Board of Education shall endeavor:

1. To provide and maintain adequate staff, space, and facilities so as to encourage optimum educational opportunities within for all students.
2. To plan and utilize all resources in a responsible and efficient manner.
3. To provide and maintain a public relations program to enhance mutual understanding and communication between the schools and the community.
4. To perform an annual review of policies and administrative procedures.

B. With regard to School District Administrative Structure and Practice the Board of Education shall endeavor:

1. To maintain an administrative structure consistent with the needs of the School District composed of talented and dedicated administrators.
2. To clearly define the specific responsibilities of the administrative staff.
3. To continually review the administrative structure so that it can provide the leadership necessary to carry out the philosophy of the School District.

C. In the establishment of Instructional Programs the Board of Education shall endeavor:

1. To provide an educational program that is commensurate with the students' needs and available resources.

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2. To cause the curriculum to be evaluated on a regular basis so that it can address the needs and aptitudes of the individual student.
- D. In the area of Staff Development the Board of Education shall endeavor to maintain a program of staff development designed to improve the overall educational program and the operation of the School District.
- E. The Board of Education will endeavor to provide a transportation program adequate to the needs of the students.

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100.3 STUDENT GOALS

Adopted: June 14, 1990

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The Board of Education, School District Number 140, in accordance with the Illinois State Board of Education adopts the following goals for Student Learning:

In pursuing knowledge in these fundamental areas, students must develop an understanding of the interrelationships of knowledge; develop skills in the use of electronic and other applicable technology; and, develop their ability to gather, evaluate, and synthesize information from a variety of sources.

I. **MASTERY OF BASIC SKILLS**

Schools should help every student to develop the ability to transfer what he or she has learned, from one subject to another.

Schools should help every student to develop skills to think and proceed logically.

Schools should help every student to gain skills in speaking, listening, reading, spelling, and writing.

Schools should help every student to develop a fund of information and concepts.

Schools should help every student to acquire a basic understanding of computer applications.

II. **LANGUAGE ARTS**

The skills and knowledge of the language arts are essential for student success in virtually all areas of the curriculum. They are also central requirements for the development of clear expression and critical thinking. The language arts include the study of literature and the development of skills in reading, writing, spelling, speaking, and listening.

As a result of their schooling, students will be able to:

- A. Read, comprehend, interpret, evaluate, and use written material;
- B. Listen critically and analytically;
- C. Write standard English in a grammatical, well-organized and coherent

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manner for a variety of purposes;

D. Use spoken language effectively in formal and informal situations to communicate ideas and information to ask and answer questions;

E. Understand the various forms of significant literature representative of different cultures, eras, and ideas;

F. Understand how and why language functions and evolves.

III. **MATHEMATICS**

Mathematics provides essential problem solving tools applicable to a range of scientific disciplines, business, and everyday situations. Mathematics is the language of qualification and logic; its elements are symbols, structures, and shapes. It enables people to understand and use facts, definitions, and symbols in a coherent and systematic way in order to reason deductively and to solve problems.

As a result of their schooling, students will be able to:

A. Perform the computations of addition, subtraction, multiplication, and division using whole numbers, integers, fractions, and decimals;

B. Understand and use ratios and percentages; make and use measurements, including those of area and volume;

C. Identify, analyze, and solve problems using algebraic equations, inequalities, functions, and their graphs;

D. Understand and apply geometric concepts and relations in a variety of forms;

E. Understand and use methods of data collection and analysis, including tables, charts, and comparisons;

F. Use mathematical skills to estimate, approximate, and predict outcomes, and, to judge reasonableness of results.

IV. **BIOLOGICAL AND PHYSICAL SCIENCES**

Science is the quest for objective truth. It provides a conceptual framework for

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the understanding of natural phenomena and their causes and effects. The purposes of the study of science are to develop students who are scientifically literate, recognize that science is not value-free, are capable of making ethical judgments regarding science and social issues, and understand that technological growth is an outcome of the scientific enterprise.

As a result of their schooling, students will have a working knowledge of:

- A. The concepts and basic vocabulary of biological, physical, and environmental sciences and their application to life and work in contemporary technological society;
- B. The social and environmental implications and limitations of technological development;
- C. The principles of scientific research and their application in simple research projects;
- D. The processes, techniques, methods, equipment, and available technology of science.

V. **SOCIAL SCIENCES**

Social sciences provide students with an understanding of themselves and of society, prepare them for citizenship in a democracy, and give them the basics for understanding the complexities of the world community. Study of the humanities, of which social sciences are a part, is necessary in order to preserve the values of human dignity, justice, and representative processes. Social sciences include anthropology, economics, geography, government, history, philosophy, political science, psychology, and sociology.

As a result of their schooling, students will be able to:

- A. Understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States;
- B. Understand and analyze events, trends, personalities, and movements

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shaping the history of the world, the United States, and Illinois;

C. Demonstrate a knowledge of the basic concepts of the social sciences and how these help to interpret human behavior;

D. Demonstrate a knowledge of world geography with emphasis on that of the United States;

E. Apply the skills and knowledge gained in the social sciences to decisionmaking in life situations.

VI. **PHYSICAL DEVELOPMENT AND HEALTH**

Effective human functioning depends upon optimum physical development, and health education provides students with the knowledge and attitudes to achieve healthful living throughout their lives and to acquire physical fitness, coordination, and leisure skills.

As a result of their schooling, students will be able to:

A. Understand the physical development, structure, and functions of the human body;

B. Understand principles of nutrition, exercise, efficient management of emotional stress, positive self-concept development, drug use and abuse, and the prevention and treatment of illness;

C. Understand consumer health and safety, including environmental health;

D. Demonstrate basic skills and physical fitness necessary to participate in a variety of conditioning exercises or leisure activities, such as sports and dance;

E. Plan a personal physical fitness and health program;

F. Perform a variety of complex motor activities;

G. Demonstrate a variety of basic life-saving activities.

VII. **SOCIAL AND EMOTIONAL GROWTH**

Schools should help every student to acquire good health habits and an understanding of the conditions necessary for the maintenance of physical and

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emotional well being.

Schools should help every student to develop an awareness and the ability to adjust to a changing world and its problems.

Schools should help every student to appreciate the significance of the family for the individual and society, and the conditions conducive to successful family living.

Schools should help every student to feel good about himself or herself.

Schools should help every student to develop the capacity to discipline himself or herself to work, study, and play constructively.

Schools should help every student to accept and appreciate all people no matter how they look, talk, and live.

VIII. CITIZENSHIP

Schools should help every student to develop knowledge and appreciation of the rights, privileges, and responsibilities in our democracy.

Schools should help every student to acquire the habits and attitudes associated with responsible citizenship and acceptance of his or her role in society.

IX. FINE ARTS

The fine arts gives students the means to express themselves creatively and to respond to the artistic expression of others. As a record of human experience, the fine arts provide distinctive ways of understanding society, history, and nature. The study of fine arts includes visual art, music, theater, and dance.

As a result of their schooling, students will be able to:

- A. Describe the unique characteristics of each of the arts;
- B. Understand the principle sensory, formal, technical, and expressive qualities of each of the arts;
- C. Identify significant works in the arts from major historical periods and how they reflect societies, cultures, and civilizations; past and present;
- D. Identify processes and tools required to produce visual art, music, theater,

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and dance;

E. Demonstrate the basic skills necessary to participate in the creation and/or performance of one of the arts.

X. **CAREER, CONSUMER, AND ECOLOGY EDUCATION**

Schools should help every student to develop an awareness and explore the opportunities and requirements related to various fields of work.

Schools should help every student make wise use of their money and other things that they own.

Schools should help every student to learn about the environment and natural resources and ways of protecting them and using them wisely.

Xi. **LEISURE LIVING**

Schools should help every student to develop special interests and abilities.

Schools should help every student to develop a positive attitude toward participation in a range of leisure-time activities; physical, intellectual, and creative.

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100.4 DISCRIMINATION/HARASSMENT

Adopted: June 14, 1990
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Reviewed: August 2015

It is the policy of the Board of Education to prohibit unlawful discrimination of any kind including unlawful discrimination against any student or employee based upon race, color, religion, national origin, age, disability, handicap, gender, sexual orientation or any other legally protected characteristic. The rights of a student to participate fully in classroom instruction and extracurricular activities as guaranteed by the United States Constitution shall not be abridged or impaired.

It is also the policy of the Board of Education to prohibit discrimination against students and employees on the basis of gender in the provision of programs, activities, services or benefits; and the School District guarantees to both sexes appropriate equal opportunity to access educational and extracurricular programs and activities.

The School District prohibits sexual harassment of students or employees in any form. "Sexual harassment" means: unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

1. Submission to such conduct is made, either implicitly or explicitly, a term or condition of an individual's employment or a student's status in a class, educational program or activity;
2. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual;
3. Such conduct has the purpose or effect of creating an intimidating, hostile or offensive working or educational environment or of interfering with the individual's work or educational performance or interfering with the individual's ability to participate in or benefit from a class or an educational program or activity.

Any complaint of alleged sexual harassment is to be brought to the attention of the Superintendent or it may be processed through the discrimination complaint procedure established by the Superintendent in accordance with applicable state and federal guidelines.

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Adopted: June 14, 1990
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In addition, the Board will impose disciplinary action on an individual that engages in any of the following prohibited acts:

1. Retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation.
2. Filing a malicious or knowingly false report or complaint of harassment.
3. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's supervisory duties.

It shall be the responsibility of the Superintendent , as Equity Coordinator, to engage in such activities as are deemed reasonable to better assure the absence of discrimination and this School District's compliance with federal and state laws and the lawful Sex Equity Rules of the Illinois State Board of Education, Ill. Admin. Code, Title 23, Ch. I, Subchapter (e), Part 200. The Superintendent shall handle and give assistance to any student or employee in processing any complaint of alleged discrimination in violation of this policy. The Superintendent shall establish and implement a discrimination complaint procedure.

Legal Reference(s):

Title IV of the Civil Rights Act of 1964, 24 U.S.C. § e-2(a)(1)

Title IX, 20 U.S.C. §1681

Illinois Human Rights Act, 775 ILCS 5/1-100 *et seq.*

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100.5 AVAILABILITY OF POLICIES AND ADMINISTRATIVE PROCEDURES

Adopted: June 14, 1990

Revised: 2011

Reviewed: August 2015

Copies of policies and administrative procedures shall be made available at the School District administrative offices for review by the general public and the School District staff.

Policies are also available on the District website at: ksd140.org

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100.6 BOARD OF EDUCATION OPERATIONAL GOALS

Adopted: September 12, 1996

Reviewed: August 2015

The Board of Education is responsible to all of the people for whose benefit the School District has been established. Board of Education decisions influence the course of education in Kirby School District 140 schools now and in the future. Because of this responsibility and influence, the Board of Education and each of its members must exercise prudent vision and consider the needs of all people. Board of Education members must have a comprehensive perspective in making long range plans as well as attending to immediate problems.

The Board of Education's primary responsibility is to establish those purposes, programs, policies and procedures which will produce the best educational achievement by students. The Board of Education is further charged with responsibility for wise management of resources available to the School District. The Board of Education must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, by selecting an executive officer to implement policy, and by evaluating the results. Further, it must carry out its functions openly, seeking the involvement and contributions of the public, students, and staff in its decision making processes.

The Board of Education meeting is a business meeting with a specific agenda. Public concerns will be channeled through the organizational framework of the School District for resolution.

In accordance with these principles, the Board of Education will seek to achieve annually a set of developmental objectives.

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100.7 SCHOOL WEBSITE ACCESSIBILITY

Adopted: January 18, 2018

The School District is committed to ensuring accessibility of its website for students, parents, and members of the community with disabilities. All pages on the School District website will conform to the W3C WAI's Web Content Accessibility Guidelines (WCAG) 2.0, Level AA conformance, or updated equivalents of these guidelines.

I. Website Accessibility

With regard to the School District website and any official School District web presence which is developed by, maintained by, or offered through third party vendors and open sources, the School District is committed to compliance with the provisions of the Americans with Disabilities Act (ADA), Section 504 and Title II so that students, parents and members of the public with disabilities are able access, engage and enjoy the same benefits and services within the same timeframe as those without disabilities, and are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any School District programs, services, and activities delivered online.

The School District will strive to modify all existing web content produced by the School District as well as new, updated and existing web content provided by third-party developers to Web Content Accessibility Guidelines (WCAG) 2.0, Level AA conformance, or updated equivalents.

II. Website Accessibility Concerns, Complaints and Grievances

A student, parent or member of the public who wishes to submit a complaint or grievance regarding a violation of the Americans with Disabilities Act (ADA), Section 504 or Title II related to the accessibility of any official School District web presence that is developed by, maintained by, or offered through the School District, third party vendors and/or open sources may complain directly to the Superintendent. The

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Adopted: January 18, 2018

complaint should include the following:

- Name
- Address
- Date of the Complaint
- Description of the problem encountered
- Web address or location of the problem page
- Solution desired
- Contact information in case more details are needed (email and phone number)

The complaint or grievance will be investigated by the Superintendent or his/her designee, and the Superintendent or his/her designee will make reasonable efforts to provide the complainant with access to the information being sought.