

BOARD OF EDUCATION POLICIES

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600.1 GENERAL CURRICULUM

*Adopted: June 14, 1990
Reviewed: July, 2014
Revised: October 15, 2015*

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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and bodily functions, principles of nutrition and exercise, drug use and abuse, preventative health and safety practices, and physical fitness. Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. All students will be required to engage in a daily physical education course, unless otherwise exempted. Students shall participate in a physical fitness assessment, which is defined as a "series of assessments to measure aerobic capacity, body composition, muscle strength, muscular endurance, and flexibility." The fitness assessments will be appropriate to the student's developmental levels and physical abilities and will teach students how to assess their fitness levels, set goals for improvement, and monitor programs in reaching their goals. Fitness scores shall not be used for grading students or evaluating teachers. The curriculum will be consistent with and incorporate relevant Illinois Learning Standards for Physical Development and Health as established by the Illinois State Board of Education.

Legal Reference(s):

105 ILCS 5/10-20.8

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600.2 EVALUATION OF INSTRUCTIONAL PROGRAMS

*Adopted: June 14, 1990
Revised: December 6, 2007
Reviewed: August 2015*

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.

Legal Reference(s):
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: August 2015*

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(s):
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: August 2015

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: August 2015

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.

Legal Reference(s):

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: July, 2014

Reviewed: August 2015

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: June, 2011

Reviewed: August 2015

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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600.7 PROGRAMS FOR EXCEPTIONAL STUDENTS

Adopted: June 14, 1990

Revised: June, 2011

Reviewed: August 2015

- 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: August 2015

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: August 2015

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: August 2015

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: August 2015

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: August 2015

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.

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600.13

STUDENT ORGANIZATIONS

Adopted: June 14, 1990

Reviewed: August 2015

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.

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600.14

EXTRACURRICULAR AND INTERSCHOLASTIC PROGRAMS

Adopted: June 14, 1990

Revised: June 13, 1991

Reviewed: August 2015

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.

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600.15

CONTESTS FOR STUDENTS

Adopted: June 14, 1990

Reviewed: August 2015

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.

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600.16

ANIMALS IN SCHOOLS

Adopted: June 14, 1990

Reviewed: July 2014

Revised: October 15, 2015

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.

Individuals with a physical, mental, or intellectual disability requiring the use of a service animal, as defined by the Service Animal Access Act, shall have the right to enter and use the school facilities. A service animal trained to perform tasks for the benefit of a student with a disability shall be permitted to accompany that student at all school functions, whether in or outside the classroom. Notwithstanding this provision, the Building Principal may exclude any service animal whose behavior poses a direct threat to the health or safety of others. It is the responsibility of the student and his/her parent(s)/legal guardian(s) to ensure the animal is properly trained and behaves appropriately while on school premises. If others are allergic or are otherwise disrupted by the presence of the animal on school premises, the parent(s)/guardian(s) and the Building Principal must try to resolve the problem.

Legal reference(s):

105 ILCS 5/14-6.02

720 ILCS 630

The Americans With Disabilities Act of 1990, 42 U.S.C. 12111 et seq., 12131 et seq.
28 C.F.R. Part 35 Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794; 34 C.F.R. Part 104

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600.17

RETENTION OF STUDENTS/NO SOCIAL PROMOTION

Adopted: June 14, 1990

Revised: June 18, 1998

Reviewed: August 2015

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(s):
105 ILCS 5/10-20.9a

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600.18

EQUIVALENCE AND COMPARABILITY

*Adopted: June 14, 1990
Revised: December 6, 2007
Reviewed: August 2015*

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: August 21, 2014
Reviewed: August 2015*

Purpose

This policy is being adopted in order to: (1) support and secure an effective partnership among Title I parents, legal guardians, schools, and the community, (2) provide School District students with a school environment that encourages high student academic achievement, and (3) comply with the No Child Left Behind Act ("NCLB") Title I, Part A requirements regarding the establishment of a parental involvement policy.

Definitions

"Parental Involvement" – The term parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that (a) parents play an integral role in assisting their child's learning, (b) that parents are encouraged to be actively involved in their child's education, (c) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child, and (d) the carrying out of other activities such as those described in section 1118 of the Elementary and Secondary Education Act (ESEA).

General Expectations

The School District will implement the following statutory requirements:

- The School District will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the ESEA. Those programs, activities and procedures, including the process of school review and improvement under section 1116, will be planned and operated with meaningful consultation with parents of participating children.

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*Adopted: June 14, 1990
Revised: August 21, 2014
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- Consistent with section 1118, the School District will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The School District will incorporate this District-wide Parental Involvement Policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the School District and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the School District will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The School District will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The School District will provide such other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.

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TITLE I PARENT INVOLVEMENT

*Adopted: June 14, 1990
Revised: August 21, 2014
Reviewed: August 2015*

- The School District will be governed by the statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition.

Implementation Activities

- Title I Parent Involvement Plan: The School District will develop a district-wide parental involvement plan under section 1112 of the ESEA with parents by informing parents/legal guardians of specific instructional objectives and methods of the program in order to make parents/legal guardians aware of their involvement requirements and other relevant provisions of the program.
- School Review and Improvement: In order to involve parents in the process of school review and improvement under section 1116 of the ESEA, the School District will consult with parents/ legal guardians on an ongoing basis concerning the manner in which the school and the parent/legal guardian can work better together to achieve the program's objectives; provide parents/legal guardians of participating children with timely information about the program; and provide opportunities for regular meetings of parents/legal guardians to formulate input into the program, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children if such parent desires.
- School Parent Involvement Activities to Increase Student Achievement: The School District will provide necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. Specifically, it will provide parents/legal guardians of participating children with reports on their children's progress, permit parents/legal guardians of participating children to observe Title I LEA

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Adopted: June 14, 1990

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Program activities, and to the extent practical, conduct a parent/legal guardian-teacher conference with the parents/legal guardians of each participating child to discuss the child's progress, placement, and methods the parents/legal guardians can use to compliment the child's instruction.

- Integration of Parent Involvement Strategies: The school District will coordinate and integrate parental involvement strategies in Title I, Part A schools with parental involvement strategies from other parental involvement programs such as: NCLB program, Head Start, State operated preschool programs, bilingual programs, PACs and LSCs.
- Evaluation: The School District will conduct an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The School District will conduct, with the involvement of Title I parents, an inventory of centralized present practices of parent involvement, with the input of parents; in addition, the School District will encourage Title I, Part A schools to conduct an inventory of present practices. Title I, Part A schools will also be given evaluation tools to self-evaluate, with the input of parents, the effectiveness of their parental involvement programs and the effectiveness of their school-family-community partnership programs. The evaluation will include identifying barriers that prevent greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are homeless, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). Additionally, written input can be forwarded to the student's counselor or Building Principal at any point in the year. The information will be noted and brought to the parents' attention at the annual Title I meeting.
- Building Capacity for Parental Involvement: The School District will build school and parent capacity for strong parental involvement, in order to ensure

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*Adopted: June 14, 1990
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effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement through the following activities specifically described below:

A. The School District will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, by convening an annual meeting at each participating Title I school, to which all parent/legal guardians of participating schools must be invited, in order to explain the programs and activities provided with the funds available, and aid parents/legal guardians understand the following topics:

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

The annual meeting will be at the building level so long as all parents/legal guardians of participating children are provided the opportunity to attend.

The School District will also, to the extent practical, conduct a parent/legal guardian-teacher conference with the parents/legal guardians of each participating child to discuss the child's progress, placement, and methods the parents/legal guardians can use to compliment the child's instruction.

B. The School District will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their

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*Adopted: June 14, 1990
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children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by providing a comprehensive range of opportunities for parents/legal guardians to become informed about how the program will be designed, operated, and evaluated; informing parents/legal guardians of participating children of the reasons their children are participating in the program; supporting the efforts of parents/legal guardians to work with their children in the home to attain instructional objectives of the program and understand the program requirements.

C. The School District will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools. Specifically, it will train teachers, Building Principals, and other staff members to work effectively with the parents/legal guardians of participating children, and provide opportunities for regular meetings of parents/legal guardians to formulate input into the program, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children if such parents desire.

D. The School District will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

E. The School District will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities

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is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Specifically, the School District will ensure opportunities, to the extent practicable, for the full participation of parent/legal guardians who lack literacy skills or whose native language is not English, provide reasonable support for the parent/legal guardian involvement activities; and, to the extent practicable, provide information, programs, and activities for parents/legal guardians under this section in a language and form that parents/legal guardians understand or may request.

School-Level Parental Involvement Policy and School-Parent Compact

In support of strengthening student academic achievement, the School District shall develop and disseminate a School Parent Involvement Policy that contains information required by section 118 of the ESEA for each school that receives Title I, Part A funds.

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

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TITLE I PARENT INVOLVEMENT

*Adopted: June 14, 1990
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Time and Effort Reporting

In accordance with federal law, all employees, including teachers, paraprofessionals, and other staff that are paid with federal funds shall document the time and effort they spend within that program. The portion of the federally paid salary will be reflective of the time and effort the individual has put forth for that federal program. Time and effort reporting guidelines are specified in the U.S. Office of Management and Budget (OMB) Circulars A-87 and A-133.

The School District shall maintain auditable "time and effort" records that show how each Title I employee spends his/her compensated time. These records are written, after-the-fact documentation of how the time was spent. Time and effort records must be prepared by any Title I staff with salary charged (1) directly to a federal grant, (2) directly to multiple federal grants, or (3) directly to any combination of a federal grants and other federal, state or local fund sources. This requirement applies to both full time Title I and "split-time" Title I staff. Stipends must also be reported. Time and effort records are submitted to the Title I office.

Legal Reference:

Title I of the Elementary and Secondary Education Act, 20 U.S.C. §6301-6514.

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600.20

HOMEWORK

Adopted: June 14, 1990

Reviewed: August 2015

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: August 2015

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: August 2015

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.

BOARD OF EDUCATION POLICIES

600.23

ACCEPTABLE USE OF COMMUNICATION NETWORK

Adopted: August 8, 1998

Reviewed: July 2014

Revised: January 21, 2016

The School District has adopted this Acceptable Use Policy ("Policy") to set guidelines for accessing the School District's electronic resources, including the computer network or the Internet service provided by the School District. Every year, students, their parents or guardians, and employees who want access to electronic resources, including but not limited to the computer network and Internet for that upcoming school year, need to sign and submit the *Acceptable Use Policy Agreement* to the Building Principal. By signing this agreement, the student, parent or guardian, or employee agrees to follow the rules set forth in this Policy and to report any misuse of electronic resources. The School District may revise the Acceptable Use Policy as it deems necessary. The School District will provide notice of any changes whether by posting such a revised version of the Policy on its website or by providing written notice to the students, employees and parents or guardians.

The electronic resources may only be used during the time the user is a student or employee of the School District. Anyone who receives access to the School District's electronic resources, including any Account that is a part of the School District's electronic resources, is responsible for making sure it is used properly. The School District is not responsible for any information that may be lost, damaged or unavailable when using the electronic resources, or for any information that is retrieved or transmitted via the Internet. The School District will not be responsible for any unauthorized charges or fees resulting from use of its electronic resources.

Communication Network Access Form

Every year, students, their parents or guardians and employees who want access to electronic resources, including but not limited to the computer network and Internet for that upcoming school year, need to sign and submit the *Communication Network Access Form* to the Building Principal. By signing this agreement, the student, parent or guardian, or employee agrees to follow the rules set forth in this Policy and to report any misuse of electronic resources.

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Acceptable Uses

All use of the District's electronic resources must be in support of education and/or research, and be in furtherance of a Board of Education stated goal, or for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the School District's electronic network or School District computers. All users of the School District's electronic resources, including the School District computers, shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network. The failure of any student or staff member to follow the terms of this Policy will result in the loss of privileges, disciplinary action, and/or appropriate legal action. General rules for behavior and communications apply when using electronic resources. Electronic communications and downloaded material, including files deleted from a user's account, may be monitored or read by school officials. Staff may use the Internet for personal use only if such use is incidental and occurs during their duty-free time.

The following uses of the School District's electronic uses, including any Account provided by the School District are unacceptable:

1. Uses that violate any state or federal law, municipal ordinance or School Board Policy including, but not limited to copyright material, threatening or obscene material, or any material protected by a trade secret;
2. Uses that involve the accessing, transmitting or downloading of inappropriate matters on the Internet, as determined by the School Board, Local Educational Agency or other related authority;
3. Uses that cause harm to others or damage to their property are unacceptable;
4. Using electronic resources to pursue "hacking," internal or external to the

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district, or attempting to access information that is protected by privacy laws;

5. Uses that jeopardize access or lead to unauthorized access into Accounts or other electronic resources; and/or

6. Commercial uses.

Requesting Social Network Information

The Building Principal shall provide notification to the student and his/her parent or guardian that the District may request or require a student to provide a password or other related account information in order to gain access to the student's account or profile on a social networking website. The Building Principal shall also provide notification to the student and his/her parent or guardian that the District may conduct an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of the investigation, the student may be required to share content that is reported in order to make a factual determination.

No one for the District or on its behalf shall request of an employee or applicant access in any manner to his or her social networking website or requests passwords to such sites.

Penalties for Improper Use

The use of the School District's electronic resources is a **privilege, not a right**, and inappropriate use will result in the restriction or cancellation of use of School District electronic resources, including any Accounts. Inappropriate use may lead to any disciplinary and/or legal action, including but not limited to suspension or expulsion or dismissal from employment from the School District, or criminal prosecution by government authorities. The School District will attempt to tailor any disciplinary action to meet the specific concerns related to each violation.

Internet Safety

Each School District computer with Internet access shall have a filtering device

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Adopted: August 8, 1998

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that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, and/or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act (CIPA) or other applicable federal law(s) and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator. The Superintendent or designee shall include measures in this Policy's implementation plan to address the following:

- 1, Ensure staff supervision of student access to electronic resources including web browsing, social networking and other Web 2.0 resources;
2. Restrict access to inappropriate matter as well as restricting access to harmful materials;
3. Ensure student and staff privacy, safety and security when using electronic resources;
4. Restrict unauthorized access, including "hacking" and other unlawful activities; and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

An Account user who incidentally connects to such a site must immediately disconnect from the site and notify the system administrator, a teacher or supervisor. If an account user sees another user is accessing inappropriate sites, he or she should notify the system administrator, a teacher or supervisor immediately. If a user is uncertain about whether a particular use of electronic resources is appropriate, he or she should consult the Superintendent or designee.

If a student accesses his/her account or the internet outside of school, a parent or legal guardian must supervise the student's use of the Account or Internet at all times

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Adopted: August 8, 1998

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and is completely responsible for monitoring the use. Filtering and/or blocking software may or may not be employed to screen home access to the Internet. Parents and legal guardians should inquire at the school or district if they desire more detailed information about the software.

Disclaimer

The School District makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from the unauthorized use of School District electronic resources. The School District also denies any responsibility for the accuracy or quality of the information obtained through the School District's electronic resources. Any statement, accessible on the School District's electronic resources, is understood to be the author's individual point of view and not that of the School District, its affiliates, or employees. Account users are responsible for any losses sustained by the School District or its affiliates, resulting from the users' intentional misuse of the electronic resources.

Legal Reference(s):

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

105 ILCS 75/

105 ILCS 5/27-23.7

820 ILCS 55/10

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600.24

SELECTION OF MEDIA MATERIALS

Adopted January 17, 2002

Reviewed: August 2015

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.

BOARD OF EDUCATION POLICIES

600.25

HOMEBOUND INSTRUCTION PROGRAM

Adopted: December 6, 2007

Revised: November 8, 2012

Reviewed: August 2015

The Board of Education may provide, pursuant to rules of the State Board of Education, individual instruction to students who are unable to attend classes because of an accident, illness, or disability.

The program of homebound instruction given each student shall be in accordance with rules of the Illinois State Board of Education with such exceptions as may be recommended by the IEP team. Teachers shall hold a valid Illinois teaching certificate appropriate for the level of instruction for which the assignment is made.

In order to establish eligibility for home or hospital services a student's parent or guardian must submit the following to the building administrator:

- a written statement from a physician licensed to practice medicine in all of its branches stating the existence of such medical condition;
- the impact on the child's ability to participate in education; and
- the anticipated duration or nature of the child's absence from school.

Legal Reference(s):

/10-22.6a

105/14-6.01

105 ILCS 5/14-13.01

BOARD OF EDUCATION POLICIES

600.25 HOMEBOUND INSTRUCTION PROGRAM

600.25.1 HOME HOSPITAL SERVICES – DISABLED STUDENTS

Adopted: February 21, 2013

Reviewed: August 2015

As part of the continuum of services to be available for disabled students, a disabled student may be entitled to receive educational services at home or in a hospital or other setting if it is anticipated the student will be unable to attend school for two or more consecutive weeks, or on an ongoing intermittent basis, due to a medical condition. The goal of home/hospital instruction is to reasonably support and continue a child's education during an extended absence, to enable the student to return to his/her classroom or program. The Superintendent, or designee, is authorized and directed to develop procedures to implement the requirements of this policy.

Legal Reference(s):

105 ILCS 5/14-13.01

23 IL Adm Code 226.300

34 CFR 39

34 CFR 115