

**DEPARTMENT OF HUMAN RESOURCES
Wilmette Public Schools**

ACTION ITEM

Date: **October 23, 2017**

To: **Raymond Lechner, Ph. D.**

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

Subject: **Third and Final Reading of Revised Board of Education Policies
6:10 Educational Philosophy and Objectives; 6:50 School
Wellness; and 6:60 Curriculum**

PROPOSED ACTION BY THE BOARD OF EDUCATION

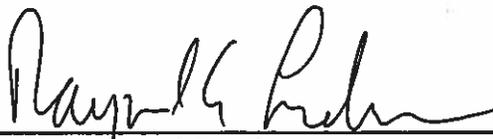
Motion to approve as third and final reading of revised Board of Education Policies
6:10 Educational Philosophy and Objectives; 6:50 School Wellness; and 6:60
Curriculum

BACKGROUND

The three policies have been revised based upon feedback from the Members of
the Board of Education during the first and second readings of these policies.

HG/hg

Recommended for approval by the Board of Education



**Dr. Raymond Lechner,
Superintendent**

Instruction

Educational Philosophy and Objectives

(It is recommended to move the information below from the current policy 6:30 as revised and name it 6:10 Educational Philosophy and Objectives.)

The following educational and operational objectives are intended to serve as the basic criteria for implementing the philosophy of education through the deliberations and actions of the School District 39 Board of Education:

1. To provide children in the District with a high quality education by:
 - a. Nurturing in them a love of learning that will lay a foundation for a lifetime of scholarship and growth. ~~further formal education as well as lifetime of learning and growth.~~
 - b. Providing a forward-thinking progressive, comprehensive curriculum in both academic and life-enriching subjects that will provide instill the knowledge and critical thinking skills they will need to continue to be successful academically and socially. ~~in them a mastery of basic knowledge and critical thinking skills.~~
 - c. Providing an optimal learning environment for each child by utilizing innovative teaching methodologies, dynamic curricula, improved organizational techniques, and advanced educational materials. ~~Utilizing a variety of teaching, curricular and administrative techniques and educational materials to best facilitate the teaching/learning process for each child.~~
 - d. Providing a variety of learning techniques, adaptations and social skills to equip educators and every child with the tools they will need to best facilitate their individual learning needs. ~~Instructing them in a variety of learning techniques and skills, and encouraging each child to utilize those which best facilitate the teaching/learning process.~~
 - e. Encouraging them to apply their critical thinking and other skills toward constructive independent and successful living.
 - f. Developing in them ~~desirable~~ qualities of citizenship, respect and responsibility to their families for family, school, community, state, nation and the world.

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- g. Encouraging each child to develop a positive self-image by helping each child to identify and develop his/her own individual strengths potential to the ~~its~~ fullest.
 - h. Fostering a teaching/learning environment which allows each child to participate in the educational process both as an individual and as a member of our District. ~~a group~~.
 2. To provide specialized and supportive services to every eligible child in an inclusive, safe and respectful manner.
 3. To create a positive environment to facilitate the educational process by ~~providing children in the District with:~~
 - a. ~~A well-trained and motivated staff b~~By employing, developing, supporting and retaining a well-trained and motivated staff of highly qualified teachers, administrators and specialized personnel.
 - b. ~~The providing~~ appropriate facilities for learning; including buildings, equipment, instructional materials and advanced technological and other supplementary curriculum resources.
 4. To accomplish these goals within a framework of responsible fiscal management utilizing the resources available to the District.

In order for the Board to monitor whether the educational program is attaining these objectives and to be knowledgeable of current and future resource needs, the Superintendent shall prepare an annual report that includes:

1. A review and evaluation of the present curriculum.
2. A projection of curriculum and resource needs.
3. An evaluation of, and plan to eliminate, any bias in the curriculum or instructional materials and methods.
5. Any plan for new or revised instructional program implementation.
6. A review of present and future facility needs.

Adopted:

Instruction

School Wellness

Student wellness, including good nutrition, physical activity, and social emotional wellness shall be promoted in the District's educational program, school activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004, and the Healthy Hunger-Free Kids Act of 2010 (HHFKA). The Superintendent or designee will ensure each school building complies with Policy 6:50 *School Wellness*, the policy is available to the community on an annual basis, and that the community is informed about the progress of this policy's implementation.

Nutrition Wellness Through Food Services

Students will be offered and schools will promote nutritious food and beverage choices consistent with the current Dietary Guidelines for Americans and Good Guidance System published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food sales that compete with the District's non-profit food service in compliance with the Child Nutrition Act. Food service rules shall restrict the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture in the food service areas during the meal periods.

Promoting Student Awareness of Nutrition Wellness

The objectives for addressing nutrition education and nutrition promotion are to:

- Support and promote good nutrition for students.
- Foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Incorporate nutrition education as part of the District's comprehensive health education curriculum.

Physical Wellness

Student physical development shall be incorporated into District 39's educational program and shall be consistent with the Illinois Learning Standards for Physical Development and Health as established by the Illinois State Board of Education. The objectives for addressing the needs of students for physical development through the educational programs are to:

- Support and promote an active lifestyle for students.
- Include a developmentally planned and sequential curriculum in all grades 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.

- Require all students in 1st kindergarten through 8th grades to engage in a physical education course ~~daily during the school day~~ as required by state law, unless otherwise exempted.

Student Social and Emotional Wellness

Student social and emotional development shall be incorporated into District 39's educational program and shall be consistent with the social and emotional development standards to be contained in the Illinois Learning Standards. The objectives for addressing the needs of students for social and emotional development through the educational programs are to:

- Enhance students' school readiness, academic success, and use of good citizenship skills.
- Foster a safe, supportive learning environment where students feel respected and valued.
- Teach social and emotional skills to all students.
- Partner with families and the community to promote students' social and emotional development.
- ~~Prevent or minimize~~ Support student mental health needs. ~~problems in students.~~
- Provide a continuum of supports and services to meet the social emotional needs of students within the educational environment.

Monitoring

The Superintendent or designee shall annually provide implementation data and/or reports to the Board of Education concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy. This report must include without limitation each of the following:

- An assessment of the District's implementation of the policy
- The extent to which schools in the District are in compliance with the policy

Community Input

The Superintendent or designee will invite suggestions and comments concerning the development, implementation, and improvement of the District Wellness Policy from community members; this includes parents, students, and representatives of the school food service authority, school administrators, school staff, and the public.

Record Keeping

The Superintendent or designee shall retain records to document compliance with this policy.

Adopted: July 21, 2008

Revised:

Instruction

Curriculum

The Board of Education directs the Superintendent and his/her designees to develop and maintain a curriculum program consistent with the philosophy and objectives approved by the Board and consistent with the statutory requirements of ~~the~~ the Illinois School Code of Illinois.

Within the scope of Board-delegated authority, the Superintendent and his/her designees shall develop courses of study, curriculum guides, textbook adoptions and pilot curriculum projects, and shall select instructional materials and equipment.

The administration, in conjunction with other professional staff, will keep the Board of Education informed of any curricular concerns or curriculum studies, developments, pilot programs or changes of a material nature upon the initiative of the Superintendent or in response to a request by the Board of Education.

~~Although~~ District 39 strives to provide curriculum that extends beyond basic legal requirements; ~~At a minimum~~ the curriculum shall contain instruction on subjects required by State statute or regulation as follows:

1. In kindergarten through grade 8, subjects include: (a) ~~English language arts~~ English Language Arts (ELA) including reading and writing,
~~(b) reading,~~ (b) other communication skills, (c) science, (d) mathematics, (e) social studies, (f) art, (g) music, and (h) health education including drug and substance abuse prevention. The Illinois School Code (105 ILCS 5/10-20.53) requires each the Board of Education to promote a reading opportunity of 60 minutes per day for all students in kindergarten through grade 3 whose reading levels are one grade level or more below their current grade.
2. In grades 7 and 8, as well as in interscholastic athletic programs, steroid abuse prevention ~~must~~ shall be taught.
3. In the kindergarten through grade 8th ~~grade~~ curriculum, violence prevention and conflict resolution will be taught.
4. In kindergarten through grades 1 through 8, ~~the curriculum contains~~ age appropriate instruction on iInternet safety ~~must~~ shall be taught.
5. In ~~the~~ kindergarten through grade 8th ~~grade curriculum,~~ character education, ; disability awareness, history, and rights movement; and citizenship values (including the US and Illinois Constitution, proper display and use of the flag, and reciting the Pledge of Allegiance daily in each school) ~~education must~~ shall be taught.
6. In ~~grades 1 the~~ kindergarten through grade 8th ~~grade curriculum,~~ a developmentally, age appropriate ~~planned~~ and sequential curriculum in physical education ~~must~~ shall be taught. Unless otherwise exempted, all students are required to engage ~~daily during~~

~~the school day~~ in a physical education course as required by state law. For exemptions see policy 7:260, *Exemption from Physical Activity*.

7. In the kindergarten through grade 8 ~~8th-grade~~ curriculum, conservation of natural resources ~~must~~ shall be taught.
8. During ~~the~~ kindergarten through grade 8 ~~8th-grade~~ years, the following United States history topics ~~must~~ shall be taught ~~included~~ at the appropriate grade level: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, and (e) the role and contributions of ethnic groups, including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics, Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State.

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787; signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.
9. In grade 7, students ~~must~~ shall view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation.
10. In ~~During~~ the kindergarten through grade 8 ~~8th-grade~~ years, the curriculum will include a unit of instruction at the appropriate grade level on: the history and significance of the Holocaust and crimes of G-genocide; the history, struggles, and contributions of women; and Black History, including the history of the African slave trade, slavery in America, and the vestiges of slavery in this country, as well as the struggles and contributions of African-Americans.
11. In all schools, health education, including nutrition, must shall be taught. The Superintendent shall implement a comprehensive health education program in accordance with state law.
12. In all schools, career/vocational education must shall be taught. A career awareness and exploration program must shall be available at all grade levels.

Adopted: November 10, 1997

Revised: January 23, 2012; _____