

**SOUTH PEKIN GRADE SCHOOL DISTRICT 137
BOARD OF EDUCATION POLICY MANUAL
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Instruction

Educational Philosophy and Objectives

The 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:

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

The administrative staff is responsible for apprising the Board of Education of the educational program's current and future status. The Superintendent should prepare an annual report that includes:

- A review and evaluation of the present curriculum;
- A projection of curriculum and resource needs;
- An evaluation of, and plan to eliminate, any sexual, cultural, ethnic, or religious bias that may be present in the curriculum or instructional materials and methods;
- A plan for new or revised instructional program implementation; and
- A review of present and future facility needs.

CROSS REF.: 1:30, 3:10, 6:15, 7:10

ADOPTED: December 19, 2000

Instruction

Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs .
2. Provide a full range of services to migrant students including applicable title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Migrant Education Program for Parent(s)/Guardian(s) Involvement

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.: No Child Left Behind Act of 2001, §1301 et seq., 20 U.S.C. §6391 et seq.,
34 C.F.R. §200.40-200.45
105 ILCS 5/14B6

CROSS REF.: 6:170 (Title I Programs)

ADOPTED: September 24, 2002

Instruction

School Accountability

According to the Illinois General Assembly, the primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose, the State Board of Education prepared State Goals for Learning with accompanying Illinois Learning Standards.

The School Board gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

Quality Assurance

The School Board continuously monitors the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State Board of Education rules, by:

1. Preparing each school's annual recognition application and quality assurance appraisal, whether internal or external, to monitor each school's process for continuous school improvement.
2. Submitting School Improvement Plans for Board approval that comply with State law and contain:
 - District student learning objectives,
 - Assessment systems for measuring students' progress in the fundamental learning areas, and
 - Reporting systems for informing the community and the State of assessment results.
3. If applicable, preparing and implementing a No Child Left Behind Act plan, according to federal law, and seeking the School Board's approval where necessary or advisable.
4. Continuously monitoring whether the District and its schools are making adequate yearly progress as defined by State law. If the District and/or any of its schools fail to make adequate yearly progress, the Superintendent shall take the actions provided in State law as well as other responses designed to increase the likelihood that the district and/or schools will make adequate yearly progress the following year. The Superintendent shall seek the School Board's approval where necessary or advisable.

The Superintendent shall make regular assessment reports to the Board, including projections whether the District and each school is or will be making adequate yearly progress as defined by State law. The Superintendent shall seek Board approval for each District and/or school Improvement Plan and otherwise when necessary or advisable.

LEGAL REF.: 105 ILCS 5/2-3.63, 5/2-3.64, and 5/27-1.
23 Ill. Admin. Code § 1.30.

CROSS REF.: 6:340, 7:10

ADOPTED: December 19, 2000
REVISED: March 18, 2004

Instruction

School Year Calendar and Day

School Calendar

The Board of Education, upon recommendation of the Superintendent and subject to State regulations, annually establishes the dates for opening and closing classes, teacher institutes and in-services, the length and dates of vacations, and the days designated as legal school holidays. The school calendar shall have a minimum of 185 days to ensure 176 days of actual student attendance.

Commemorative Holidays

The teachers and students shall devote a portion of the school day on each commemorative holiday designated in The School Code to study and honor the commemorated person or occasion. The Board of Education may, from time to time, designate a regular school day as a commemorative holiday.

School Day

Please refer to the "Agreement Between South Pekin School District 137 and South Pekin Federation of Teachers, IFT/AFT Local 4594".

The Superintendent or designee shall ensure that the following occurs during each day of school attendance by students in accordance with State law:

1. The Pledge of Allegiance is recited; and
2. A brief period of silence is observed at the opening of the school day.

LEGAL REF.: 105 ILCS 5/10-19, 5/18-8, and .05, 5/24-2, 5/27-18, 5/27-19, 5/27-2, 5/27-20.1, 5/27-20.2
23 Ill. Admin. Code § 1.420(f).
Metzl v. Leininger, 850 F. Supp. 740 (N.D. Ill. 1997), *aff'd* by 57 F.3d 618 (7th Cir. 1995).
Legal Reference Update September 24, 2002
CROSS REF.: 2:20, 5:200, 5:330
ADOPTED: December 19, 2000
AMENDED: April 17, 2008

Instruction

Organization of Instruction

The School District has instructional levels for grades Pre-Kindergarten through 8. The grouping and housing of instructional levels in school facilities shall be according to plans developed by the Superintendent and approved by the Board of Education.

Students, for instructional purposes, may be placed in groups within the school which do not necessarily follow grade level designations. For purposes of attendance reporting and other records, however, each student must be identified as to grade-level placement.

CROSS REF.: 7:30

ADOPTED: December 19, 2000

Instruction

Curriculum Development

Adoption

The Board of Education is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Superintendent is responsible for making curriculum recommendations.

Design and Content

The curriculum shall be designed to accomplish the learning objectives and goals for excellence contained in the District's School Improvement Plan.

Development

The Superintendent shall implement a curriculum development program to monitor the current curriculum and suggest changes to make the curriculum more effective, to take advantage of improved teaching methods and materials, and to be responsive to social change, technological developments, the rapid expansion of knowledge, student needs, and community expectations.

Experimental Educational Programs and Pilot Projects

The Board of Education, upon the Superintendent's recommendation, may approve experimental educational programs and/or pilot projects. Proposals must include goals, material needs, anticipated expenses, and an evaluation process. The Superintendent shall submit periodic progress reports for programs which exceed one year in duration and a final evaluation with recommendation upon the program's completion.

Curriculum Guides and Course Outlines

The Superintendent is responsible for the development of curriculum guides for the various subject areas and their provision to appropriate staff members.

Federal Programs

Parental consent is needed before requiring a student, as part of a federal program, to submit to a survey, analysis, or evaluation that reveals personal or family affiliations, problems, behavior, or other information listed in Section 439 of the General Education Provisions Act. Parent(s)/guardian(s) shall be informed whenever their child/ward will be participating in a survey, analysis, or evaluation which is part of a federal program and shall be informed of their right to inspect such material and to refuse to allow their child/ward to participate if information is elicited on one of the subjects listed above.

LEGAL REF.: General Education Provisions Act, 20 U.S.C. § 1232g.
105 ILCS 5/10-20.8 and 5/10-19.

CROSS REF.: 6:60, 6:70, 6:80, 6:90, 6:100, 6:120

ADOPTED: December 19, 200

Instruction

Curriculum Content

The curriculum shall contain instruction on subjects required by State statute or regulation as follows:

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music and drug and substance abuse prevention.
2. In grades 6 through 8, steroid abuse prevention must be taught.
3. In all grades character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship, in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage.
4. Citizenship values stressing (a) patriotism, (b) democratic principles of freedom, justice, and equality; (c) proper use and display of the American flag; (d) the Pledge of Allegiance, (e) the voting process.
5. In all grades, physical education must be taught including 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. Unless otherwise exempted, all students are required to engage daily during the school day in a physical education course. For exemptions and substitutions, see 6:3210, Credit for Alternative Courses and Programs, and Course Substitution and 7:260, Exemption from Physical Activity.
6. Health education stressing (a) proper nutrition, (b) physical fitness, (c) other components necessary to develop a sound mind in a healthy body.
7. Career/Vocational education stressing (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom.
8. In all schools conservation of natural resources must be taught, including (a) home ecology, (b) endangered species, (c) threats to the environment, (d) the importance of the environment to life as we know it.
9. In all schools, United States history must be taught, including (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, (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.

10. In all schools, a unit of instruction must be included on the study of the Holocaust, including Nazi atrocities of 1933 to 1945.
11. In all schools, a unit of instruction must be included on the history, struggles, and contributions of women.
12. In all schools, a unit of instruction must be included on 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.
13. Violence prevention and conflict resolution for grades 4 through 8 stressing (a) causes of conflict, (b) alternative solutions, (c) non-violent resolution, provided it can be funded by private grants or the federal government.

LEGAL REF.: 105 ILCS 5/27-3, 5/27-5, 5/27-6, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-21, 5/27-22, 5/27-23, 5/27-23.3, 5/27-23.4, 5/27-24.2, 435/0.01 et seq., and 110/3.

625 ILCS 5/6-408.5.

CROSS REF.: 6:40, 7:260

ADOPTED: December 19, 2000

AMENDED: November 15, 2005

Instruction

Student Social and Emotional Development

Social and emotional learning (SEL) is defined as the process through which students enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks. Students competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions.

The Superintendent shall incorporate SEL into the District's curriculum and other educational programs consistent with the District's mission and the goals and benchmarks of the III. Learning Standards. The III. Learning Standards include three goals for students:

1. Develop self-awareness and self-management skills to achieve school and life success.
2. Use social-awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

The incorporation of SEL objectives into the District's curriculum and other educational programs may include but is not limited to:

1. Classroom and school-wide programming to foster a safe, supportive learning environment where students feel respected and valued. This may include incorporating scientifically based, age-and-culturally appropriate classroom instruction, District-wide, and school-wide strategies that teach SEL skills, promote optimal mental health, and prevent risk behaviors for all students.
2. Staff development and training to promote students' SEL development. This may include providing all personnel with age-appropriate academic and SEL and how to promote it.
3. Parent/Guardian and family involvement to promote students' SEL development. This may include providing parents/guardians and families with learning opportunities related to the importance of their children's optimal SEL development and ways to enhance it.
4. Community partnerships to promote students' SEL development. This may include establishing partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and SEL development.
5. Early identification and intervention to enhance students' school readiness, academic success, and use of good citizenship skills. This may include development of a system and procedures for periodic and universal screening, assessment, and early intervention for students who have significant risk factors for social, emotional, or mental health conditions that impact learning.
6. Treatment to prevent or minimize mental health conditions in students. This may include building and strengthening referral and follow-up procedures for providing effective clinical services for students with social, emotional, and mental health conditions that impact learning. This may include student and family support services, school-based behavioral health services, and school-community linked services and supports.

7. Assessment and accountability for teaching SEL skills to all students. This may include implementation of a process to assess and report baseline information and ongoing progress about school climate, students' social and emotional development, and academic performance.

LEGAL REF.: Children's Mental Health Act of 2003, 405 ILCS 49/.

CROSS REF.: 1:30, (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

ADOPTED: August 19, 2004

REVISED: May 23, 2017

Instruction

Teaching About Religions

The School District's curriculum may include the study of religions as they relate to geography, history, culture, and the development of various ethnic groups. The study of religions shall give neither preferential nor derogatory treatment to any single religious belief or to religion in general. The study of religions shall be treated as an academic subject with no emphasis on the advancement or practice of religion.

LEGAL REF.: School District of Abington Twp v. Schempp, 374 U.S. 203 (1963).

Allegheny County v. Pittsburgh ACLU, 446 A.2d 334, appeal after remand, 471 128 (1983).

CROSS REF.: 6:40, 6:255

ADOPTED: December 19, 2000

Instruction

Teaching About Controversial Issues

Discussion of controversial issues should be age-appropriate, serve an educational purpose, be consistent with the curriculum, and present a balanced view.

CROSS REF.: 6:40

ADOPTED: December 19, 2000

Instruction

Kindergarten

A full-day and half-day kindergarten shall be established and maintained with an instructional program which fulfills the District's curriculum goals and objectives and the requirements of the State Board of Education.

LEGAL REF.: 105 ILCS 5/10-20.19a and 5/10-22.18.

23 Ill. Admin. Code § 1.420.

CROSS REF.: 6:40

ADOPTED: December 19, 2000

Instruction

Experiments Upon or Dissection of Animals

Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety of an animal are permissible. The dissection of dead animals or parts of dead animals shall be allowed in the classroom only when the dissection exercise contributes to or is a part of an illustration of pertinent study materials. All dissection of animals shall be confined to the classroom and must comply with The School Code.

Students who object to performing, participating in, or observing the dissections of animals are excused from classroom attendance without penalty during times when such activities are taking place. No student will be penalized or disciplined for refusing to perform, participate in, or observe a dissection. The Superintendent or designee shall inform students of (1) their right to refrain from performing, participating in, or observing dissection, and (2) which courses contain a dissection unit and which of those courses offers an alternative project.

LEGAL REF.: 105 ILCS 5/2-3.122, 5/27-14, and 112/1 et seq.

CROSS REF.: 6:40

ADOPTED: December 19, 2000

Instruction

Supportive Services for Truants

Supportive services may be offered to a student who is experiencing an attendance problem, including:

- parent-teacher conferences
- counseling services by social workers and/or guidance counselor
- counseling services by psychologists
- psychological testing
- alternative school placement
- community agency services

Students who reach the age of 17 and withdraw from school may continue to be provided with support services as truants.

LEGAL REF.: 105 ILCS 5/2-3.41, 5/2-3.66, 5/26-2a, 5/26-13, and 5/26-14.

CROSS REF.: 7:70

ADOPTED: December 19, 2000

AMENDED: February 28, 2005

Instruction

Special Education

The District shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the District, required under the Individuals With Disabilities Education Act ("IDEA") and implementing provisions of The School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term "children with disabilities," as used in this policy, means children between ages 3 and 21 for whom it is determined, through definitions and procedures described in the *Illinois Rules and Regulations to Govern the Organization and Administration of Special Education*, that special education services are needed.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's Rules and Regulations to Govern the Administration of Special Education. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), and representation by counsel, and a review procedure.

The District may maintain membership in one or more cooperative associations of school districts which shall assist the School District in fulfilling its obligations to the District's disabled students.

If necessary, students may also be placed in private school education facilities.

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. § 12101 et seq.
Individuals With Disabilities Education Act, 20 U.S.C. § 1400 et seq.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.
105 ILCS 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02a.
23 Ill. Admin. Code § 226.

CROSS REF.: 2:150, 7:230

ADOPTED: December 19, 2000

Instruction

Program for the Gifted

To the extent possible within the resources available, all gifted and talented students shall have an opportunity to participate in appropriate educational programs.

The term "gifted and talented students" means students whose mental development is accelerated beyond the average or who have demonstrated a specific aptitude or talent to the extent they need and can benefit from specially planned educational services. "Gifted and talented students" include students with exceptional ability in academic subjects, high-level thought processes, divergent thinking, creativity, and the arts.

The Board authorizes the Superintendent to provide a gifted program which includes:

1. A system for the early identification of gifted and talented students;
2. An identification system based upon multiple techniques which ensures all students equal access to gifted and talented programs, regardless of social, economic, linguistic and ethnic background;
3. Educational programs which include access at all grade levels and which encompass all of the fundamental areas of learning;
4. Educational programs which provide for continuity among grade levels with programs consistent with the District's longrange goals;
5. Qualified instructional and administrative personnel with appropriate knowledge, training and experience to implement the program;
6. Staff development programs addressing the need for all teachers to be knowledgeable about the characteristics and learning needs of gifted and talented students;
7. Procedures to foster cooperative relationships among classroom teachers, parents, and the teachers assigned to the gifted program;
8. Procedures to foster parental involvement in all aspects of the program;
9. Procedures to continually evaluate the placement and progress of students in the gifted program with periodic progress reports issued to parents.

An annual report on the status of the District's gifted program shall be submitted to the Board of Education by the Superintendent.

Eligibility to participate in the gifted program shall not be conditioned upon race, religion, sex, disability, or any factor other than the student's identification as gifted or talented.

LEGAL REF.: 105 ILCS 5/2-3.61, 5/2-3.62, and 5/14A-1 et seq.

ADOPTED: December 19, 2000

INSTRUCTION

School Wellness Policy

General Guidelines

- Students in grades pre-K-8 receive nutrition education that teaches the skills they need to adopt healthy eating behaviors.
- Nutrition education is offered in the school dining room as well as in the classroom, with coordination between the foodservice staff and teachers.
- Students receive consistent nutrition message throughout South Pekin Grade School classrooms and cafeteria.
- Staff who provide nutrition education have appropriate training.
- Schools are enrolled as Team Nutrition Schools and they conduct nutrition education activities and promotions that involve parents and students.

Physical Activity Guidelines

- Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students and the integration of physical activity into the academic curriculum.
- Students are given opportunities for physical activity through a range of before and/or after-school programs including but not limited to interscholastic athletics, Project First Choice and the Voyages Program.
- Schools encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.

Dining Environment Guidelines

- The school district sets guidelines for foods and beverages in ala carte sales in the food service program on the school campus.
- The school district provides a clean, safe, enjoyable meal environment for students.
- The school district provides enough space and serving areas to ensure all students have access to school meals with minimum wait time.
- The school district makes drinking fountains available in all schools so that students can get water at meals and throughout the day.
- The school district encourages all students to participate in the school meals program and protects the identity of students who eat free and reduced priced meals.
- The school district will schedule lunchtime as near the middle of the school day as possible.

Food or Physical Activity as a Punishment

- The school district will prohibit the use of food as a punishment in schools.
- The school district will not deny students participation in physical education as a form of discipline or for classroom make-up time.

Consistent School Activities and Environment

- The school district will make efforts to keep school or district-owned physical activity facilities open for use by students outside school hours.
- The school district will provide information and outreach materials about other FNS programs such as Food Stamps, and Women, Infants and Children (WIC) to students and parents.
- The school district encourages all students to participate in school meals program i.e. the National School Lunch, including snacks for After School Programs and School Breakfast programs.

LEGAL REF.: Public Law 108-265, Section 204

ADOPTED: March 23, 2006

RE-AFFIRMED: July 28, 2009

HEALTH / WELLNESS CURRICULUM

Kindergarten:	Human Body, Basic Food Groups
First Grade:	Food Pyramid, Dental Health
Second Grade:	Food Pyramid, Importance of Hydration
Third Grade:	Making Healthy Food choices, Importance of Exercise
Fourth Grade:	Dairy Council Education
Fifth Grade:	Dental Health
Sixth Grade:	Six Nutrients, Human Digestive System, Circulatory System (being "heart smart")
Seventh & Eighth Grade:	Importance of Sleep, Diet Fads, Eating Disorders, Dangers of Drugs on the Human Body

Instruction

Home and Hospital Instruction

A student absent from school for more than 2 consecutive weeks because of health or physical impairment will be provided the services of a certified teacher in the home or hospital. Appropriate educational services shall begin as soon as eligibility has been established with a written statement from a licensed medical examiner and a written parental or guardian request filed in the office of the Superintendent.

Instructional time will be provided for a minimum of 5 clock hours per week on days when school is normally in session. Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s) and hospital staff to coordinate course work and facilitate the student's return to school.

LEGAL REF.: Rules and Regulations to Govern the Administration and Operation of Special Education, 23 Ill. Admin. Code § 226.355.

105 ILCS 5/10-22.6a.

ADOPTED: December 19, 2000

Instruction

Bilingual Education

The District shall provide a transitional bilingual educational program for students whose native language is other than English. The program shall recognize the student's primary language and culture as educational assets and seek to develop the necessary proficiency in English to provide the student access to the regular educational program.

LEGAL REF.: 105 ILCS 5/14C-1 et seq.
23 Ill. Admin. Code § 1.240 and Part 228.

ADOPTED: December 19, 2000

Instruction

Title I Programs

The Superintendent or designee shall pursue funding under Title I, improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Title I Parental Involvement

The District maintains programs, activities and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities and procedures are described in District-level and School-level compacts.

District-Level Parental Involvement Compact

The Superintendent or designee shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parental Involvement Compact

Each Building Principal or designee shall 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 parent/s 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.

Incorporated

By Reference 6:170-E1 (District-Level Parental Involvement Compact) and 6:170-E2 (School-Level Parental Involvement Compact)

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

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 5:190 (Certification), 5:280 (Duties and Qualifications), 6:15 (School Accountability), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:160 (Limited English Proficient Students), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:60 (Residence), 7:100 (Health Examinations, Immunizations and Exclusion of Students), 8:95 (Parental Involvement)

ADOPTED: September 24, 2002

Instruction

Parent Involvement Policy

The Board of Education ensures that parents of students currently attending South Pekin Grade School will be given an opportunity to participate in the planning process of any policy or program that will affect the quality of education of the child. Such participation may come in many different forms including:

1. Being part of an official committee that is studying a particular issue or issues;
2. Completing a survey constructed by district personnel; or
3. Being included in a general discussion of various issues at the school level.

LEGAL REF.: No Child Left Behind Act of 2001

Adopted: September 23, 2003

Instruction

Extracurricular and Co-Curricular Activities

The Superintendent shall approve all District-sponsored extracurricular and co-curricular activities, using the following criteria:

1. The activity will contribute to the leadership abilities, social well-being, self-realization, good citizenship, or general growth of members.
2. Fees are reasonable and do not exceed the actual cost of operation.
3. Student body desires are considered.
4. The activity will be supervised by a school-approved sponsor.

Building Principals are responsible for the scheduling and announcing of student extracurricular and co-curricular activities.

Non-school sponsored student groups are governed by the District's policy on student use of school buildings.

Academic Criteria for Participation

For students in kindergarten through 8th grades: Selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code.

LEGAL REF.: 105 ILCS 5/10-20.30, and 5/24-24.

CROSS REF.: 4:170, 7:40, 7:240, 7:300, 7:330 (student use of school buildings)

ADOPTED: December 19, 2000

Instruction

Instructional Arrangements

Grouping For Instruction

Grouping within a school or within a classroom is the responsibility of each Building Principal, with input provided by the respective staff. The aim of grouping is to place each student in an appropriate and comfortable learning situation.

Class Size

The Superintendent shall work closely with Building Principals in establishing a reasonable teacherstudent ratio in each building.

Team Teaching

Teachers may team teach upon approval of the Superintendent or designee.

Individualized Instruction

Provision for individual differences shall be given high priority in planning the instructional program, in choosing teaching methods and materials, and in evaluating results.

ADOPTED: December 19, 2000

Instruction

Instructional Materials

All District classrooms and learning centers should be equipped with an evenly-proportioned, wide assortment of teaching tools, textbooks, workbooks, audio-visual materials, and equipment selected to meet the students' needs. Textbooks and instructional materials should provide quality learning experiences for students and:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards;
3. Provide background information to enable students to make intelligent judgements;
4. Present opposing sides of controversial issues;
5. Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;
6. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

A list of textbooks and instructional materials used in the District shall be revised annually by building administrators under the Superintendent's direction and shall be made available to the Board and professional staff as a reference. Anyone may inspect any textbook or instructional material.

Teachers are encouraged to limit the use of supplemental material to only that which will enhance, or otherwise illustrate, the subjects being taught. All supplemental material must be age-appropriate.

No R-rated or NC-17 movie shall be shown.

LEGAL REF.: General Education Provisions Act, 20 U.S.C. § 1232g.
105 ILCS 5/10-20.8, 5/10-20.9, and 5/28-19.1.

CROSS REF.: 6:220, 7:10

ADOPTED: December 19, 2000

Instruction

Instructional Materials Selection and Adoption

Textbooks and instructional materials, both print and non-print, are selected based upon their quality and educational value, and must contribute to a general sense of the worth of all individuals regardless of sex, race, religion, nationality, ethnic origin, disability, or any other differences which may exist.

The School Code governs the adoption and purchase of textbooks and instructional materials.

LEGAL REF.: 105 ILCS 5/10-20.8 and 5/28-1 et seq.

CROSS REF.: 6:210, 7:10, 8:110

ADOPTED: December 19, 2000

Instruction

Library Resource Center

The Library Resource Center shall serve as a multimedia center which shall provide resources to students and professional staff.

The Library Resource Center program will focus on enlarging and enriching the on-going classroom instructional program. Continuous upgrading of materials and programs will be the responsibility of the Building Principal with assistance from the center teacher and other teachers of each building.

Each building's collection of materials will be of a comprehensive nature, support the curriculum and provide for varied individual needs, interests, abilities, and maturity levels.

Materials should be selected on the basis of encouraging the growth of knowledge and developing literary, cultural and aesthetic appreciation and ethical standards.

There should be opportunities for free selection of materials based on the student's interest, as well as guided selection of materials appropriate to specific, planned learning experiences.

ADOPTED: December 19, 2000

Instruction

Access to Electronic Networks

The Board of Education's goal is to include electronic networks, including the Internet, in the District's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication. The Superintendent or designee shall develop an implementation plan for this policy and appoint a system administrator.

The School District is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum

The use of the District's electronic networks shall (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library-media center materials. Teachers may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use unless part of an after school program.

Acceptable Use

All use of the District's electronic network must be (1) in support of education and/or research, and be in furtherance of the Board of Education's stated goal, or (2) for a legitimate business purpose. Use is a privilege, not a right. General rules for behavior and communications apply when using electronic networks. The District's *Authorization for Electronic Network Access* contains the appropriate uses, ethics, and protocol. The Superintendent shall establish administrative procedures containing the appropriate uses, ethics, and protocol for student use of the Internet. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Authorization for Electronic Network Access

Each teacher must sign the District's *Authorization for Electronic Network Access* as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use.

The failure of any student or teacher to follow the terms of the *Authorization for Electronic Network Access*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

LEGAL REF.: 7:20 ILCS 135/0.01.

CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright for Publication or Sale of Instructional Materials), 6:40 (Curriculum Development), 6:210 (Instructional Materials), 6:230 (Library Resource Center), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:310 (Publications)

ADOPTED: December 19, 2000

Instruction

Field Trips

The Board of Education encourages field trips when the experiences are an integral part of the school curriculum and contribute to the District's desired educational goals.

Student activities involving travel shall be authorized by the Superintendent or designee. Each trip authorization shall be based on the written rationale of the travel's educational value as well as the safety and welfare of the students involved.

Guidelines for field trips are:

All field trips shall be adequately supervised by staff members and other adults.

Whenever entrance fees, food, lodging or other costs are involved, these costs shall be assumed by the student unless otherwise stipulated by the Board of Education, provided that no student shall be excluded from any field trip because of a lack of funds. On all field trips, a bus fee to be set by the Superintendent may be charged to help defray the cost of transportation.

Parental permission must be obtained in writing when a field trip is planned.

The teacher shall arrange for the supervision and appropriate alternative learning experiences for nonparticipating students.

ADOPTED: December 19, 2000

Instruction

Community Resource Persons and Volunteers

The Board of Education encourages the use of volunteers to: (1) increase students' educational attainment, (2) provide enrichment experiences for students, (3) increase the effective utilization of staff time and skills, (4) give more individual attention to students, and (5) promote greater community involvement.

The Superintendent shall establish procedures for securing and screening resource persons and volunteers. No person who is a "child sex offender," as defined by the Child Sex Offender and Murderer Community Notification Law, shall be used.

LEGAL REF.: 105 ILCS 5/10-22.34 and 5/10-22.34b.

730 ILCS 152/101 et seq.

CROSS REF.: 4:170 (Safety), 5:280 (Teacher Aides, Coaches, and Bus Drivers), 8:95 (Parental Involvement)

ADOPTED: December 19, 2000

Instruction

Assemblies and Ceremonies

Assemblies must be approved by the Building Principal and be consistent with the District's educational objectives.

The District shall not endorse or otherwise promote invocations, benedictions, and group prayers at any school assembly, ceremony, or other school-sponsored activity.

LEGAL REF.: Lee v. Weisman, 112 S.Ct. 2649 (1992).

Jones v. Clear Creek Independent School District, 977 F.2d 963 (5th Cir. 1992), *reh'g denied*, 983 F.2d 234 (5th Cir. 1992) and *cert. denied*, 113 S.Ct. 2950 (1993).

CROSS REF.: 6:70

ADOPTED: December 19, 2000

Instruction

Complaints About Curriculum, Instructional Materials, and Programs

Persons with complaints about curriculum, instructional materials, and programs should complete a curriculum objection form and use the Uniform Grievance Procedure. A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a curriculum objection form and using the Uniform Grievance Procedure.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 8:110

ADOPTED: December 19, 2000

Instruction

Guidance and Counseling Program

The School District provides a guidance and counseling program for students. The Superintendent or designee shall direct the District's guidance and counseling program. School counseling services, as described by State law, may be performed by a qualified guidance specialist or any certificated staff member.

Each staff member is responsible for effectively guiding students under his/her supervision in order to provide early identification of intellectual, emotional, social, or physical needs, diagnosis of any learning disabilities, and development of educational potential. The District's counselors shall offer counseling to those students who require additional assistance.

LEGAL REF.: 105 ILCS 5/10-22.24a and 5/10-22.24b.

23 Ill. Admin. Code §§ 1.420(q) and 1.420(b).

CROSS REF.: 7:250

ADOPTED: December 19, 2000

Instruction

Grading and Promotion

The Superintendent or designee shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, and performance on the Illinois *Partnership for Assessment of Readiness for College and Careers* (PARCC) and/or other assessments. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

Every teacher shall maintain an evaluation record for each student in the teacher's classroom. A District administrator cannot change the final grade assigned by the teacher without notifying the teacher. Reasons for changing a student's final grade include:

- A miscalculation of test scores,
- A technical error in assigning a particular grade or score,
- The teacher agrees to allow the student to do extra work that may impact the grade,
- An inappropriate grading system used to determine the grade, or
- An inappropriate grade based on an appropriate grading system.

Should a grade change be made, the administrator making the change must sign the changed record.

LEGAL REF.: 105 ILCS 5/2-3.64a-5, 5/10-20.9a, 5/10-21.8, and 5/27-27.

CROSS REF.: 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:300 (Graduation Requirements), 6:340 (Student Testing and Assessment Program), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

ADOPTED: December 19, 2000

AMENDED: January 26, 2010

AMENDED: May 23, 2017

Instruction

Homework

Teachers may give homework to students to aid in the student's educational development. Homework should be an application or adaptation of a classroom experience and should not be assigned for disciplinary purposes.

ADOPTED: December 19, 2000

Instruction

Awards and Scholarships

The Superintendent or designee will develop criteria and procedures for presenting awards and honors to students for outstanding scholarship and distinguished service in District activities.

All awards and honors must receive the Board of Education's prior approval. The selection of the recipients is under the guidance and control of a committee appointed by the Superintendent.

All awards and honors shall be conferred to students under the direction and supervision of the Building Principal.

ADOPTED: December 19, 2000

Instruction

Student Testing and Assessment Program

The District student assessment program provides information for determining individual student achievement and guidance needs, curriculum and instruction effectiveness, as well as school performance measured against District student learning objectives and state-wide norms.

The student assessment program shall be developed by the Superintendent and approved by the Board. The program will:

1. Use appropriate assessment methods and instruments. It may include norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Be uniformly applied to all students required to be tested.
3. Conform to the schedule required by State law and State Board of Education rules. It may include testing of students in grades not required by State law to be tested.
4. Emphasize the code of ethics for test administration.

The Superintendent shall maintain descriptions of the District's assessment procedures and copies of District-wide instruments.

Test results shall be recorded in the student's temporary school record and are available only to the student, the student's parent(s)/guardian(s), and school personnel directly involved with the student's educational program. Overall student assessment data on tests required by State law will be aggregated by the District and reported, along with other information, on the District's annual report card.

LEGAL REF.: 105 ILCS 5/2-3.63, 5/2-3.64, 5/10-17a, and 5/27-1.

CROSS REF.: 6:15 (Goals and Objectives)

ADOPTED: December 19, 2000