

Instruction

Curriculum Development

Adoption

The School Board 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 or designee 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.

The Superintendent shall recommend a comprehensive curriculum that is aligned with:

1. The District's educational philosophy and goals.
2. Student needs as identified by research, demographics, and student achievement and other data.
3. The knowledge, skills, and abilities required for students to become life-long learners.
4. The minimum requirements of State and federal law and regulations for curriculum and graduation requirements.
5. The curriculum of non-District schools that feed into or from a District school provided that the necessary cooperation and information is available.
6. The Illinois State Learning Standards and any District learning standards.
7. Any required State or federal student testing.

The School Board will consider the Superintendent or designee's recommendation and adopt a curriculum that meets the above criteria.

Development

The Superintendent or designee shall develop a curriculum review program to monitor the current curriculum and promptly 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, student needs, and community expectations.

The curriculum review program shall:

1. Ensure regular evaluations of the curriculum and instructional program.
2. Ensure the curriculum continues to meet the stated adoption criteria.
3. Include input from a cross-section of teachers and administrators representing all schools, grade levels, disciplines, and specialized and alternative programs.
4. Coordinate with the process for evaluating the instructional program and materials.

Experimental Educational Programs and Pilot Projects

The Superintendent or designee may recommend experimental educational programs and/or pilot projects for Board consideration. Proposals must include goals, material needs, anticipated expenses, and an evaluation

process. The Superintendent shall submit to the Board periodic progress reports for programs that exceed one year in duration and a final evaluation with recommendation upon the program's completion.

Single-Gender Classes and Activities

The Superintendent or designee may recommend a program of non-vocational single-gender classes and/or activities to provide diverse educational opportunities and/or meet students' identified educational needs. Participation in the classes or activities must be voluntary, both genders must be treated with substantial equality, and the program must otherwise comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*. The Superintendent must periodically evaluate any single-gender class or activity to ensure that: (1) it does not rely on overly broad generalizations about the different talents, capabilities, or preferences of either gender, and (2) it continues to comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*.

Curriculum Guides and Course Outlines

The Superintendent or designee may develop and provide subject area curriculum guides to appropriate staff members.

LEGAL REF.: 34 C.F.R. Part 106
105 ILCS 5/10-20.8 and 5/10-19.
CROSS REF.: 6:60, 6:65, 6:70, 6:80, 6:90, 6:100, 6:110, 6:120, 6:130, 6:140, 6:145, 6:150, 6:160 , 6:170, 6:180, 7:10,
7:15
ADOPTED: April 10, 2002
REVISED: October 9, 2002
REVISED: September 12, 2007
REVIEWED: March 13, 2013
REVISED: July 15, 2015
