

Instruction

Curriculum Development

Curriculum Design

The curriculum of the District shall include all the learning experiences planned to meet the needs, abilities, interests, and emerging self-image of each student.

The curriculum shall include those elements of instructional programming that provides all students with the opportunity to reach their full individual potential for learning.

Co-curricular activities are incorporated into the curriculum design to support expected outcomes of the educational program.

Adoption

The School Board shall review and approve all significant curriculum changes before such changes are made in the school's instructional program. All such changes shall be recommended by the Superintendent, after appropriate study and consultation with the teaching staff. These changes shall include the adoption of new textbooks, new courses of study, and new organizational patterns.

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, and
7. Any required State or federal student testing.

The School Board will adopt, upon recommendation of the Superintendent, a curriculum that meets the above criteria.

Experimental Educational Programs and Pilot Projects

Upon the recommendation of the Superintendent, the School Board may approve by resolution experimental educational projects, which are defined as the introduction of educational experiments. These may include the preliminary study of new materials, equipment or organizational plans, in a protected environment, for a period sufficient to evaluate the feasibility, value, and viability of that device or method for fulfilling a particular need of the District. Proposals for experimental educational projects shall include a statement of the goals of the study, the materials to be used, the anticipated expenses, and the evaluation plan. All experimental educational projects shall be recommended by the Superintendent, and shall have prior approval of the School Board.

The Superintendent shall submit periodic progress reports for experimental educational projects that exceed one year's duration. Upon completion and within a reasonable period of time, the Superintendent shall submit a final evaluation including recommendations regarding the project.

Single-Gender Classes and Activities

The Superintendent 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*.

Development

The School Board shall support an active program of curriculum development in order to provide currently valid instructional plans and to take advantage of improved teaching methods and materials. The Superintendent 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 Superintendent shall report to the Board as appropriate, the curriculum review program's efforts to:

1. Regularly evaluate 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, administrators, parents/guardians, and students, representing all schools, grade levels, disciplines, and specialized and alternative programs.
4. Coordinate with the process for evaluating the instructional program and materials.

LEGAL REF.: 20 U.S.C. §1681, Title IX of the Education Amendments of 1972, implemented by 34 C.F.R. Part 106.
105 ILCS 5/10-20.8 and 5/10-19.

CROSS REF.: 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:70 (Teaching About Religions), 6:80 (Teaching About Controversial Issues) 6:100 (Using Animals in the Educational Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:130 (Program for the Gifted), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:150 (Home and Hospital Instruction), 6:160 (English Language Learners), 6:170 (Title I Programs), 6:180 (Extended Instructional Programs), 7:15 (Student and Family Privacy Rights)

ADOPTION: December 15, 2020
November 19, 2019
September 23, 2008
August 10, 1993