

Instruction

Curriculum Development 1

Adoption 2

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, 3
5. The curriculum of non-District schools that feed into or from a District school, provided that the necessary cooperation and information is available, 4
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. 5

Experimental Educational Programs and Pilot Projects 6

The Superintendent 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.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

1 State or federal law controls this policy's content.

2 This section is not dictated by State or federal law, but reflects board work regarding curriculum. Each board should dwell over this section to ensure it articulates the board's intent.

3 State law mandates certain courses of study, but local school boards may set requirements exceeding State law-mandated courses of study. (105 ILCS 5/10-20.8 and 5/27-1 et seq.)

4 Alternative for unit districts:

5. The curriculum District-wide and articulated across all grade levels.

5 The following is an alternative for boards that do not want the sample language's degree of delegation:

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

6 Experimental educational programs may require the approval of the State Board of Education and an agreement with the affected exclusive bargaining agent. (105 ILCS 5/10-19), amended by P.A. 100-465. State law addresses pilot programs for teachers in relation to clinical schools, restructuring, and providing special assistance and support to beginning teachers. (105 ILCS 5/2-3.52A), amended by P.A. 100-1046.

Single-Gender Classes and Activities ⁷

The Superintendent may recommend a program of nonvocational⁸ 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 ⁹

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.

Curriculum Guides and Course Outlines

The Superintendent shall develop and provide subject area curriculum guides to appropriate staff members.

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⁷ The U.S. Dept. of Education (DOE) amended its ~~Title IX~~-regulation implementing Title IX of the Education Amendments of 1972 (Title IX) (20 U.S.C. §1681) to make it easier for schools to have single-sex classes and extracurricular activities. (34 C.F.R. ~~Part §106.34~~). Title IX generally protects students from discrimination on the basis of sex. However, the DOE added flexibility to its rules on single-sex classes and activities ~~back in 2006~~, citing research that suggests that some students benefit in single-sex classes. 71 Fed. Reg. 62530 (10-25-06). The rules are very specific and should be reviewed with the board attorney when designing single-sex classes or activities.

Consult the board attorney about accommodation issues for transgender or gender non-conforming students in single sex classes. State law prohibits gender-based discrimination, including transgender and gender non-conforming students. (775 ILCS 5/5-101(A)(11); 775 ILCS 5/1-103(O-1); and 23 Ill.Admin.Code §1.240). ~~Federal law Title IX~~ prohibits exclusion and discrimination on the basis of sex. 20 U.S.C. §1681(a), ~~Title IX of the Education Amendments of 1972~~. According to the ~~U.S. Department of Education's DOE~~ Office for Civil Rights ~~(OCR) and the U.S. Department of Justice~~, Title IX protects lesbian, gay, bisexual, and transgender students, from gendersex discrimination. See www2.ed.gov/about/offices/list/ocr/lgbt.html; 7:10-AP1, *Accommodating Transgender Students or Gender Non-Conforming Students*.

⁸ 34 C.F.R. §106.34(b)(1).

⁹ The last two sections of this policy provide a process for the board to monitor the extent that its ends for curriculum development are being pursued. However, a board may be concerned that these sections offend the board's efforts to delegate authority to the superintendent to manage the district. If so, these sections should be deleted. -See the IASB's *Foundational Principles of Effective Governance* at: www.iasb.com/principles.cfm.

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), [6:135 \(Accelerated Placement Program\)](#), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:150 (Home and Hospital Instruction), 6:160 (English Learners), 6:170 (Title I Programs), 6:180 (Extended Instructional Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights)

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