

OFFICE OF THE SUPERINTENDENT

Millburn Public Schools

INFORMATION ITEM

March 8, 2011

To: Board of Education Members

From: Ellen E. Mauer, PhD

Subject: Policy 6:40- Curriculum Development

This policy has been revised to reflect requirements of alignment with specific areas indicated such as learning standards required state or federal testing. The term "experimental" is replaced with "innovative" when talking about pilot programs. There is an entire section added that discusses "Single Gender Classes and Activities". Regular reporting of curriculum development and the inclusion of input from all stakeholders is another addition. The old "Federal Programs" section is deleted. Legal references and cross references are updated.

We can use this as our first reading and place this on the consent agenda for next time.

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). 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).

Single-Gender Classes and Activities ⁷

The Superintendent may recommend a program of nonvocational 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 ⁸

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.

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

⁷ The U.S. Dept. of Education (DOE) amended its Title IX regulation to make it easier for schools to have single-sex classes and extracurricular activities (eff. 11-24-06, 34 C.F.R. Part 106). Title IX generally protects students from discrimination on the basis of sex. However, citing recent research suggesting that some students benefit in single-sex classes, the DOE added flexibility to its rules on single-sex classes and activities. The rules are very specific and should be consulted when designing single-sex classes or activities.

⁸ 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," http://www.iasb.com/pdf/found_prin.pdf.

LEGAL REF.: 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)

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.

The Superintendent may establish a Faculty Curriculum Committee to assist in the curriculum development program.

Innovative Educational Programs and Pilot Projects

The Board of Education, upon the Superintendent's recommendation, may approve innovative 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. § 1221 et seq.
105 ILCS 5/10-20.8 and 5/10-19.

CROSS REF.: 6:60 (Curriculum Content), 6:70 (Teaching about Religions), 6:100 (Experiments
Upon or Dissection of Animals), 6:120 (Education of Children with Disabilities)

ADOPTED: May 20, 2002