

Instruction

Instructional Program / Curriculum Development

The Superintendent is responsible for developing and implementing the instructional program.

The SEDOL district wide curriculum shall be designed to accomplish the learning objectives and goals for the students.

Instructional Program

The Superintendent and each Member District shall work cooperatively to provide appropriate curriculum, which meets the needs of the District's students with disabilities.

Member Districts, in cooperation with SEDOL, shall:

1. Annually provide for a screening of all 3 and 4 year old students residing within their District.
2. Determine students' eligibility for enrollment into a special educational program.
3. Conduct multidisciplinary conferences for eligible students to determine the specific special educational placement of the disabled student as well as define the instructional and resource programs and related services for the student.
4. Conduct an annual review of each student's educational progress and consider the continuation or termination of special education for the student.
5. Develop a network of special education services in cooperation with other local Member Districts.

In order to participate in the Comprehensive Plan of Special Education Services, each Member District shall be in compliance with all applicable state and federal laws and regulations as may be required by the Illinois State Board of Education and by the SEDOL Governing Board.

Development of a Comprehensive Plan

In order to provide instructional services for Member District special education students of Member Districts, the Superintendent shall develop a Comprehensive Plan of Services.

The Superintendent shall present the plan to the Executive Board for appraisal, approval, and continuous updating.

Adoption

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 Illinois State Learning Standards and any District learning standards, and
6. Any required State or federal student testing.

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

Experimental Educational Programs and Pilot Projects

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.

Single Gender Classes and Activities

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

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.

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), 6:80 (Teaching About Controversial Issues), 6:100 (Using Animals in the Educational Program), 6:120 (Education of Children with Disabilities), 6:150 (Home and Hospital Instruction), 6:160 (English Language Learners), 6:180 (Extended Instructional Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights)

ADOPTED: September 23, 2004

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