

ADMINISTRATIVE PROCEDURE

CURRICULUM MATERIALS

Curriculum is the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. District 709 uses curriculum maps to organize this planned interaction and to make sure that Illinois State standards are being addressed. District curriculum maps are reviewed and updated on a yearly basis to make sure the maps are accurately representing the curriculum.

Curriculum Materials

All District classrooms and learning centers should be equipped with an evenly-proportioned, wide assortment of instructional materials, including textbooks, workbooks, audio-visual materials, and electronic materials. These materials should provide quality learning experiences for students and:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards;
3. Provide background information to enable students to make informed judgments and promote critical reading and thinking;
4. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society; and
5. Contribute to a sense of the worth of all people regardless of sex, race, religion, nationality, ethnic origin, sexual orientation, disability, or any other differences that may exist.

The Superintendent or designee shall annually provide a list of textbooks and instructional materials used in the District to the School Board. Anyone may inspect any textbook or instructional material.

Teachers are encouraged to use supplemental material only when it will enhance, or otherwise illustrate, the subjects being taught and to ensure it is age-appropriate. No R-rated, X-rated or NC-17 rated movie shall be shown to students. These restrictions apply to television programs and other media with equivalent ratings.

Curriculum Materials - Selection and Approval

The selection and approval process required for curriculum materials will vary depending on the extent of its intended use. Curriculum materials used extensively will need to undergo a rigorous selection and approval process to ensure the materials meet the district's high standards.

The selection and approval process for curriculum materials typically follows these steps:

1. Initial Request for Review
2. Committee Selection
3. Textbook Needs Assessment
4. Request for materials from publishers
5. Material Review
6. Teacher/Student Input
7. Approval process

Initial Request for Review

When curriculum materials no longer best meet the needs of our students, teachers should initiate a curriculum material review. Typically, this should start with the lead teachers (elementary schools) or department chairs (MJHS/MHS). Lead teachers or department chairs then communicate with building administrators who communicate with district administrators. However there will be times where administrators initiate the process based on curricular needs. The decision to proceed with a review is based on the level of need and resources available.

Committee Selection

If the review is approved, a committee is formed to conduct the review. The committee should have:

- A representative sample of teachers that will use the materials
- Teachers that are members of the department (MHS/MJHS)
- Other teachers that could provide feedback on the scope/sequence of the materials.
- Parents

The goal would be to select a committee that can provide a comprehensive review of materials. It is best to share the committee membership with building/district administrators before beginning the process.

Textbook Needs Assessment

The committee should clearly define the needs of the new curriculum materials. This needs assessment should include:

- Desired student materials
- Desired staff resources
- Illinois State standards covered

The needs assessment will be used for evaluating the materials being reviewed, so it is important to completely determine those needs before requesting materials to review.

Request for Materials

Requests for materials from the publishers will most often come from the members of the committee reviewing the materials. In cases where the committee is large, for example elementary adoptions, the request can be made by the district office. If there are problems identifying materials, the district office can assist. The goal is to make sure the samples reviewed represent the full range of options available. Typically, this should be at least 3 different samples.

Material Review

Material review should involve a systematic approach to evaluating how each of the materials meets the needs identified during the needs assessment. This can involve:

- Presentations from the publishers
- Comparison of reading level, diagrams, supplemental materials
- Alignment to the Illinois State Standards
- Alignment to our district sequence and scope of curriculum

It is important to make sure the comparison between materials is comprehensive.

Teacher/Student Input

During the review process, it is important to actually use the materials to present curriculum to students. This could involve a single lesson or a short unit. As a part of this presentation, feedback from the teachers and students should be included in the final presentation. It may not be appropriate to use each resource being evaluated, but the resource being considered for recommendation needs to be used.

Approval Process

The approval process begins with the committee formulating a recommendation. This recommendation should be made in a written format and include:

- Committee members
- Rational for Review
- Materials Reviewed
- Needs Assessment
- Summary of the materials alignment to the needs assessment
- Teacher/Student input
- Recommended materials

After the formal written recommendation is completed, it is submitted to the Teaching & Learning Council for comment. Requests to submit to the Teaching & Learning Council should be made by building administrators. Building administrators will share the proposal with the leadership team. The leadership team reviews the written recommendation, along with any

feedback provided by the Teaching & Learning Council. If approved, the Leadership team will then make the recommendation to the school board. The school board will put the materials on display in the public library for 30-days, seeking feedback from the community. At the end of the 30-days, the materials come back to the board, along with any community feedback, for the final approval.

Curriculum Materials - Selection and Approval Dual Credit and Advanced Placement

Curriculum materials for dual credit courses are based on the materials required by the external accrediting body. Advanced Placement materials come from an approved list provided by AP and would still go through the approval process.

Adopted: March 2, 2017

Revised: November 14, 2019