

CURRICULUM DESIGN/DEVELOPMENT

The superintendent shall be responsible to the board for the development of curriculum to meet identified pupil needs. The board shall ensure that curriculum and instruction are designed and delivered in a way that all pupils are able to demonstrate the knowledge and skills set out in the Core Curriculum Content Standards. In addition, the board shall ensure that appropriate instructional adaptations are designed and delivered for pupils with disabilities, for pupils with limited English proficiency, and for pupils who are gifted and talented.

He/she shall establish procedures for curriculum development which ensure the effective participation of teaching staff members; pupils, as appropriate to their age and grade; parents/guardians; the community; members of the board; and the use of all available resources. Care shall be taken that certified staff shall not be assigned to teach material outside the limits of their certification, endorsements in accordance with federal and state mandates pertaining to highly qualified status.

The superintendent shall report to the board the objectives, evaluative criteria and costs of each proposed program before seeking board adoption. New programs and courses of study shall not be acted upon by the board until the meeting following their presentation, in order for board members to have an opportunity to review the proposed program.

Criteria by which the board will judge the acceptability of new course offerings include:

Does it address an identified pupil need?

Is it relevant to the board's philosophy and goals and does it offer real possibilities for progress toward these goals?

Does it satisfy the requirements of the board's school and classroom practices regarding bias and stereotyping?

If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?

Does it include the criteria by which progress can be measured?

Does it address the necessary study skills?

Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?

Has a curriculum guide been completed? If not, when can it be expected?

Have the associated textbooks been recommended to the board?

Have the costs and time of implementation been reviewed, including in-service training?

A three to five-year plan for updating curriculum shall be developed and implemented. The superintendent shall report annually on all progress in curriculum development and the implementation of the three to five-year curriculum plan at the time of the board's annual adoption of curriculum.

Date reviewed: January 16, 2008

Adopted: March 19, 2008

Legal References: Use legal reference sheet.

Key Words: Curriculum, Curriculum Design/Development

Legal References

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Monitored:

Indicators 3.1(2), 6.4(4); procedural guidelines 3.1, 3.2

Recommendation:

A policy directing the superintendent to oversee the continual adaptation and development of curriculum to meet demonstrated pupil needs. Guidelines may be included addressing affirmative action/equity requirements, study skills, etc.

Legal References:

N.J.A.C. 6:8-4.5

Curriculum and instruction

N.J.A.C. 6:8-4.8

Teaching staff and professional development

Old Bridge Education Association v. Board of Education of the Township of Old Bridge, Middlesex County Manual for the Evaluation of Local School Districts (June 1993)

Possible Cross References:

- *2131 Superintendent
- *5120 Assessment of individual needs
- *6140 Curriculum adoption
- *6142 Subject fields
- *6143 Curriculum guides
- *6147 Standards of proficiency
- *6171 Special instructional programs

*Indicates policy is included in the Critical Policy Reference Manual.