
CURRICULUM DESIGN/DEVELOPMENT

The Superintendent or his/her designee will be responsible to the Board for the development of curriculum to meet identified pupil needs. The Board will 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 will 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.

The Superintendent or his/her designee will establish procedures for curriculum development that 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 will not be assigned to teach material outside the limits of their certification and endorsements.

The Superintendent or his/her designee will report to the Board the objectives, evaluative criteria and costs of each proposed program before seeking Board adoption. New programs and courses of study will 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, but are not limited to, the following:

- A. Does it address an identified pupil need?
- B. Is it relevant to the Board's philosophy and goals and does it offer real possibilities for progress toward these goals?
- C. Does it satisfy the requirements of the Board's school and classroom practices regarding bias and stereotyping?
- D. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?
- E. Does it include measures for determining progress?
- F. Does it address the necessary study skills?

- G. Has it been thoroughly studied and/or tested by District staff or by another district? What were the results?
- H. Has a curriculum guide been completed? If not, when can it be expected?
- I. Have the accompanying textbooks been recommended to the Board?
- J. Have the costs and time of implementation been reviewed, including in-service training?

Date: January 18, 1983
 Date Revised: May 17, 1988
 Date Revised: April 18, 2011

Legal References:

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| <u>N.J.A.C. 6A:8-3.1 et seq.</u> | Implementation of the Core Curriculum Content Standards |
| <u>N.J.A.C. 6A:30-1.1 et seq.</u> | Evaluation of the Performance of School Districts |
| <u>N.J.A.C. 6A:32-12.1</u> | Reporting requirements |

Old Bridge Education Association v. Board of Education of the Township of Old Bridge, Middlesex County, OAL DKT. NOS. EDU 4459-96 and EDU 4981-96 (Consolidated)

Possible Cross References:

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| 2131 | Chief school administrator |
| 5120 | Assessment of individual needs |
| 6140 | Curriculum adoption |
| 6142 | Subject fields |
| 6143 | Curriculum guides |
| 6147 | Standards of proficiency |
| 6171 | Special instructional programs |