

### **CURRICULUM DESIGN / DEVELOPMENT**

The Superintendent shall be responsible to the Board for the development of curriculum to meet identified student needs. Such development can be effected through the District's participation in the Northern Valley Regional Office of Curriculum and Instruction. The Board shall ensure that curriculum and instruction are designed and delivered in a way that all students 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 students with disabilities, for students with limited English proficiency, and for students who are gifted and talented.

The Superintendent shall provide for the effective participation of teaching staff members; students, 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 and endorsements.

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.

The Superintendent's report to the Board shall include all the required information necessary for the Board to judge the acceptability of new course offerings, including:

- A. How the curriculum addresses an identified student need;
- B. The curriculum's relevance to the Board's philosophy and goals and how it offers real possibilities for progress toward these goals;
- C. How the curriculum meets the requirements of the Board's school and classroom practices regarding bias and stereotyping;
- D. If the proposed course replaces an existing program, the material(s) in the previous program that the new curriculum designed to replace;
- E. The measures included for determining progress;
- F. The necessary study skills the curriculum addresses;
- G. If the curriculum has been thoroughly studied and/or tested by District staff or by another district and the results of those studies and tests;
- H. Information on the completion of the curriculum guide:
- I. The textbooks and materials required to implement the curriculum and the status of the textbook recommendation to the Board;

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J. The costs and time of implementation of the curriculum, including inservice training;

A method for evaluation the curriculum's effectiveness in meeting District needs.

A 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 five-year curriculum plan at the time of the Board's annual adoption of curriculum.

**Legal References:** N.J.A.C. 6A:8-3.1 et seq. Implementation of the Core Curriculum Content Standards  
N.J.A.C. 6A:10A-3.1 et seq. *School District-led standards-based instruction*  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts  
N.J.A.C. 6A:32-12.1 Reporting requirements

Old Bridge Education Association v. Board of Education of the Township of Old Bridge, Middlesex County

**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.

**Key Words**

Curriculum, Curriculum Design/Development, Northern Valley

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