

CURRICULUM DESIGN/DEVELOPMENT

The superintendent shall be responsible to the board for the development of curriculum to meet identified student needs. 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 Common Core State Standards for mathematics and language arts and literacy, and the Core Curriculum Content Standards for science, social studies (civics, history, economics and geography), health and physical education, visual and performing arts and world language. 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 establish procedures for curriculum development that ensure 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.

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

- A. Is it correlated to the Common Core State Standards for mathematics and language arts and literacy?
- B. Is it correlated to the Core Curriculum Content Standards?
- C. Does it address an identified student need?
- D. Is it relevant to the board's philosophy and goals and does it offer real possibilities for progress toward these goals?
- E. Does it satisfy the requirements of the board's school and classroom practices regarding bias and stereotyping?
- F. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?
- G. Does it include measures for determining progress?
- H. Does it address the necessary study skills?
- I. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?
- J. Has a curriculum guide been completed? If not, when can it be expected?
- K. Have the accompanying textbooks been recommended to the board?

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L. Have the costs and time of implementation been reviewed, including inservice training?

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.

Adopted: March 13, 2008  
NJSBA Review/Update: April 2013  
Readopted: October 17, 2013

Key Words

Curriculum, Curriculum Design/Development

**See Regulation Manual:**

AR-1 Approval of New Courses and Programs  
AR-2 Five Year Curriculum/Textbook Review

**Legal References:** N.J.A.C. 6A:8-3.1 et seq. Implementation of the Core Curriculum Content Standards  
N.J.A.C. 6A:30-1.1et 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

**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.