

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 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 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.

The following guidelines have been established by the board for use by advisory committees:

- A. The curriculum shall contain all courses required by the state department of education.
- B. The curriculum shall provide for the needs of both vocational and college-bound students.
- C. All curriculum guides will be written in instructional objective form with appropriate materials, activities and evaluation strategies included.
- D. Curriculum council will continuously review instructional programs, recommending modifications to the superintendent where and when necessary.
- E. Appropriate textual materials will be included by reference in all curriculum guides presented to the board of education for adoption.
- F. Such textual materials will be chosen with proper attention to freedom from bias with respect to race, creed or sex.
- G. A strenuous effort will be made by the task force, action committee or writing team to validate the draft of all course guides with staff members involved in its implementation.

A three-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-year curriculum plan at the time of the board's annual adoption of curriculum.

Adopted: June 1999  
NJSBA Review/Update: April 2012  
Readopted: April 29, 2014

CURRICULUM DESIGN/DEVELOPMENT (continued)

Key Words

Curriculum, Curriculum Design/Development

**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.