

CURRICULUM DEVELOPMENT

The Board views a centralized curriculum articulated among and between grade levels as essential to an effective instructional program designed to meet the district's learning objectives. The district's curriculum shall conform to the state mandates regarding course offerings and essential knowledge and skill levels and shall be designed to provide flexibility to meet individual student needs at each stage of development.

A "core" curriculum will be provided to students which will include basic content area knowledge and related skills, with the realization that such information needs continuous updating. Curricula will also be designed to encourage transferable concepts/skills, including critical thinking skills.

Curriculum Development

Curriculum development and change is necessary to provide students with a curriculum designed to meet modern goals and needs. Curriculum development is the creative product of needs assessment, objective development, evaluation and input by all staff. The Superintendent of Schools shall work with district administrators to integrate appropriate educational theory and research on curricula design, and successful instructional strategies practiced by comparable districts.

The Superintendent will consult with Building Principals, teachers, students and the community in order to promote a continuing review and upgrading of such curriculum. This policy is designed to stimulate such input in an orderly manner and to keep all persons involved well informed of curriculum developments.

Curriculum change is subject to the approval by the Supervisor or Department Chairperson, the Building Principal, the Assistant Superintendent of Schools, and the Superintendent of Schools. Curriculum change includes the following:

1. permanent deletion of a course;
2. the creation of a new course or program of study; or
3. the modification of existing programs necessitated through changes in personnel and/or space, and/or materials.

It is the responsibility of the Building Principal and the Assistant Superintendent for Educational Programs and Instruction to determine whether proposed changes constitute a defined curriculum change and are therefore subject to this policy.

The Board will hear regular reports from the Superintendent on curriculum-related matters, such as instructional programs, the work of curriculum committees, and periodic evaluation of specific curriculum areas.

Ref: Education Law §§1709(3); 1711(5)

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