

Board of Education Policy

CURRICULUM MANAGEMENT

The Board of Education recognizes its responsibility for the development, assessment and improvement of the educational program of its schools. To this end, the Board is committed to establishing and maintaining a coordinated curriculum management process that:

- Defines how the District’s curriculum is developed and approved;
- Ensures that the curriculum is taught and tested in accordance with the standards adopted by the Board of Regents and the State Education Department;
- Provides for the ongoing review and evaluation of the curriculum.

For purposes of this policy, “curriculum” means a series of sequentially planned instruction that is coordinated, articulated and implemented to result in achievement of specific knowledge and skills, and application of such knowledge and skills by all students.

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 learning standards established by the state and the Board of Education.

The Assistant Superintendent of Instruction, under the authority of the Superintendent of Schools, has responsibility for developing, evaluating and improving the curriculum and associated materials, including syllabi, curriculum maps and units of study, which shall be designed to meet identified student needs. Assistant Superintendent of Instruction shall establish procedures for curriculum development that provides for the effective participation of administrators, teaching staff, students, parents, other community members and members of the Board of Education.

The curriculum shall:

- Comply with state mandates regarding course offerings and essential knowledge, skills and understanding;
- Focus on the content standards of each discipline and ensure that what students learn is rigorous, challenging and represents the most essential learning for students;
- Provide sufficient flexibility to meet individual student needs at each stage of development;
- Reflect current research, best practices and technological advancements within each discipline;
- Promote congruence among the written, taught and assessed content.

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The curriculum shall consist of:

- Overarching conceptual frameworks aimed at imparting specific skills, abilities, and understandings. Such frameworks are explicit in syllabi, curriculum maps, and content units of study;
- Monthly, weekly and daily learning activities to implement the syllabi, curriculum maps and units of study;
- Materials required to carry out the activities;
- Assessments to evaluate curriculum effectiveness.

The process of curriculum development shall, as fully as possible, incorporate the unique and differing perspectives and expertise of teachers, District administrators and experts in the field. The curriculum is subject to approval by the Superintendent, under the authority of the Board.

Curriculum Adoption

The Superintendent shall present the written curriculum to the Board of Education for its review and adoption annually. Prior to adoption, the Board will review the curriculum to ensure consistency with Board-adopted learning objectives. In addition, the Board will adopt instructional materials that support the adopted curriculum. All curricula and course expectations shall meet or exceed learning standards and guidelines established by the Board of Regents and the State Education Department.

Curriculum Implementation

Implementation of the curriculum rests primarily with the teaching staff. In carrying out this responsibility, the teaching staff shall work to ensure continuity between the written, taught and tested curriculum. The Building Principal shall be responsible for the management of the implementation of the aligned curriculum at the building level. He/she shall carry out this management function through activities including analyzing student assessment data; making classroom observations of teachers; and providing opportunities for teachers to discuss and share ideas and strategies.

The District's curriculum for each subject or course shall be communicated to the teaching staff in a written curriculum guide developed annually by the Superintendent or his/her designee. Such guides will provide the necessary information to direct instruction and ensure continuity among and between grade levels. The guides shall also include a description of the essential knowledge and skills for the course, instructional philosophy, appropriate sequence, and correlation of major resources. Curriculum guides shall be made available to parents and community members upon request to promote understanding of District goals and objectives.

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Curriculum Review

The Board recognizes the need for and the value of a systematic, ongoing program of curriculum evaluation that includes collecting and analyzing data about student achievement. All aspects of the curriculum shall be subjected to a searching and critical analysis in an attempt to improve students' learning and growth. Such a program is essential to evaluate program effectiveness in each content area and to make judgments about resource allocation. The curriculum shall be reviewed on an ongoing basis through curriculum mapping. The Assistant Superintendent of Instruction shall develop guidelines to evaluate the instructional program to ensure its continued effectiveness. With prior Board approval, the Superintendent may conduct pilot programs deemed necessary to the continuing improvement of the instructional program.

The Superintendent shall report his/her findings regarding the effectiveness of the instructional program to the Board periodically, and, if necessary, shall recommend changes to the District's curriculum.

Ref: Education Law §§1709(3); 1711(2)

Adopted: 06/17/2015

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