

## Instruction

**SUBJECT: CURRICULUM DEVELOPMENT, RESOURCES, AND EVALUATION**

The Board of Regents and the New York State Education Department (NYSED) are responsible for setting state learning standards for what all students should know and be able to do as a result of skilled instruction. The District must provide students with instruction on certain specified topics as outlined in law, regulation, and guidance and will develop curriculum based on established state learning standards, laws, regulations, and guidance.

**Definitions**

For purposes of this policy, the following definitions apply:

- a) "Curriculum" means the outline or scope and sequence of the content, concepts, and skills students will learn to enable them to meet state learning standards.
- b) "Instruction" means the ways (e.g., approaches, strategies, environments, materials, interactions) that an educator chooses to teach the curriculum, based on the needs of their students.
- c) "State learning standards" means the knowledge, skills, and understandings that individuals can and do habitually demonstrate over time as a consequence of instruction and experience. These standards reflect educational goals for students and are organized by subject area and grade levels.

**Curriculum Development, Resources, and Evaluation**

District curriculum will align with state learning standards and include any specific topics required by law, regulation, or guidance. The Board has the authority to prescribe curriculum in the District within the parameters established by state learning standards, law, regulation, and guidance. The Board will work with District staff to develop and improve curriculum in the District.

Instructional staff will initiate curriculum development and improvement and respond to changing conditions in curriculum needs and requirements. Curriculum changes may be prompted by changes in state learning standards, trends in specific content areas, changes to educational best practices, and student input. Instructional staff are expected to continually evaluate District curriculum in order to improve learning and foster student growth.

There are many resources that instructional staff may utilize to develop and improve curriculum. Resources may originate from a variety of sources including NYSED, BOCES, and colleges and universities. Instructional staff, under the guidance of District administrators, are expected to consider those resources for possible improvement to the instructional program.

(Continued)

## Instruction

**SUBJECT: CURRICULUM DEVELOPMENT, RESOURCES, AND EVALUATION (Cont'd.)**

District administrators will work with instructional staff to develop, improve, and evaluate the District's curriculum. District administrators and instructional staff in an academic department may work together to develop recommendations related to their specific academic area. District administrators will work to ensure that curriculum is evaluated on a regular basis. Recommended curriculum changes will be presented to the Superintendent, or designee, for review and action.

Under the Copyright Act of 1976, materials prepared by instructional staff in the scope of their employment are deemed works made for hire and are the property of the school district.

The Board may periodically request that the Superintendent present reports necessary to evaluate the effectiveness of the District's curriculum.

17 U.S.C.A. §§ 101, et seq.

20 USC § 6311

Education Law §§ 101, 101-a, 207, 305, 1604, 1709, 1711, 1804, 2503, and 2508

8 NYCRR §§ 3.35 and 100.1

NOTE: Refer also to Policies #8210 -- Safety Conditions and Prevention Instruction  
#8240 -- Instruction in Certain Subjects  
#8241 -- Patriotism, Citizenship, and Human Rights Education  
#8242 -- Civility, Citizenship, and Character Education/Interpersonal  
Violence Prevention Education

Adopted: 6/22/99

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