

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 the New York State Learning Standards and include any specific topics required by law, regulation, or guidance. The Board has the authority to prescribe the course of study in the District within the parameters established by state learning standards, law, regulation, and guidance. The Board will work with district administration to support alignment of New York State Standards and evidence-based curriculum in the District.

Administration will collaborate with instructional staff on curriculum development initiatives and improvement, in order to respond to changing conditions in curriculum needs, state requirements, and student skills. Curriculum changes may also be prompted by improvements in staff knowledge of instructional strategies, trends in specific content areas, and updates in educational research. Instructional staff are expected to implement district curriculum and continually evaluate instructional practice in order to improve learning and foster student growth. District administrators will work to ensure that curriculum is evaluated on a regular evaluation cycle.

Recommended curriculum changes will be presented to the Superintendent for review and action. Upon the Superintendent's approval, the recommended changes will then be presented to the Board for approval. District administrators and/or instructional staff may be invited to board meetings to discuss changes to district curriculum.

(Continued)

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

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

Referenced: The School Board's Role in Curriculum Adoption

20 USC Section 6311

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

8 NYCRR Sections 3.35 and 100.1

NOTE: Refer also to Policies #8242 -- Civility, Citizenship, and Character Education/Interpersonal Violence Prevention Education

Adopted: 8/12/25