

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 BOCES 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

BOCES 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 BOCES within the parameters established by state learning standards, law, regulation, and guidance. The Board will work with BOCES staff to develop and improve curriculum in the BOCES.

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 BOCES curriculum in order to improve learning and foster student growth.

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

(Continued)

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(Cont'd.)**

BOCES administrators will work with instructional staff to develop, improve, and evaluate the BOCES' curriculum. BOCES administrators and instructional staff in an academic department may work together to develop recommendations related to their specific academic area. BOCES administrators will work to ensure that curriculum is evaluated on a regular basis.

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

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

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:

Adoption Date