

Instruction**Curriculum Design/Development/Revision**

Continuous work is required to maintain up-to-date and effective curriculum in a constantly changing world. The Board shall entrust to the Superintendent the primary responsibility for development of district curriculum.

The Board of Education shall establish a school district curriculum committee. This subcommittee of the Board of Education, called the Student Achievement Committee, will review and approve all curriculum prior to referral to the full Board of Education for final approval.

Actual curriculum development planning shall be the responsibility of the Director of Teaching and Learning and the administrators responsible for the various curricular areas. The Director of Teaching and Learning and subject area supervisors shall organize curriculum committees, consisting of teachers and administrators, for development, review, and revision of district curricula. All teachers have professional obligations to the school program which include work on curriculum committees. The Board may also authorize approved curriculum work during the summer months.

All curricula shall be aligned with the Connecticut Curriculum Frameworks as adopted by the Connecticut State Board of Education.

All curriculum development and revision shall be in keeping with the Bristol Board of Education policies and state requirements and regulations. Curriculum development/revision shall be guided by:

1. The Connecticut Curriculum Frameworks and where such frameworks do not exist, by National standards;
2. Needs assessments and information concerning the education of district students;
3. Range of student abilities, aptitudes, and interests;
4. Mobility of district population;
5. Avoidance of discrimination;
6. Reduction of duplication of effort and repetitive curricula among various school levels and coordination of courses of study;
7. Provisions of negotiated agreements.

Legal Reference: Connecticut General Statutes

[10-16b](#) Prescribed courses of study.

[10-16c et seq.](#) re family life education.

[10-17](#) English language to be medium of instruction

[10-17 et seq.](#) re Bilingual instruction.

[10-18](#) Courses in United States history, government and duties and responsibilities of citizenship.

[10-18a](#) Contents of textbooks and other general instructional materials.

[10-18b et seq.](#) re Firearms safety programs.

[10-19](#) Effect of alcohol, nicotine or tobacco and drugs to be taught. Training of personnel. Evaluation of programs by alcohol and drug abuse commission and department of education.

[10-19a et seq.](#) re Substance abuse prevention team.

[10-24](#) Course in motor vehicle operation and highway safety.

[10-21 et seq.](#) re Vocational education and cooperation with business.

[10-220\(e\)](#) re Establishment of a school district curriculum committee

Policy Revised: April 5, 1995

Policy Revised: April 2, 2008

Policy Revised: February 3, 2010

Regulation

Instruction

Curriculum Design/Development/Revision

Curriculum development and revision is an on-going process. The Board of Education delegates authority for curriculum design/development/revision to the administration. The Student Achievement subcommittee of the Board of Education will review and approve all curriculum prior to referral to the full Board of Education for final approval.

Whenever the Connecticut State Board of Education adopts new Connecticut Frameworks for a curriculum area, when a new course needs to be added, or a current curriculum needs to be

revised, the formal curriculum development/revision process shall be implemented and a new curriculum shall be produced. The formal curriculum development/revision process is:

1. A proposal is made to the Curriculum Planning Council by the appropriate curriculum supervisor and staff.
2. Upon approval of the proposal for a full curriculum revision or development of curriculum for a new course by the Curriculum Planning Council, a curriculum committee is formed, headed by the appropriate curriculum supervisor, with representation from the appropriate teaching and administrative staff. In cases of minor revisions to an existing curriculum, revisions will originate with the content teachers and content area supervisor.
3. Each written curriculum shall consist of the title of the curriculum area, the grades or course for which the curriculum is written, a program or course description, prerequisite courses for high school level curricula, the department philosophy and goals, the Connecticut standards from the Connecticut Framework for the specific curriculum area or the National standards if Connecticut standards do not exist, the Power Standards, Essential Questions and Big Ideas, learning objectives for students, and instructional strategies and assessments.
4. New or revised curriculum will be presented to the Student Achievement committee of the Board of Education for a first reading. After review and any needed revision, the Student Achievement Committee will send the new or revised curriculum to the full Board as a second reading and a decision item for vote by the Board of Education.

When curriculum is developed or revised, professional development seminars will be provided to the appropriate administrative and teaching staff.

Regulation Adopted: February 3, 2010