

TRUMBULL PUBLIC SCHOOLS
BOARD OF EDUCATION
POLICY MANUAL

SECTION: **6000**
CATEGORY: **Instruction**
POLICY CODE: **6141/Curriculum
Development**

CURRICULUM DEVELOPMENT

Policy Statement

It is the policy of the Trumbull Board of Education, in accordance with Connecticut General Statutes 10-16b, that the development of planned, on-going, and systematic programs of instruction for its students in each of the following subject areas is required: the arts (any form of visual or performing arts, which may include, but not be limited to, dance, music, art, and theatre); career education; consumer education; health and safety, including, but not limited to, human growth and development, nutrition, first aid, including cardiopulmonary resuscitation training in accordance with the provisions of section 10-16qq, disease prevention and cancer awareness, including, but not limited to, age and developmentally appropriate instruction in performing self-examinations for the purposes of screening for breast cancer and testicular cancer, community and consumer health, physical, mental, and emotional health, including youth suicide prevention, substance abuse prevention, including instruction relating to opioid use and related disorders, safety, which shall include the safe use of social media, as defined in section 9-601, and may include the dangers of gang membership, and accident prevention; language arts, including reading, writing, grammar, speaking, and spelling; mathematics; physical education; science, which may include the climate change curriculum consistent with the Next Generation Science Standards; social studies, including, but not limited to citizenship, economics, geography, government, history, and Holocaust and genocide education awareness; computer programming instruction; and in addition, on at least the secondary level, one or more world languages, and vocational education.

The Board has the responsibility of ensuring that the content of what is being taught not only fulfills State requirements, but adequately reflects community standards and perspectives, as well as student needs. The curriculum development process will be conducted by District Curriculum Writing Teams, which have the responsibility to develop, review, and recommend curriculum for the District. Said curriculum shall be subject to the approval of the Curriculum Committee of the Board of Education and, subsequently, the Board of Education prior to full implementation. Typically, new courses of study will be piloted in their first year of implementation based upon a draft curriculum approved by the Assistant Superintendent of Curriculum, Instruction, and Assessments.

Curriculum Guides define the philosophy, goals, enduring understandings, essential questions, scope and sequence, assured assessments, and texts of each of the District's courses of study. It is from these guides that staff are expected to develop more detailed daily lesson plans.

The Assistant Superintendent of Curriculum, Instruction, and Assessments shall develop and maintain a curriculum development plan and report on such plan regularly to the Board of Education's Curriculum Committee and the full Board. The selection of areas for curriculum

development will be guided by factors including: (a) the interests expressed by Board members, administrators, teachers, students, parents, and residents; (b) statutory regulations and developments; (c) the development of new methods of course design and/or instructional strategies; (d) the development of local, state, and national assessments of learning; (e) the current, anticipated, or desired student enrollment in a course of study; (f) the time elapsed since the prior curriculum development of a course of study; and (g) budgetary parameters.

The Assistant Superintendent of Curriculum, Instruction, and Assessments is responsible for the implementation of the curriculum development plan on an annual basis, including the development and communication to relevant teachers and administrators of the template to be followed for curriculum writing. Such template shall be developed based on best practices in curriculum design and development.

The curriculum development process should include the solicitation of feedback from teachers and students. The Assistant Superintendent of Curriculum, Instruction, and Assessments is responsible for soliciting such stakeholder feedback, including the use of surveys of students during the pilot first year of implementation of new courses of study.

Adopted: 4/12/1982
Revised: 11/1987, 6/1991, 2/1996,
10/2/2012, 11/21/2017, 8/28/2018

References

- Connecticut Public Act 18-24, “An Act Concerning the Inclusion of Holocaust and Genocide Education and Awareness in the Social Studies Curriculum”
- Connecticut Public Act 18-181, “An Act . . . Authorizing School Instruction and Curriculum on Climate Change”
- Connecticut Public Act 18-182, “An Act Concerning Minor Revisions and Additions to the Education Statutes”
- Connecticut Public Act 16-188, “An Act Concerning Education Issues”

- Connecticut General Statutes § 10-16b

- Trumbull Board of Education Policy Code 6121: Non-Discrimination in Instruction/Classroom
- Trumbull Board of Education Policy Code 6161.1: Selection of Instructional Material
- Trumbull Board of Education Policy Code 9133: Curriculum Committee