INSTRUCTION

New Program Proposal Development and Approval Process

Any new program or course which is not part of the standard approved program or which deviates from School Board policy or regulation, will follow a specific process before being approved or implemented and must be approved by the School Board before implementation. The exception is a school-sponsored program funded with money raised at the school or provided by benefactor programs or grant and not considered of experimental nature determined by the Director of Instruction and Testing and/or Superintendent.

The program proposal is an agreement between the School Board and the Office of Testing and Instruction. The proposal sets forth certain objectives to be achieved under specified circumstances for specified costs; the Board of Education gives the authors of the proposal the opportunity to achieve the specific objectives under the described circumstances; the authors must include an evaluation design, approved by Office of Instruction and Testing and/or Superintendent to determine if objectives have been achieved.

A. Program Proposal Development
    I.   **Proposal.** A formal proposal submitted by teachers/content supervisor/principal to the Director of Instruction and Testing and Superintendent should include the following components designed to address specific issues:
        1. **Description** - this section of the proposal is an overview that should include a narrative that succinctly answers the following questions:

            1) Anticipated course goals. *What is the program designed to accomplish?*
            2) Target Audience. *Who will receive the services of the program?*
            3) Criteria. *How will those receiving the services be identified?*
            4) Instructional Approach. *How will the services be delivered?*
            5) Standards. *Will this initiative support and align with the NJ CCCS and the CCSS? If not, why? (Including 21st Century Life and Career Skills)*
            6) Multicultural Consideration: Describe in what ways the initiative will address the elements of multiculturalism and, if appropriate, the Holocaust/Genocide state requirement.
            7) Grade Level(s) and Content Area Department. *Where will the program be housed?*

        2. **Needs Assessment**. Identify the needs being addressed by this initiative. How were the needs determined? What is the level of student interest?

        3. **Rationale** - This section of the proposal should include a narrative justification for the program that answers the following questions:

            1) How will the program meet the identified needs?
            2) What data supports the need for the program?

3) Has the program been tried elsewhere? If so, what were the results?
4) Is the proposed program identified in professional literature as a best practice or promising trend?
5) How does the program relate to the district priorities and strategic plan?
6) Does the program require a waiver of any of the Standards of Accreditation?
7) Does the program require a waiver of any district policy and regulation(s)?
8) What program, if any, will this new program replace?

d. **Instructional Objectives** - This section of the proposal should provide a general statement of the goals of the program followed by a list of specific objectives. Objectives should be:

1) Clearly stated;
2) Observable;
3) Measurable;
4) Backed by research or demonstrated need; and
5) Related to the program goals.

e. **Implementation Timeline and Operation** - this section of the proposal describes how the program will be operated within the school division and a calendar for the implementation process. The section should answer the following questions:

1) What is the calendar for planning and implementing the program? (Create a time line of major tasks and events.)
2) Where will the program be implemented?
3) How will the program be implemented?
4) Who will implement and monitor the program?
5) What special accommodations are needed (i.e., transportation, facilities, resources, etc.)?
6) What other options might be available to deliver the same services?
7) At what point in time will the program be considered fully implemented?

f. **Staffing** - this section should contain the following information:

1) What staff will be required to offer the program?
2) What qualifications will the staff possess?
3) How will the staff be selected?
4) How will the staff be trained?
5) Who will evaluate and supervise the staff?
6) How will training be evaluated?

g. **Budget Considerations**- this section of the proposal describes the costs of the program. All projected costs, including salaries and fringe benefits, training, supplies, materials, equipment, space renovations, communications, evaluation processes, and transportation should be included. The budget should identify first-year or start-up costs as well as costs for subsequent years.

1. Impact upon scheduling.
2. Cost and quantity of materials and equipment needed. Include technology.
3. Cost and quantify of textbooks needed.
4. Staffing implications. (address certification requirement)
5. Staff development needs (include any new knowledge or skills the staff will need to implement the course).

h. **Evaluation** - this section of the plan is the evaluation design and should be collaboratively planned by the program originators and a representative from the Office of Instruction and Testing. The evaluation design should answer these questions:

1) What research questions will be used to evaluate the effectiveness of the program?

2) What data will be collected for each research question?

3) When will the data be collected?

4) How will the data be collected?

5) How will the data be analyzed?

6) What indicators will be used to determine program effectiveness?

i. **Sunset Provision** – this section of the plan will include a date by which the program will sunset unless reauthorized by the School Board. This date will be subject to School Board approval and shall be no more than 5 years after the program's implementation date.

j. Names and signatures of committee members submitting the proposal. The committee shall include principal(s), content supervisor(s), teacher(s), parent(s), student(s), and any other administrators potentially involved in the program.

B. Program Proposals Review. Proposals will be submitted for review to the Director of Instruction and Testing and Superintendent. The review will occur prior to the proposal being forwarded to the Superintendent for School Board approval.
1. Review of the proposal by the Office of Instruction and Testing and/or Superintendent will focus on the following questions:

1) Is the program operation clearly described?
2) Are the program objectives clearly defined?
3) Do the objectives lend themselves to the collection of data?

4) Does the proposal advance School Board priorities and the division's strategic plan?
5) Does the rationale describe a compelling need for the program?
6) Are the major tasks established in the time line attainable?
7) Has the budget impact been described?
8) Is there a "sunset" clause to determine the program's ending date?

2. If all review questions are not satisfactorily answered, the reviewers will send the proposal to the program originators for revisions. Unless the revisions are made to the satisfaction of the reviewers, the proposal will be denied and the review process will be discontinued. The program originator of any denied proposal may appeal the decision to the Superintendent. The decision of the Superintendent is final.

3. If all review questions are satisfactorily answered, the proposal will be forwarded via formal memorandum to the Business Administrator and the Budget and Finance Committee.

C. Budget and Finance Committee Review - The Finance Committee will review the proposal within two weeks of its submittal .
   1. Review of the proposal will focus on the following questions:

      1) Is the proposed program inclusive of all expected expenditures?
      2) Is the cost analysis accurate?
      3) Are program costs reasonable?
      4) Are there funds within the division budget to support the proposed program?
      5) What item in the budget could be deleted or reduced to fund the program?

   2. If the budget review results in negative responses to the review questions, the proposal will be returned to the originators for revision. Unless the revisions are made, the proposal will be rejected. The program originator of any denied proposal may appeal the decision to the Superintendent. The decision of the Superintendent is final.

   3. If budget review is affirmative, the Business Administrator and Finance Committee will attach a memorandum to the proposal indicating approval.

D. A program proposal that has been reviewed satisfactorily by all appropriate departments will be submitted by the Director of Instruction to the Superintendent who will forward to the School Board for approval.

E. Program Implementation and Evaluation

    a. Once a proposal has been reviewed and approved by the School Board for implementation, the implementation plan should be initiated. Program administrators will be expected to develop and to execute an action plan that guides the implementation of the program.

    b. In accordance with Policy_____ all new programs will be evaluated for a minimum of two years. The schedule and focus of the evaluations are as follows:

        i. <u>Year-One Evaluation</u>
           1. During the first year of the program, the focus of the evaluation will be on the implementation of the program. At regularly scheduled intervals, the program evaluator from the Office of Instruction and Testing will meet with the program staff to determine if the program is being implemented as designed. Program staff will be responsible for developing a written justification for any modifications to the program that have occurred. As needed, the evaluator will assist with the collection and maintenance of data. A formal evaluation report will be written and presented to the School Board.

        ii. <u>Year-Two Evaluation</u>
           1. During the second year of the program operation, the focus of the evaluation of the program will be on the program outcomes, progress made toward meeting the program's goals and objectives, and program effectiveness. A formal evaluation report will be written and presented to the School Board.

        iii. <u>Full-Implementation Evaluation</u>
           1. Programs that have been designed to take more than two years to fully implement will also be evaluated during the year in which the program reaches full implementation. The full-implementation evaluation will focus on the accomplishment of the program's goals and objectives and program effectiveness. A formal evaluation report will be written and presented to the School Board.

    c. Each formal written evaluation report to the School Board will conclude with one of the following recommendations:

1. Continue the program without modifications;
2. Continue the program with modifications;
3. Expand the program; or
4. Discontinue/phase out the program.