

CURRICULUM DEVELOPMENT AND ADOPTION

As defined in Maine Department of Education rules, “curriculum” means RSU 56’s written document that sets forth the learning expectations for all students for all content areas of Maine’s system of Standards, as well as for other content areas as specified by the Board.

The RSU 56’s curriculum shall reflect continuous, sequential and specific instruction aligned with the content areas of the Learning Results including the knowledge and skills described in the “*Parameters for Essential Instruction*” and the “*Guiding Principles*” of the Learning Results as found at Maine.gov.

Through its curriculum, the schools will provide courses and/or learning experiences that support multiple pathways for learning, accommodate variety of learning styles, provide multiple options for students to demonstrate proficiency, and prepare students for responsible citizenship and success in a global society. These courses and learning experiences may include, but are not limited to: Career and Technical Education, Alternative Education Programs, Apprenticeships, Career Academics, Advanced Placement, On-line Courses that meet State Learning Results Standards, Adult Education, Dual Enrollment, Gifted and Talented Programs, Independent Study, and other learning experiences vetted and approved by the Building Principal and school faculty.

The Board recognizes that curriculum development, review and evaluation is an ongoing process, and that programs and practices may need to be adjusted or revised to meet educational standards, to reflect community aspirations and values, and to serve the best interests of students.

In development, revision and evaluation of curriculum, the Board expects that:

- A. The Superintendent, designee, other Administrators and faculty will ensure that curriculum standards are in alignment and compatible with the Parameters of Essential Instructions of the Maine Learning Results and other recognized national standards developed by organizations like the National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), National Council of Teachers of Social Studies (NCSS), the College Board, etc.
- B. The designee will lead meetings of the School Board Curriculum Committee at least three times per school year to provide information to and receive guidance from this Committee. The Chair of Curriculum Committee will report to the full School Board the work of this committee.

POLICY: IGA

- C. The designee will provide a report on Curriculum Instruction and the Assessment to the full School Board at least once per school year. Any substantive or significant change in curriculum requires the approval of both the Curriculum Committee and the full School Board.
- D. The Superintendent and designee will call upon other Administrators, faculty, and support staff to development and revise curriculum, instruction, and assessment in line with standards and practices recognized previously in this document. Student and parent participation is encouraged in this process.

The Superintendent/designee is expected to develop plans and timelines as necessary for the development, implementation and evaluation of the curriculum.

The Superintendent/designee is expected to make recommendations to the Board, consistent with Board policy, in regard to professional development, instructional materials and the resources needed for curriculum implementation.

Legal Reference: 20-A M.R.S.A. §§ 1001(6), 4701-4729, 6209
Me. Dept. of Ed. Rule Chapters 125, 127

Cross Reference: ADF- School Unit Commitment to the Learning Results
IJJ- Instructional and Library-Media Materials Selection

First Reading: June 12, 2018
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