

**RSU #38 School Board Curriculum Committee**  
**October 28, 2020**  
**Via Zoom**  
**4:00-5:00**

**1. Roles and Responsibilities**

(3 Areas for Board Focus-excerpt from MSBA Handbook;  
Policy ADF,  
Policy BBA,  
Policy IGA)

Identify Spokesperson to Report to Board (*OR Request a Staff Member be present to assist or answer questions about a specific topic*)

**2. Weighted Grades discussion**

Linked Resources:

Balingit, M. (2015, July). High schools are doing away with class rank. What does that mean for college admissions? *The Washington Post*. Retrieved from [https://www.washingtonpost.com/news/grade-point/wp/2015/07/13/high-schools-are-doing-away-with-class-rank-what-does-that-mean-for-college-admissions/?noredirect=on&utm\\_term=.92d4aceaf752](https://www.washingtonpost.com/news/grade-point/wp/2015/07/13/high-schools-are-doing-away-with-class-rank-what-does-that-mean-for-college-admissions/?noredirect=on&utm_term=.92d4aceaf752)

Clinedinst, M., & Patel, P. (2018). 2018 State of College Admission. National Association for College Admission Counseling. Retrieved from [https://www.nacacnet.org/globalassets/documents/publications/research/2018\\_soc\\_a/soca18.pdf](https://www.nacacnet.org/globalassets/documents/publications/research/2018_soc_a/soca18.pdf)

Guskey, T. (2014, March 28). Class rank weighs down true learning. *Education Week*. Retrieved from [https://www.edweek.org/ew/articles/2014/03/01/kappan\\_guskey.html](https://www.edweek.org/ew/articles/2014/03/01/kappan_guskey.html)

[National Association of Secondary School Principals.\(July, 2019\) Class Rank, GPA, and Grading Position Statement.](#)

[SAT /ACT Prep Online Guides and Tips Jan 19, 2020. What's the Difference? Weighted vs Unweighted GPA](#)

**3. Upcoming Agenda Items**

Visual and Performing Arts Curriculum, K-12 Approval?  
Update from K-5 Math Curriculum Review Committee

Join ZOOM Meeting <https://us02web.zoom.us/j/89429735466>  
Meeting ID: 894 2973 5466  
One tap mobile +13017158592,,89429735466# US (Germantown)



## **7. THE BOARD'S ROLE IN CURRICULUM AND INSTRUCTION**

Among the most important responsibilities of the board are the areas of curriculum and instruction. School boards are required to do the following:

- Courses of study. They shall adopt courses of study in alignment with the system of Learning Results (20-A MRSA § 1001-6).
- Operate kindergarten and grades 1 to 12. They shall either operate programs in kindergarten and grades 1 to 12 or otherwise provide for students to participate in those grades (20-A MRSA § 1001-8).
- They shall adopt a policy governing the selection of educational materials and may approve educational materials (20-A MRSA § 1001-10A).

Boards are required by state laws and regulations to adopt policies related to curriculum, defined as the administrative unit's written document that includes the learning expectations for all students for all content areas of the system of Learning Results, as well as the content areas specified by the school board. (Chapter 125 § 2.10, Chapter 127 § 2.07, ME DOE rules.)

The Learning Results set up grade-level expectations in Math, English Language Arts, Social Studies, Visual and Performing Arts, World Languages, Health and Physical Education, and Career and Education Development.

Boards also must adopt policies related to other educational issues, including educational philosophy/mission, school system goals and objectives, professional development, selection of instructional and library materials, and student tests and assessments. (See more information on *Learning Results* and assessments starting on page 7-6.)

## Three Areas for Board Focus

Curriculum and instruction issues frequently intimidate new board members, who are not usually trained educators. The simplest route may be to defer to the recommendations of the superintendent and professional staff when taking action on curriculum matters. However, the law makes it clear that the board is not intended to be just a rubber stamp. The board has an important leadership role to play in establishing and evaluating the educational direction of the school unit, listening to and responding to the needs of students and the community, and stimulating quality work and reflection on the part of the professional staff. There are three ways that the board can make a tangible and positive difference in curriculum:

1. **Commit to curriculum.** A board that takes its curriculum role seriously leads through its actions: developing a mission and vision statement, adopting policies, and discussing curriculum issues at board meetings. In other words, the board provides leadership and insists that curriculum matters be a major focus of the school unit.
2. **Allocate adequate resources.** A board that expects the school unit to have an effective curriculum and staff must adopt budgets that allocate adequate resources to curriculum development and evaluation as well as staff supervision, evaluation, and professional development. The board should also ensure that students have access to up-to-date textbooks, library materials, and other instructional materials.
3. **Make informed decisions.** In order to make good curriculum decisions, the board needs information—not only about the curriculum in place in the schools now, but what the curricular and instructional possibilities may be. The board needs regular reports from administrators and presentations on issues such as:
  - What are we doing to ensure that there is continuity in curriculum between grade levels?

**REGIONAL SCHOOL UNIT NO. 38**  
**SCHOOL DISTRICT COMMITMENT TO MAINE'S LEARNING STANDARDS**

The Regional School Unit No. 38 Board of Directors hereby adopts Maine's system of Learning Standards. The Learning Standards are intended to serve as a foundation for education reform and to promote and provide assessment of student learning, accountability and equity. The Board recognizes that the legislative intent of the Learning Standards is to provide children with schools that reflect high expectations and create conditions where these expectations can be met.

The Board understands that implementation of the Maine Learning Standards and the mandate to provide all students with equitable opportunities to meet the content standards of the Learning Standards have broad implications for the school unit, including curriculum, budget, professional development, student assessment, professional evaluation, and graduation requirements. Therefore, the Board is committed to examining its policies and school system practices to ensure that they are consistent with the intent and goals of the Maine Learning Standards. This will require a concerted and coordinated effort involving the Board, the Superintendent, administrators, teachers, parents, students, and the community.

The Superintendent will be responsible for implementing the Maine Learning Standards, including development of appropriate administrative procedures. The Board further directs the Superintendent to report to the Board on a semi-annual basis on student achievement and progress toward implementing the Maine Learning Standards.

Legal References:     20-A MRSA §§ 1001(6), 6208-6209  
                              L.D. 1536, Chapter 51 Resolves  
                              Chapter 127 § 3; 131; 132 (Maine Dept. Of Ed. Rules)

Revised by RSU No. 38 Board of Directors: 03/05/14  
Reviewed: 01/22/19

**REGIONAL SCHOOL UNIT NO. 38  
BOARD POWERS AND RESPONSIBILITIES**

The RSU No. 38 Board shall have general charge of all the public schools of this unit and shall exercise such other responsibilities, as specifically provided by law.

The Board shall concern itself primarily with broad questions of policy, rather than with administrative details. The application of policies is an administrative task to be performed by the Superintendent and his/her staff, who shall be held responsible for the effective administration and supervision of the entire school system.

The Board, functioning within the framework of laws, court decisions, attorney generals' opinions, and similar mandates, from the state and national levels of government, and recognizing the authority of the state, fulfills its mission as the governing body of a political subdivision by acting as follows in the execution of its duties:

- A. Enacts policy;
- B. Selects, employs and evaluates the Superintendent;
- C. Provides for the planning, expansion, improvement, financing, construction and maintenance of the physical plant of the school system;
- D. Prescribes the minimum standards needed for the efficient operation and improvement of the school system;
- E. Requires the establishment and maintenance of records, accounts, archives, management methods, and procedures incidental to the conduct of school business;
- F. Approves the budget, financial reports, audits, major expenditures, payment of obligations, and policies whereby the administration may formulate procedures, regulations, and other guides for the orderly accomplishment of business;
- G. Estimates the funds necessary from taxes for the operation, support, maintenance, and improvement of the school system;
- H. Adopts courses of study;
- I. Provides staff and instructional aids;
- J. Evaluates the educational program to determine the effectiveness with which the schools are achieving the educational purposes of the school system;
- K. Provides for the dissemination of information relating to the schools necessary for creating a well-informed public; and
- L. Approves/disapproves personnel nominations from the Superintendent and determines (where appropriate via collective bargaining) compensation and working conditions of all staff.

Legal Reference: 20-A MRS § 1001  
20-A MRS § 1476 (RSU)

Cross Reference: IG – Curriculum Development and Adoption

Revised by RSU No. 38 Board of Directors: April 27, 2009

Reviewed by Policy Committee: 12/11/18

## **REGIONAL SCHOOL UNIT #38 CURRICULUM DEVELOPMENT AND ADOPTION**

As defined in Maine Department of Education rules, “curriculum” means Regional School Unit No. 38’s (RSU #38) 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 #38 curriculum shall reflect continuous, sequential and specific instruction aligned with the knowledge and skills identified in the content areas of the standards.

Pursuant to the adoption of the RSU #38 Guiding Principles, dated December 5, 2012, we believe students need a curriculum that:

- focuses on state standards;
- promotes engagement;
- provides a challenging range of courses, experiences, and extra-curricular activities;
- recognizes the needs, interests, and abilities of all learners;
- blends the changing needs of society with the needs of individual learners; and
- integrates technological advances and collaboration.

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.

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. School administrators and staff will continue to examine and consider and other changing conditions that may require modifications in curriculum.
- B. All programs will be subject to ongoing review and evaluation to ensure that they meet the instructional needs of students.
- C. The school system will undertake intensive curriculum revision as needed.
- D. The Superintendent/designee will take the lead in the ongoing curriculum development and review process, and the alignment of curriculum with educational standards with advances in knowledge, educational research and “best practices.”

- E. Curriculum development and revision will be achieved with appropriate involvement of administrators, instructional and support staff and the Board.

The Board will appoint one or more of its members to serve as a member(s) of the RSU #38 Curriculum/Assessment Committee.

The Board will review and adopt all curriculum guides, course descriptions and courses of study prior to their implementation.

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

The Superintendent 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.

The Superintendent/designee will report annually, or as otherwise requested, to the Board on the status of the curriculum.

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 District Commitment to Learning Results  
IGA-P – RSU 38 Curriculum, Instruction and Assessment Design  
IJJ-Instructional and Library-Media Materials Selection  
ILA–Student Assessment/Local Assessment System

Revised: 05/06/15

Revised: 03/04/20