

## CURRICULUM DEVELOPMENT AND ADOPTION

As defined in Maine Department of Education rules, “curriculum” means RSU No. 5’s written document that sets forth the learning expectations for all students for all content areas of Maine’s system of Learning Results, as well as for other content areas as specified by the Board.

The RSU No. 5’s curriculum shall reflect continuous, sequential and specific instruction aligned with the knowledge and skills identified in the content areas of the Learning Results and the “*Guiding Principles*” of the Learning Results.

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 be sensitive to initiatives such as the *Common Core* and *Next Generation Science Standards*, 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 curriculum revision as needed.
- D. The Superintendent/designee will take the lead in the ongoing curriculum development and review process and in aligning the alignment of curriculum with educational standards and 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, students, parents, community and the Board.
- F. The Board recognizes the need to identify and develop the special gifts that each child may possess, whether the child be talented academically, artistically, vocationally or athletically, through a program of instruction that includes diagnosis and prescription in terms of needs and talents in order to accommodate every student.

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 Unit Commitment to the Learning Results  
IHA-Basic Instructional Program  
IJJ-Instructional and Library-Media Materials Selection  
IL-Evaluation of Instructional Programs

Adopted: February 24, 2010  
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