

RSU 26 CURRICULUM DEVELOPMENT AND ADOPTION

The RSU 26 curriculum shall reflect continuous, sequential and specific instruction aligned with the knowledge and skills identified in the content areas of the Maine Learning Results and the Guiding Principles and also representing the values of the community.

The curriculum is the blueprint for the educational program, guiding instruction while allowing flexibility for teacher creativity. Through curriculum the schools will provide experiences that support multiple pathways for learning, accommodate a variety of learning styles, enable each student to achieve their full potential, provide multiple opportunities for students to demonstrate proficiency, and prepare students for responsible citizenship and success in a global society. Because student learning is the primary endeavor of the school district, the Board, under authority of Maine's Legislature "shall adopt courses of study in alignment with the system of Learning Results" (20-A MRSA § 1001-6) and provide further guidance on broad curricular expectations in policy IHA.

The Board will establish a Curriculum Subcommittee (in accordance with POLICY BDE: Board Standing Committees) for the purpose of reviewing and providing input on administration's recommendations prior to presentation and adoption by the full Board.

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

The Board recognizes that successful curriculum development is a collaborative and continuous undertaking involving staff and administrators utilizing their professional expertise, and gathering input from parents and community.

Therefore, the Board expects:

- A. The Superintendent or designee to develop timelines as necessary for the development and review of the curriculum;
- B. The Superintendent or designee to lead in the curriculum development and review process, aligning standards, instructional resources, and best practices;
- C. The Superintendent or designee to establish and oversee content area curriculum committees for the development and review of content area curriculum guides and instructional programs;
- D. The Superintendent or designee to create PK-12 content area committees, aligned with the timeline established in A., to include members of the RSU 26 faculty, support staff, administration, and members of

the public (a maximum of 10, with at least one teacher from each grade span and a special educator, an administrator, and the majority being RSU 26 staff). *In addition, the Board may appoint one of its members to serve as a liaison to one or more content area committees;*

- E. The administration and faculty to be sensitive to changing conditions that may require adjustments in curriculum;
- F. Published district curriculum guides to include: content area philosophy statements, alignment with Maine's system of Learning Results, and a scope and sequence for student achievement.
- G. The Superintendent or designee to make reports and recommendations to the Board, consistent with Board policy, in regard to substantial* curriculum changes under development and review, professional development, instructional materials, and the resources needed for curriculum implementation.
- H. The Superintendent or designee to report annually, or as otherwise requested, to the Board on the status of curriculum.

[*] of considerable importance, size, or worth

Legal Reference: 20-A MRSA §§1001(6), 4701-4729, 6209 Me. Dept. of Ed. Rule Chapters 125, 127
Cross-Reference: AD -Educational Philosophy/Mission ADA -School System Goals and Objectives ADF
-Commitment to Learning Results, IHA - Curriculum, IL -Evaluation of Instructional Programs

Adopted: 4/12/2016
Revised: 1/4/2022

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