

## Curriculum Development and Adoption

### RATIONALE

MSAD 52 believes that curriculum development is essential if the District is to coordinate resources and efforts to accomplish its mission. The purpose of curriculum design is to select and organize content for teaching and learning. This process is best accomplished at the local level through sharing ideas, reexamining assumptions, thinking, talking, reading, writing, and learning--resulting in the following:

- A. A forum for discussion in which teachers and administrators decide together what to teach and why;
- B. Instructional programs based on Maine Learning Results/common core standards, and local goals;
- C. A school system that holds itself accountable for teaching what it believes students should learn; and
- D. A framework for informing the community about what is being taught.

Curriculum development is a cyclical process of development, piloting, implementation, and evaluation. This collegial activity is clearly related to staff development and instruction and must be seen as a collaborative effort that promotes staff commitment to learning and professional growth. In a sense, curriculum grows out of staff development. Realizing that schools are not isolated entities and realizing that the goal of education is for a functional citizenry, MSAD 52 seeks and encourages input from parents, businesses, and the community concerning curriculum outcomes.

### PROCESS

As defined in Maine Department of Education rules, "curriculum" means MSAD 52's written document that sets forth the learning expectations for all students for all content areas of Maine's system of Learning Results.

MSAD 52's curriculum shall reflect continuous, sequential and specific instruction aligned with the content areas knowledge and skills 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. Programs and practices may need to be adjusted or revised to meet educational standards, reflecting community aspirations and values that serve the best interests of students.

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

- A. School administrators and staff will recognize 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 intensive curriculum revision as needed.
- D. The Superintendent/designee will take the lead in curriculum development, review process, and the alignment of curriculum with educational standards, with advances in knowledge, educational research, and “best practices.”
- E. As determined by the superintendent/designee curriculum development and revision will be achieved with appropriate levels of involvement of administrators, instructional and support staff, students, parents, community, and the Board members.

The Board will review and adopt all curriculum guides prior to implementation.

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 regarding 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.

No curriculum shall go more than 5 years without being reviewed.

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

Cross Reference: ADF- Learning Results  
IHA–Basic Instructional Program  
IJJ-Selection of Educational Materials

Adopted: September 1990  
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