

**WINSLOW PUBLIC SCHOOLS
25 MESSALONSKEE AVENUE
WATERVILLE, ME 04901**

CURRICULUM DEVELOPMENT AND ADOPTION

Rapid social change, technological development, and expansion of knowledge are facts of contemporary life. Public education must respond appropriately, committing the necessary resources for a continuous effort concerning curriculum development and implementation.

It is imperative that individual schools, the school system as a whole, and the School Board continuously review and evaluate existing programs and practices and adjust, modify, or change them as found advantageous in effectively meeting the best interests of students and the community. Therefore:

- A. The School Board expects the administration and faculty to be perpetually sensitive to changing conditions that may require changes in curriculum;
- B. The School Board expects all programs to be under continuous evaluation to see that they meet the needs of children;
- C. The School Board expects the school system to undertake intensive curriculum evaluation and revision from time to time as the need for this is demonstrated;
- D. The Superintendent is expected to inspire, lead, guide and direct the process of keeping the school system abreast of growing community aspirations as well as of advancing knowledge and new educational approaches;
- E. It is expected that curriculum development and revision be achieved with appropriate involvement of administration, instructional and support staff, students, community and the School Board; and
- F. The School Board shall review and adopt all curriculum guides, course descriptions, and courses of study prior to their implementation.

To enhance a sound, basic educational program, the School Board expects curriculum revision to reflect such critical issues in our present society as: a) the relationships between humans and their environment, b) civic responsibility, c) American and state heritage, and d) recognition that people are members of the world community.

Curricula are to be designed to present a realistic picture of the contributions made by the various ethnic and racial groups in the development of our nation.

Moreover, in recognition of our nation's diversified cultural heritage and some of the educational problems that have resulted from such diversity, the School Board expects that ways of preserving that heritage will be sought through the development of educational programs which will, among other things, ensure that non-English speaking children shall have access to quality education while not impeding their learning of the English language, within the ability of the school system to provide such education.

ADOPTED: October 2, 1995; **REVISED:** May 21, 2003; **REVISED:** November 25, 2013

SOURCE: Board Policy