

CURRICULUM DEVELOPMENT, ADOPTION, AND REVIEW

In order to maximize local control of the curriculum and to be responsive to the community, the Committee sets forth these tenets to be followed by the superintendent and professional staff in the development of curriculum in the school system.

- A. There shall be locally developed written curriculum for all grade levels and subjects in the school system. The curriculum guides shall be revised and re-adopted by the Committee every six years or sooner and:

Identify the specific content, skills, attitudes and processes to be taught in a developmentally appropriate manner;

State the means for the evaluation or assessment of each of the content areas, skills, attitudes to be taught;

Precede the adoption of textbooks to ensure integration and consistency of curriculum with text; and

Based on current educational research.

- B. Curriculum developed for the School Department's elementary schools shall concentrate upon the basic skills which include reading, writing, mathematics, science, higher order thinking, research, communication and reasoning, and problem solving. Common textbook adoptions and curricular materials shall be aimed at promoting consistency and clarity of instructional focus.
- C. Curriculum shall be developed in harmony with state guidelines and relevant federal mandates where applicable. It shall reference those subject areas and skills tested by the state and locally adopted criterion referenced or standardized tests.

Accordingly, the superintendent shall take steps to conduct a major review of two curriculum areas per year and organize a report/presentation to the School Committee which demonstrates how this policy has been implemented. This presentation shall also include recommendations as may be necessary for the improvement of pupil progress. In order for there to be commitment to the curriculum process, each staff member shall be involved in an area study committee.

Page 2

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The areas to be reviewed are mathematics, physical education, literacy--writing, speaking/listening skills--and reading, foreign language, science, social studies (including geography, civics, and history), fine arts, technology education, business, health, and guidance.

The review process shall include a statement of instructional goals by grade level, assessment or testing

trend data as may be relevant, important new trends that are to be incorporated into the curriculum, recommended textbooks in the curriculum, and input from the teaching staff.

Copies of the curriculum guides in complete sets shall be available for all teachers and to the public in each principal's office in the public libraries of the community for parental review and reference.

The superintendent shall develop a set of administrative regulations that will effectively carry out this policy in its entirety and ensure its consistent implementation at all schools of the system.

Adopted: November 6, 1990

Revised: July 22, 1992

July 5, 1994