

TO: School Board Members

FROM: Cari Jo Drewitz, Director of Curriculum, Instruction and Assessment

DATE: May 19, 2025

SUBJECT: First Reading of Policy 603, Curriculum Development

BACKGROUND:

A review of Policy 603, Curriculum Development, has been performed. The policy was last reviewed in January of 2022. The current policy adheres to the district's processes and procedures currently in place. The district's current policy was reviewed against MSBA's model policy. The changes suggested in the policy are in alignment with new statute. The district is in compliance with these updates, which will be described below.

This policy was reviewed using the district's 4-Way Equity Test. Policy 603 provides guidelines around a district advisory committee and curriculum development. The changes in this policy, section IV, E, 4 and 5 are in direct alignment with the 4-Way Equity Test. The new language in policy asks the committee to recommend the following:

- Strategies to ensure the curriculum is rigorous, accurate, anti-racist, culturally sustaining, and reflects the diversity of the student population.
- Strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial
- and ethnic groups.

Our advisory committee has developed a rubric to help them do this specific work. Some specific examples of how the committee has used the 4 Way Equity Test this year in their work include:

- Support the development of equitable and engaging Career and Technical Education (CTE) pathways, offering work-based learning, college credit, and industry certifications for all students.
- Prioritize the exploration of Direct Student Supports that address barriers faced by underrepresented student groups, such as how to offer and expand student tutors, middle school FLEX support, and refining transition procedures to equitably benefit students of color, EL students, and students with IEPs.
- Provide input on the local literacy plan, specifically in the communication that is provided to parents of students who are at risk of not reading at grade level.

RECOMMENDATION:

This is a first reading. No resolution is necessary at this time.