



*Memo from the Office of the Superintendent  
Millville Area School District*

To: Curriculum Committee/MASD Board of Education  
From: Mr. Joseph Rasmus, Superintendent of Schools  
Date: 1/6/2026 Jr./Sr. Library  
Time: 5:00 – 6:00PM  
Topic: MASD Curriculum Committee Agenda

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**• 2026-27 Diversified Occupations CTE:**

- The MASD is seeking to implement a new CTE program for the fall 2026: Diversified Occupations (CIP code is 32.0105).
- Diversified Occupations (DO) programs, often called Job-Seeking/Changing Skills is a human services-focused career and technical education program which affords for secondary students with opportunities to gain work experience and classroom skills in various fields that prepares them for post-secondary employment and education.
- DO programs combine on-the-job training with related classroom instruction to foster essential workforce competencies within students.
- DO: Who, What, Where, and When?
- Limited to senior students.
- Moving forward, all MASD students who wish to participate in work release must enroll in DO CTE.
- Students will be required to work FIVE days per week in order to participate in DO program and be permitted to not be in attendance
- DO students will be required to participate in class instruction focused on employment soft skills and job-related competencies.
- Students will receive 1 elective credit for their participation in DO course as required by PDE and 1 credit for their participation in work-based experience.
- The district Cooperative Education Coordination will provide oversight of the students employment experience.
- ADM implications: 2024-25, MASD had to return Basic Education Funding for students who participated in work based experiences out of district.
- Moving forward, the district will maintain subsidy for all students in work based experience provide that they are enrolled in a Diversified Occupations CTE Program.
- Prerequisites for participation: Passing grades in ALL coursework; Maintain proper attendance; and maintain continuous employment.

**• 2026-27 Secondary Scheduling Process and Timelines:**

- The following represents the tentative/proposed timelines/procedures for the development of students'/teachers' schedules for the 2026-27 SY:
- January 13<sup>th</sup> & 14<sup>th</sup>

- CTE Teacher Meetings:
  - Mrs. Hall will meet with each 8th-grade homeroom during AP, one each day.
  - Mr. Martone will meet with each 9th-grade homeroom during AP, one each day.
- **January 15<sup>th</sup> & 21<sup>st</sup>**
  - Student & Family Planning Period
  - Students will receive an electronic copy of the appropriate Course Booklet, a paper copy of the Student Course Request Form, and an invitation to attend the Family Scheduling Information Night.
- **January 22<sup>nd</sup> & 25<sup>th</sup>**
  - Teacher Recommendation Window
  - Teachers recommending students for Honors courses must ensure the student meets all prerequisites, including PSSA and Keystone scores. Refer to the updated Course Booklet.
- **January 29<sup>th</sup>**
  - Student Course Selection Assemblies
    - 11-grade                    8:13- 8:53
    - 10-grade                    8:56- 9:36
    - 9th-grade                    9:39- 10:19
    - 7th & 8th Grade        10:22-11:02
- **February- March**
  - Master Schedule Build
- **April 7-10**
  - Individual Student Revisions
  - Admin and Guidance will meet with every student to:
    - Ensure Credit requirements are met
    - Schedule is free of conflicts
- **April 14**
  - Teachers will receive a Preliminary Schedule

#### ● **2026-27 Graduation Credit Requirements**

- Millville Jr. Sr. High School is proposing to amend the graduation credit requirements for graduating students.
- Adjust graduation credits to reflect DO CTE programmatic implications.
- **2025-26: Graduation Credit Requirements: 26.5 credits overall**
  - 4 ELA, 4 Math, 3 Science, 3 S.S., World Language 1, Wellness (.5 Health/.5 PE), Personal Finance .5, 10 Electives
- **2026-27: Graduation Credit Requirements: Move from 26.5 to 27 credits to incorporate technology education as per PDE GESPs.**

#### ● **Eligibility for Honors Courses**

- The MASD seeks to standardize eligibility requirements for participation in honors courses.
- The district seeks to “raise the bar” and make requirements consistent across content areas.
- The district proposes that all students must maintain a grade of 93 or higher in the prerequisite courses.

- Additionally, students must attain a proficient score on relative state standardized assessments to participate in honors coursework.

### Curriculum Writing Initiatives Update:

- During the 2024–2025 and 2025–2026 school years, the Millville Area School District has made significant progress in strengthening its written curriculum at the Millville Jr.–Sr. High School. Through a deliberate, collaborative, and standards-aligned process, curriculum maps have been developed and refined for tested core academic subjects, Career and Technical Education (CTE) programs, and elective courses. These efforts ensure instructional consistency, academic rigor, and equitable learning opportunities for all students.
- Curriculum Development Process
  - The curriculum writing initiative followed a backward design framework, beginning with the identification of priority Pennsylvania Academic Standards and essential learning outcomes. Teacher teams then aligned instructional activities and assessments to these outcomes to ensure coherence between what is taught, how it is taught, and how student learning is measured.
  - Key components of the process included:
    - Identification of essential standards and competencies
    - Alignment of learning objectives, instructional strategies, and assessments
    - Integration of formative and summative assessments
    - Emphasis on rigor, relevance, and real-world application
    - Differentiation to meet the diverse academic, social, and learning needs of students
- Collaboration and Professional Learning
- The curriculum writing work has been predominantly teacher-driven and grounded in collaboration. Teachers engaged in structured curriculum development during:
  - Scheduled Act 80 professional development days
  - Ongoing Professional Learning Community (PLC) meetings
- This collaborative approach fostered shared ownership, professional dialogue, and collective responsibility for student learning. It also ensured that curriculum decisions were informed by classroom practice, student performance data, and educator expertise.
- The completed curriculum maps strengthen instructional alignment, support consistent implementation across classrooms, and enhance the district’s ability to monitor curriculum fidelity and student outcomes.
- Moving forward, the district will:
  - Continue refining curriculum maps based on assessment data and instructional feedback
  - Support implementation through targeted professional development
  - Align instructional resources and interventions to the written curriculum
  - Ensure ongoing review and continuous improvement