

VOTE “NO” ON BILLS S263 & H579

These kinds of policies have had superficial or inconsistent [outcomes](#) in the past.

Students come to schools with a diverse range of strengths and needs.

- Current MA Law states that DESE may [review and recommend](#) curriculum it judges to be compatible with the curriculum frameworks. This bill would permit DESE to [restrict](#) curriculum choices. Undermining the professional judgment of educators to make instructional decisions in the best interest of their students will have unintended consequences.
- One-size-fits-all programming does not support diverse learners, including [emergent bilingual learners](#). It would be profoundly misguided for a legislative body to eliminate tools and approaches that have been effective for certain students. Educators should have full access to instructional resources in order to best meet diverse needs.

The “approved list” of curricula are not yet proven to increase student achievement.

- The materials on DESE’s approved list do not yet have evidence of effectiveness per MA CURATE. The *Impact on Learning* section states that “evidence is insufficient to generate a rating.” The materials have also been critiqued on MA CURATE for the following reasons, among others:
 - *Teachers will need to supplement and adapt some material in order to engage and serve all students effectively.*
 - *The materials do not adequately represent a variety of cultures and perspectives.*
 - *Texts sometimes represent characters in stereotypical ways.*
 - *Supports for writing instruction are insufficient.*
- Legislating an unproven list is a disservice to MA students and educators who already perform at the top of the nation on standardized measures, such as [NAEP](#) and [AP Exams](#).

Bills S263 & H579 are full of costly mandates.

- By 2025-2026, all MA districts would need to find **unbudgeted dollars to adopt an unproven curriculum**.
- All teachers, paraprofessionals, administrators, interventionists, and special education teachers will need extensive professional development that would remove teachers from their classrooms and require substitutes, which are also costly and in short supply.
- The Bill dictates that teachers write “reading intervention plans” for all K-4 students reading below grade-level to submit to DESE. It is unclear how these additional compliance tasks would benefit students.