

BOARD POLICY EXPECTATION

The Superintendent shall not fail to recommend to the Board for approval the instructional materials and textbooks to be used in the district.

CERTIFICATION

I hereby present my monitoring report on Executive Limitations Policy EL-15 “Instructional Materials Selection” in accordance with the monitoring schedule set forth in board policy. I certify that the information contained in this report is true as of May 27th, 2008.

Mark Mansell, Superintendent

SUPERINTENDENT’S INTERPRETATION OF POLICY

I interpret the board’s expectation regarding instructional materials to mean that the district must make intentional and consistent efforts to obtain appropriate and effective curricular resources that will be used by staff to provide instruction to students.

REPORT

There are seven specific areas described in this policy. The following will address each specific area of EL-15 as best as possible. At the time of this report, I believe that the district is in compliance with the Board’s expectations.

- 1. The superintendent shall not fail to ensure appropriate input from the following groups as instructional materials are reviewed and selected: students, parents, teachers, administrators, and other staff members involved in developing the educational program. IN COMPLIANCE***

The review process encourages participation from all stakeholders including but not limited to students, parents and staff. Notice is given to the public regarding availability of materials for review through school newsletters and district website. Public viewings of instructional materials are scheduled on different days and times to provide opportunities for stakeholders with varied work schedules. As an additional effort to include various perspectives, the curriculum adoption committee has member representation from many different stakeholders including staff representation and parents from each building.

Adoptions of materials outside of our major review cycles are done yearly on an as needed basis. Building principals and other curriculum area staff members first scrutinize non-scheduled adoption requests before they are presented to the curriculum adoption committee for review.

2. ***The superintendent shall not fail to address age-appropriateness in the use of instructional materials, to include videos.*** **IN COMPLIANCE**

During review of all curriculum materials, teachers, administrators and departments at the building level take care to consider age and developmental appropriateness for the targeted student population, ability level, as well as being sensitive to any gender bias of the reviewed materials. District policies and procedures (2020, 2020P, 2021 and 2021P) have been developed to guide the review of all instructional materials and textbooks. Additionally, trusted outside resources such as Horn Book, American Library Association Booklists, and national professional organization reviews are used to provide additional information on the appropriateness of non-graded materials. Finally, each building administrator is required to review all supplemental instructional materials that are not officially adopted to ensure developmental appropriateness.

3. ***The superintendent shall not fail to ensure sufficient instructional materials to support student needs or to adjust to changes in enrollment.*** **IN COMPLIANCE**

When new instructional materials are adopted, an initial implementation-year purchase is made based on the projected student enrollment of the first year of implementation. To order adequate materials, the district has found that using the projected implementation year student enrollment and adding an additional 5% has shown to provide an efficient quantity of materials. When the increase in the number of students enrolled exceeds the 5%, additional texts are purchased to meet the demand. In the case of the literacy adoption implemented in the fall of 2007, the number of additional texts required at grade 3 exceeded 10%.

An inventory of approved instructional materials, along with the required ordering information, are kept on file within the curriculum department. This list is used to identify the required purchases of necessary classroom instructional materials when new classrooms are added. Upon notification of the addition of a classroom, the curriculum secretary provides to each building secretary a list of the necessary instructional materials that are then ordered by the designated building staff.

When texts become out-of-print as when publishers update materials, every effort is made to locate replacement or additional texts. This may occur during the last year or two of the adoption cycle. For our elementary social studies texts, our Harcourt regional representative went to other area representatives to locate teachers' editions of our out-of-print social studies texts. They were provided to us free of charge.

4. ***The superintendent shall not fail to recommend developmentally appropriate instructional materials that advance the achievement of the Board's Ends policies and contribute toward continuity, integration, and alignment of the curriculum by course and program.*** **IN COMPLIANCE**

The curriculum department works directly with the instructional staff and building principals to identify and recommend developmentally appropriate instructional

materials in order to achieve the Board's Ends policies and contribute toward continuity, integration, and alignment of the curriculum by course and program.

Every effort is made to review all instructional materials and textbooks for core courses using research-based criteria that have been identified to meet district, state and national standards for the selected content area. When appropriate, the selection committee works jointly to develop criteria to specifically address district assessments and goals for La Center students.

5. *The superintendent shall not fail to consider the needs of all learners, including all levels of ability, when recommending instructional materials.* IN

COMPLIANCE

For all adopted instructional materials and textbooks, the needs of all learners (including all levels of ability) are considered when recommending instructional materials. If not already defined in the selection criteria, additional elements are developed and defined by staff qualified to address the needs of our special needs children (i.e. ELL, gifted, struggling readers, etc.).

6. *The superintendent shall not fail to conduct a systematic review of materials on a scheduled basis or upon formal request by a district stakeholder.* IN

COMPLIANCE

An adopted schedule has been developed and approved by both the district student learning improvement committee (SLIC) and the Board. The schedule was reviewed and adjusted in 2004 in an attempt to align the review cycles with state initiatives. Copies of the schedule may be obtained from any school office and from the district website.

Any request for the review of materials by a district stakeholder may be submitted via the "Request for Reconsideration of Materials" form available through the curriculum department or the district office.

7. *The superintendent shall not fail to develop and implement appropriate policies governing access to and utilization of electronically distributed information or to develop and implement an Internet Use Policy.* IN COMPLIANCE

District policies 2022 and 2022P establish the expectations regarding access and use of electronically distributed materials and Internet use. These policies govern access to and utilization of electronically distributed information in classrooms, labs and media centers and to develop and implement the District Internet Use Policy. In reference to curriculum materials, the curriculum department works closely with the technology department and building administrators to support and implement these district policies.