

### **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 28<sup>th</sup>, 2013.

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 fuel the process of creating life long learners. This will be done through a transparent and inclusive process involving representation of all stakeholders of the district.

### **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***

Math has dominated the work of reviewing and preparing for adoption of instructional materials this past year. Dave Holmes as our assistant superintendent for Teaching and Learning has worked tirelessly to include stakeholders into the process of the initial year of the math adoption cycle. He has engaged students, staff, parents and community members in reviewing the adoption cycle and developing a rubric for reviewing all potential instructional materials in this the second year of the four year process.

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

District policies and procedures (2020, 2020P, 2021 and 2021P) are guides to help stakeholders with the review of all instructional materials and textbooks we use

with students. We have developed guidelines and printed guides that encompass the previous policies that our teams use to systematically review all materials. 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. All instructional materials are reviewed for appropriateness. This would include videos, on-line resources and other non-traditional formats. Finally, each building administrator is required to review all supplemental instructional materials that are not officially adopted to ensure developmental and program 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**

During the initial implementation-year purchase, we use 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 a sufficient quantity of materials. When the increase in the number of students enrolled exceeds the 5%, additional texts are purchased to meet the demand.

An inventory of approved instructional materials, along with the required ordering information, is kept on file within the Teaching and Learning 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 Teaching and Learning secretary provides to each building secretary a list of the necessary instructional materials that are then ordered by the designated building staff.

When additional texts are needed, post adoption, we focus our efforts on obtaining used texts to match the shelf life of our existing texts in an effort to efficiently see us through to the next like content adoption cycle. This can be done by contacting neighboring districts with larger enrollments or from numerous “used textbook” suppliers that specialize in this specific need.

**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**

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. The first year of every content adoption begins with the review of the latest research in that content area and how that relates to the current goals and needs of the district. Representation of our K-12 professional staff bring their experience, background and understanding of this research to the table which merges with the values and perspectives of our parent, student and community stakeholders whose insight

into the materials is invaluable. The spectrum of both personal and professional perspectives shapes the lens that we use to review and select the most effective instructional materials. The second year of the process involves the review of specific instructional materials which were identified as meeting the research-based criteria in year one and then evaluating each publisher or sources material for best fit.

- 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.). As articulated in #4 above, the spectrum of perspectives (e.g. students, parents, community members and staff) is key to selecting the right materials for the range of learners who will need to use the instructional materials chosen.

- 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 adoption schedule has been developed and is available on the district's website under the curriculum link. This schedule shows the cyclical nature of the timeline where each curricular area gets an appropriate and timely analysis.

The adoption cycle can be viewed on-line at the district website:

(<http://www.lcsd.k12.wa.us/web-content/Pages/Curriculum/CurriculumReviewSequenceFinal2011.pdf>) or by going to <http://www.lacenterschools.net/> and clicking on the "Teaching and Learning" link on the sidebar. From this page you will see the link to the "Curriculum Review Schedule".

Any request for the review of materials by a district stakeholder may be submitted via the "Request for Reconsideration of Materials" form, which is also now available on line on the curriculum page.

In addition any teacher may request the review of specific grade or content area material for special or specific needs at any time. The building principal and the instructional materials committee (IMC) would review those requests in a timely manner and then submit them to the board for approval. As mentioned in Dave's board report this month, we had a minor change in the procedure this year which now gives the board more time to review materials approved by the IMC. All materials being submitted for board approval will be submitted no later than the board workshop prior to the board meeting where approval is sought.

This year we have had no requests for reconsideration of materials by stakeholders.

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. We made one significant change to our policy this year K-12. We are going to an opt-out policy for all students instead of an opt-in policy.

In simple terms, this means that parents will now sign a form to limit or deny their student the use of or access to the Internet and electronic information sources in our district. In the past every student in the district had to sign, return and we had to file and monitor a permission form, which was a significant task given the strong acceptance of using the Internet as a learning tool.

With this in mind, the following statement is the new language that will be included in all parent/student handbooks for the 2012/13 school year:

#### **INTERNET USE AT SCHOOL**

All students in grades K-12 may at times be accessing the Internet for academic purposes. If you do not want your student (s) to have access to the Internet at school, please notify (in writing) the office at your student's school.

8. ***Fail to develop a multi-year curriculum adoption cycle and to disseminate each fall the specific curricular area(s) under review for that year so that students, parents and/or community members may have ample notice of opportunity to participate in the review and selection process.*** **IN COMPLIANCE**

As stated in section #6 above, we operate on a long-term instructional materials adoption plan (<http://www.lacenterschools.org/web-content/Pages/Curriculum/CurriculumReviewSequenceFinal2011.pdf>). This year in particular, Mr. Holmes has worked very hard to promote opportunities for stakeholders to get involved in this process. This effort goes way beyond the expectations of simply achieving the goal of just having a multi-year plan. Our work is to actively seek stakeholder participation in this process to help ensure broader base of support for instructional material adoption process.