Monitoring Report - Executive Limitations Policy
EL-15, Instructional Materials Selection

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 25th, 2010.

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**
   This school year (due to budget cut backs), we had less administrative support working on curriculum efforts. With that said, each administrator picked up some of this work. Dave Holmes led the work on HS Health curriculum, David Cooke led the work on Social Studies and Carol Patton supported Music. These three curricular areas were up for review and adoption this year. Bonnie Lock helped each of these administrators by providing instructional material samples and other supports necessary to complete the reviews.

   The work these administrators accomplished relative to this expectation was significant. They each included parents, students, community members and staff in the review and recommendation of instructional materials. In my time in the district, this year was the strongest effort to reach out and gain input from stakeholders around instructional materials.

These administrators held community review meetings, had a significant increase in stakeholder (e.g. students, parents and community members) involvement in the review and selection process in order to find the best materials possible to meet our student's needs. The informal feedback I received from many of these participants was that the process worked well. As evidence of this, the board heard from students on their involvement at the board-student linkage meeting on the process to review and select health instructional materials.

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, the review teams took into consideration 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) are guides to help stakeholders with the review of all instructional materials and textbooks we use with students. 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. The district also uses materials and videos reviewed and provided by ESD 112. 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 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, 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.

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. Each instructional materials review team has staff participation in the process. They are the professionals who work with students everyday and know through first hand experience what materials will be developmentally appropriate. In addition to this, parents and students are participants in the review and selection process. Their 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.

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.

   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 instructional material selection

teams worked closely again this year with the technology department and building administrators (especially since the principals were so involved in the process this year) to support and implement these district policies.