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 26th, 2009.

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**
   In the previous two years since this policy was created, I fully believed our process allowed for appropriate input by stakeholders into the curriculum review and adoption process. This year, however, allowed for a different view into our process due to the subject area and the community energy that emerged through the process.

   This year the district evaluated math curriculum and the associated instructional material. Since the state has recently created new math standards as well as a process for rating instructional materials, a significant community energy developed over the course of the year. As a result, we had to learn a different process for community engagement. In short, our traditional process showed itself to be ineffective to really gain the valuable parental input that was needed in this process. Even though the changes we implemented were later in the process, thanks to the hard work of a handful of parents who unselfishly gave of their time

and energy, I believe we have gained the valuable perspectives that the policy expects. On a macro level, I truly believe that as a result of this experience, our process is now more deeply aligned with the expectation of the board than ever before. Therefore, I can say with full confidence that at this point in time we are in full compliance with this expectation.

As evidence of this effort, we have initiated on-line and hard copy surveys, community meetings (notified by district-wide mailers), phone calls, emails, website postings, etc. The lesson we learned is that some of these efforts needed to be done earlier in the process rather than later.

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. 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**
   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 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 curriculum department works closely with the technology department and building administrators to support and implement these district policies.