

CVUSD

Board Policy

BP 6161.1

Instruction

Selection and Evaluation of Instructional Materials

The Governing Board desires that District instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect the diversity of our society, and enhance the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and the District's curriculum to ensure that they effectively support the District's adopted courses of study.

(cf. 0440 - District Technology Plan)

(cf. 6000 - Concepts and Roles)

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6162.5 - Student Assessment)

(cf. 6163.1 - Library Media Centers)

To ensure that instructional materials effectively support the District's adopted courses of study, the selection of textbooks, technology-based materials, other educational materials, and tests shall be aligned with the development and evaluation of the District's curriculum and standards.

The Board shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and administrative regulation.

(Education Code 60400)

The Board's priority in the selection of instructional materials is to ensure that all students are provided with standards-aligned instructional materials in the core curriculum areas of English/language arts, mathematics, science, and history-social science.

Grade 9-12 Core Literature – Selection & Review Process

Introduction

The Board recognizes that reading and other language arts constitute the basic foundation for learning in other areas of study. The Board desires to offer a comprehensive, balanced language arts program that ensures all students have the skills necessary to read fluently and for meaning, strengthens vocabulary and writing skills, develops appreciation for literature, and advances successful life-outcomes and personal responsibility. The Board also desires to have a language arts program where all core

literature titles align to the state standards, community standards of decency, and the sensitivity of protected classes. The program shall integrate listening, speaking, reading, and writing activities in support of building effective communication skills. The primary considerations when selecting core literature titles should be their educational value, relevance and age-appropriate nature.

The Board understands its responsibility to allow choice to educators, parents/legal guardians, and students in the use of adopted core literature titles. This includes the choice for educators to develop the most effective lessons based on the approved titles, and the choice of parents/legal guardians and students to request an alternative assignment when the content of these titles is in conflict with personal sensibilities and/or values.

The Board acknowledges the role teachers and parents/legal guardians play in helping develop students' academic skills and will engage all stakeholders in developing the selection and evaluation for grades 9–12 core literature titles.

(cf. 6143 - Courses of Study)

(cf. 1000 - Community Relations)

Selection Process

Selected core literature titles will serve to support the standards, depth, and complexity of the subject matter while meeting all student needs with consideration for the College Board Advanced Placement and International Baccalaureate coursework and assessment. To facilitate the effective selection of core literature titles, the Superintendent or designee shall align criteria to be appropriately implemented through Administrative Regulations 6161.1.

1. In selection of new core literature titles, preference shall be given to the California Department of Education's Recommended Literature List.

(Teachers are encouraged to evaluate the reading level of selected titles.)

2. Teachers shall complete and submit The Grades 9-12 Core Literature Approval Form to the English Articulation Committee for consideration. (Exhibit A)

Education Code 60002 states, "Each district board shall provide for substantial teacher involvement in the selection of instructional materials and shall promote the involvement of parents and other members of the community in the selection of instructional materials."

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

Review Process

The Board's priority in the selection of core literature titles in grades 9-12 is to ensure that all students are provided with standards-aligned instructional materials in the core curriculum area of English Language Arts.

In reviewing proposed grades 9-12 core literature titles, teachers shall be involved in a substantial manner. The District shall take reasonable measures to promote and obtain parent/legal guardian and community member(s) participation in the review and selection process.

(cf. Education Code 60002)

The review process for grades 9-12 core literature titles is as follows:

1. The English Articulation Committee shall read, review and discuss potential core literature titles. Titles recommended by the English Articulation Committee will be submitted to the Secondary Curriculum Advisory Council and the Grades 9-12 Core Literature Advisory Parent Committee for review and recommendation to the Board.

2. The Grades 9-12 Core Literature Advisory Parent Committee will be chosen as outlined in Administrative Regulation 6161.1. Committee members are expected to read each submitted core literature title.

(cf. Education Code 60002)

3. Grades 9-12 core literature titles that are recommended by one of these two advisory committees shall be brought to the Board for approval.

These committees shall review grades 9-12 core literature titles using criteria provided in law, Board Policy, and Administrative Regulation and shall provide the Board with documentation supporting their recommendations.

All core literature titles for grades 9-12 recommended by the advisory committees shall be available for public inspection at the District office. The District shall provide details of when the recommended grades 9-12 core literature title(s) are available for viewing prior to Board approval.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 1220 - Citizen Advisory Committees)

Alternative Grades 9-12 Core Literature Assignment

Purpose

The purpose of this process is to ensure that students choosing an alternative assignment have a positive experience. Every reasonable effort should be made to accommodate the student's individualized needs throughout the process.

1. As has been the practice for many years, all grades 9-12 English teachers' syllabi shall require a parent/legal guardian acknowledgment signature. Since the purpose of the notification on the syllabus is transparency, the parent signature is not intended as permission, but merely acknowledgment that the information has been received. The following statement shall be included on each 9-12 English teachers' syllabus:

Parents/legal guardians and students have the choice to request an alternative assignment when the content of core literature materials are in conflict with personal sensibilities and/or values.

2. Core literature titles selected for use by teachers or students that are identified as “published for an adult readership and thus contains mature content” by the October 2017 California Department of Education (CDE) Recommended Literature List annotation (posted on October 2017 but since modified) shall have an asterisk placed by the book and include the following statement in the teacher’s syllabus:

*This book was published for an adult readership and thus contains mature content. Before handing the text to a child, educators and parents should read the book and know the child. Please go to <http://www.conejousd.org/Departments/Instructional-Services/Curriculum-Instruction-and-Assessment/High-School-Curriculum> for more information.

3. Parents/legal guardians must be informed of all core literature titles selected for use during the school year no later than the high school’s Back to School Night.

4. All approved grades 9-12 core literature titles shall be available on the District website and at <http://www.conejousd.org/Departments/Instructional-Services/Curriculum-Instruction-and-Assessment/High-School-Curriculum>. A hyperlink to the California Department of Education Recommended Literature list, hyperlinks to the internet archive (archive.org) copies of the October 2017 CDE annotations for books written for adults and therefore containing mature content, as well as other trusted websites with book reviews will be provided.

5. All grades 9-12 core literature alternative assignment requests shall be honored with a predetermined assignment that is meaningful, appropriate, standards-based, and of similar difficulty to the original assignment.

6. The District will provide mandatory professional development for all high school English teachers regarding the implementation of this Board Policy and related Administrative Regulation.

7. To ensure this process is functioning well, parents and students that choose to utilize the alternative assignment process will be provided the opportunity (but not required) to share their experience by filling out a survey at the beginning and end of the alternative assignment process. In order to avoid additional burden on the teachers, this survey shall be administered by District or Site Administration and not the teacher.

General Instructional Material Provisions

If the District chooses to use instructional materials for grades K-8 that have not been adopted by the State Board of Education, the Superintendent or designee shall ensure that a majority of the participants in the District's review process are classroom teachers who are assigned to the subject area and grade level of the materials.

(Education Code 60210)

Individuals who participate in selecting and evaluating instructional materials shall not have a conflict of interest, as defined in the administrative regulation, in the materials being reviewed.

(cf. 9270 - Conflict of Interest)

The District may pilot instructional materials using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials support the District's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

Public Hearing on Sufficiency of Instructional Materials (Education Code 60019)

The Board shall annually conduct one or more public hearings on the sufficiency of the District's instructional materials.

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year.

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. The Superintendent or designee shall post, ten (10) days prior to the hearing and in three (3) public places within the District, a notice containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours.

(cf. 9322 - Agenda/Meeting Materials)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks or instructional materials which are aligned to the state content standards adopted pursuant to Education Code 60605 or the Common Core Standards adopted pursuant to Education Code 60605.8 and which are consistent with the content and cycles of the state's curriculum frameworks. Sufficiency of instructional materials shall be determined in each of the following subjects:

1. Mathematics
2. Science
3. History-social science
4. English language arts, including the English language development component of an adopted program
5. Foreign language
6. Health

The Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12.

In making these determinations, the Board shall consider whether each student has sufficient textbooks and/or instructional materials to use in class and to take home. However, this does not require that each student have two sets of materials. The materials may be in a digital format as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the District and has the ability to use and access them at home. However, the materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage.

If the Board determines that there are insufficient textbooks and/or instructional materials, the Board shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks and/or instructional materials. The Board shall take any action, except an action that would require reimbursement by the Commission of State Mandates, to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made.

Complaints

Complaints concerning instructional materials shall be handled in accordance with law, Board policy, and administrative regulation.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

1240 County superintendent, general duties

1240.3 Definition of sufficiency for categorical flexibility

33050 - 33053 General waiver authority

33308.5 Program guidelines serve as a model and shall not be prescriptive

33126 School accountability report card

35272 Education and athletic materials

42605 Tier 3 categorical flexibility

44805 Enforcement of course of studies; use of textbooks, rules and regulations

49415 Maximum textbook weight

51101 Parental rights to participate in the education of their children

51500 - 51501 Nondiscriminatory subject matter

60000 - 60005 Instructional materials, legislative intent

60010 Definitions

60040 - 60048 Instructional requirements and materials

60060 - 60062 Requirements for publishers and manufacturers

60070 - 60076 Prohibited acts (re instructional materials)

60110 - 60115 Instructional materials on alcohol and drug education

60119 Public hearing on sufficiency of materials

60200 - 60206 Elementary school materials

60210 Adoption of instructional materials

60226 Requirements for publishers and manufacturers

60240 - 60252 State Instructional Materials Fund

60350 - 60352 Core reading program instructional materials

60400 - 60411 High school textbooks

60420 - 60424 Instructional Materials Funding Realignment Program

60510 - 60511 Donation for sale of obsolete instructional materials 1. State content standards

60605.8 Common Core Standards

60605.86 - 60605.88 Supplemental instructional materials aligned with Common Core Standards
CODE OF REGULATIONS, TITLE 5

9505-9535 Instructional materials, especially:

Management Resources:

CSBA PUBLICATIONS

Flexibility Provisions in the 2008 and 2009 State Budget: Policy Considerations for Governance Teams, Budget Advisory, March 2009

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

1002.90 Selection of Instructional Materials, CIL: 90/91-02

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

01 - 05 Guidelines for Piloting Textbooks and Instructional Materials, September 2001 Standards for Evaluation of Instructional Materials with Respect to Social Content, 1986 edition, revised 2000

English Language Arts/English Language Development Framework for California Public Schools:

Kindergarten Through Grade Twelve Recommended Literature: Kindergarten Through Grade Twelve

WEB SITES

CSBA: <http://www.csba.org>

Association of American Publishers: <http://www.publishers.org>

California Academic Content Standards Commission, Common Core Standards:

<http://www.scoe.net/castandards>

California Department of Education: <http://www.cde.ca.gov>

CSBA (11/05 11/06) 11/09 7/17

CVUSD (8/08) 9/10 11/13 11/17 5/18

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