

CVUSD

Administrative Regulation

AR 6161.1

Instruction

Selection and Evaluation of Instructional Materials

Criteria for Selection and Adoption of Instructional Materials

In recommending textbooks or other instructional materials for adoption by the Governing Board, the Superintendent or designee shall ensure that such materials:

1. Are aligned to any applicable academic content standards adopted by the State Board of Education (SBE) pursuant to Education Code 60605 and/or Common Core Standards adopted pursuant to Education Code 60605.8

(cf. 6011 - Academic Standards)

Instructional materials adopted by the Board shall meet the following criteria:

(cf. 6011 - Academic Standards)

For grades K-8, the Superintendent or designee shall select instructional materials from among the list of materials adopted by the SBE and/or other materials that have not been adopted by the SBE but are aligned with the state academic content standards and/or the Common Core Standards. (Education Code 60200, 60210)

(cf. 6161.11 - Supplementary Instructional Materials)

For grades 9-12, the Superintendent or designee shall review instructional materials in history-social science, mathematics, English/language arts, and science using a standards map in order to determine the extent to which the materials are aligned to state academic content standards.

2. For instructional materials in high schools, be provided by publishers who comply with the requirements of Education Code 60040-60048, 60060-60062, and 60226 (Education Code 60400)

3. Not reflect adversely upon persons because of their race or ethnicity, gender, religion, disability, sexual orientation, color, creed, national origin, ancestry, sex, disability, or occupation, or contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 60044)

4. Be accurate, objective, current, and suited to the needs and comprehension of students at their respective grade levels (Education Code 60045)

5. With the exception of literature and trade books, use proper grammar and spelling (Education Code 60045)

6. Not provide any exposure to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60200, 60048)
 - a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by the SBE.
 - b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.
7. Meet the requirements of Education Code 60040-60043 for specific subject content
8. Support the district's adopted courses of study and curricular goals
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6143 - Courses of Study)
9. Contribute to a comprehensive, balanced curriculum
10. Demonstrate reliable quality of scholarship as evidenced by:
 - a. Accurate, up-to-date, and well-documented information
 - b. Objective presentation of diverse viewpoints
 - c. Clear, concise writing and appropriate vocabulary
 - d. Thorough treatment of subject
11. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels
12. Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills
13. Contribute to the proper articulation of instruction through grade levels
14. As appropriate, have corresponding versions available in languages other than English
15. Include high-quality teacher's guides
16. Meet high standards in terms of the quality, durability, and appearance of paper, binding, text, and graphics
17. When available from the publishers, include options for lighter weight materials in order to help minimize any injury to students by the combined weight of instructional materials

Grades 9-12 Core Literature - Selection, Review and Alternative Assignment Process:

Introduction

The Board recognizes that reading and other language arts constitute the basic foundation for learning in other areas of study. The Board's mission is 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 Board understands its responsibility to allow choice to educators, parents/legal guardians, and students in the use of adopted core literature titles. This includes providing choice for educators to develop the most effective lessons based on the approved titles and choice for 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.

(cf. 6143 - Courses of Study)

(cf. 1000 - Community Relations)

Selection Process

The primary considerations when selecting core literature titles should be their educational value, relevance, and age-appropriate nature.

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.

Criteria for Selection

1. In selection of new core literature titles, preference shall be given to the California Department of Education's Recommended Literature List.
2. Teachers shall complete the Grades 9-12 Core Literature Approval Form securing all requisite site signatures prior to submitting title(s) 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 and selecting 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 English Articulation Committee is comprised of Department Chairs from each of the middle and high schools, administrators, and the Directors of Curriculum and Secondary Education. The committee meets three times per year to share information and engage in discussions related to curricular matters utilizing the state standards and California English Language Arts Framework as the foundation for all discussions and decisions.

The Secondary Curriculum Advisory Council (SCAC) is comprised of teachers, administrators, counselors, and District Office Directors who review and approve curricular offerings of the CVUSD. The focus of SCAC is to review and make recommendations on: (a) requests to pilot a new course; (b) results of courses piloted; (c) submitted course attribute changes; (d) adoption updates; (e) requests to establish school/college partnerships, and other curriculum reviews. In relation to core literature 9-12, the SCAC shall review the English Articulation discussion, findings, and core literature proposals and determine if the title(s) will be submitted to the Board for approval.

The Grades 9-12 Core Literature Advisory Parent and Community Committee (CLAPCC) is a ten member parent/guardian and community member committee made up of appointees by the Board of Education (two per Board member), serving a term of two years. Preference should be given to ensure equal representation from each cluster. This committee shall read, review, and discuss core literature title(s) and provide recommendations/summaries to the Board. The recommendations/summaries shall be included in the Board Agenda Item.

The CLAPCC will be chosen by Board of Education members (two each) from all Conejo Valley Unified School District parents/guardians and community members demonstrating interest through application submittal. The District will advertise Grades 9-12 Core Literature Advisory Parent and Community Committee opportunities through the District website and app, local newspaper, Facebook, and Twitter. All interested parties shall complete a written application for consideration by 5:00 p.m. of the requested due date.

Review Process

1. Once the prospective core literature title is submitted to the English Articulation Committee, each committee member shall read, review, and discuss the selection. If approved by the committee, the selection will be submitted to SCAC and CLAPCC for review and recommendation to the Board of Education.
2. Any core literature title for grades 9-12 that is recommended by SCAC or CLAPCC shall be available for public inspection at the District office for two (2) weeks prior to the selection recommendation going to the Board of Education for information. The District shall post the review dates and times on its website and app, in local newspapers, on Facebook, and on Twitter.

Parent Communication

1. Teachers shall provide to students and parents a list of the core literature, AP, and/or IB titles proposed for use in the class no later than each high school's Back to School Night.
2. 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.

3. 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.

4. The District will create a website that contains the following information:

- (1) Core Literature Titles hyperlinked to the CDE
- (2) List of Alternative Assignment Title(s)
- (3) Alternative Core Literature Selection Request process
- (4) Alternative Core Literature Selection Request Form
- (5) Student and Parent Annual Notice
- (6) Link to Board Policy (BP) 6161.1, Administrative Regulation (AR) 6161.1, and Exhibits (A) and (B) for BP/AR 6161.1
- (7) The following information for books that were annotated by the CDE as of October 2017 as having been written for adults and therefore containing mature content (these annotations have since been modified, however the CVUSD Board of Education prefers the annotations published as of October 2017):
 - a. The October 2017 CDE annotation.
 - b. The statement, "This book may contain portrayals of abusive human rights violations and rape as well as graphic language, mature situations, and other content potentially disturbing to students."

Alternative 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. Parents and students are strongly encouraged to review the core literature titles.
 - A. Parents and students are strongly encouraged to review online book reviews on the California Department of Education website.
 - B. Parents may request contact with the teacher to discuss their concerns.
 - C. Parent completes Alternative Core Literature Selection Request Form (Exhibit B) and submits it to the teacher.
 - D. The teacher shall review the alternative assignment and expectations with the student. Once the student completes the alternative assignment, the teacher will assess the alternative assignment and issue a grade.
 - E. The Assistant Principal of Instruction (API) shall offer the student an alternate setting where the student may complete the alternative assignment. When the student utilizes the alternative setting, the Assistant Principal of Instruction (API) will record attendance daily. With parent permission, the student may choose to remain in the classroom while completing the alternative assignment and utilize the alternative setting only on the days the parent/student deem necessary.
2. District Core Literature webpage shall include:
 - A. Definitions
 - i. Required: defined as titles taught by all teachers at the grade and/or course level.
 - ii. Extended: defined as options for teachers to select and incorporate into classroom instruction.
 - iii. Additional titles: AP and IB course titles.
 - B. List titles and identify the following:
 - A. Title
 - B. Author
 - C. Grade level
 - D. Grade level theme
 - E. Alternative assignment title(s)
 - F. Titles containing mature content
 - G. Definitions will be provided for the meaning of Required and Extended Titles

Conflict of Interest

To ensure integrity and impartiality in the evaluation and selection of instructional materials, any district employee participating in the evaluation of instructional materials shall not:

1. Accept any emolument, money, or other valuable thing or inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072)

Sample copies of instructional materials are excepted from this prohibition. (Education Code 60075)

(cf. 9270 - Conflict of Interest)

2. Be employed by or receive compensation from any person, firm, organization, or any of its subsidiaries or controlling entities submitting instructional materials to the district
3. Have or negotiate a contractual relationship with any person, firm, or organization or any of its subsidiaries or controlling entities submitting instructional materials to the district
4. Have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district

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