

CVUSD

Board Policy

BP 6161.1

Selection And Evaluation Of Instructional Materials

Instruction

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect society's diversity, 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.

The Board shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) or have otherwise been determined to be aligned with the state academic content standards adopted pursuant to Education Code 60605 or the Common Core State Standards adopted pursuant to Education Code 60605.8. (Education Code 60200, 60210)

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)

Review Process

The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board. Toward that end, he/she may establish an instructional materials review committee to evaluate and recommend instructional materials.

The review process shall involve teachers in a substantial manner and shall encourage the participation of parents/guardians and community members. (Education Code 60002)

In addition, the instructional materials review committee may include administrators, other staff who have subject-matter expertise, and students as appropriate.

If the district chooses to use instructional materials for grades K-8 that have not been adopted by the SBE, 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 or grade level of the materials. (Education Code 60210)

Individuals who participate in the selection or review of instructional materials shall not have a conflict of interest, as defined in administrative regulation, in the materials being reviewed.

The committee shall review instructional materials using criteria provided in law and administrative regulation, and shall provide the Board with documentation supporting its recommendations.

All recommended instructional materials shall be available for public inspection at the district office.

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.

Core Literature Materials

The District has developed a comprehensive literature curriculum, which reflects the contributions of many religious, ethnic, racial, and cultural groups to our American heritage and mirrors our pluralistic society. The district and educational professionals select instructional materials to implement, enrich, and support the educational program for the student. Materials serve to support the standards, depth and complexity of the subject matter while meeting the individual student's needs, including success on the College Board Advanced Placement and International Baccalaureate coursework and assessment.

The Governing Board recognizes its responsibility to allow choice to educators, parents, and students in the use of adopted core literature materials. This includes the choice for educators to develop the most effective lessons based on the approved materials, and the choice of parents and students to request an alternative, district-developed, independent assignment when the content of these materials do not align with personal values.

The Board authorizes the Superintendent or designee to prepare administrative regulations for:

- 1. Creating criteria for selection of core literature materials.**
- 2. Informing parents, through the teachers' Core Literature Notification of adopted core literature materials. The district will provide an avenue for parents to access to online book reviews related to these materials.**
- 3. Ensuring the core literature reading list is appropriately implemented.**
- 4. Clearly identifying the process for a parent or student to request an alternative core literature assignment when materials are in conflict with parent or student values.**

5. **Providing District-developed alternative assignments when core literature materials are in conflict with parent or student values.**
6. **Providing professional development on the Board's expectation related to this process and the proper protocols when a parent or student requests an alternative assignment.**

Public Hearing on Sufficiency of Instructional Materials

The Board shall annually conduct one or more public hearings on the sufficiency of the district's textbooks and other instructional materials. (Education Code 60119)

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the Superintendent or designee shall post a notice in three public places within the district containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

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 State 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: (Education Code 60119)

1. Mathematics
2. Science
3. History-social science
4. English language arts, including the English language development component of an adopted program
5. World/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. (Education Code 60119)

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. (Education Code 60119)

If the Board determines that there are insufficient textbooks or instructional materials, it 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 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. (Education Code 60119)

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the district's local control and accountability plan. (Education Code 52060)

Complaints

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

Legal Reference:

EDUCATION CODE

220 Prohibition against discrimination

1240 County superintendent, general duties

33050-33053 General waiver authority

33126 School accountability report card

35272 Education and athletic materials

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

49415 Maximum textbook weight

51501 Nondiscriminatory subject matter

52060-52077 Local control and accountability plan

60000-60005 Instructional materials, legislative intent

60010 Definitions

60040-60052 Instructional requirements and materials

60060-60063.5 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
60200-60210 Elementary school materials
60226 Requirements for publishers and manufacturers
60350-60352 Core reading program instructional materials
60400-60411 High school textbooks
60510-60511 Donation for sale of obsolete instructional materials
60605 State content standards
60605.8 Common Core State Standards
60605.86-60605.88 Supplemental instructional materials aligned with Common Core State Standards
CODE OF REGULATIONS, TITLE 5
9505-9530 Instructional materials

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Instructional Materials FAQ

01-05 Guidelines for Piloting Textbooks and Instructional Materials, rev. January 2015

Standards for Evaluating Instructional Materials for Social Content, 2013

WEB SITES

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

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

California Academic Content Standards Commission, Common Core State Standards: <http://www.scoe.net/castandards>

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

CVUSD

Administrative Regulation

AR 6161.1

Instruction

Selection And Evaluation Of Instructional Materials

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect those requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of these contracts and agreements and consult with district legal counsel for additional guidance. Also see BP 2210 - Administrative Discretion Regarding Board Policy.

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)

Note: The following paragraph is for use by districts that offer any of grades K-8. Pursuant to Education Code 60200, the State Board of Education (SBE) is responsible for adopting at least five basic instructional materials for grades K-8 in specified core subjects and any other subject for which the SBE determines that the adoption of instructional materials is necessary or desirable. AB 1246 (Ch. 668, Statutes of 2012) amended Education Code 60200, 60203, 60207, and 60209 to revise the process and timelines used by the state to adopt such materials. Although Education Code 60200.7 prohibits the SBE from adopting instructional materials until the 2015-16 school year, an exception established in Education Code 60207, as amended by AB 1246, authorizes the SBE to adopt K-8 instructional materials in mathematics by March 30, 2014.

***Note: Education Code 60210, as added by AB 1246, authorizes the Governing Board

to select instructional materials for grades K-8 that have not been approved by the SBE, provided they are aligned with state academic content standards adopted by the SBE pursuant to Education Code 60605 or Common Core Standards adopted pursuant to Education Code 60605.8 and have been reviewed through a process that requires a majority of the participants in the process to be classroom teachers who are assigned to the subject area or grade level for which the materials will be used; also see the accompanying Board policy.***

Note: Because state adoptions of instructional materials are postponed, Education Code 60605.86, as added by SB 140 (Ch. 623, Statutes of 2011), and Education Code 60605.87-60605.88, as added by AB 1719 (Ch. 636, Statutes of 2012), require the California Department of Education (CDE) to recommend and the SBE to approve lists of K-8 supplementary instructional materials aligned with the Common Core Standards in English language arts by September 30, 2012, mathematics by July 30, 2013, and English language development by June 30, 2014. See BP 6161.11 - Supplementary Instructional Materials.

Note: The following paragraph is for use by districts that offer any of grades K-8. Pursuant to Education Code 60200, the State Board of Education (SBE) is responsible for adopting at least five basic instructional materials for grades K-8 in specified core subjects and any other subject for which the SBE determines that the adoption of instructional materials is necessary or desirable. AB 1246 (Ch. 668, Statutes of 2012) amended Education Code 60200, 60203, 60207, and 60209 to revise the process and timelines used by the state to adopt such materials. Although Education Code 60200.7 prohibits the SBE from adopting instructional materials until the 2015-16 school year, an exception established in Education Code 60207, as amended by AB 1246, authorizes the SBE to adopt K-8 instructional materials in mathematics by March 30, 2014.

Note: Education Code 60210, as added by AB 1246, authorizes the Governing Board to select instructional materials for grades K-8 that have not been approved by the SBE, provided they are aligned with state academic content standards adopted by the SBE pursuant to Education Code 60605 or Common Core Standards adopted pursuant to Education Code 60605.8 and have been reviewed through a process that requires a majority of the participants in the process to be classroom teachers who are assigned to the subject area or grade level for which the materials will be used; also see the accompanying Board policy.

***Note: Because state adoptions of instructional materials are postponed, Education Code 60605.86, as added by SB 140 (Ch. 623, Statutes of 2011), and Education Code 60605.87-60605.88, as added by AB 1719 (Ch. 636, Statutes of 2012), require the California Department of Education (CDE) to recommend and the SBE to approve lists of K-8 supplementary instructional materials aligned with the Common Core Standards in English language arts by September 30, 2012, mathematics by July 30, 2013, and

English language development by June 30, 2014. See BP 6161.11 - Supplementary Instructional Materials.***

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)

Note: The following optional paragraph is for use by districts offering any of grades 9-12 and may be revised to reflect district practice. One way to ensure that instructional materials in core courses for grades 9-12 are aligned to state standards is through a review of standards maps created by the CDE. A template of the standards map is available on the CDE's web site.

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)

***Note: Education Code 60048 and 60200 require that the Board not adopt basic instructional materials that provide unnecessary exposure to a commercial brand name,

product, or corporate or company logo, unless it makes specific findings that the use has an educational purpose or is incidental to the general nature of an illustration, as provided in item #6 below. The SBE publication Standards for Evaluation of Instructional Materials with Respect to Social Content details standards for the use of brand names and corporate logos in instructional materials. ***

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.

***Note: Education Code 60040-60043 require that specific subject matter be included in the district's instructional materials. Education Code 60040 and 60041 contain requirements that instructional include accurate portrayals of (1) the cultural and racial diversity of our society as specified, (2) humanity's place in ecological systems and the need to protect the environment, and (3) the effects of tobacco, alcohol, and other drug use on the human system. Education Code 60042 requires the Board to adopt materials as it deems necessary to encourage thrift, fire prevention, and the humane treatment of animals and people. Education Code 60043 requires that the Board, when appropriate to the comprehension of students, adopt textbooks for social science, history, or civics classes that contain the Declaration of Independence and the Constitution of the United States. If desired, the district may expand item #7 below to list these specific requirements. ***

7. Meet the requirements of Education Code 60040-60043 for specific subject content

***Note: Items #8-17 below are optional and may be revised to reflect district practice. In its advisory CIL: 90/91-02, the CDE recommends that districts develop subject-specific criteria as well as general criteria. ***

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

***Note: 5 CCR 9517.2 sets the following maximum weight standards for each student textbook: three pounds for grades K-4, four pounds for grades 5-8, and five pounds for grades 9-12. 5 CCR 9517.2 requires that publishers submitting textbooks to the SBE that exceed those weight standards shall provide lighter weight alternatives, such as split volumes or electronic editions, soft cover editions, or other alternate physical formats. For materials for grades 9-12, publishers must disclose the availability of lighter weight alternatives. ***

***Note: Item #17 below includes textbook weight as one of the criteria for Board consideration. ***

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

CORE LITERATURE MATERIALS AND STUDENT ALTERNATIVE ASSIGNMENT PROCESS:

The Governing Board respects the diversity of many differing points of view. To this end, the following procedures are offered in alignment with Ed Code 51101:

1. Criteria for Selection

Core literature materials shall enhance course objectives that align with California Content Standards, College Board Advanced Placement, or International Baccalaureate programs.

2. Procedures for Teacher/Selection Process (Exhibits 1 flow chart of process and 2 request form)

A. Approval of Core Literature Titles

- i. 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 of all discussions and decisions.**

Articulation committee meetings foster collaborative and collegial relationships among disciplinary colleagues and look at site and district needs in the areas of curriculum, assessment and professional development. Members represent their respective sites and present core literature titles for review, evaluation, and recommendation. All core literature recommendations submitted to the Articulation Committee for review shall utilize the same district form and district submission protocols.

Core Literature books are selected by the English Articulation Committee to implement, enrich, and support the educational program. Materials must serve both the breadth of the curriculum and the needs of students. The Governing Board and District are obligated to provide for a wide range of abilities and to respect the diversity of many differing points of view. Considerations include, but are not limited to: literary merit, purpose, genre, and publication date.

English Articulation committee members reach consensus to determine which titles move forward to the Secondary Curriculum Advisory Council.

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 all subject area Articulation Committee discussions, findings and proposals.

In the case of Core Literature recommendations, SCAC discusses the titles and curriculum connections. A vote determines if titles move forward for School Board Approval.

The Chair of the SCAC takes committee recommendations to the Superintendent and the Board of Education. Prior to School Board vote, pending titles will be made available for viewing by the public.

Core literature materials shall be submitted to the School Board prior to April 1 for the following school year.

3. Parent Communication

A. Core Literature Notification:

- i. Teachers shall provide to students and parents a list of the projected core literature books used in the class for direct instruction or student selected assignments.**
- ii. Teachers shall provide the District letter to parents regarding the core literature program. The letter outlines the procedures for parents or students to request an alternative assignment.**
- iii. Independent reading assignments involving student choice shall be separately communicated to parents.**

B. District Parent Letter (Exhibit 5)

- i. At the beginning of each school year the District Parent Letter shall:
 - (1) Review the District comprehensive core literature program.**
 - (2) Provide a description of the alternative assignment process when core literature materials are not aligned to parent or student values.**
 - (3) Be included in each teachers' core literature notification.**
 - (4) Be placed on the District website @ www.conejousd.org.****

(5) Be placed on each secondary schools' website.

(6) Be included in the District Annual Notice to Parents and Students.

4. Alternative Assignments

With respect to personal beliefs, teachers shall offer a standards-based alternative assignment in cases where the content of the core literature conflicts with the values of the parent or student.

- i. At each grade level, one core literature book will be selected as the alternative assignment book.**
- ii. Each school will use these identified books when an alternative assignment is requested by a parent or student.**
- iii. Materials for the alternative assignment will be provided by the district and implemented by the teacher.**
- iv. The materials will be stored by the Curriculum, Instruction and Assessment Department.**
- v. The materials will be sent to the Assistant Principal of Instruction (API) making the request on behalf of a teacher from their school.**

5. Alternative Assignment Process

A. Parent and student are strongly encouraged to review the core literature titles.

- i. The parent and student shall review online book reviews on the California Department of Education website.**
- ii. The parent and student shall meet with the teacher to discuss their concerns.**
- iii. If the concerns are unresolved, the parent completes the alternative assignment request form and returns it to the teacher.**
- iv. The teacher shall provide a copy of the alternative assignment request form to the Assistant Principal (AP or API) who will provide a copy to the Director of Curriculum, Instruction and Assessment.**
- v. Once the request is received, the Director of Curriculum, Instruction and Assessment will send the alternative assignment for the particular grade level to the AP/API at the specific site.**
- vi. The AP/API will provide the teacher with the alternative assignment.**

vii. The teacher shall review the assignment and assignment expectations with the student

(1) The AP/API shall assign the student to an alternate setting during the identified length of time to work on the alternative assignment and record daily attendance.

(2) The student will not need to report to class each day during the identified length of time.

6. District Core Literature List

“Required” Defined as titles taught by all teachers at the grade level.

“Extended” Defined as options for teachers to select and incorporate into classroom instruction.

A. Shall list all Middle School and High School Core Literature Titles and identify the following:

i. Required or Extended Reading and Definitions

ii. The Grade/Course Level

iii. The Grade/Course Level Theme

iv. The Title of Book

v. The Author

vi. A notation will be provided next to the book identified as the grade-level alternative assignment to be used district-wide

vii. Definitions will be provided at the bottom of the core literature list for the meaning of Required and Extended class implementation

7. District Core Literature Website Page shall include:

A. District approved Core Literature titles.

B. The California Department of Education’s website link.

C. A link provided to this specific board policy, administrative regulation, and exhibits.

D. A link to the district Annual Publication of Parent and Student Rights and Responsibilities.

E. A link to the CVUSD Parent letter regarding the Core Literature program.

F. A link to a flow chart on how to request an alternative assignment when a core literature book does not align with personal values.

Conflict of Interest

***Note: In its Advisory CIL: 90/91-02, the CDE recommends that the Board require individuals who will participate in the evaluation process to first complete a disclosure statement which provides an opportunity to disclose any conflict of interest or appearance of conflict of interest. ***

***Note: The following conflict of interest rules are not as stringent as those required for "public officials" (including Board members and designated staff) pursuant to the Political Reform Act and other state law. Public officials making decisions concerning instructional materials must comply with the more stringent conflict of interest regulations as described in BB 9270 - Conflict of Interest. If desired, the Board could also require district employees who participate in instructional materials evaluations, and who are not usually subject to the Political Reform Act, to be subject to those more stringent standards described in BB 9270. ***

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:

Note: Education Code 60061 requires publishers to provide instructional materials free of charge within California to the same extent that they provide free materials to other states or school districts; see Price List of Adopted Instructional Materials on the CDE web site. However, Education Code 60071 forbids publishers from offering "valuable thing(s)" to school officials for the purpose of influencing the purchase of instructional materials. The CDE's Instructional Materials FAQ clarifies that, in accordance with the definition of "technology-based materials" in Education Code 60010, districts may accept electronic equipment necessary to make use of technology-based materials provided that such equipment is used by students and teachers as a learning resource, not to replace computers or related equipment in an existing computer lab or to establish a new computer lab.

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)

***Note: Items # 2-4 below are optional and should be modified to reflect district

practice. ***

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

CSBA (11/05 11/06) 11/09
CVUSD (8/08) 9/10 11/13

DRAFT

Exhibit 5



CONEJO VALLEY UNIFIED SCHOOL DISTRICT

The following letter is included in the annual publication of the Parent and Student Rights and Responsibilities Handbook

The Conejo Valley Unified School District has developed a district-wide comprehensive literature program. The literature selections for each course were approved with attention to maturity levels, abilities, and interests of students and serve to foster factual knowledge and literary appreciation. Teacher designed lessons are created to support student experiences in reading that will enhance their understanding of themes, characters, social and cultural issues.

We encourage parents to review the literature selections, which will be used in the course their student will be taking. Teachers will review course requirements and literature selections at the beginning of the school year or semester. In addition, the District provides a link to the California Department of Education (CDE) webpage for parents to access book synopses related to specifically assigned titles. This link is available on the Curriculum page of the CVUSD website.

If parents have questions regarding a title(s) on the assigned reading list, contact the student's teacher to discuss concerns. We look forward to discussing specific works of literature with parents.

The Conejo Valley Unified School District realizes its responsibility in allowing choice to educators, parents and students in the selection and use of instructional materials. Choice for educators to develop the most effective collection of materials, and the choice of parents and students to seek an alternative assignment when personal values are in conflict with the assigned literature titles. When a selection is found to be in conflict with parent or student values, an alternative assignment will be provided upon parents following the appropriate protocols. The appropriate protocols are delineated on the Curriculum page of the CVUSD website. Prior to requesting an alternate selection, parents are encouraged to read the entire piece of literature.



Alternative Core Literature Selection Request

(Form is due no later than one week after Back to School Night)

Student Name _____ Date _____
Last First

School _____ Teacher _____ Class/ Grade _____

Title of Book: _____ Teacher - Student/Parent Conference Date: _____

Student/Parent Rationale: _____

Parent or Guardian's Name (please print) _____

Parent Signature _____ Date _____

Student Signature _____ Date _____

DO NOT WRITE BELOW THIS LINE

The Alternate Core Literature assigned is _____

Teacher Signature _____ Date _____

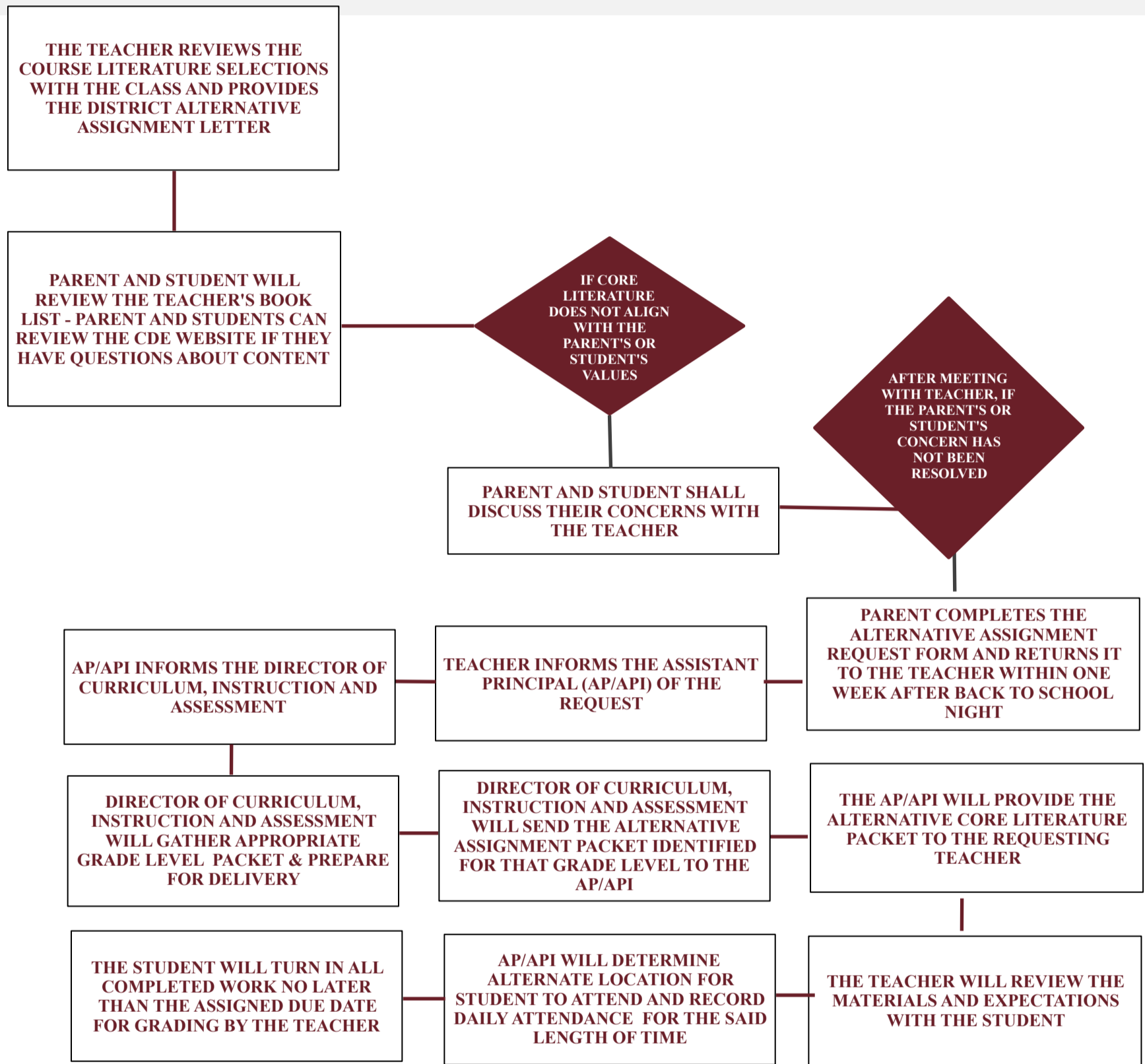
Administrator/Designee Signature _____ Date _____

ALTERNATIVE CORE LITERATURE REQUEST PROCESS

<

> BACK NEXT >

CVUSD Core Literature



**Conejo Valley Unified School District
Curriculum, Instruction and Assessment High
School Core Literature**

GRADE	CDE Adopted	TITLE	AUTHOR
		<i>The Individual and Society</i>	
*REQUIRED			
9	Y	Of Mice and Men	John Steinbeck
9	Y	Romeo and Juliet	William Shakespeare
9	Y	To Kill a Mockingbird	Harper Lee
**EXTENDED			
9	Y	Absolutely True Diary of a Part-Time Indian	Sherman Alexie
9	Y	Bean Trees	Barbara Kingsolver
9	Y	Effect of Gamma Rays on...	Paul Zindel
9	Y	House on Mango Street	Sandra Cisneros
9	Y	Hunger Games	Suzanne Collins
9	Y	I Know Why the Caged Bird Sings	Maya Angelou
9	Y	Mythology	Edith Hamilton
9	Y	Our Town	Thornton Wilder
9	N	Penelopiad	Margaret Atwood
9	Y	Princess Bride	William Goldman
9	Y	Odyssey	Homer
9	Y	Tale of Two Cities	Charles Dickens
GRADE	CDE Adopted	TITLE	AUTHOR
		<i>Nature of Humanity</i>	
*REQUIRED			
10	Y	Antigone	Sophocles
10	Both Y	Julius Caesar OR Macbeth	William Shakespeare
10	Y	Lord of the Flies	William Golding
**EXTENDED			
10	Y	Bless Me Ultima	Rudolfo Anaya
10	Y	Bless the Beasts and the Children	Glendon Swarthout

* Required - Defined as teacher directed instruction - whole class

**Extended - Defined as teacher select book used for direct instruction in class, a teacher selected book that students read independently, or a student selected book that is read independently

***Alternative core literature assignment title

10	Y	Cyrano de Bergerac	Edmund Rostand
10	Y	Ender's Game	Orson Scott Card
10	Y	Glass Castle	Jeanette Walls
10	Y	Life of Pi	Yann Martel
10	N	Old Man and the Sea	Ernest Hemingway
10	N	Separate Peace	John Knowles
10	N	Skinwalkers	Tony Hillerman
10	Y	Things Fall Apart	Chinua Achebe
10	Y	Thousand Pieces of Gold	Ruthanne Lum McCunn
10	Y	Twelve Angry Men	Reginald Rose

Note: 10 Honors / Hybrid – Use of grade 10 & 12 texts

**Conejo Valley Unified School District
Curriculum, Instruction and Assessment High
School Core Literature**

GRADE	CDE Approved	TITLE	AUTHOR
		<i>Defining America</i>	
*REQUIRED			
11	Y	Crucible	Arthur Miller
11	Y	Great Gatsby	F. Scott Fitzgerald
**EXTENDED – 2 OF THE FOLLOWING			
11	Y	Adventures of Huckleberry Finn	Mark Twain
11	Y	Awakening	Kate Chopin
11	Y	Bluest Eye	Toni Morrison
11	Y	Catcher in the Rye	J.D. Salinger
11	Y	Death of a Salesman	Arthur Miller
11	Y	Glass Menagerie	Tennessee Williams
11	Y	Grapes of Wrath	John Steinbeck
11	N	Inherit the Wind	Lawrence and Lee
11	Y	Into the Wild	Jon Krakauer
11	N	Night Thoreau Spent in Jail	Lawrence and Lee
11	N	Raisin in the Sun	Lorraine Hansberry

* Required - Defined as teacher directed instruction - whole class

**Extended - Defined as teacher select book used for direct instruction in class, a teacher selected book that students read independently, or a student selected book that is read independently

***Alternative core literature assignment title

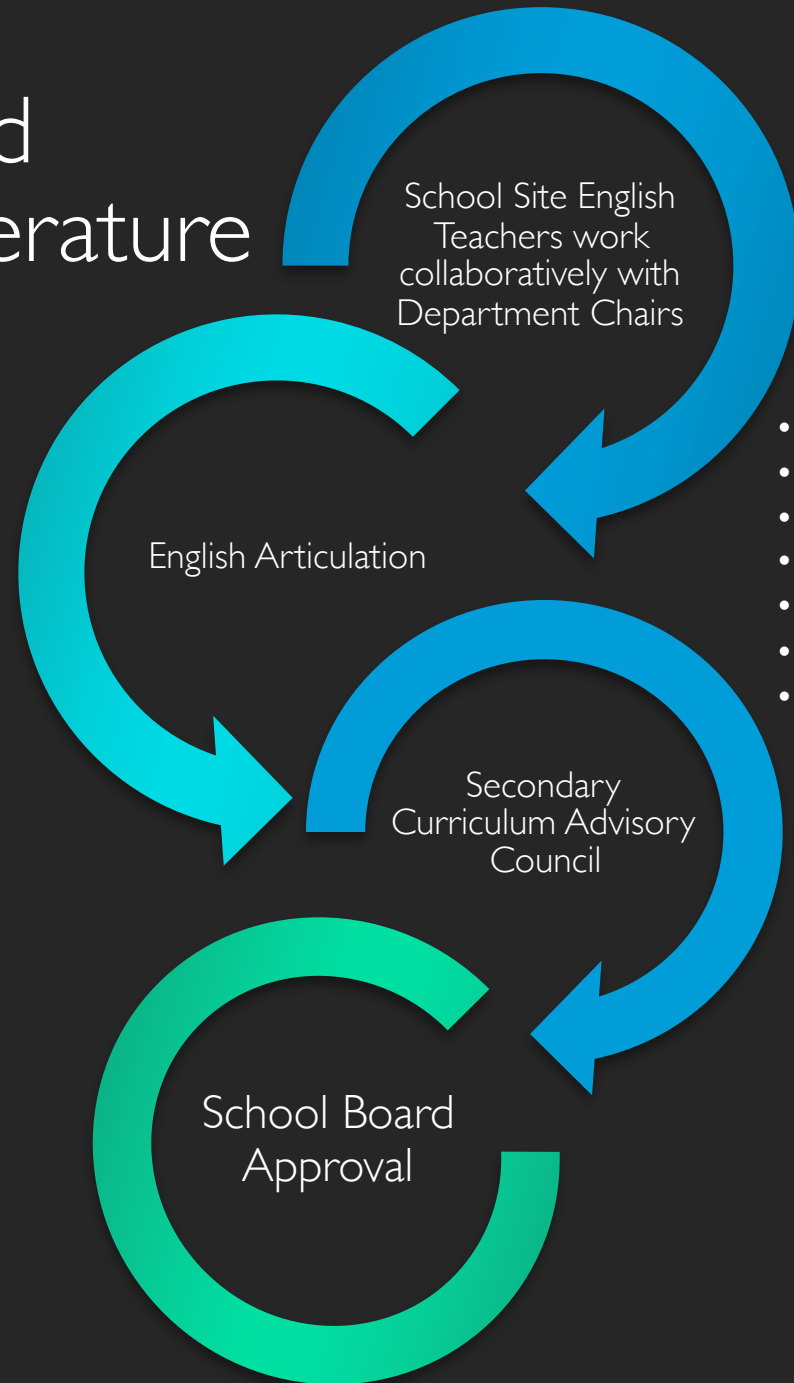
11	Y	Road	Cormac McCarthy
11	Y	Scarlett Letter	Nathaniel Hawthorne
11	Y	Snow Falling on Cedars	David Guterson
11	Y	Streetcar Named Desire	Tennessee Williams
11	Y	Things They Carried	Tim O'Brien
11	Y	Wild Truth	Carine McCandless
GRADE		TITLE	AUTHOR
		<i>The Individual and Society</i>	
*REQUIRED			
12	Y	Hamlet	William Shakespeare
12	Y	1984 OR Brave New World	Orwell/Huxley
**EXTENDED – 1 OF THE FOLLOWING 19th CENTURY WORKS			
12	Y	Dr. Jekyll and Mr. Hyde	Robert Louis Stevenson,
12	Y	Dracula	Bram Stoker
12	Y	Frankenstein	Mary Shelley
12	Y	Jane Eyre	Charlotte Bronte
12	Y	Pride and Prejudice	Jane Austen
12	Y	Wuthering Heights	Emily Bronte
**EXTENDED – 1 OF THE FOLLOWING WORLD LITERATURE WORKS			
12	Y	Childhood's End	Arthur Charles Clark
12	N	Eaters of the Dead	Michael Crichton
12	N	Forever King	Molly Cochran
12	N	Importance of Being Earnest	Oscar Wilde
12	Y	Kite Runner	Khaled Hosseini
12	Y	Persepolis	Marjane Satrapi
12	N	Pygmalion	George Bernard Shaw
12	N	Rosencrantz and Guildenstern are Dead	Tom Stoppard
12	Y	Stranger	Albert Camus
12	Y	Waiting for Godot	Samuel Beckett
12	N	Wild	Cheryl Strayed
12	N	Yellow Birds	Kevin Powers

* Required - Defined as teacher directed instruction - whole class

**Extended - Defined as teacher select book used for direct instruction in class, a teacher selected book that students read independently, or a student selected book that is read independently

***Alternative core literature assignment title

Steps to School Board Approval of Core Literature



School Site English Teachers work collaboratively with Department Chairs

- Discuss conceptual flow of curriculum
- Determine support areas for core literature
- Suggest titles for review
- Complete the Middle/High School Core Literature Approval Form

English Articulation

- Determine book characteristics and use in other districts
- Review AP/IB and CDE Lists for suggestions
- Examine Literary Merit and relevance for students
- Choose reading assignments
- Evaluate and discuss
- Choose titles to recommend
- Vote

Secondary Curriculum Advisory Council

- Discuss Articulation Committee Findings
- Determine if a recommendation will move forward to the School Board
- Vote
- Public Preview

School Board Approval



Conejo Valley Unified School District
Instructional Services
Curriculum, Instruction, and Assessment Department

Middle/High School Core Literature Approval Form

PROPOSED BOOK TITLE: _____

Genre, Author, ISBN: _____

Teacher/School Site: _____

Class/Course/Grade Level in which selection will be used _____

- 1. Please attach a proposal and the rationale for this core literature title. (Please indicate the standards and objectives of the Core Curriculum that the book will address, the context or situation in which the book will be used, i.e., "enrichment for my civil war unit", models for images or historical settings, used in conjunction with theme of alienation, used for non-fiction writing analysis, current affairs link, to be used for selected excerpts for discussion, etc.)

Please indicate the selection's strengths, weaknesses, or personal commentary regarding the selection as a piece of literature. Use the following criteria as needed:

- The subject matter, interest, reading level, and maturity level of the selection are appropriate for students being taught
• The selection is appropriate for age, emotional development, ability, and social development for students being taught
• The selection meets an appropriate instructional purpose.
• The selection will help students better understand themselves and others.
• The selection has identifiable literary or curricular merit.
• The selection appropriately models a literary element (character, setting, plot, conflict, etc.), style, or genre the student is expected to know

Does the selection under consideration contain any use of swearing or profanity? YES NO

If yes, context:

Does the selection contain any treatment of sex? YES NO

If yes, context:

Does the selection contain any treatment of violence? YES NO

If yes, context:

Does the selection appear on the CDE's Recommended Literature List? YES NO

- 2. Teacher will discuss the proposed pilot title with his/her department and department chairperson. Department chairperson signature indicates that the discussion has taken place.

Department Chairperson _____ Date _____

- 3. Teacher discusses proposed title with the principal and assistant principal at his/her own site. Signatures indicate that the discussion has taken place.

Principal/Assistant Principal _____ Date _____

Teacher will take copies of the core literature proposal to English Articulation. Articulation Chairperson's signature indicates that the articulation committee voted and the book will move to SCAC.

Articulation Chairperson _____ Date _____

- 4. Teacher attends the SCAC meeting with the articulation representative. Curriculum office provides multiple copies of the proposal for SCAC members to review. Signatures below indicate that there was a vote for the book to be placed for public review and School Board Core Literature Approval.

Director, Curriculum, Instruction, and Assessment _____ Date _____

Director, Secondary Education _____ Date _____

Date submitted to CVUSD Governing Board for approval: Information: _____ Action _____