

BOARD POLICY

IFC

INSTRUCTIONAL PROGRAM INSTRUCTIONAL MATERIALS, TEXTBOOKS, AND EQUIPMENT SELECTION/ADOPTION ~~—AND EQUIPMENT SELECTION~~

DECEMBER 15, 2014

The Livonia Public Schools School District shall provide instructional materials, textbooks, equipment, and supplies within budgetary constraints, to implement the District's educational goals and objectives and to meet students' needs. The primary objective of such instructional materials, textbooks, and equipment shall be to enrich, support, and implement the educational program of the schools.

The superintendent shall develop administrative guidelines for the selection and maintenance of all educational and instructional materials, equipment, and supplies. In addition, he/she shall periodically review the District's educational resources in order to ensure they are appropriate for the current educational program.

Instructional materials will be reviewed periodically by committees of teachers and administrators appointed by the superintendent or a designated representative. After making such studies, serving as professional specialists in their respective instructional fields, members of these committees will submit their recommendations through appropriate channels to the superintendent. With the superintendent's approval, recommendations will then be submitted to the Board of Education for approval after following the guidelines outlined in the Administrative Procedures. Primary textbooks/instructional materials must be approved by the Board of Education before being used in the schools.

~~Textbooks must be approved by the Board of Education before being used in the schools.—
Textbook recommendations will be brought to the Board of Education for approval after
completing the guidelines outlined in the Administrative Procedures.—~~

Parents may request to review textbooks used by their children provided such requests do not interfere with the normal operation of the instructional program. All requests for the review of textbooks shall be directed to the building principal/administrator.

ADMINISTRATIVE PROCEDURE

IFC

INSTRUCTIONAL PROGRAM INSTRUCTIONAL MATERIALS, TEXTBOOKS, AND EQUIPMENT SELECTION/ADOPTION

OCTOBER 16, 2017

- I. ~~Preliminary and Intermediate Steps~~ Identifying Instructional Material Needs
 - A. ~~Coordinators list books~~ identify instructional materials or courses ~~for to be~~ reviewed each year.
 - B. ~~Coordinators meet with director to discuss courses in their curriculum area; to summarize recent research, to identify issues~~ instructional needs, concerns, develop the charge, and identify committee membership. ~~Prior to this meeting, a written needs assessment of teachers and principals should occur which provides focus for the change~~
 - C. ~~Coordinators begin meeting with committees~~
- II. Budgeting
 - A. ~~Determination by The Board of Education, with recommendation from the superintendent, determines the funds to be allocated towards instructional materials adoptions.~~
- III. Establishing Instructional Material Selection Committee
 - A. Establish Instructional Material Selection Facilitator
 - B. Establish Instructional Material Committee
 1. Committee membership can include teachers in the content area, ~~and additionally may include~~ counselors, media-LMC specialists, ~~learning specialists,~~ instructional support staff, and an administrator.
 2. Ideally each school will have representation.
 3. ~~Explain~~ Review the ~~textbook~~ instructional material selection process with the committee.
 4. Identify communication responsibilities for committee members with their department or building and their ~~building principal/administrator.~~
- IV. ~~Textbook~~ Instructional Materials Selection Process
 - A. ~~Conduct needs assessment with teachers and principal.~~
 - A. Review current research on subject area, instructional practices, recommendations from national associations, and ~~textbook~~ instructional material qualities.
 - B. Develop course/subject area philosophy ~~shared vision,~~ goals, objectives, curriculum focus, and content priorities aligned with state and national standards.
 - C. Align the curriculum to priority standards.

- D. Establish and rank textbook instructional material selection quality criteria.
- ~~E. Review Textbooks based on curriculum alignment.~~
- E. Analyze textbook instructional material in several ways using learning targets based on priority standards, and small slides and concept horizontal traces.
- F. ~~Do~~ Conduct an in-depth analysis of the top textbook instructional materials.
- G. Engage in classroom pilot of top textbook instructional materials, unless materials receive prior approval by the superintendent or his/her designee.
- H. ~~Conduct~~ Collect student rating feedback.
- I. Evaluate teacher support/ancillary materials.
- J. Determine additional program components needed.
- K. Make final selection and recommendations.
- L. Establish monitoring and implementation priorities and procedures.

V. Format for Final Report

- A. Summary of course.
- B. Names of committee members.
- C. Course review procedures.
- D. Report of ~~needs assessment.~~ Shared Vision.
- E. Committee recommendations.
- F. ~~Book~~ Instructional material selection criteria and ~~back-up~~ rationale.
- G. Cost analysis of ~~book~~ instructional material selected and numbers of licenses/copies needed.
- H. Sheet containing all ordering information, the numbers needed for each school, and the title of the ~~book~~ instructional material being replaced.

VI. Program of Studies and ~~Goals and Objectives~~ Standards and Targets Format

- A. Course title (if applicable).
- B. Course number (if applicable).
- C. Grade levels (if applicable).
- D. Prerequisites (if applicable).
- E. Course description.
- F. ~~Goals and objectives.~~ Standards and targets.
- G. ~~Curricular focus~~ Curriculum map, assessments and suggested time line. –
(This should be complete after using the textbook for one year.)

VII. Timelines

- A. Department chair or committee member must meet with building principal/administrator and other members of department prior to meeting.
- B. Report must be ~~in the hands of~~ presented to building principals/administrators, and director, and superintendent ~~two weeks before meeting date established for approval~~ prior to the review of the materials by the Board of Education.
- C. ~~March~~ April 30 should be the goal for the completion of committee work with principals meeting in April and May.
- D. Estimated costs for ~~books~~ instructional materials for the next school year should be given to the director for use in the budgeting process. ~~by~~

~~January of the preceding year.~~

- E. Should major changes in the thrust or focus of a course occur during committee work, or should equipment purchases, special materials, room modifications **arise**, ~~become an inherent part of the course~~, it needs to **must** come to the principals, **and cabinet** for discussion prior to the **completing the** final report and recommendation.

Access to Instructional Materials

Parents **and citizens** have a legal right to examine all materials used in public schools. They **are** ~~Citizens requesting an opportunity to inspect materials should be asked to make an appointment with the teacher,~~ **building principal/administrator, or his/her designee**, to review **specific** materials at a time when such action is not disruptive to the instructional process.

Teachers and media specialists to whom such requests are directed are to notify the ~~principal~~ **their building principal**/administrator, who will ~~in turn, notify~~ **communicate with** the appropriate director. ~~and the coordinator of instructional materials services if the title in question is IMC material.~~

Specifically exempt from examination ~~cited above~~ are test questions and answers, scoring keys, and other examination **assessment** instruments. ~~or data used to administer an academic examination.~~

Criticism of ~~Textbooks~~ Instructional Materials

Criticism of specific materials should be handled by the building principal/administrator whenever possible; however, the **building principal/administrator** should notify the appropriate director upon receiving a complaint. When the **building principal/administrator** cannot resolve the problem in terms of the policies, the **building principal/administrator** should inform the complainant of the procedure listed below and assure that the criticism will be given a fair and objective hearing.

1. Criticism must be presented in writing and directed to the Board of Education and must include specific information as to author, title, publisher, or producer, and the reason for the criticism, giving specific references to those aspects or selections of the material objected to and why they are found objectionable.
2. The statement must be signed and identified so that a reply may be given.
3. **Once the signed statement has been received**, the material shall be reviewed by a committee appointed and chaired by the appropriate director. Committee members will include two teachers, two **building principals/administrators**, a media specialist, a subject area coordinator and others where appropriate. The ~~assistant-superintendent~~ **chief academic officer** for instruction will serve as an ex-officio member of the committee.
4. The report of this committee should be forwarded to the superintendent and the Board of Education for action as rapidly as possible, **while allowing for a thorough review**.
5. The decision of the Board of Education shall be sent in writing to the complainant.