

MANUAL OF PROCEDURES
FOR
DISTRICT U-46
INSTRUCTIONAL COUNCIL

SCHOOL DISTRICT U-46
ELGIN IL

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INTRODUCTION

The instructional program is the heart of the educational purpose; therefore, decisions regarding the content of the K-12 curriculum are some of the more important decisions made by a school district. These decisions are made with the belief that they drive effective teaching practices that reflect our diverse student population to ensure equitable student learning and achievement.

The Instructional Council, in its advisory role of initiating, reviewing, and recommending programs and curriculum and materials, has a critical function in establishing what is to be taught and what is to be learned by the students of School District U-46. It is a function that should not be taken lightly by the members of the Council, those who participate in the development of curriculum, or those who receive its recommendations.

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DISTRICT U-46

STRATEGIC PLAN ASPIRATIONS

Student Achievement

We will educate the whole student by providing an enriched, high quality experience that empowers all graduates to be competitive members of the global society.

Effective & Engaged Staff

We will value, develop, and recruit a forward-thinking, highly qualified, and diverse workforce.

Community Engagement

We will engage in meaningful and effective relationships with all families and the greater community.

Excellence, Efficiency & Accountability

We will advocate for and utilize systems and resources that promote operational excellence, efficiency, and accountability.

U-46's Seven Guiding Principles direct the work that we do under standards based learning and assessment. The principles are:

1. Grades should reflect proficiency on well-defined standards-based learning targets that are clear to all stakeholders.
2. Grades should be based on academic performance using summative assessments.
3. Grade scales should be devised to give equal incremental value to each letter grade.
4. Students should be expected to complete work for credit.
5. Students should be given multiple ways to demonstrate their knowledge.
6. Feedback should be timely, specific and related to learning targets.
7. Students should be given multiple opportunities to reach mastery on specific, standards-based concepts and skills.

U-46 EQUITY VISION STATEMENT

Convene and maintain an Equity Task Force.

Provide every student with **equitable access** to high quality and culturally relevant instruction, curriculum, and other educational resources and actively encourage, support and expect high academic achievement from all students. Remedy any practices that lead to over-representation of diverse students in special education and student discipline and under-representation of diverse students in programs such as gifted programs, honors academies, and advanced placement courses.

Create a **welcoming and safe environment** for families of all diverse backgrounds to establish them as essential partners in their student's education, school planning and District decision making.

Establish a **culturally proficient workforce** by actively striving to have a teacher and administrative staff that reflects the diversity of our student body. This will also include providing professional development to strengthen employee knowledge and skills in eliminating disparities in achievement based on race and/or ethnicity.

Develop action plans with **clear accountability and metrics** – including measurable outcomes to ensure we are living up to the Equity Policy mandates. This will also include ensuring equity in the allocation of resources used to accomplish these mandates.

RATIONALE FOR INSTRUCTIONAL COUNCIL

The Instructional Council is advisory and shall be continued as a permanent source of recommendations on major instructional matters to the Board of Education. The instructional program is the center of the educational system. Decisions regarding the content of the curriculum are among the most important decisions to be made by the school district. Care shall be taken to mobilize the best thinking possible and provide the opportunities necessary to ensure thorough consideration of all curricula. It is important to engage multiple stakeholders in the development of curriculum and to ensure academic success for all students. The process of curriculum development requires both content expertise and the insights of parents, teachers, administrators, and community members.

The district Curriculum Frameworks, based on State and National Academic and Social Emotional Learning Standards and district learner outcomes, provides the framework for the district curriculum.

Implementation of the U-46 instructional program should support the unique needs and capacity at our district instructional sites, and provide consistency so that all of our students regardless of

race, gender identification socioeconomic status, sexuality, national origin, and religion have the same opportunity for high achievement.

SCOPE OF INSTRUCTIONAL COUNCIL ACTIVITY

Recommendations from the Council to be submitted to the Board for final action may include the following applicable initiatives: teaching techniques, areas of instruction, textbook selection, curriculum guides, pupil evaluation, implementation of a strategic technology plan, philosophy and educational goals of the district, research and experimental projects, educational specifications for new buildings, instructional programs such as Early Childhood, Specialized Student Services, and English Language Learners.

SUPPORTS

The Board agrees to provide adequate secretarial/clerical assistance requested by the Instructional Council.

RESPONSIBILITIES OF THE INSTRUCTIONAL COUNCIL

1. Maintain consistent, appropriate and uniform programs available across the district.
2. Encourage, receive, and act on suggestions and recommendations of curriculum and instructional improvement initiatives.
3. Provide for effective communication on matters relating to curriculum and instruction, including technologies. Of particular importance is the fostering of an open channel of communication with principals, school administrators, and teachers.
4. Identify major needs for curriculum revision or updating and recommend priority status of such needs. Ideas can be initiated by anyone in the district.
5. Authorize the establishment of task force committees to study the particular curriculum problems and needs identified by the Council and make recommendations back to the Council. Members of the Council might serve on such committees, but professional staff members in the district with particular subject matter competencies would also be asked to participate when appropriate.
6. Consider committee reports and make final recommendations for changes in the instructional program to the Superintendent.
7. Provide for the study of innovative curricular options, including technologies, relative to recommendations for changes in the instructional program, and make recommendations for new adoptions to the Superintendent.
8. Consider requests from schools or teachers to develop supplementary or pilot programs, and make recommendations to the Superintendent.

9. Request review of results and the monitoring of approved programs and adoptions; schedule to be determined by Instructional Council...i.e. 1 year, 3 years, 5 years.

ORGANIZATION AND COMMITTEE STRUCTURE OF INSTRUCTIONAL COUNCIL

Instructional Council Membership

All staff members serving on the Instructional Council will represent District U-46, grades K-12, as members-at-large, rather than representing any given building, grade level, or subject area. Total membership on the Council will be 31. To provide for broad representation, members will be selected in the following categories, by the means and for the terms indicated:

1. Seven (7) members serving staggered three-year terms selected from the following groups shall be appointed by the Elgin Teachers Association:
 - 1 Special Education Teacher
 - 2 Elementary School Teachers
 - 1 Dual Language Elementary School Teacher
 - 1 Middle School Teacher
 - 1 High School Teacher
 - 1 English Language Learner Teacher
2. Eleven (11) members serving staggered three-year terms through elections conducted by the Elgin Teachers Association from their respective group as follows:
 - 2 Special Education Teachers
 - 3 Elementary School Teachers
 - 2 Middle School Teachers
 - 2 High School Teachers
 - 1 Early Childhood Teacher
 - 1 English Language Learner Teacher
3. Three (3) Community Members serving staggered three-year terms selected by the Council.
4. Two (2) members appointed by their particular groups for terms of three year:
 - 2 Directors/Coordinators
5. Seven (7) members appointed by their particular groups for rotating two year terms:
 - 2 Elementary School Principals
 - 1 Middle School Principal
 - 3 High School Administrators
 - 1 At-Large Administrative Position
6. One permanent member:

The Superintendent/CEO or his/her designee who will serve as permanent

Chairperson of the Instructional Council.

Terms: Appointed and elected members of the Council are limited to two consecutive terms on the council.

Instructional Council Meetings

The Instructional Council will meet monthly at a regularly scheduled time during the regular school year (September - May) to be determined by the steering committee and/or the Instructional Council. The Instructional Council will be subject to additional meetings, depending upon the nature and urgency of the business at hand.

Proposed agenda items are to be submitted to the Chair of Instructional Council and the Steering Committee. The Steering Committee will consider all proposals submitted and establish the agenda for each of the Council meetings. Standard agenda items may include:

1. Reports by the Superintendent and other Central Office personnel
2. Directors and Coordinators reports
3. Task force and committee reports
4. Reports on writing teams
5. Initiation and evaluation of pilot programs
6. Curriculum textbook and resource adoptions.
7. Requests for course changes, additions, or drops
8. Where feasible, proposals for special federal, state, and private grants
9. Other informational reports, including instructional program reports, as requested or which will add to Council members' understanding of student needs or district responses.

A summary report will be developed at the end of each meeting and sent to administrators for distribution. A copy of approved minutes will be posted on the district website.

Instructional Council Steering Committee

Guidelines for Election of Members

1. The Steering Committee, which will be elected by the current members of the Instructional Council, should consist of seven members who have served at least one year of an Instructional Council term. When such members are not available Council will appoint.
2. There should be a minimum representation of one teacher from elementary, middle, and high school, one principal, and one community member.
3. Members of the Steering Committee will serve for a term of one year, but may be re-elected for a second term.
4. The election will take place at the last Instructional Council meeting of the year. Two elections will be held.
 - a. The first election to fill the categories in item two above.
 - b. The second election to fill three membership-at-large vacancies.

NOTE: Those not elected in the first election will be placed on the membership-at-large ballot.

5. Names of candidates will be placed on the ballot through voluntary action and nominations.
6. Instructional Council members who are ineligible for membership on the Steering Committee will be appointed to conduct the election.
7. The chair of the Council will also chair the Steering Committee. The chair will be a permanent member but will have no vote.

Functions of the Instructional Council Steering Committee

1. Establish agenda for each of the Council meetings.
 - a. Consider all proposals submitted; recommend priorities and schedule presentation of proposals for consideration by the Instructional Council. (Proposals, Steering Committee recommendations and meeting agendas will be shared with all members of the Instructional Council prior to the next scheduled meeting.)
 - b. Schedule reports by task forces and committees, coordinators, subject-matter resource people, and other specialists.
 - c. Consult with coordinators, subject-matter resource people, and other specialists.
2. Follow up on activities and projects as directed by the Instructional Council.
3. Follow up on task force and committee activities.

4. Provide guidance to Council Chair concerning items that need to be considered between Council meetings and during the summer.

Other Committees

Standing Curriculum Committees

A curriculum committee may be established at the direction of the Instructional Council or as the result of needs expressed by teachers and/or administrators. Committees will report their recommendations to the Instructional Council.

A curriculum committee is composed of teachers, administrators and other interested community representatives representing the various grade levels and/or buildings in School District U-46. Members on a committee should be distributed in a manner that ensures equitable representation of all staff that is reflective of the diverse U-46 student community. Such a committee may either be a standing committee or may be convened when a need arises.

A curriculum committee should establish appropriate guidelines for operation. Such guidelines may include the following:

1. How committee members are selected.
2. What terms members serve.
3. Who serves as chairperson(s).
4. How often the committee meets.
5. The voting procedures that are followed.
6. How members communicate committee actions and recommendations.

The purposes and functions of a curriculum committee are as follows:

1. To engage in planning aimed at the continuous improvement of the program of curriculum and instruction.
 - a. To evaluate the present program.
 - b. To identify problems relating to curriculum development.
 - c. To stimulate and conduct studies and research.
 - d. To assist in providing consultant help when needed.
 - e. To make recommendations based on the results of study and research.
2. To provide a means of communication among faculty members on matters relating to curriculum and instruction.
3. To serve as a representative group for preliminary screening of projects and proposals of individuals or groups and to seek general support for accepted proposals or projects.
4. To provide a means of coordinating programs of curriculum and instruction.
5. To study and make recommendations on changes in curriculum or instruction before they are instituted.

6. To present such recommendations to the Instructional Council.

Task Force Committees

The Instructional Council may establish special Task Force committees when necessary. Such committees are established for the purpose of carrying out particular tasks, which can vary from researching, organizing or revising operational procedures established by the Council, to recommending new priorities or areas of study. Members of these task force committees are appointed by the Full Instructional Council, Steering Committee, and/or the Chair of Instructional Council. Committees and task forces report their recommendations to the Instructional Council.

As recommended by the June, 1990 Committee to Study Needs, Programs and Services for At-Risk Students, committees should be structured to include representation of the district's diverse U-46 student community.

Minority Reports

Minority and/or dissenting opinions on items to be considered by the Council are to be presented to the appropriate task force. It is the responsibility of the task force to make these opinions known to the Steering Committee when presenting a proposal. Those having a minority and/or dissenting opinion may submit a written report to the Steering Committee if they feel this step is warranted. Task forces may recommend that particular dissenting views be presented directly to the Council when appropriate. The Council itself may exercise the option of calling for particular dissenting viewpoints if appropriate.

PROCEDURES FOR CURRICULUM DEVELOPMENT AND SELECTION OF INSTRUCTIONAL MATERIALS

INTRODUCTION

Curriculum development is a process, which begins with the consideration of student learning outcomes. Instructional materials are a means to assist students in mastering state and district standards and outcomes through the district curriculum frameworks. Proposals are to be driven by these learning standards. Curriculum proposals are submitted to Instructional Council for processing, and, if approved, sent to the Superintendent for his/her consideration for action by the Board of Education.

Readiness to consider a proposal to Instructional Council is determined by any combination of indicators. The following list of indicators is not exhaustive, but is rather a guide for anyone preparing to submit a proposal for adoption or revision of curriculum or materials.

READINESS INDICATORS:

- Changes required by law
- Outdated Materials
- Achievement Results
- Changing Demographics
- Professional Growth Experiences
- Improvement Process
- Parent Concerns
- Revision of Standards or Mandates
- Student Needs, Interest or Expectation
- Career Needs
- Shift in Research Evidence
- Shift in Instructional Tools
- Changes in Educational Structures
- Misalignment of Curriculum and Instruction with the Larger Community

GUIDING CONSIDERATIONS FOR ALL PROPOSALS

1. A needs assessment has been completed of the current condition.
2. Planning for the proposal has occurred.
3. The proposal is submitted in a format that meets the needs of the request.
4. An evaluation plan is developed.
5. An implementation and evaluation timeline is established.

CURRICULUM DEVELOPMENT PROCESS

The development of curriculum involves many kinds of decisions, and needs to be approached in a systematic fashion, proceeding through a series of sequential steps. Student learning outcomes must be the focus of the process. The need to merely identify new materials is not enough. The curriculum process includes:

Convene a writing committee

The coordinator or director convenes a writing committee. Information on committee work should be shared among the Teaching & Learning staff to keep everyone informed of what is taking place in curriculum preK-12. A “Call to Committee” form is issued by the coordinator/director and publicized by posting the form online, sending to administrators to share with staff, and by email. This process opens the committee to all interested district educators and ensures they have the necessary information before applying. Representation should be considered carefully as the committee is developed. All schools that will be using the curriculum should have the opportunity for representation, along with special education, ELL and gifted to ensure a broad perspective.

During the writing process committee members participate in the professional development that was put in place in the planning stage. Their task is to evaluate the current curriculum identifying strengths and weaknesses, and determine “essential skills/concepts” or topics that must be covered in a specific course. Their work is based on current research, standards, student data, teacher feedback, additional relevant materials and teacher/principal expertise.

Development

Using common U-46 template components as the basis of their work, the committee develops a curriculum that is aligned along grade levels and articulated across content areas. The common template components ensures each curriculum developed follows a similar format, contains the same components, and is designed to meet the needs of U-46 educators and their students in each content area. Aligned standards, essential skills, pacing guide, vocabulary (content and essential vocabulary), teacher resources, assessments and student activities are built into the curriculum when it is completed. Each template will also contain an umbrella statement discussing essential understandings and questions to shape the development of the curriculum. Common assessments should be developed, professional development and resources identified.

When a committee has completed their proposal, the materials are taken to groups for feedback and then reviewed by Instructional Cabinet for approval to move forward to Instructional Council.

Presentation to Instructional Council – The finished proposal is presented to the Steering Committee for possible inclusion on the Instructional Council agenda. The Instructional Council reviews the proposal and makes a recommendation to the Superintendent/CEO.

Presentation to the Board of Education - The Board of Education reviews the recommendation and considers the proposal for adoption. If adopted, the curriculum/instructional materials become part of the district’s program; extent of implementation subject to the availability of

funds.

Provide Data of Program Effectiveness at Instructional Council's Request – The Instructional Council will review information on the effectiveness of the program implementation as per review schedule developed by Instructional Council.

GUIDELINES FOR CHANGES IN CURRICULUM AND MATERIALS

Curriculum Changes

In order to have a curriculum which consistently and effectively meets the needs of students and district and state learning outcomes, it is imperative that course offerings within the curriculum be carefully reviewed and changed as needs arise. Recommendations to change, add, or drop a course must include the following:

1. Facilitation by the subject area Coordinator and development by a curriculum committee which includes teachers and administrators from the affected building(s), subject areas, grade levels, the Director or Coordinator of the respective academic area, and other stakeholders if appropriate. Articulation between grade levels should be included in the curriculum process.
2. If there are substantial changes in the content of the course or program, or if a new course is to be added or deleted, a proposal for the change will be submitted to Instructional Council (see section 4 below). The proposal will be submitted to the Chair of Instructional Council for presentation to the Instructional Council Steering Committee.
3. Following placement on the Instructional Council agenda and recommendation for approval by the Instructional Council, the proposal will be submitted to the Superintendent/CEO. The proposal must then be approved by the Board of Education before it can be offered for the following year.
4. The committee study should include the following considerations and processes:
 - a. Rationale for change should include a needs assessment and clear indication for how student learning outcomes are affected by this proposal.
 - b. Development of new title and description
 - c. Development of modified objectives, course outline, and content
 - d. Decision on grade level, prerequisites of course/program
 - e. Implementation schedule for course/program
 - f. Description of how course/program would fit into the total curriculum; affect similar course and areas; affect other grade levels and/or subject areas, updates to report card/reporting strands
 - g. Consideration of textbooks, technologies, other instructional materials, or special equipment required, including a realistic cost estimate of instructional materials and equipment (digital media and other non-print as well as print materials). If needed, cost estimates should be reviewed and verified by the program Coordinator and Director of Information Services and/or the District Technology Oversight Committee.

- h. Consideration of staff requirements including need for additional staff, need for reallocation of present staff, need for in-service/training, and need for teacher release time.
- i. Needs for additional space, facilities and equipment; other costs of implementing the course and consideration of sources of necessary funds.
- j. Plans for evaluating the course/program.
- k. Consideration of appropriate changes, additions, and/or deletions in the student report card which would reflect the changes in curriculum.

Materials Changes

The selection of appropriate instructional materials is a complex and time-consuming process. In preparing recommendations for materials for adoption, the committee must include representation from all schools at the level affected, or should provide some means for all such schools to participate in the process for recommendation.

In order to select the best materials available, the following guidelines should be used:

1. Instructional materials adopted by the Board of Education need to be available in every school included in the proposal for the designated courses or grade level. In developing recommendations to be presented to the Instructional Council, the committee study should include the following considerations.
 - a. The relationship of the instructional materials to Standards, the District's Strategic Plan
 - b. Reading level of the materials.
 - c. The appropriateness of the content of the materials for grade level and subject area.
 - d. The specific instructional needs and purposes of the materials to be used and how well the materials meet those needs.
 - e. The responsiveness of the materials to the needs of a diverse student population, and the treatment of various ethnic and cultural groups within the materials.
 - f. Are the materials multi-presentational (visual, auditory, tactile etc.) in nature? If they are not, what adaptations will need to be made, i.e. recordings for the auditory learner, larger type for the visually impaired, preferential seating for the child with impulsivity difficulties?
 - g. Do the materials develop problem solving-thinking skills required for independent learning?
 - h. Adaptations and adjustments for children with disabilities, and whether the materials serve the learning needs of students with IEPs.
 - i. The ways in which students who are Emergent Bilingual can effectively access the materials.
 - j. Do the materials deal with any sensitive issues which may require special consideration? Can the materials be adjusted to serve the cognitively impaired? Can peer tutoring be used to help these students? Is a classroom assistant needed for directing the child through the work? Do the materials include a classroom behavior management plan for students having emotional or behavioral disabilities?

2. Learner Verification
 - a. What has the publisher done to verify the materials?
 - b. How effective are the materials in the opinion of other schools, individuals, reviewers, and pilot teachers if the materials were piloted?
3. Cost/Benefit analysis of the materials.

COMPONENTS OF AN INSTRUCTIONAL MATERIALS OR CURRICULUM PROPOSAL

The focus of the curriculum process is student learning. Proposals for instructional materials or curriculum changes should be sent to the Director for Curriculum and Instruction. Proposals to be considered by the Instructional Council must include the following components:

1. The subject, learning outcomes, course, grade level, or unit of study for which the materials are intended or where the curriculum will be changed; description of course goals and/or objectives and relationship to other courses/programs; scope and sequence (if appropriate).
2. Rationale - justification of need for the materials or curricular change and explanation of how that need was determined. Refer to the status of previously adopted courses or materials in relationship to the need for change. Include specific results of the needs assessment which reflect the views of staff members who will be affected by the proposed adoption. If formal needs assessment was completed, include copy. Identify student learning objectives.
3. Description of the procedures followed in the development or selection process including the following:
 - Members of the selection committee
 - Description of the procedures and timelines followed by the selection committee
 - Description of how all appropriate stakeholders had an opportunity to be involved and participated in the process and of how they took advantage of the opportunity.
Describe the vote of committee.
4. Description of recommendation for course/program change (if applicable)
 - Name of new course, course being changed, or course being dropped
 - Any additional rationale needed to support your statement under #2
 - List of new or revised objectives, course outline, and content, or of existing course if the desired action is to drop a course
 - Discussion of grade level effected, prerequisites, and the way the course fits into K-12 articulated scope and sequence and/or the district Curriculum
 - How change supports goals for students and the objectives and philosophy of the discipline (include citations if appropriate)
 - Statement of additional support needed (textbooks, staff, ancillary materials, textbooks, equipment, space, etc.); these needs should be explained further in the following sections.

5. Description of the recommended materials (if applicable):
 - Name, publisher, and copyright of material
 - Narrative description of the materials recommended and justification of choice
 - How materials support the specific goals and objectives of the curriculum
 - How materials support the District's goals for students
 - Appropriateness for intended grade level and reading level
 - Freedom from gender, ethnic, and cultural bias and stereotyping
 - Appropriateness for special populations, including Emergent Bilingual
 - Description of how the materials could be adapted or utilized to meet the needs of high incidence special education children
 - Results of consideration of higher order thinking skills

6. Description of requested ancillary materials:
 - Justification of request for component in addition to the basic request
 - Justification of need in response to goal for students
 - Review of possible need for additional services and materials (hardware, films, tapes, DVDs, computer software, media, support staff, duplicated materials, etc.)

7. Recommendations for implementation:
 - Description of when and how the curricular change or new materials would be implemented
 - Recommendation regarding the professional development necessary for effective use of the new materials or curriculum

8. Cost
 - Estimated cost of implementation Textbooks
 - Supplementary Materials
 - Technology, including hardware, software, and Internet licenses
 - Additional Media
 - Teacher release time for training, including workshops and In-service
 - Other costs
 - Estimated annual cost of consumable portions of text/materials/other adoption

9. Evaluation
 - Plans for the evaluation of the change after adoption, including a schedule for review of results by Instructional Council (scheduled date for reporting on the implementation to the Instructional Council).

10. Other
 - Support information which would strengthen the proposal

11. Appendix

The above format should serve as a guide and should be considered as a minimum for inclusion in each proposal.

All proposals must be submitted a reasonable time prior to the scheduled meeting of the Instructional Council Steering Committee to allow steering committee members time to examine the proposals. At the time of the Steering Committee meeting, the presenter should be available to respond to questions and receive suggestions concerning the proposal. It is the responsibility of the Steering Committee to determine whether proposals meet the adopted procedures in this document. Proposals are presented to the full Instructional Council twice, once for an initial presentation and once for action.

Samples of all recommended materials must accompany the initial presentation to the Instructional Council and Board of Education presentation.

After final action by the Instructional Council, the proposal will be forwarded to the Superintendent for consideration for presentation to the Board of Education. Copies of the proposal should be prepared for the Board of Education packet by the end of the work day on the Wednesday prior to the Board meeting. For Board of Education presentations, a face sheet providing a summary of the proposal is required.

PROCEDURE FOR THE ESTABLISHMENT OF A PILOT OF A PROGRAM OR INSTRUCTIONAL MATERIALS

A pilot program is defined as an experimental program that represents an obvious or major change in curriculum. It may also include a trial period on a limited scale for the evaluation of new instructional materials which will later require approval by the Board of Education. A pilot activity is one which has not been previously implemented in the district. Pilot programs must offer a potential for integration into the instructional program of the district.

Staff members involved in developing a pilot program or a pilot of instructional materials, and technologies, including teachers, division chairs, subject area coordinators, and/or building principals, should prepare a written proposal to be submitted to the Chair of the Instructional Council with electronic access for all Council members. The written proposal should follow the regular proposal format outlined above and at the minimum include the following information:

1. A description of purpose, including the specific objective of the pilot program or the course/curriculum for which the materials are intended.
2. Rationale for conducting the pilot.
3. A description of the procedures to be followed in establishing the pilot, including involvement of all stakeholders in decisions, and communication to all parents with students involved in the pilot.
4. A breakdown of costs for the pilot program including staff, equipment, materials, release time, and in-service which are unique to the pilot program.
5. The length of time the pilot will need to be operational, including the beginning and ending dates. (Any proposal requiring more than one year's time should include the justification for the extended time period.)
6. The methods of objective and subjective evaluation which will be used to determine the effectiveness of the pilot program or materials. This should include a design model of the evaluation procedures, along with instruments to be used.
7. A discussion of the feasibility of implementing the program or materials as a part of the district instructional program, taking into consideration such factors as:
 - a. Relationship of the pilot program to the scope and sequence of the present curriculum for pilot program.
 - b. Instructional equipment and materials (including technologies) that will be needed for the pilot program.
 - c. Additional staff needed for pilot program.
 - d. Professional development required in order to pilot program.
 - e. Space requirements and availability for pilot program.
 - f. Implications for other schools in the district (e.g., scheduling, facilities) of pilot program

and communication with those schools.

g. Implications of meeting the needs of a diverse population

Status reports of the pilot program should be made to the Council as requested. A final written report and recommendation will be made at the conclusion of the pilot program. This recommendation should follow the format for course or instructional materials proposals.

SUBMISSION OF A MINORITY REPORT

During the committee process, every effort should be made to reach consensus. However, the recommendation may not have been unanimously supported and there may be strong support for a different decision or position. If persons holding a minority view feel the need to present their position further, they will be informed by the committee chair that the following steps must be followed in order to submit a minority report:

- Members of the committee or other staff members affected by a particular issue may request an opportunity to present their views to the Instructional Council Steering Committee. This request should be made by contacting the Chair of Instructional Council no later than one week before the Steering Committee meeting at which the action of the item will be discussed. To prepare for this presentation, the person(s) holding the minority viewpoint should develop a formal written document including the following information:
 - a. Name and building of person(s) filing the report
 - b. Date
 - c. Name of committee proposal to which the minority report is being filed
 - d. Description of committee process and the person (s') involvement in it
 - e. Description of nature of the minority view and support that exists for the viewpoint
 - f. An Alternative decision
- After considering the minority report, the Steering Committee will decide whether or not to include the minority viewpoint(s) on the agenda along with the majority viewpoint. The persons preparing the minority report may be invited to attend the meeting of the Steering Committee or full Council.
- After either of the above, the Instructional Council has the right to table discussion pending further study. If discussion is tabled, the Council should instruct the study committee as to what further information the Council needs in order to continue the process.

**ADDENDUM
OF
ADDITIONAL PROCEDURES**

Review of High School Courses for Honors Designation

Existing courses designated as honors or those honors courses being submitted for approval should be examined in a number of ways to determine how they differ from the regular curriculum.

Following a district-wide committee process such as outlined on the previous section, a proposal for designation of a course as honors should be developed and approved by Instructional Council and forwarded to the Superintendent/CEO for consideration by the Board of Education.

The following considerations should be addressed during the committee study process and the proposal should include the results of the study as well as any additional areas indicated by the specific discipline or course.

Considerations

- a. The objectives, student expectations, outline, etc., the “regular” course (if applicable).
- b. A study of how the honors course will differ from the regular course. (note adopted philosophy statement for honors classes outline below) Include, as appropriate, the following:
 - Course objectives
 - Course outline
 - Student expectations
 - Teacher strategies
 - Learning activities
 - Other
 - General Structure
 - Pacing
 - Depth
 - Technology Requirements
 - Evaluation Methodology

(If the proposed course does not parallel a regular course, respond to the above items for the proposed course only.)

Philosophy Statement – Honors Courses

“An Honors Course is an opportunity for selected students to study a discipline or an area of learning in an environment that has higher expectations, values scholarship, and emphasizes complex thinking skills. Differing in breadth and/or depth, an honors course extends the established district curriculum to challenge the most academically competent students. Academic incentives will be structured to encourage students to undertake this challenge.” (Approved by the U-46 Board of Education, June, 1989)

- c. Consideration of instructional materials needed for the course. If new material is being recommended for adoption, follow Guidelines for Change in Instructional Materials, Instructional Council Manual, p. 27.
- d. Study of student selection process with clear definition of criteria for placement and prerequisites.
- e. Implications for staffing including teacher availability and staff development needs.

- f. Implications for facilities, scheduling, and equipment and effect upon other courses and areas.
- g. Evaluation plans.
- h. The requirements for Honor designation within a regular course shall be the same as stated in letters a – g above and must be proposed to and acted on by the full Instructional Council.

SUPPLEMENTARY MATERIALS

Supplementary materials are defined as: materials used to refer to content that is more background oriented, having more to do with back story, or non-identified aspects of a content standard. If what you are proposing to bring in the classroom, if it's not a content standard it's supplementary.

Board of Education Philosophy for use of Supplementary Materials in the Classroom
 Consistent with past and present practice, the U-46 Board of Education does not wish to impose censorship upon those responsible for the development, selection and use of supplementary classroom materials. It is believed that such censorship inhibits creative and effective instruction of students. At the same time, the Board of Education calls upon those who serve at all levels of District operations to exhibit a consistent high regard for common decency, propriety and good judgment. It is believed that this sensitivity, applied specifically to the selection and use of supplementary materials, is expected and appreciated by our communities, particularly parents of students.

The guidelines that relate to supplementary materials are intended to insure the balance between two valued commitments supported by the Board: creative/effective teaching and accountability to the public.”

(Adopted Board of Education May 21, 1990)

Selection and Review of Supplementary Materials for Classroom Use

As noted previously, teachers are encouraged to utilize carefully chosen supplementary material to enhance and enrich the curriculum, support the adopted texts and meet the needs of the students in their classroom. When considering the use of any supplementary materials for use in the classroom, these questions must be addressed by teachers.

1. What is my specific purpose in using this supplementary material?
2. How does this supplementary material relate to the topic studied?
3. How does this material relate to the District goals? If yes, where?
4. Is this the best supplementary material available?
5. Is the content aligned to the grade level standards?
6. Does the material contain stereotyping?
7. Are all diverse populations treated fairly?
8. Does the material require any special guidance before and/or after the presentation because of emotional content or difficulty of material?

9. Does use of the material follow the copyright guidelines and restrictions?
10. Are there any additional reasons why the material should go through further review?

Additional Review of Supplementary Materials

If further review of materials is needed, those to be included in the process would be teachers either within or outside of the department/grade level and the teacher's immediate supervisor. Based on the recommendation(s) of the group, the teacher will decide if the material is to be used and if it is appropriate to notify parents. Following is a description of the notification process to be used.

Notification Process

1. Students should be notified as to the topic of the presentation and the reason for parent notification prior to use of the material in the classroom. Students should also be informed of the school district policy which permits a student to be excused from participation without a grade penalty. The student may be required by the teacher to complete alternative course work related to the instructional objectives addressed in/by the supplementary material.
2. Communication with parents is required prior to the use of supplemental materials (ex: email, letter home, newsletter, phone call, etc.). Student's home language should be considered as much as possible in all communications. The communication must include but is not limited to, the subject matter, presentation format, and/or correlation to instructional objectives. Parents should be informed of opportunities and procedures of previewing materials. Parent(s)/guardian(s) may exclude his/her/their student(s) from that portion of a class which contains the sensitive material. The teacher must request a returned statement from the parent indicating that the student(s) will or will not be included during the presentation. If no such statement is returned, the teacher shall assume that permission is denied.

Information to be included in the Parent Letter

Paragraph 1: Overview of the purpose and topic of the supplementary materials as it related to the unit of study. Include any other pertinent background material that will make clear the reason why this particular material was chosen and is appropriate.

Paragraph 2: Explanation of the district policy which offers the option for a parent to exclude his/her son/daughter from the presentation without penalty. Also include whether or not the student will be expected to do alternate or equivalent work.

Paragraph 3: Explanation of why parent is being notified of the use of this material and opportunities and procedures for preview.

Paragraph 4: Inclusion of a statement clearly communicating how the parent should notify the teacher. A suggested method is to provide a tear-off sheet at the bottom of the communicate that includes the statement, “My son/daughter _____ does/does not have my permission to (view, listen, read, etc.).” Re-emphasize the dates of the presentation and a due date for the return of the permission slip with a parent signature. If no such statement is returned, the teacher shall assume that permission is denied.

PROCEDURES FOR RECONSIDERATION OF MATERIALS

If any objection is made regarding the appropriateness of any of the instructional materials in a school library or for classroom use, the following procedures will be observed:

1. The person who first received the complaint should listen but not be drawn into an argument about 1) the selection process, 2) defense of the materials, and/or 3) those who use the materials. The complainant should have a chance to be heard and to hear an explanation of how the material fits into the educational program. This might include dialogue with teachers, librarians, and/or appropriate administrators. (The complainant should be offered a copy of “Procedures for Reconsideration of Materials”).
2. If the complainant is a parent asking that the material be withheld from his/her child, it will be withheld. An appropriate alternative assignment or selection shall be considered for that student; no penalty will be incurred. In no case will the material be withdrawn prior to committee action.
3. If not satisfied by an explanation of the instructional purpose of the material, the complainant should complete the form “District Resident or Employee or Tax Payer Request for Reconsideration of Classroom or Library Material” (available on Page 31 or the office of the Executive Director for Educational Programs and Accountability).

Before professional staff members can consider the complaint, they must know the specific nature and the extent of the objection. Such information is necessary for a rational and objective review of the complaint. There can be no further consideration of the complaint unless the appropriate procedures are observed.

When a completed “Request for Reconsideration” form is received, a copy should be forwarded to the Assistant Superintendent of Teaching and Learning, the Superintendent, and the library or department involved.

4. Following receipt of a completed form, a committee will be formed. If the objection is directed toward district-wide adopted material or library material, a district-wide committee will be appointed by the Director of Curriculum and Instruction, with representation from the school of origin. If the objection is limited to classroom supplementary material in an individual school, the principal will appoint the committee.
 - a. When the objection is to classroom supplementary material, the committee will be

comprised of the following:

1. Building Administrator from the school of the origin of the request.
2. Building Librarian or Paraprofessional from the school of the origin of the request.
3. Three faculty members from the school of the origin of the request.
4. The appropriate curriculum coordinator and/or Superintendent or his/her designee.
5. One parent selected from the current membership of CAC or if no one is available, one of the lay members of Instructional Council, or a parent at large.

It is recommended that the committee be comprised of an odd number of people to avoid a split vote.

The meeting to discuss the objections stated in the Request for Reconsideration will be an open meeting. A notice of the meeting will be posted prior to the meeting. District employees or residents or tax payers may submit written input about the materials under consideration to the committee and may attend the committee meeting as observers. There will be a reasonable time period scheduled for comments from observers. Each observer's comments will be limited to three minutes and will address the material being reconsidered.

b. The committee considering classroom supplementary material will proceed as follows:

1. The chairperson will be the Superintendent's designee.
2. Each member will read, view, or listen to the material.
3. The material will be discussed in view of the written objection and in view of the needs, also in written form, of the users (teachers and students). Appropriate parties may be invited at the request of the committee to provide written statements.
4. The committee will reach a recommendation decision by majority vote

c. The complainant will be informed of the committee's decision in writing within three school days.

d. The decision may be appealed in written form within ten school days of the committee's decision by district employees or residents or taxpayers to a district wide committee.

5. If a committee recommendation is appealed or if an objection is directed toward district-wide adopted material or library material the Superintendent's designee will form a district-wide committee with representation from the school of origin of the request.

a. The committee will be comprised of the following:

1. Superintendent's designee.
2. Administrator
3. Two librarians (if elementary materials are being considered, one librarian and one paraprofessional)
4. Three faculty members
5. Two parents selected from the current membership of CAC or if no one is available, two of the lay members of Instructional Council, or two parents at large.

The meeting to discuss an appeal of a recommendation for classroom supplementary material or an objection stated in a Request for Reconsideration of district adopted or library materials will be an open meeting. A notice of the meeting will be posted prior to the meeting. District employees or residents or tax payers may submit written input about the materials under

consideration to the committee and may attend the committee meeting as observers. There will be a reasonable time period scheduled for comments from observers. Each observer's comments will be limited to three minutes and will address the material being reconsidered.

b. The committee will proceed as follows:

1. The chairperson will be the Superintendent's designee.
2. Each member will read, view, or listen to the material.
3. The material will be discussed in view of the written objection and in view of the needs, also in written form, of the users (teachers and students), and in view of the American Library Association Bill of Rights to which the District subscribes.
4. Appropriate parties may be invited at the request of the committee to provide written statements.
5. The committee will reach a recommendation decision by majority vote. The chairperson will notify the Superintendent of the committee's recommendation.

c. The complainant will be informed of the committee's decision in writing within three working days.

d. The committee decision may be appealed in written form within ten days of the committee's decision by district employees or residents or tax payers to the Board of Education.

6. The Superintendent will notify the complainant, in writing, of the committee's recommendation, rationale, and the disposition of the complaint.

7. A district file of all completed complaint forms, committee membership, and committee action should be maintained in the office of the Director of Curriculum and Instruction.

8. Materials that have been through the reconsideration process may be reconsidered two years after the date of the final decision.

(Adopted Board of Education May 19, 1997)

Guidelines for Access to Resources and Services in the School Library Media Programs

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library media program, the principles of the LIBRARY BILL OF RIGHTS (page 30) apply equally to all libraries, including school library media programs. In order to have access to materials, selection of school library media materials will follow the interpretation for school libraries set forth by the American Library Association:

1. School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and

- sustain an atmosphere of free inquiry.
2. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively.
 3. School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support the curriculum and are consistent with the philosophy, goals, and objectives of the school district.
 4. Resources in school library media collections represent diverse points of view and current as well as historic issues.
 5. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

The review of resources about which concerns have been raised may be implemented through following the district policy for Guidelines for Selection and Review of Supplementary Instructional Materials for Classroom Use. The policy provides a timely and fair hearing and assures that procedures are applied equally to all expressions of concern.

LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

**DISTRICT RESIDENT OR EMPLOYEE OR TAXPAYER REQUEST FOR
RECONSIDERATION OF CLASSROOM OR LIBRARY MATERIALS**

Describe material you would like reconsidered: (i.e., textbook, media, DVD) _____

Title: _____

Author: _____

Publisher or Distributor (if known): _____

Request initiated by: _____

Address: _____ Telephone: _____

City: _____ State: _____ Zip Code: _____

Request Represents: _____

District Resident, Employee or Taxpayer

Organization Name: _____

1. Have you read, viewed, or listened to the entire work? _____

What parts? _____

2. To what in the material do you object? (Please be specific, cite pages or sections)

3. What good or valuable features do you find in the material?

4. What do you believe is the theme of this work?

5. What do you feel might be the result of reading, viewing or hearing this material?

6. Have you read, heard, or viewed any review of this material? _____

Please specify: _____

7. Do you think this material would be more appropriate for a different age group?

_____ Please explain:

8. What would you like your library/school to do about this material?

Do not assign/lend it to my child

Send it back to a staff committee for re-evaluation

Reinstate

Other disposition: _____

9. In its place, can you recommend other material that would convey as valuable a picture and perspective of the subject treated? _____

Date: _____

Signature: _____