

*Curriculum
and
Assessment*

APPENDIX



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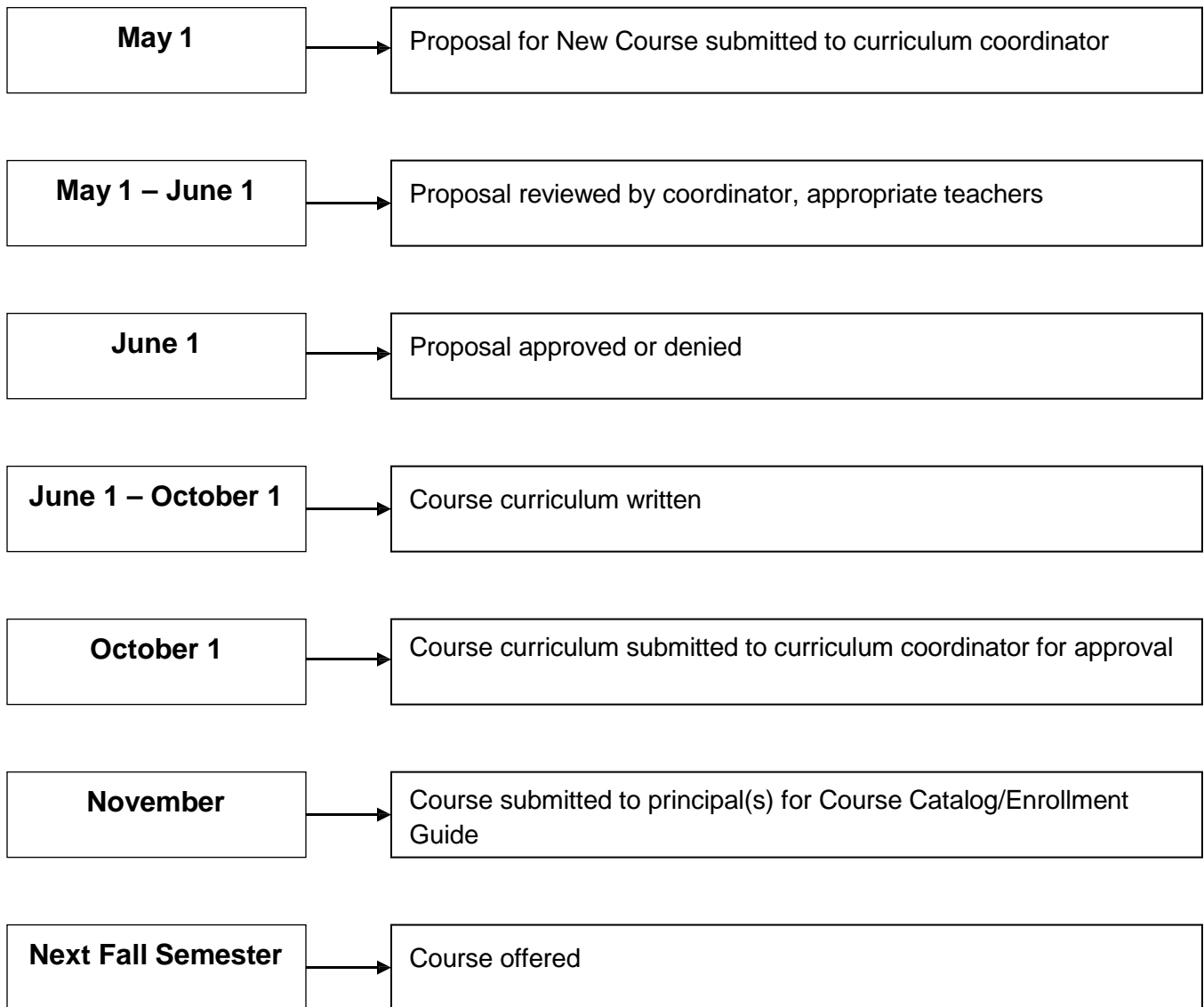
Proposal to Add New Course Not Included in Curriculum Revision

Due May 1 for Course Offering a Year from the Upcoming Fall Semester

The District's High School Course Catalogue includes course descriptions as approved by the Board of Education through its curriculum approval process. A proposal to add a new course not included in the District's curriculum revision process must adhere to the following process guidelines.

- Proposal for any new course, not included in Curriculum Revision, should be submitted to the curriculum coordinator by **May 1** of the year prior to submitting to Course Description Book. (see [page 5](#) for proposal form)
- The coordinator, along with appropriate teacher(s), will review the proposal and communicate approval or denial by **June 1**.
- Course curriculum should be written and submitted for approval by **October 1**.
 - Curriculum documents should contain the 5 essential components as well as a course description:
 - Clear and specific measurable learning objectives (also MLOs)
 - Assessments that includes classroom, interim, and summative assessments keyed to each objective appropriate for both formative (FOR learning) and summative (OF learning) purposes, including exemplars of student mastery
 - Delineation of prerequisite essential skills, knowledge required prior to taking the course
 - Instructional tools and resources
 - Instructional approaches for classroom use such as model lessons and instructional strategies

Timeline for Proposal to Add New Course Not Included in Curriculum Revision



Proposal to Add New Course Not Included in Curriculum Review: Checklist

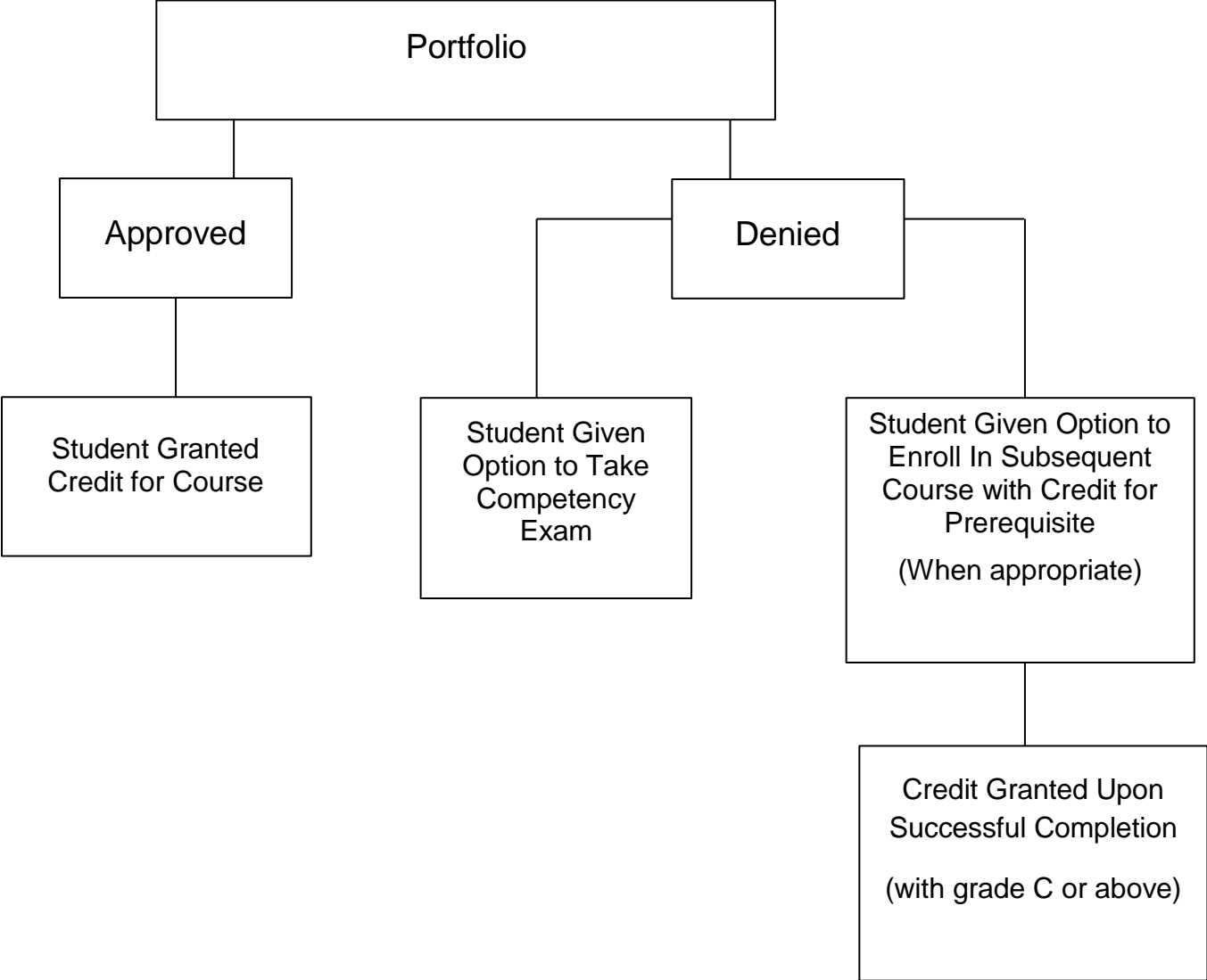
(Due May 1 for Course Offering a Year from the Upcoming Fall Semester)

1. Course Name	
2. Rationale for Need for Course including a brief review of the Research or Model that substantiates efficacy of the course.	Please Attach
3. Type of Credit	
4. Amount of Credit	
5. Length of Course	
6. Student Population Course will Serve	
7. Prerequisite(s) for New Course	
8. Course(s) New Course Would Replace	
9. Briefly outline how new course will fit with current curriculum	
10. Budget Implications: <ul style="list-style-type: none"> ▪ Texts ▪ Materials 	Please Attach
11. What will be the impact on existing courses?	Please Attach
12. Please Attach a Curriculum Outline for the Proposed Course. Include: <ul style="list-style-type: none"> a. <u>Clear and specific measurable learning objectives</u> (also MLOs) b. <u>Assessments</u> that includes classroom, interim, and summative assessments keyed to each objective appropriate for both formative (FOR learning) and summative (OF learning) purposes, including exemplars of student mastery c. Delineation of <u>prerequisite essential skills, knowledge</u> required prior to taking the course d. <u>Instructional tools and resources</u> e. <u>Instructional approaches for classroom use</u> such as model lessons and instructional strategies 	Please Attach

Date

Applicant's Signature

Process for Granting Home School Credit



Structure for Granting Credit for Home Schooling Portfolios

For Portfolios that are for credit for specific courses (e.g. Algebra 2, World History):

Compare portfolio to the major objectives or big ideas for specific course. If the specific course has 7 major objectives and the portfolio demonstrates appropriate work towards 5 or more of the objectives, then credit should be granted. The key is not in the particular number of objectives covered; rather that 70% of topics are clearly addressed. Evidence of the coverage would not necessarily match all of the CPS sub-objectives; however it should demonstrate student's understanding of the essential components.

Process:

For each course the coordinators will develop a checklist showing the major objectives for the course ([see page 5](#)). This checklist will indicate how well the portfolio addresses each of these objectives as well as space for additional comments. This form may be completed by the building chairperson, building designate, or district coordinator and then sent to parents, guidance, and building principal. Subsequent steps will follow graphic ([see page 6](#)).

[Note: The major objectives, big ideas, or essential elements should be clearly identified in Course materials that will be provided on the website as they are developed and refined as indicated by the Curriculum department's timeline.]

Checklist for Granting Credit for Home Schooling Portfolios

Course under consideration: Course Title Goes Here

Portfolio Demonstrates Objective	Portfolio <u>does not</u> Demonstrate Objective	Objective, Big Idea, or Essential Element
		Objective 1
		Objective 2
		Objective 3
		Objective 4
		Objective 5 (Copy this row to indicate additional objectives)

To receive credit, portfolio must demonstrate at least 70% of Objectives, Big Ideas or Essential Elements

Chart to Track State Requirements for Home School Credit

Submitted				ate Requirements
Yes	No	Yes	No	s
Yes	No	Yes	No	Log of Hours S
Yes	No	Yes	No	Student Progre

Instructional Resources and Supplementary Materials Discarding Procedures

Instructional resources and library materials which are no longer in use because they are worn out, outdated, or fail to meet curricular needs should be discarded. The disposal costs for a large quantity of used textbooks can be significant. To maximize resource efficiency reuse/reallocation options should be explored first. Increasingly, as textbooks are phased out and digital or online instructional resources are adopted, this will be less relevant.

Definition

Textbooks (e.g. textbooks, anthologies, trade books, software) are used by students as a standard work for a particular course of study or subject area.

Supplementary materials complete, reinforce, or extend the curriculum.

Library materials (e.g. books, digital media, software) are used by students as a standard work for a particular course of study or subject area.

Procedures

The following procedures should be followed when discarding textbooks and supplementary materials:

1. Teachers should complete a Textbook Disposal Form.
2. Completed copies of the Textbook Disposal Form should be sent to the district coordinator for approval.
3. A completed copy of the Textbook Disposal Form should be given to the building media specialist.
4. The district coordinator determines if the textbooks or supplementary materials are needed in other schools.

Retaining textbooks or supplementary materials:

- a. The district coordinator will inform the teacher where to ship textbooks or supplementary materials if they are needed in other buildings.
- b. Teachers will coordinate with media specialist to ensure materials are stamped “withdrawn” and removed from inventory.
- c. Materials need to be boxed, labeled with school location, and delivered to the office.
- d. School couriers will transport boxed materials to new school location.
- e. Teachers requesting to retain materials for project based learning assignments should inform district coordinator prior to assignment.
- f. District coordinators will inform Instructional Technology of project and contact person.

Discarding textbooks or supplementary materials:

- a. The district coordinator will send a copy of the Textbook Disposal Form to the Instructional Technology Department.
- b. The Instructional Technology Department informs building media specialist of impending discards.
- c. Teacher/Student delivers textbooks to media center.
- d. The media specialist stamps materials “withdrawn” and removes from inventory.
- e. The media specialist will arrange for removal of discarded materials.

- f. Discarded materials should be delivered to media center no later than the last day of school.

Textbook Disposal Form

School _____ Teacher/Room # _____
Discard Date _____

Title	Publication Date	ISBN Number	Number of Books

District Coordinator Approval

Date

Selection and Reconsideration of Materials for Instructional Media Centers / School Libraries

The Columbia Public School District will obtain materials for the district's media centers and libraries that are current, address the curriculum needs of the district's instructors, and provide the learning resources for the selection and reconsideration of materials for the district's media centers and school libraries. District librarians, teachers and administrators are responsible for the selection and reconsideration of materials for the district's media centers and school libraries in accordance with district policy.

Objectives for the Selection of Library Materials

Library materials will be selected in accordance with the following objectives:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
3. Provide background information that will enable students to make intelligent judgments in their daily lives.
4. Provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.
5. Provide materials representative of the contributions to the American heritage from the many religious, ethnic and cultural groups.
6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assume a comprehensive collection appropriate for the users of the library.
7. Use existing special criteria for the selection of all kinds of materials such as films, CDs, tapes, and books for all subject areas. The general criteria that may be applied to all acquisitions are as follows:
 - Material should have permanent or timely value
 - Information should be accurate
 - Materials should be presented in a clear manner
 - Material should be authoritative
 - Material should have significance
8. The above criteria will also apply to the acceptance of any gift of materials or to the selection of materials purchased with a monetary gift from an individual or group.

Reconsideration of Library Materials

Library materials will be reconsidered and, if necessary, removed from district media centers and libraries in accordance with the following guidelines:

1. The material is outdated or factually inaccurate
2. A more thorough or more complete resource exists
3. The resource no longer supports the district's curriculum objectives
4. The resource is not used by either staff or students
5. The resources is not recommended by districts librarians, teachers, or materials

Complaints received by the district concerning available materials will be addressed by ***Procedure for Formal Reconsideration of Materials*** ([page 15](#)) and ***Request for Reconsideration of Materials*** ([page 16](#)) in this manual.

From [Board Policy IIAC-R1](#)

Procedure for Formal Reconsideration of Materials

Complaints to staff members regarding the suitability of materials shall be reported to the principal. The principal, after consultation with appropriate personnel or department chairpersons, shall contact the complainant to resolve the complaint informally. The principal may arrange a conference with the complainant and appropriate personnel to discuss the concerns.

If the complainant continues to be concerned about the appropriateness of the materials, he/she may request from the principal a copy of the form "Request for Reconsideration of Materials." Completed forms will be returned to the building principal within ten days after the receipt of the form. Materials being considered may remain in the school until the reconsideration process is completed. Upon request of the parents and guardian making the complaint, access to questioned materials may be restricted from their child (or children).

After receiving a completed objection form, the principal will convene a committee to evaluate the complaint. The committee may consist of the principal, professional personnel, teachers, parents, a subject matter supervisor, coordinator, or department chairperson, and other professional consultants.

The committee, with the principal serving as chairperson, shall meet with the complainant to discuss the material. After this meeting, a written report of the committee's recommendations will be prepared and forwarded to the complainant and to the Chief Academic Officer. If the complaint is upheld, the principal will implement the committee's recommendations.

If the complainant is dissatisfied with the building level decision, he/she may appeal to the Chief Academic Officer who shall review the report, meet the complainant, and render a decision. The Chief Academic Officer shall forward a report to the complainant and to the Superintendent.

If the complainant is dissatisfied with the decision of the Chief Academic Officer, he/she may appeal to the Superintendent who shall review the report, meet the complainant, and render a decision. The Superintendent shall notify the complainant of the decision.

If the complainant is dissatisfied with the decision of the Superintendent, he/she may present a written appeal to the President of the Board of Education. If a hearing is requested, it will be granted by the Board of Education who shall review the complaint, make a decision, and provide a written copy of the decision to the complainant. The decision of the Board of Education will be deemed final.

From [Board Policy IIAC-R1](#)

Request for Reconsideration of Materials

Title _____ Book _____ Periodical _____ Media _____
Other _____

Author _____

Publisher _____

Request initiated by _____

Address _____

City _____ State _____ Zip _____ Telephone _____

Do you represent:

_____ Yourself (name) _____

_____ An Organization (name) _____

_____ Other group (name) _____

1. What is objectionable to you in this material? (Please be specific. Cite pages) _____

2. Did you read or view the entire work? _____ What parts? _____

3. What do you think might be the reaction of a student's reading or viewing the work? _____

4. For what age group would you recommend this work? _____

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

6. What would you like your library/school to do about this work? _____

_____ Do not assign/loan to my child.

_____ Return it to the selection committee/department for re-evaluation.

_____ Other: Explain _____

7. In its place, what work would you recommend that would convey as valuable a picture and perspective of the subject treated?

Signature _____ Date: _____