

# KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7553

Phone (907) 714-8888 Fax (907) 262-9132

[www.kpbsd.k12.ak.us](http://www.kpbsd.k12.ak.us)

## SCHOOL BOARD COMMUNICATION

**Title:** Policy Revisions Worksession

**Date:** April 23, 2012

**Item Number:** Worksession

**Administrator:** Dave Jones, Assistant Superintendent *Dave Jones*  
Sean Dusek, Assistant Superintendent *Sean Dusek*

**Attachments:** BP 5144.1 Suspension and Expulsion. . . . . 2  
BP 6190 Evaluation of Instructional Programs . . . . 3  
AR 6190 Evaluation of Instructional Programs . . . . 4  
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☐ Action Needed ☒ For Discussion ☐ Information ☐ Other: \_\_\_\_\_

## BACKGROUND INFORMATION

The attached policies were reviewed at the April 2, 2012 Board Policy Committee Meeting. These are now scheduled for a worksession on May 7, 2012.

### *BP 5144.1 Suspension and Expulsion*

This policy was also reviewed by the Policy Committee on February 6, 2012, presented to the Board Worksession on March 5 and sent back to the Policy Committee on April 2, 2012 with a request that it be presented in a more positive tone and reference more proactive measures. This policy has now been edited to meet these concerns.

### *BP and AR 6190 Evaluation of Instructional Programs (NEW POLICY AND AR)*

These policies have evolved based on the recommendation of the curriculum audit. It addresses all evaluation of instructional programs.

### *BP and AR 6141.1 Curriculum Development*

Since this policy and AR do not address the evaluation of curriculum, the administration has removed "and evaluation" from the title.

### *BP and AR 6161.1 Selection of Instructional Materials*

Since this policy and AR do not address the evaluation of instructional materials, the administration has removed "and evaluation" from the title. Additionally, changed to make it the Superintendent's call as to whether a Conflict of Interest exists.

## ADMINISTRATIVE RECOMMENDATION

**SUSPENSION AND EXPULSION**

The Board believes an effective school discipline and safety program is necessary to ensure a positive learning environment for all students. The Board encourages high quality, collaboratively developed proactive measures and alternative responses to foster a positive school climate. The ~~School~~ Board recognizes that maintaining an environment which promotes learning and protects the health, safety, and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction. District policies and school site rules shall clearly identify student behavior standards. The Superintendent or Principal may impose suspension when other means ~~of correction fail~~, proactive measures, or alternative responses have failed to bring about proper conduct or for serious misconduct.

*(cf. 5131 - Student Conduct)*

*(cf. 5144 - Discipline)*

The Board may expel a student for severe or prolonged breaches of discipline. Except for single acts of a grave nature, expulsion is usually used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

The Board shall provide for the fair treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent shall specify procedures for notices and appeals.

*(cf. 3515 – School Safety and Security)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process - Individuals with Exceptional Needs)*

*(cf. 6164.3 – Student Mental Health – Medication and Services)*

*(cf. 5040 Parent/Student Handbook)*

*Legal Reference:*

ALASKA STATUTES

14.30.045 Grounds for suspension or denial of admission

14.30.047 Admission or readmission, when cause no longer exists

ALASKA ADMINISTRATIVE CODE

4 AAC 06.060 Suspension or denial of admission

4 AAC 07.010 - 4 AAC 07.900 Student rights and responsibilities

Goss v. Lopez, 419 U.S. 565 (1975)

## **NEW POLICY**

### **Instruction**

BP 6190

### **EVALUATION OF INSTRUCTIONAL PROGRAMS**

The School Board considers comprehensive evaluation of the effectiveness of instructional programs to be of primary importance for continuous improvement and growth in student achievement, and recognize that conducting such evaluation requires appropriation of adequate resources. For the purpose of this policy, instructional program evaluation is defined as the review of program goals, associated curricula, assessment measures, professional development, and District/building implementation. The goal of instructional program evaluation is to improve student achievement and other outcomes through regular review and updating of our curricula and programs.

The specific objectives of the review process are to:

- Promote adherence to the educational mission and goals of the District.
- Assess curricular/program strengths and weaknesses.
- Ascertain the consistency of curricula/programs with state and national standards.
- Maintain awareness of best practices and approaches in the literature and in benchmark districts.
- Provide information for budgeting and other District planning.
- Provide data for public information.
- Provide recommendation.

## **NEW ADMINISTRATIVE REGULATION**

### **Instruction**

AR 6190(a)

## **EVALUATION OF INSTRUCTIONAL PROGRAMS**

### **Components of the Evaluation Process**

Appropriate means for evaluation shall be established and maintained by the Superintendent who shall supervise and be responsible for administering the evaluation process. Elements of this evaluation process must **consider**:

- Alignment with relevant national, state, and professional standards, as well as vertical and horizontal alignment.
- Student achievement records, such as grades, courses taken, student portfolios, and/or other student work (to the extent legally permissible).
- Surveys of parents, staff, and students.
- Comparison to District benchmarks and state assessment data.

Elements of this evaluation may include any or all of the following:

- Focus groups of parents, teachers, and/or students.
- Use of outside services, such as contracted evaluation services.
- Any other data relevant to the curriculum or program under review.

### **Timeline**

Each year, one or two curriculum areas and/or programs in the District shall begin the process of program review. Each spring, the District committee will approve the selection of which and how many programs or curricula are to begin the review process, based on recommendations made by the Superintendent. Evaluation of core academic programs (language arts, mathematics, social studies, and science) should be initiated within six years of the completion of the previous evaluation. Other instructional programs should undergo evaluation not more than ten years following the conclusion of their previous evaluation.

This review process involves four phases.

Phase 1 – **NEEDS ASSESSMENT**: Assess the current state of the curriculum/program.

Phase II – **REVIEW/DEVELOP**: Determine what is necessary for improvement; define resources, determine available funding, and develop an action plan.

Phase III – **IMPLEMENTATION**: Put the action plan (strategies/actions for improvement) into place with adequate resources.

Phase IV – **EVALUATE**: Check on the progress of the action plan; debrief the review process; collect data on indicators of success. Determine course of action.

**EVALUATION OF INSTRUCTIONAL PROGRAMS** (continued)**Review Committees**

Curriculum/program evaluation will be conducted by review committees. In the spring preceding the start of any given curriculum/program evaluation, a Review Committee for that curriculum/program evaluation shall be formed. Review Committees will include teachers, administrators and parents, with adequate representation across schools and grade levels, as well as other relevant stakeholders as suggested by the Superintendent. The Superintendent will seek the participation of interested stakeholders, who will be asked to submit an application indicating their interest in working on a particular committee. The members of the Review Committee will be selected and appointed by the Superintendent. The Superintendent will keep the Board informed and up-to-date on the membership of the review committees and will maintain a list of active review committees and their membership on the District website.

The Board will receive reports at least annually on the progress of each evaluation from the review committees. These will be made in writing and presented at a regular Board meeting and will be posted on the District website. These reports will include work completed to date, findings, projected next steps and recommendations.

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT**  
**Adoption Date: \_\_\_\_\_**

**CURRICULUM DEVELOPMENT ~~AND EVALUATION~~**

The School Board shall provide a comprehensive instructional program to serve the educational needs of the District's students. The Board accepts responsibility for establishing what students should learn. Therefore, the Board shall adopt a District curriculum which, to the extent possible, reflects the desires of the community, the needs of society, and the requirements of law.

Curriculum development and improvement is of primary importance and as such will be part of an ongoing process in this District. The Superintendent shall have general coordinating authority over the design and development of curriculum. The Superintendent shall develop a process for curriculum review and development which shall include the participation of teachers, administrators, students (as appropriate) and parents/guardians. The Board recognizes that effective curriculum development requires the planned allocation of resources, staff time and inservice training.

*(cf. 6161.1 - Selection ~~and Evaluation~~ of Instructional Materials)*

The curriculum shall be consistent with and aligned to established state standards and the philosophy, goals and objectives of the District. The Superintendent shall keep the Board informed regarding current District curriculum efforts and student achievement. The Superintendent shall provide all necessary assistance to the Board in reviewing reports, information and data on each curriculum area for evaluation and adoption by the Board. Prior to adoption, a work session will be convened with the Board and the curriculum committee. The curriculum committee shall discuss its findings with the staff, community and students.

The Board shall adopt a curriculum review cycle for each area of the curriculum which shall serve as the timeline for District wide curriculum development. The Board shall review each ~~content~~ core academic area at least once every six years.

Teachers are to align their teaching to District standards and curriculum.

*(cf. 6190 Evaluation of Instructional Program)*

**CURRICULUM DEVELOPMENT ~~AND EVALUATION~~** (continued)

*Legal Reference:*

ALASKA STATUTES

14.03.120 Education planning: reports

14.14.110 Cooperation with other districts

ALASKA ADMINISTRATIVE CODE

4 AAC 04.140 Content standards

4 AAC 04.150 Performance standards

~~4 AAC 05.010 Program Planning and Evaluation~~

4 AAC 05.900 Definitions

4 AAC 05.080 School curriculum and personnel

4 AAC 06.805 Adequate yearly progress

4 AAC 06.885 School and District Recognition

4 AAC 51.310 Evaluation

**CURRICULUM DEVELOPMENT ~~AND EVALUATION~~**

The curriculum organization system shall be the basis for the curriculum organization and is included as the final page of this regulation. That system requires that curriculum be based upon identified and adopted program standards and assessment consistent with the District assessment policy. The District assessment policy will define the manner in which the adopted District performance objectives are being achieved and the degree to which those objectives assure achievement of the District mission statement and beliefs.

**CURRICULUM REVIEW AND DEVELOPMENT**

The Superintendent shall conduct activities which routinely evaluate, review, revise or develop curricula for use in District schools. The objective of these actions is to maintain and improve an articulated kindergarten through Grade 12 curriculum.

To accomplish this objective, the Superintendent shall involve teachers, administrators and other stakeholders in activities which accomplish the following tasks within a defined cycle:

1. Review, revise and implement District curricula in scheduled content areas;
2. Review, revise and implement assessments for basic skills content areas;
3. Review and select instructional materials which are free of sex bias to support the curricula;
4. Evaluate curriculum, assessment processes and instructional materials;
5. Provide for community participation in the curriculum development process;
6. Provide curriculum related staff development programs which assist teachers in using approved curricula.

*Legal Reference:**ALASKA STATUTES**14.14.110 Cooperation with other districts**ALASKA ADMINISTRATIVE CODE**4 AAC 05.900 Definitions**4 AAC 05.080 School curriculum and personnel**4 AAC 51.310 Evaluation*

**SELECTION ~~AND EVALUATION~~ OF INSTRUCTIONAL MATERIALS**

The School Board believes that instructional materials should be selected and evaluated with great care so that they are educationally sound and unbiased. Instructional materials must support the adopted courses of study and meet current curricular goals. Taken as a whole, District instructional materials should present a broad spectrum of knowledge and viewpoints, reflect the ethnic and cultural diversity of our society, and enhance the use of multiple teaching strategies and technologies.

The Superintendent shall establish procedures by which new instructional materials may be requested and subsequently evaluated, together with existing materials. The review of instructional materials shall be coordinated with the overall development and evaluation of the District's curriculum. Teachers, students, parents/guardians and community members shall have the opportunity to recommend instructional materials. The District shall provide training for certificated personnel in the recognition of sex-biased materials.

(*cf.* 6141 - Curriculum Development ~~and Evaluation~~)

The Superintendent shall establish instructional material evaluation committees. These committees shall include teachers, administrators and other staff who have subject-matter expertise, as well as parents/guardians and/or community members.

Individuals who participate in selecting ~~and evaluating~~ instructional materials shall have no financial interest in the materials being reviewed, recommended, or approved.

(*cf.* 3315 - Relations with Vendors)  
(*cf.* 9270 - Conflict of Interest)

Recommendations for the adoption and/or withdrawal of instructional materials may be reviewed with the Board by the Superintendent and shall include documentation supporting the recommendation.

(*cf.* 1312.2 – Public Complaints Concerning Instructional Materials)  
(*cf.* 3270 - Disposal of Books, Equipment and Supplies)  
(*cf.* 6144 - Controversial Issues)  
(*cf.* 6161.11 - Supplementary Instructional Materials)

**Instruction**

**SELECTION ~~AND EVALUATION~~ OF INSTRUCTIONAL MATERIALS** (continued)

*Legal Reference:*

ALASKA STATUTES

*11.56.100-11.56.130 Bribery and related offenses*

*14.07.050 Selection of textbooks*

*14.07.057 Transmittal of textbook selections*

*14.08.111 Duties*

*14.14.110 Cooperation with other districts*

*14.18.060 Discrimination in textbooks and instructional materials prohibited*

*14.56.300-14.56.340 Library assistance grants*

ALASKA ADMINISTRATIVE CODE

*4 AAC 06.550 Review of instructional materials*

*4 AAC 06.600 Definitions*

*4 AAC 57.020 Annual report of library operations*

*4 AAC 57.050-4 AAC 57.095 Library assistance grants*

*4 AAC 57.990 Definitions*

**SELECTION ~~AND EVALUATION~~ OF INSTRUCTIONAL MATERIALS****General Criteria for Selection ~~and Evaluation~~**

The District shall assess the educational suitability of instructional materials according to the following criteria:

1. Relationship to the adopted courses of study and current curricular goals.
2. Contribution to a comprehensive, balanced curriculum.
3. 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.
4. Fair and balanced portrayal of people with regard to race, creed, color, national origin, sex and disability.
5. Provide a wide range of materials on all levels of difficulty, with appeal to students of varied interests, abilities and maturity levels.
6. Inclusion of materials which stimulate discussion of contemporary issues and improve students' thinking and decision-making skills.
7. Contribution to the proper articulation of instruction through grade levels.
8. Quality and durability of paper, binding, etc.
9. Availability and quality of corresponding teacher's guides.

Whenever possible, the District shall consider at least three different textbooks before recommending one for adoption.

Library books and reference materials do not require committee recommendation or Board approval. The librarian at each school shall select these materials in consultation with the District, principal, department chairpersons, teachers or other interested persons.

**SELECTION ~~AND EVALUATION~~ OF INSTRUCTIONAL MATERIALS** (continued)

**Conflict of Interest**

Persons evaluating instructional materials for purchase by the District shall not:

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

Individuals formerly employed as consultants on textbooks or other materials shall not be deemed to be financially interested in the selection or evaluation of instructional materials provided they:

1. Have not had a contractual relationship or received compensation for such consultant service for two years before serving on the committee, and
2. Retain no rights to compensation accruing while they serve on the committee.

Persons shall not be disqualified from serving on review committees if they disclose their financial interest and the Board finds the interest remote enough to permit the individual's participation.

The Superintendent will determine acceptability of serving on a review committee, if there is any potential conflict of interest.

*(cf. 1312.2 - Public Complaints Concerning Instructional Material)*