

AMENDMENTS TO BOARD POLICY 6161.1

**SELECTION AND EVALUATION OF INSTRUCTIONAL
MATERIALS**

Why do we have school boards?

"Citizen oversight of local government is the cornerstone of democracy in the United States. It's the foundation that has lasted through the turbulent centuries since our nation came into being. In their book, *Time for Curriculum*, Henry Brickell and Regina Paul note that we use citizen control for "...cities, counties, states, regions, the nation. We use it for sewers, police, roads, firefighting, rivers, libraries, airplanes, prisons, forests, the military – every government function; all staffed by experts, without exception; and all governed by civilians."

"It's appropriate, then, that we entrust the governance of our schools to citizens elected by their communities to oversee both school districts and county offices of education. Today, nearly 100,000 citizens serve local communities throughout the nation as school board members, the largest category of elected public officials in the United States. School boards provide direction and oversight for the professionals who manage the day-to-day operations of the schools. They also provide accountability to the community."

(California School Board Association, The Role and Function of California School Boards)

Board Responsibilities

“The governing board of any school district may execute any powers delegated by law to it or to the district of which it is the governing board, and shall discharge any duty imposed by law upon in or upon the district of which it is the governing board, and may delegate to an officer or employee of the district any of those powers or duties. The governing board, however, retains ultimate responsibility over performance of those powers or duties so delegated.” (*Education Code 35161*)

“School board members are locally elected public officials entrusted with governing a community’s public schools. The role of the school board is to ensure that school districts are responsive to the values, beliefs and priorities of their communities.” (*California School Board Association, Governance and Policy Resources*)

Overview of Submitted Amendments

- Does not ban any books
- Applies to 9-12 Grade Core Literature
- Notifies parents when a book on a syllabus is annotated by the California Board of Education as having mature content.
- Creates a parent/community committee that provides another perspective to the Board of Education on proposed new titles
- Adds a statement to English/Language Arts syllabi that notifies parents that there is the opportunity to request an alternative assignment

Why This Paragraph Should Stay in the Policy

"The Board's priority in the selection of instructional materials is to ensure that all students are provided with standards-aligned instructional materials in the core curriculum areas of English/Language Arts, Mathematics, Science, and History-Social Science."

The above paragraph is in the existing board policy and the committee took it out. It needs to stay in as this is an official board policy. However, that does not mean that selection, review and alternative core literature assignments are relevant to all subjects. It is clear in the language of the policy, that these three sections apply to core literature selection.

Overall Comparison of the Proposed Policies

Superintendent's Committee Proposal	Policy Amendment as Submitted
Authorizes superintendent to create core literature selection policy	Authorizes superintendent to create core literature selection policy
Provide district-developed alternative assignments	Provide district-developed alternative assignments
Provide professional development to teacher regarding implementation of the new policy	Provide professional development to teacher regarding implementation of the new policy
<p>Parent notification consists of discussing Core Literature Titles in class and giving list of books to students. Students are also given the district alternative assignment letter and asked to take home to parent. Students are asked to talk to parents to decide if they want an alternative assignment. Letter mailed home at beginning of school year that states students can choose an alternative assignment, no book list accompanies letter. Link to CDE website with review links posted on the District website, secondary schools' website and included in the District Annual Notice to Parents and Students.</p>	<p>Parent notification is direct via syllabus, email and Back to School Night. Direct links to CDE website annotations for books used in each class will be provided in email. Put an asterisk on the syllabus titles that have the California Department of Education advisory of mature content. Include CDE mature content advisory if applicable titles are on syllabus.</p>
<p>Statement to clearly identify the process for a parent or student to request an alternative core literature assignment when materials are in conflict with parent or student values.</p>	<p>More specific about the process. Include this statement on the hard copy and emailed syllabus: "Parents/legal guardians and students have the choice to request an alternative assignment when the content of these materials do not align with or are in conflict with personal sensibilities and/or values."</p>



**CONEJO VALLEY UNIFIED
SCHOOL DISTRICT**

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

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

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

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

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

Mature Content Annotation from California Department of Education

We have several titles on our core literature list that appear on the California Department of Education (CDE) Recommended Literature List with the following annotation:

“This book was published for an adult readership and thus contains mature content. Before handing the text to a child, educators and parents should read the book and know the child.”

- Parents cannot follow this recommendation unless they are aware of it. Thus it is proposed that we flag these titles with a footnote that states:

“Parents please be advised that the mature content in this book may include one or more of the following: graphic rape, graphic abusive human rights violations, graphic sex, graphic violence and suicidal ideation. The California Department of Education and the CVUSD Board of Education encourage parents to read this book before giving it to their child.”

Curriculum, Instruction and Assessment High School Core Literature

GRADE	CDE Approved	TITLE	AUTHOR
		Defining America	
		REQUIRED	
11	Yes	Crucible	Arthur Miller
11	Yes	Great Gatsby	F. Scott Fitzgerald
		EXTENDED – 2 OF THE FOLLOWING	
11	Yes	Adventures of Huckleberry Finn	Mark Twain
11	Yes	Awakening	Kate Chopin
11	Yes	* Bluest Eye	Toni Morrison
11	Yes	* Catcher in the Rye	J.D. Salinger
11	Yes	Death of a Salesman	Arthur Miller
11	Yes	Glass Menagerie	Tennessee Williams
11	Yes	Grapes of Wrath	John Steinbeck
11	No	Inherit the Wind	Lawrence and Lee
11	Yes	Into the Wild	Jon Krakauer
11	No	Night Thoreau Spent in Jail	Lawrence and Lee
11	No	Raisin in the Sun	Lorraine Hansberry
11	Yes	Road	Cormac McCarthy
11	Yes	Scarlet Letter	Nathaniel Hawthorne
11	Yes	* Snow Falling on Cedars	David Guterson
11	Yes	Streetcar Named Desire	Tennessee Williams
11	Yes	* Things They Carried	Tim O'Brien
11	No	Wild Truth	Carine McCandless

** Parents please be advised that the mature content in this book may include one or more of the following: graphic rape, graphic abusive human rights violations, graphic sex, graphic violence and suicidal ideation. The California Department of Education and the CVUSD Board of Education encourage parents to read this book before giving it to their child.*

Clicking on Link in Syllabus Takes Reader to CDE Site



Home » Curriculum & Instruction » Curriculum Resources » Recommended Literature List »

Recommended Literature List Search

Search Criteria: Title with any of these words - bluest.

1 result found

Title ▲	Annotation	Author	Discipline	Copyright
Bluest Eye	Beauty is perceived in many ways. In this story set in the early 1940s, an eleven-year-old African American girl in Ohio prays for her eyes to turn blue so that she will be beautiful. This book was published for an adult readership and thus contains mature content. Before handing the text to a child, educators and parents should read the book and know the child.	Toni Morrison	History/Social Science	2000

Download Titles as Excel

Modify Search

Example of Existing Syllabus that Requires Parent Signature

COURSE SYLLABUS – ENGLISH 12 CP (2017-18)

Contact Information

Ms. XXXXXX

Phone: (805) XXXXXXXXX

Twitter: @XXXXXXXX

Email: XXXXX or XXXX

Web site: <http://sites.google.com/site/XXXXX>

Google Classroom: _____ Remind: _____

Turnitin.com: ID _____ Password: Socrates

General

Like most English courses, this course covers a broad spectrum of literature and language, including readings of fiction, non-fiction, drama, poetry, and short stories, this year focusing on four primary areas: Shakespearean Tragedy, 19th century novels, 20th century dystopian literature, and contemporary / modern literature. In addition, students will be writers of the kinds of texts we read, from creative to reflective to analytical and objective.

Unlike some English courses, this one will be built on an inquiry model. Most texts will be student-selected rather than teacher-proscribed. We'll use reading, writing, speaking and listening to consider questions both personally significant as well as relevant to the human condition: what is most important that I know and learn? How do I make myself happy? What is necessary for a life well-lived? To what extent am I what I make myself vs. what others make of me vs. accidents of historical circumstances? What role does language, society, history, culture, and choice play in who we are and/or who we become? Students will study areas of interest throughout the term, researching, reading, compiling, documenting, writing, and sharing what they learn.

The aims of this course are to:

- Inspire students to become life-long learners and active participants in their own education
- Promote the enjoyment of and life-long interest in language and literature
- Foster the development of intellectually independent, critical, and creative ways of thinking
- Expand verbal skills through vocabulary study and presentation performances
- Introduce a variety of texts and genres from different places and cultures
- Develop the ability to engage in close, detailed analysis of individual texts and make relevant connections
- Develop skills in reading, writing, listening and speaking to reinforce college and career readiness
- Develop the ability to engage in civil discourse about a range of challenging topics

Most importantly, this course is designed to contribute to the overall well-being of students. The focus of the term will be on becoming our best possible selves. Integrity, honesty, kindness, compassion, perseverance, and deliberate practice are valued in this class.

Major Assignments and Texts

Students will be asked to keep a "writer's notebook" and portfolio of written work, and students will share their writing with peers through multiple means (peer response, author's chair, online posting / discussions). Major assignments include narrative and reflective writing, poetry, in-class analytical essays, creative texts, responses to course and independent readings, documentation of research, and research papers of varying length. Student-directed study groups and student-led seminars, group and independent presentations, and "show and tell"-style talks are also regular features of this course.

With the exception of our first major literary work, Shakespeare's *Hamlet*, units of study will allow for student choice, selected from school- and/or parent-approved texts, and studied both individually and in small groups. Selections may include:

Dystopian: *1984* (Orwell), *Brave New World* (Huxley), *The Handmaid's Tale** (Atwood)
19th Century: *Dr. Jekyll and Mr. Hyde* (Stevenson), *Jane Eyre* (Bronte), *Pride and Prejudice* (Austen), *Frankenstein* (Shelley), *The Awakening* (Chopin)

Modern Novel: *The Kite Runner* (Hosseini), *Snow Falling On Cedars** (Guterson), *Palace Walk** (Mafouz), *Pedro Paramo** (Rulfo), *The Stranger* (Camus), *Siddhartha* (Hesse)

*require parent approval

Additionally, essays, articles, poetry, short stories, media (print and electronic, videos, films, documentaries), and other types of excerpted fiction and non-fiction will be read regularly.

Students are strongly encouraged to purchase and/or print their own copies of texts so they may make thoughtful annotations. Many of the novels are available through PFA for purchase.

Necessary Materials

1. One composition notebook dedicated to this course only;
2. A 3-ring binder or folder with prongs/brads to hold notes, handouts, and annotated texts
3. Loose-leaf notebook paper (wide OR college rule okay);
4. Writing and annotating utensils (pencils, pens, colored pens/pencils, highlighters);
5. Post-it notes of various sizes;
6. A roll of transparent tape; and
7. Earbuds or headphones for listening to computer or phone audio output.

Classroom donations: facial tissues, notebook paper, copy/printer paper, and/or white board markers are appreciated!

Classroom Policies & Expectations

- ❖ The environment of this classroom is collaborative, creative, and constructive. As such, all participants rely on the informed, honest, and active involvement of every class member. Students are asked to make a sincere effort to communicate their thinking.
- ❖ Preparation is key to being a full participant in the student's learning as well as the learning of the community. Students always have a choice to participate or not in their own educational development, however they are asked to be both responsible and accountable for meeting the expectations of this class, including attendance, timeliness of work, and quality effort.
- ❖ Because all participants are learning new ideas, asking questions, and articulating new thoughts, it is imperative that all listen to and support each other's developing understandings.
- ❖ People are likely to have strong feelings about certain topics and materials read, and civil discourse is the primary means for interacting with challenging content among fellow students. Students are asked to please listen to others with courtesy and thoughtful consideration of multiple perspectives.
- ❖ Language is central to this course. All students are asked to be aware of the impact of the language they use, preferably opting for formal, academic register.
- ❖ Students should take advantage of resources available to them, such as the writing center which is open daily at lunch in B-12 and Monday-Thursday after school in the cafeteria.
- ❖ Department, school and district policies related to course levels, attendance, use of electronics, and student conduct are upheld in this classroom. As a reminder, 4 unexcused absences will result in being dropped from this class.

Late Work Policy

- ❖ In the event of an absence, students are to check the class website, Google Classroom, agendas, and Google Drive to acquire information and materials missed. Students may check with classmates for notes, hand-outs, and/or new assignments. Students should seek information on their own FIRST before coming to the teacher to find out what was missed, but are welcome to email or message the teacher with any specific questions or needed clarification on assignments.
- ❖ Any assignments due the day(s) of absence are to be submitted on day of return. If a student misses a time-sensitive in-class assignment or assessment, arrangements should be made for make-up on the date of return. If arrangements are not made, students may face losing the opportunity to participate in the assessment or assignment.
- ❖ In the event of a planned absence, students are asked to please arrange to complete assignments PRIOR to the days of absence.
- ❖ *Technical difficulties should be expected.* Students should be prepared for any and all technical challenges including, but not limited to, computer failure, Internet accessibility, printer problems, and server issues. Exceptions based on technical issues will not be granted. This necessitates planning ahead to ensure that all assignments are turned in on time. If problems should arise, as they often do, school computers are available in the library and at other sites on campus. Computers with Internet accessibility are also available at public libraries.

I'm looking forward to working with you this year! Thank you in advance for your positive contributions!

Please complete both sections attached with signatures from the student and parent. Retain one copy for future reference and return the other signed copy by the 2nd class meeting.

Keep this part:

We (adult and student) have read the course guidelines and understand what is expected of the student. If we have any questions or concerns, we know how to contact Ms. XXX via phone (XXX) or email (XXXX or XXXX). We also know we may refer to Ms. XXXX web site (<http://sites.google.com/site/XXXX> or link through the nphs.org website) for information on classroom activities and homework assignments.

Student Name: _____ Class Period: _____

Student Signature: _____ Email: _____

Parent/Guardian Name(s): _____

Preferred phone number(s): _____

YES, please add me to my student's Google Classroom and Google Document progress reports.

Email address(es): _____

NO, please do not add me to:

Google Classroom reports

Google Documents progress sheet

Parent / Guardian Signature(s): _____

Please complete, detach, and return this portion by the 2nd class meeting.

We (adult and student) have read the course guidelines and understand what is expected of the student. If we have any questions or concerns, we know how to contact Ms. XXX via phone (XXX) or email (XXXX or XXXX). We also know we may refer to Ms. XXXX web site (<http://sites.google.com/site/XXXX> or link through the nphs.org website) for information on classroom activities and homework assignments.

Student Name: _____ Class Period: _____

Student Signature: _____ Email: _____

Parent/Guardian Name(s): _____

Preferred phone number(s): _____

YES, please add me to my student's Google Classroom and Google Document progress reports.

Email address(es): _____

NO, please do not add me to:

Google Classroom reports

Google Documents progress sheet

Parent / Guardian Signature(s): _____

Please use the space on reverse for any questions, comments, or concerns, or email the teacher.

Proposed Selection Process

The board will authorize the superintendent to create a literature selection aligned with the following general principles:

- In selecting works, make use of the State's Recommended Literature List, giving preference to titles recommended specifically for the discipline and grade level for which it is being selected.
- Teachers shall complete a District instructional materials approval form justifying the proposed use in the classroom of any literary or nonfiction work. The teacher, department chair, principal and superintendent will sign the form.
- The District shall provide teachers with professional development regarding the selection and use of appropriate materials.

Comparison of the Selection Process

Superintendent Committee Proposal	Policy Amendment as Submitted
Asks whether book is recommended by CDE	Asks teachers to use the CDE Recommended Literature List when selecting titles. Asks teachers to give preference to books approved for English Literature.
N/A	Asks teachers to review texts against 3rd party assessments (for example, Accelerated Reader and Lexile).
Provided Ad Hoc committee with a Core Literature Approval Form	Asks teachers to complete a Core Literature Approval Form.
Form requires signatures of Dept. Chair, Principal, Articulation Chair, Director of Curriculum, Director of Secondary Ed	Form requires signatures of Teacher, Dept. Chair, Principal and Superintendent.
Copy of proposed book for community review	Copy of proposed book for administrative and community review. Use all available means to let public know where to view books. Books provided by the District.
N/A	Provide professional development to teacher regarding implementation of the policy.

Selection of New Instructional Materials

“The California Department of Education recommends that each district have literature selection policies that are approved by the local governing board. Such policies should address both school library collections and literature that is used in the classroom, and these policies can be used in conjunction with *Recommended Literature: Prekindergarten Through Grade Twelve* (Recommended Literature List). The Recommended Literature List is a tool to aid districts in selecting literature; however, ultimately it is the district’s responsibility to choose literature according to the selection policies approved by the local governing board..”

California Department of Education

<https://www.cde.ca.gov/ci/cr/rl/litrlppolicies.asp>

Superintendent's Committee Proposed Core Lit Approval Form



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

Middle/High School Core Literature Approval Form

PROPOSED BOOK TITLE: _____

Genre, Author, ISBN: _____

Teacher/School Site: _____

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

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

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

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

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

If yes, context:

Does the selection contain any treatment of sex? YES NO

If yes, context:

Does the selection contain any treatment of violence? YES NO

If yes, context:

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

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

Department Chairperson _____ Date _____

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

Principal/Assistant Principal _____ Date _____

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

Articulation Chairperson _____ Date _____

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

Director, Curriculum, Instruction, and Assessment _____ Date _____

Director, Secondary Education _____ Date _____

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

Instructional Materials Approval Form - Submitted Policy

Grades 9-12 Instructional Materials Approval Form

Title of Proposed Work: _____

Genre, Author, ISBN: _____

Teacher/School Site: _____

Class/Course in which this selection will be used: _____ Grade level: _____

When will this selection be introduced to the class/course: _____

As a minimum standard for educational value, teachers should select potential works from the California Department of Education's Recommended Literature List. Priority should be given for books recommended for the discipline in which it is taught and grade level. They are also encouraged to review potential texts against recognized 3rd party assessments of reading level (for example, Accelerated Reader and Lexile). This rationale should answer the following questions (any elaborations should be included as attachments to this form):

Accelerated Reader Score: _____ Lexile Score: _____

1. Does the selection appear on the CDE's Recommended Reading List for this Subject? YES/NO
2. Does the CDE's annotation for this selection have the following recommendation or similar?: "This book was published for an adult readership and thus contains mature content. Before handing the text to a child, educators and parents should read the book and know the child." YES/NO
3. Circle the CDE English-Language Arts competency addressed with this selection: General, Literary Elements, Vocabulary, Writing
4. Why use this selection with this class at this time? Please elaborate.
5. How does this selection meet course instructional objectives and standards? Please elaborate.
6. If problems of style, texture, tone, or theme arise for students who are reading this selection, how will those problems be addressed? Detail such issues.
7. If the instructional objectives are met, how will students benefit from having read and discussed this selection?
8. Is the selection appropriate for the age and maturity of all students enrolled in the course (see LCAP, Goal 1)? YES/No, elaborate
9. Does the selection contain any use of profanity or language in violation of BP 5131? YES/NO, if yes elaborate
10. Does the selection contain any treatment of sex acts, violence or suicidal ideation? YES/NO, if yes elaborate
11. Does the selection contain any treatment of rape or abusive human rights violations? YES/NO, if yes elaborate
12. Does the selection promote a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality or sexual orientation (see EC 51500)? YES/NO, if yes elaborate
13. Is the selection on public review (EC 51101)? YES/NO Date placed on public review: _____

Instructional Materials Approval Form - Submitted Policy

Recommending Teacher: _____ Date: _____

Department Chairperson Approval: _____ Date: _____

Principal Approval: _____ Date: _____

Superintendent Approval: _____ Date: _____

Date submitted to Board for review: _____ Date, form placed on public review: _____

Majority Opinion of Board:

Minority Opinion of Board, if any:

Proposed Review Process

The Board shall direct the Superintendent to:

- Create a committee of teachers and administrators to review supporting documents for requests to use potential selections. (Education Code 51101)
- Create a committee of parents/legal guardians and community members to review supporting documents for requests to use potential selections. Each Board member shall appoint two members to the committee from among the applicants. (Education Code 60002)
- Selections that are approved by at least one of these two committees shall be brought to the Board, accompanied by the recommendation from each committee, for approval.

Comparison of the Review Process

Superintendent's Committee Proposal	Policy Amendment as Submitted
Teacher and administrative committees review proposed core literature titles.	Teacher and administrative committees review proposed core literature titles.
N/A	Parent committee reviews proposed core literature titles.
Approved selections are brought to the board.	Selections that are approved by at least one of these committees shall be brought to the Board, accompanied by the recommendation from each committee, for approval
Public viewing of core literature titles.	Public viewing of core literature titles. Use all available means to communicate the availability of the titles for viewing.

Process for Selecting New Instructional Materials

“The process of selecting and implementing new instructional materials should be thoroughly planned, conducted publicly and well documented. At every step a district should adhere to *EC* Section 60002 which states the following: ‘Each district board shall provide for substantial teacher involvement in the selection of instructional materials and shall promote the involvement of parents and other members of the community in the selection of instructional materials.’”

California Department of Education

<https://www.cde.ca.gov/ci/rl/im/implementationofimsnotadopt.asp>

Alternative Core Literature Assignments

We have several titles on our core literature list that appear on the California Department of Education (CDE) Recommended Literature List with the following annotation:

“This book was published for an adult readership and thus contains mature content. Before handing the text to a child, educators and parents should read the book and know the child.”

- Parents can’t follow this recommendation unless they are aware of it. Thus it is proposed that we flag these titles with a footnote that states, *“Parents please be advised that the mature content in this book may include one or more of the following: graphic rape, graphic abusive human rights violations, graphic sex, graphic violence and suicidal ideation. The California Department of Education and the CVUSD Board of Education encourage parents to read this book before allowing your child to read it.”*
- Notify parents of their child’s ability to request alternative assignments (via email, syllabus and parent-teacher night).
- All selections, including alternative assignments, must be published on the syllabus no later than parent-teacher night (no more TBD titles on the syllabi).

Comparison of Alternative Core Lit Section

Superintendent's Committee Proposal	Policy Amendment as Submitted
Student brings home course book selections and student and parent review teacher book list then talk to teacher if they have a concern.	Inform parents directly of course book selections, including alternative selection, no later than Back to School Night.
Encourage access to CDE website.	Provide easy access to CDE website with direct links to titles
N/A	Syllabus with literature selections will be accompanied with the statement, "Parents/legal guardians and students have the choice to request an alternative assignment when the content of these materials do not align with or are in conflict with personal sensibilities and/or values."
N/A	Parents sign the syllabus and return.

Comparison of Alternative Core Lit Section

Superintendent's Committee Proposal	Policy Amendment as Submitted
Alternative literature requests will be honored with no embarrassment to student. Student will report to library instead of class while completing assignment.	Alternative literature requests will be honored with no embarrassment to student.
Provide a standards-based alternative assignment, teacher will explain assignment and student will complete in the library.	Provide a meaningful, appropriate assignment and adequate instruction time.
Alternative assignment is District-developed.	Alternative assignment is District-developed.
Provide teacher development with regards to implementation of alternative core literature process	Provide teacher development with regards to implementation of alternative core literature process.
One alternative book offered per grade	Did not specify.

Thank you!