

VETTING OF INSTRUCTIONAL RESOURCES

When an educator, educator team, or coordinator believe a new resource may be necessary for a course, they begin the process by submitting a request for consideration to the District Curriculum Committee. The submission form and deadlines are published on the Curriculum & Instruction staff page of the website. The initial submission needs to include a rationale: Include statements about: 1) copyright of current material, 2) impacts on student achievement, 3) alignment to new or current standards, 4) student performance data if available.

An educator may make the submission or have the appropriate content coordinator complete the submission for review. The coordinator will bring the initial request forward for review by the team in the fall. At this point, the committee approves the further exploration of the resource under consideration or provides rationale for why it will not be allowed to proceed at this point.

If a resource consideration moves forward, further documentation and research includes the alignment to standards, evidence-based research, cost analysis, technology integration considerations, and professional learning implementation impacts. There is also an opportunity to allow pilot implementation for small groups of educators, allowing first-hand experience and evaluation.

The appropriate coordinator will bring the completed information forward to the District Curriculum Committee spring meeting, including their analysis of the resource using a scoring rubric that considers multiple factors. At this meeting, all members can ask questions for clarification and submit a resource rating. The overall rankings are utilized to determine which resources move forward in the budgeting process for purchase and utilization the following school year.

UNIQUE CIRCUMSTANCES FOR PICTURE BOOKS AND NOVELS:

Our language arts curriculum consists of a wide variety of picture books and novels that have been carefully vetted by the team. These are updated by unit, theme, or a need for additional texts for specific reading levels on a regular basis in order to maintain relevance and avoid the need to update a significant number of books at any one time. The protocol for book selection includes an analysis of professional reviews and age ratings and alignment to the curriculum team's purpose. Considered texts must be read in entirety by no fewer than two members of the committee. Their review will be discussed with the curriculum team prior to making selections.

USE OF GRANT OR TITLE FUNDING FOR RESOURCES:

To ensure compliance with federal funding requirements, school districts must carefully navigate the distinction between supplementing and supplanting resources. Supplementing means using federal funds to add to or enhance existing programs and services, thereby providing additional benefits to students beyond what is already offered through state and local funding. In contrast, supplanting occurs when federal funds replace state or local funds for existing programs, which is not permissible under federal regulations.

As a school district, it is the local responsibility to provide resources for the Tier One Guaranteed and Viable curriculum to meet all state standards. Buildings may use discretionary funds from grants or Title funding to provide supplementary resources. Supplementary resources purchased using alternate funding are still approved through the curriculum resource vetting process.

RESOURCE REVIEW:

Educator committees continually review resource effectiveness. When the effectiveness or alignment of a resource is in question, all educators can request a resource review and consideration for a new resource through the District Curriculum Committee.

The statements in this document are intended to provide guidance for daily procedures and practices in order to maintain order, efficiency, and continuity amongst our schools.