

Highland Park ISD-Dallas County
057911

INSTRUCTIONAL RESOURCES

EF
(EXHIBIT)

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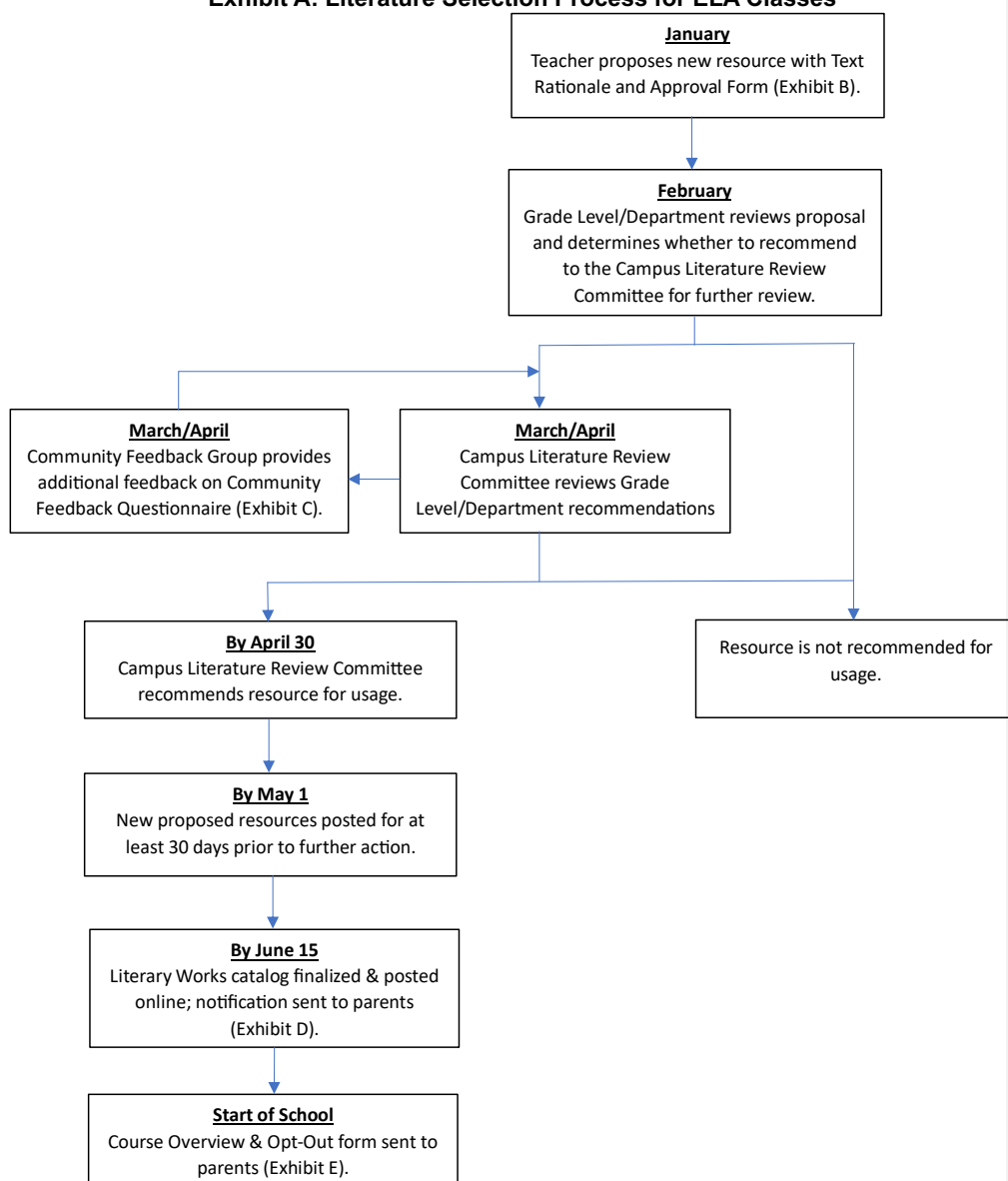
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Exhibit A: Literature Selection Process for ELA Classes



Timeline For Approval of ELA Literature Selections

Exhibit B: Text Rationale and Approval Form

January	Teachers propose new resources to Grade Level/Department members with Text Rationale and Approval Forms (Exhibit B).
February	Grade Level/Department members review proposed texts and decide whether to pass each on to the Campus Literature Review Committee.
March	Campus Literature Review Committees review resources recommended by department.
April	Community feedback groups meet as needed and complete Community Feedback Questionnaire (Exhibit C). Extension may be necessary.
By April 30	Campus Literature Review Committees consider any community feedback and make final recommendations.
By May 1	Proposed resources are posted for at least 30 days prior to further action, in accordance with EF(LOCAL).
May	Report on new selections is given to the Board of Trustees.
By June 15	Literary Works catalog is finalized and posted on District webpage. Notification is sent to parents of rising 5-12 th graders (Exhibit D).
June- July	Summer curriculum writing as needed.
August	English Department/Teacher training on literacy work selection procedures, guidelines, and timeline including: • EF(LEGAL) • EF(LOCAL) • EF(Regulations) • EF(Exhibits)
August (1st Day of School)	HPISD ELA teachers send parents of 5-12 th graders course overviews and permission forms (Exhibit E).
By August 31	Parent approval of literary works is due via electronic form submission.
September	Review and reflect upon department procedures and regulations. Discuss possibilities for needed revisions.
October	Update Board of Trustees on literature selection process and feedback for current year and present timeline for following school year.

Section A: To be completed by teacher.

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Your Name		Course(s) Taught	
Title		Author	
Course(s) for which work is proposed		Date Proposed	

After reading and annotating the proposed text, please fill out this questionnaire with specific, detailed answers so that your Grade Level/Department and Campus Literature Review Committee can have a full understanding of your input. Through this process, we hope to approve texts that support the philosophy and curriculum goals set by the District. As we strive to encourage life-long learners and readers, selecting texts that engage students and foster growth in knowledge, critical analysis, and literary scholarship is essential to ensuring the future success of our students.

Please ensure you have reviewed the standards for instructional resources as set forth in [EF\(LOCAL\)](#).

Summary of Proposed Work
What are the major thematic elements?
In your professional opinion, what is the reading level of this text? If available, please include the Lexile level.

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How does this text address HPISD curricular objectives outlined in the course curriculum and required TEKS (it is not necessary to list all TEKS)?
Has this work received any awards or recognitions? If yes, please specify.

Guiding Principles of Selection Per EF(LOCAL), Guiding Principles of Selection apply to the HPISD collection as a whole.		
	<u>Yes</u>	<u>No</u>
1) Does this work deliver, support, enrich and assist in implementing the District's instructional program, taking into consideration students' diverse interests, abilities, learning styles, and maturity levels?		
2) Does this work help provide a solid foundation in core subjects and a wide range of background information so that students shall grow in factual knowledge and intellectual curiosity and become effective communicators in written and oral form?		
3) Does this work help promote enjoyment of reading and appreciation for the depth and breadth of literary and world history, from ancient texts and classics to contemporary literature?		
4) Does this work help present balanced information on various sides of controversial issues so that students shall develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives?		
5) Does this work help equip students to understand their rights, duties, and responsibilities as citizens?		
6) Does this work help represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community?		

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If you selected "No" to any of the questions above, please provide details and explain why you believe this resource is still a good choice in the context of the overall course and the vertical alignment of the students' years of English coursework in HPISD.

Selection Criteria

Per EF(LOCAL), Selection Criteria shall apply to each individual resource.

Yes **No**

1) Does this work enrich and support the general educational goals of the state and District and the specific course and campus objectives?

2) Does this work meet high standards in presentation, format, readability, content, accuracy, artistic or literary quality, and educational significance?

3) Is this material appropriate for the subject and for the age, ability level, learning styles and social and emotional development of the students for whom it has been selected?

4) Does this material comply with the prohibition of excessive or gratuitous sexuality, profanity, and/or violence?

If you selected "No" to any of the questions above, please explain.

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Protections from Inappropriate Material

Texas public schools are prohibited from possessing or distributing materials which are "harmful" as defined by Penal Code 43.24(a)(2); "obscene" as defined by Penal Code 43.21(a)(1); pervasively vulgar or educationally unsuitable. Instructional materials also must comply with the Children's Internet Protection Act (CIPA).

Do you believe this work complies with these requirements?

☐ Yes ☐ No

If no, please explain.

If there is any content which is violent or sexual or which others may find objectionable, please give specific examples, and explain why the text remains a suitable choice.

Identify two alternative texts that meet the same curricular objectives and goals.

End of teacher submission.

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Section B: To be completed by Department or Grade Level Chair

Does the Department or Grade Level recommend this resource for review at the next level?			
☐ Yes ☐ No			
Please explain why or why not.			
Date Reviewed		Completed by	

End of Department or Grade Level submission.

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Section C: To be completed by Campus Literature Committee

The Campus Literature Committee shall consist of the Assistant Superintendent of Education Services or designee, the principal or designee, the English Department Chair or designee, and a member of the English faculty.

Does the Campus Literature Committee recommend this work be further reviewed by a Community Feedback group?
☐ Yes ☐ No If yes, a Community Feedback Group must be convened in accordance with EF(Regulation) and complete the Community Feedback Questionnaire included in Exhibits. The Campus Literature Committee shall reconvene after this has been completed to consider such input.
After review, does the Campus Literature Committee approve this resource for use?
☐ Yes ☐ No
Please explain why or why not.

If approved, please list the course(s) and type(s) of reading for which the resource may be used.

Course	Required (Y/N)	Choice (Y/N)

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Campus Literature Committee Members	
Date of Decision	

Exhibit C: Community Feedback Questionnaire

After reading the proposed text, please fill out this questionnaire with specific, detailed answers so that the committee can have a full understanding of your input. Each committee member should complete their own questionnaire. We welcome your perspective on the following questions, acknowledging that many of the answers will be from the perspective of your child's educational path.

Title		Author	
Your Name		Date	

Guiding Principles of Selection Per EF(LOCAL), Guiding Principles of Selection apply to the HPISD collection as a whole.	Yes	No
1) Does this work deliver, support, enrich and assist in implementing the District's instructional program, taking into consideration students' diverse interests, abilities, learning styles, and maturity levels?		
2) Does this work help provide a solid foundation in core subjects and a wide range of background information so that students shall grow in factual knowledge and intellectual curiosity and become effective communicators in written and oral form?		
3) Does this work help promote enjoyment of reading and appreciation for the depth and breadth of literary and world history, from ancient texts and classics to contemporary literature?		
4) Does this work help present balanced information on various sides of controversial issues so that students shall develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives?		
5) Does this work help equip students to understand their rights, duties, and responsibilities as citizens?		
6) Does this work help represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community?		

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Please provide an explanation for your answers above.
Selection Criteria Per EF(LOCAL), Selection Criteria shall apply to each individual resource.
1) Does this work enrich and support the general educational goals of the state and District and the specific course and campus objectives? Please explain your answer below. What academic value, if any, is evident in the book? Does the book support the English Department objectives when considering the vertically aligned curriculum covering four years, and if so, how?
☐ Yes ☐ No
2) Does this work meet high standards in presentation, format, readability, content, accuracy, artistic or literary quality, and educational significance? Please explain why or why not.
☐ Yes ☐ No

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3) Is this material appropriate for the subject and for the age, ability level, learning styles, and social and emotional development of the students for whom it has been selected?

Please explain, in your opinion as a parent, for what age and grade level you think this book is appropriate. Please consider and comment upon its intellectual level, social content, violent content, and sexual content, if any.

☐ Yes ☐ No

4) Does this material comply with the prohibition of excessive or gratuitous sexuality, profanity, and/or violence?

Please explain your answer below.

☐ Yes ☐ No

Protections from Inappropriate Material

Texas public schools are prohibited from possessing or distributing materials which are "harmful" as defined by Penal Code 43.24(a)(2); "obscene" as defined by Penal Code 43.21(a)(1); pervasively vulgar or educationally unsuitable. Instructional resources also must comply with the Children's Internet Protection Act (CIPA).

Do you believe this work complies with these requirements? Please explain your answer below.

☐ Yes ☐ No

Please describe any portions of the book that others may find objectionable. If you find objectionable content, how do you believe this should impact the book's inclusion in the Literary Works Catalog?

Additional comments

Exhibit D: Community Feedback Group Report

Title		Author	
--------------	--	---------------	--

Date of Committee Meeting	
Committee Administrator	
Parent Committee Members	

What was the general feedback of the group regarding this proposed work?
What was the group's general recommendation for whether and/or how this material should be used? Please describe whether there was unanimous agreement, general consensus, or not.

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Exhibit E: Parent Notification of Literary Works Catalog

Dear Parent/Guardian:

This coming school year, your student will read various literature selections in his/her English Language Arts course. HPISD teachers and administrators have selected these titles based on quality and literary characteristics to enrich and support the grade level teaching for English Language Arts.

The complete [Literary Works Catalog](#) for the upcoming school year is available on the HPISD website to allow parents the opportunity to review titles prior to the start of school. The catalog lists selections which may be used by grade level and includes links to text rationales which provide summaries of the works, explanations for why they are recommended for instruction, and information on any content which some may find objectionable. Standard, honors, and TAG courses use different Literary Works, at times, so it is likely that a student will not read all titles approved for his/her grade level. A course overview indicating which texts will be used in your child's specific course will be provided to you at the beginning of school.

As a reminder, although a book may be identified as a required reading, parents and students are always provided with the option of an alternative text. Because of the varied interests, abilities, and maturity levels of students, it is the parent/guardian's responsibility to determine which titles from the Literary Works Catalog his/her child may read. **If there are any selections which you do not want your student to read, you will be given the opportunity to request an alternative assignment at the start of school.**

Highland Park ISD encourages you to examine the [Literary Works Catalog](#) and determine appropriate readings for your student.

Sincerely,
HPISD English Language Arts Department

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Exhibit F: Parent Notification Letter Regarding Reading Selections

Dear Parent/Guardian,

This year your student will read various literature selections in his/her English Language Arts course. HPISD teachers and administrators have selected these titles based on quality and literary characteristics to enrich and support the grade-level teaching for English Language Arts. Please review the [Course Overview](#) to see a list of titles that will be used in your child's English Language Arts class. Some reading selections, especially those for high school AP courses which deal with college-level material, may contain mature content.

Commented [C11]: Include link to Course Overviews

Because of the varied interests, abilities, and maturity levels of students, it is the parent's/guardian's responsibility to determine which titles from this list his/her child may read. Although a book may be identified as a required reading, parents and students are always provided with the option of an alternative text. **Please examine the list and complete the appropriate response on the electronic form by _____.** Please submit this form only once for each student.

For more detailed information, the [Literary Works Catalog](#) includes links to text rationales which provide summaries of the works, explanations for why they are recommended for instruction, and information on any content which some may find objectionable.

Please contact me for further information or assistance. I will work with you to provide your student with the best possible education, including alternative reading selections of comparable rigor as needed.

Thank you for your cooperation.

Sincerely,

HPISD English Language Arts Teacher

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Permission/Opt-Out Form

Please check one of the following

☐ My student may read the books specified on his/her English Language Arts [Course Overview](#).

☐ My student may read the books specified on his/her English Language Arts [Course Overview](#) with the exception of the titles listed below:
The teacher will provide alternative reading selections for these titles.

Do you have any feedback you would like to provide about this year's reading selections?

Student First Name		Student Last Name	
Teacher Name			
Grade	☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12		
English Period	☐ 1 st ☐ 2 nd ☐ 3 rd ☐ 4 th ☐ 5 th ☐ 6 th ☐ 7 th ☐ 8 th		
Parent/Guardian First Name		Parent/Guardian Last Name	
Parent/Guardian Email Address			
Date			

Exhibit G: Staff Interest Form for Reconsideration Committee

Reconsideration committees shall be convened during the months of September, October, November, January, February, March, and April, as needed.

Per EF(LOCAL), reconsideration committees shall consist of at least seven members. The chair shall be a District-level administrator and a non-voting committee member. The remaining committee members shall consist of an equal number of District staff and parents who are not employed by the District. Committee members (beyond required administrators) are chosen at random from the list of volunteers when a committee is formed.

Staff member(s) who serve on a reconsideration committee shall work at a campus with the grade level in which the relevant instructional resource is being used. Staff (beyond required administrators) may serve for the reconsideration of only one library material at a time. Upon serving on a reconsideration committee at any level, such member shall move to the end of the list to give other volunteers the opportunity to serve.

First Name		Last Name	
Email			
Campus where employed		Grade Level and course(s) taught	

I pledge to engage in the reconsideration process free of bias and with regard to HPISD Policies EF(LEGAL) and EF(LOCAL), giving special attention to the Guiding Principles and Selection Criteria found therein. I commit to reading the material in its entirety prior to participating in a reconsideration committee. I understand that if I am selected to serve on a Reconsideration Committee, my name as a committee member will be public information.

Signature		Date Submitted	
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Exhibit H: Parent Interest Form for Reconsideration Committee

Reconsideration committees shall be convened during the months of September, October, November, January, February, March, and April, as needed.

Per EF(LOCAL), reconsideration committees shall consist of at least seven members. The chair shall be a District-level administrator and a non-voting committee member. The remaining committee members shall consist of an equal number of District staff and parents who are not employed by the District. Committee members (beyond required administrators) are chosen at random from the list of volunteers when a committee is formed.

Parents who serve on a reconsideration committee shall have an HPISD student enrolled at a campus with the grade level in which the relevant instructional resource is being used. Each parent shall serve on only one reconsideration committee at a time and shall roll to the bottom of the list for subsequent reconsideration committees.

First Name		Last Name	
Email			
I am willing to serve on a reconsideration committee at the following level(s): <i>You may only select levels in which you currently have a student enrolled in HPISD.</i> ☐ Elementary ☐ Middle/Intermediate ☐ High School			
Campus(es) your child(ren) currently attend(s):			
☐ Armstrong Elementary ☐ Boone Elementary ☐ Bradfield Elementary ☐ Hyer Elementary ☐ University Park Elementary ☐ McCulloch Intermediate or Highland Park Middle School ☐ Highland Park High School			

I affirm that I have a student enrolled in HPISD in the grade level(s) selected above and am not currently employed by the District. I pledge to engage in the reconsideration process free of bias

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and with regard to HPISD Policies EF(LEGAL) and EF(LOCAL), giving special attention to Guiding Principles and Selection Criteria. I commit to reading the material in its entirety prior to participating in a reconsideration committee. I understand that if I am selected to serve on a Reconsideration Committee, my name as a committee member will be public information.

Signature		Date Submitted	
------------------	--	---------------------------	--

Exhibit I: Request for Reconsideration of Instructional Resource

Note: A District employee, a parent or guardian of a District student, or an adult student enrolled in the District shall be permitted to formally request reconsideration of any instructional resource in use or approved for use on the basis that it fails to meet the standards set forth in EF(LOCAL) policy and is inappropriate for its intended educational use.

Name			
Street Address		Zip	
Email		Phone	
I am	☐ a parent/guardian of a student enrolled in HPISD. ☐ an employee of HPISD. ☐ an adult student enrolled in HPISD.		

Title		ISBN #	
Author		Publisher	
Type of Resource			
☐ Book ☐ Magazine ☐ Audio recording ☐ Display ☐ Newspaper ☐ Video/DVD ☐ Library program ☐ Electronic information (please specify): _____ ☐ Other (please specify): _____			

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To your knowledge, in what way(s) is this resource currently being used?

- ☐ Library Circulation ☐ Required Classroom Reading ☐ Choice Classroom Reading
☐ Classroom Library ☐ Other (please specify):

Below are questions regarding your request for reconsideration of an instructional resource. Please limit the scope of your answers to the questions below. Anything that falls outside the scope will not be included in the packet provided to the reconsideration committee. Please do not include the names of District employees, community members, or individuals.

Have you reviewed the material in its entirety, as well as the selection standards in board policies EF(LEGAL) and EF(LOCAL)?

(If not, please do so before completing and submitting this form.)

☐ Yes ☐ No

Which specific standard(s) in board policies EF(LEGAL) and/or EF(LOCAL) do you believe this material violates and how? Please cite the relevant standard(s) and provide specific pages and details from the instructional resource in question.

Exhibit J: Reconsideration Committee Report

Title or Name of Resource		ISBN #	
Author		Publisher	
Type of Resource			
☐ Book ☐ Magazine ☐ Audio recording ☐ Display ☐ Newspaper ☐ Video/DVD ☐ Library program ☐ Electronic information (please specify) _____ ☐ Other _____			
Current Usage			

Date of Committee Meeting			
Committee Administrator			
Staff Committee Members		Parent Committee Members	

Does each committee member attest to reading the work in its entirety prior to meeting?
☐ Yes ☐ No

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Guiding Principles of Selection Per EF(LOCAL), Guiding Principles of Selection apply to the HPISD collection as a whole.	# of members who chose Yes/No	
	<u>Yes</u>	<u>No</u>
1) Does this work deliver, support, enrich and assist in implementing the District's instructional program, taking into consideration students' diverse interests, abilities, learning styles, and maturity levels?		
2) Does this work help provide a solid foundation in core subjects and a wide range of background information so that students shall grow in factual knowledge and intellectual curiosity and become effective communicators in written and oral form?		
3) Does this work help promote enjoyment of reading and appreciation for the depth and breadth of literary and world history, from ancient texts and classics to contemporary literature?		
4) Does this work help present balanced information on various sides of controversial issues so that students shall develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives?		
5) Does this work help equip students to understand their rights, duties, and responsibilities as citizens?		
6) Does this work help represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community?		
Please summarize the committee's discussion regarding the Guiding Principles of Selection.		

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Selection Criteria Per EF(LOCAL), Selection Criteria shall apply to each individual resource.	# of members who chose Yes/No	
	<u>Yes</u>	<u>No</u>
1) Does this work enrich and support the general educational goals of the state and District and the specific course and campus objectives?		
2) Does this work meet high standards in presentation, format, readability, content, accuracy, artistic or literary quality, and educational significance?		
3) Is this material appropriate for the subject and for the age, ability level, learning styles and social and emotional development of the students for whom it has been selected?		
4) Does this material comply with the prohibition of excessive or gratuitous sexuality, profanity, and/or violence?		
Please summarize the committee's discussion regarding the Selection Criteria.		

Protections from Inappropriate Material

Texas public schools are prohibited from possessing or distributing materials which are “harmful” as defined by Penal Code 43.24(a)(2); “obscene” as defined by Penal Code 43.21(a)(1); pervasively vulgar or educationally unsuitable. Instructional resources also must comply with the Children’s Internet Protection Act (CIPA).

Does the committee believe this work complies with these requirements?

☐ YES (___ number of votes) ☐ NO (___ number of votes)

Please summarize the committee’s discussion regarding the Protections from Inappropriate Material.

Committee Decision

Note: No instructional resource shall be removed solely because of the ideas expressed therein or the personal background of the author or the personal background of the characters in the material. However, a district may remove a material because it is pervasively vulgar or is not appropriate for its intended educational use.

Did the committee find this resource meets the standards set forth in EF(LOCAL) and is appropriate for its current intended educational use?

☐ YES (___ number of votes) ☐ NO (___ number of votes)

If no, please cite the standard(s) in EF(LOCAL) the resource fails to meet and explain.

If no, does the committee recommend any alternative use for the instructional resource?

The chairperson attests that this report has been approved by all members of the committee and this is the final report of said committee.

Chairperson

Date

Exhibit K: Parent Request to Opt-Out of Library Material Checkout

Note: This form may be used by a current HPISD parent/guardian to list books their child may not check out from the school's library during the current school year. A new request must be submitted each year. This is not a request to have a book removed from circulation.

Date of request			
Parent/Guardian Name			
Student Name		Student ID #	
School		Grade Level	
Preferred phone #		☐ Cell ☐ Home ☐ Work	

The following library material(s) should not be checked out to my child named above.

Title			
Author		ISBN #	

Title			
Author		ISBN #	

Title			
Author		ISBN #	

<i>For Office Only</i>	
Date received	Initials