

POLICY: 3.5 CURRICULUM AND INSTRUCTION
POLICY CATEGORY: SUPERINTENDENT LIMITATIONS
PERIOD MONITORED: July 1, 2009 – March 1, 2010
BOARD MEETING DATE: March 8, 2010

This is my monitoring report on the Board of Education's Executive Limitation policy "Curriculum and Instruction." I certify that the information contained in this report is true and complete, and presented in accordance with the routine monitoring report schedule. This report will monitor the policy starting at its more detailed prohibitions and end with the global prohibition.

Michael F. Paskewicz
Superintendent
March 8, 2010

Revised per Board of Education directive – 3.5.1 interpretation #4 and data collected #4. No changes have been made to the interpretation. Changes have been made to the "data reported" and are in bold and underlined. Changes have also been made to the "conclusion statement" and are in bold and underlined.

Resubmitted to the Board via email on March 9, 2010. Formal review at the March 22, 2009 work session.

3.5.1 POLICY PROHIBITION

The Superintendent shall not operate without providing information regarding performance standards to parents/guardians and students.

INTERPRETATION:

I interpret this to mean:

1. NEOLA Policies and Administrative Guidelines are in place and updated two time a year basis.
2. 100% of schools distribute registration materials beginning in August. All school materials include a Student Handbook that defines expectations for students and parents, related to academics, the consequences for inappropriate behavior, and the appeal process for disciplinary measures. All students and their families who arrive after the start of the school year are provided the same information as distributed during registration.
3. 100% of teachers at the high school level distribute course expectations and requirements no later than the first full week of the start of the course. The principal conducts a direct inspection of the course expectations. All students and their families who arrive after the start of the school year are provided information on the course requirements.
4. 100% of schools send home quarterly, monthly, or weekly communication that provide information to students and their families about current school events, programs, extra-curricular, academic and social activities, and expectations.
5. All schools maintain web sites that provide academic and behavior expectations.
6. Common school based issues, questions, and concerns are answered within 24 to 48 hours and resolved within 1 to 3 days. More complex issues are responded to within 24 to 48 hours and resolved within one week. One week is reasonable as complex issues require the involvement of multiple persons that require the coordination of calendars and the collection of information from the respective parties prior to a decision being made.
7. Issues not solved at the school level and referred to the Office of the Superintendent or the Board of Education are resolved within two weeks unless legal process issues require a longer time line (i.e. expulsion process).

DATA REPORTED:

1. NEOLA, Board Policies 5000 – 5880 speak to student expectations and performance standards. Administrative Guidelines 5000 – 5880 speak to student expectations and performance standards. Both sets of policies/guidelines have been updated during the 2009/2010 school year.
2. 100% of schools distributed registration materials by the start of the 2009/10 school year. All parents/families enrolled after the start of the school year received the same information.
3. 100% of the high school teachers distributed course expectations by the first week of the school year per direct inspection of the high school principal.
4. ~~100% of the schools send home regular communication to parents. Examples include:~~
 - ~~Curriculum maps~~
 - ~~Quarterly report cards~~
 - ~~Monthly newsletters~~
 - ~~Teacher weekly newsletters~~
 - ~~Weekly academic expectations~~
- 4. All schools except the high school and East Campus Alternative send home regular communication to students and families on quarterly, monthly, and/or weekly basis.**
5. 100% of schools have active web sites.
6. Per school principals, all school based issues have been resolved within the established timelines.
7. One issue regarding treatment of a parent and student enrolled in East Elementary was referred to the Office of the Superintendent and resolved within two weeks. One issue regarding the expulsion of a high school student was referred to the Board of Education. The matter was resolved within the time line established by School Law on Expulsion of Students.

CONCLUSION STATEMENT:

The organization met expectations **except for #4. The high school and East Campus Alternative do not currently send home quarterly, monthly, or weekly communication to families. Compliance expected by October 2010.**

Incidental Information: They do use the following examples of communication but need to meet the expectations of interpretation #4.

High School – Edline, Flights, Seminar, 8th grade orientation, class meetings, open house, student planners, curriculum maps, registration materials, guidance meetings, SRC.

East Campus – Edline, quarterly report cards, progress reports every three weeks, Instant alert, Flights, Parent/teacher conferences, Email, phone calls, meetings with parents.

3.5.2 POLICY PROHIBITION

The Superintendent shall not operate without a quality management process which ensures continuous improvement for instruction and support in all areas of the education program.

INTERPRETATION:

1. The K-12 curriculum utilized by Northview Public Schools is aligned with the Michigan Grade Level and High School Content Expectations.
2. The 8-12 curriculum utilized by Northview Public Schools is aligned in core areas with the EXPLORE/PLAN/ACT tested standards.
3. K-12 curriculum is reviewed on a scheduled yearly basis. That is, a minimum of one curricular area per year is reviewed by a committee of staff and parents for relevancy, rigor, and alignment to state, national, and international standards.

This interpretation is reasonable as curriculum review cycles are established as a best practice function and are adjusted based upon changes in the Michigan Grade Level and High School Content Expectations.

DATA REPORTED:

1. All K-12 curriculum is aligned with the Michigan Grade Level and High School Content Expectations (or Standards, where applicable).
2. The 8-12 curriculum is aligned with the EXPLORE/PLAN/ACT tested standards in core areas.
3. Committees for language arts, mathematics, social studies, and foreign language are active and a schedule for curriculum review is established at the district and the Kent Intermediate School District level.

CONCLUSION STATEMENT:

The organization met expectations.

3.5.3 POLICY PROHIBITION

The Superintendent shall not operate without policies and procedures which ensure that instructional materials enrich and support the educational program of the school, are representative of the many groups which contribute to the American heritage, and are not likely to foster attitudes prejudicial to any gender, religion, ethnic, or racial group.

INTERPRETATION:

1. All instructional materials selected go through an extensive review process as designated by NEOLA policies 2210f1, 2510f1, and 2521f1.
2. The district utilizes Board of Education Guidelines (February 2005) Criteria for Selection/Reconsideration of Instructional or Library/Media Material (See Appendix A).
3. All instructional materials are approved by the Board of Education.

DATA REPORTED:

1. NEOLA policies are current and reflect statewide and national practices for selection of instructional materials.
2. Each selection committee receives selection criteria at the first meeting of the committee.
3. One set of curriculum materials was selected during the monitoring period – English 12 – proposed in November 2009 and adopted by the Board of Education in December 2009.

CONCLUSION STATEMENT:

The organization met expectations.

3.5.4 POLICY PROHIBITION

The Superintendent shall not permit student evaluation processes which do not recognize that all students can learn, that students learn at different rates and in different ways, and that teachers, as well as parents/guardians, play an influential role in support of learning.

INTERPRETATION:

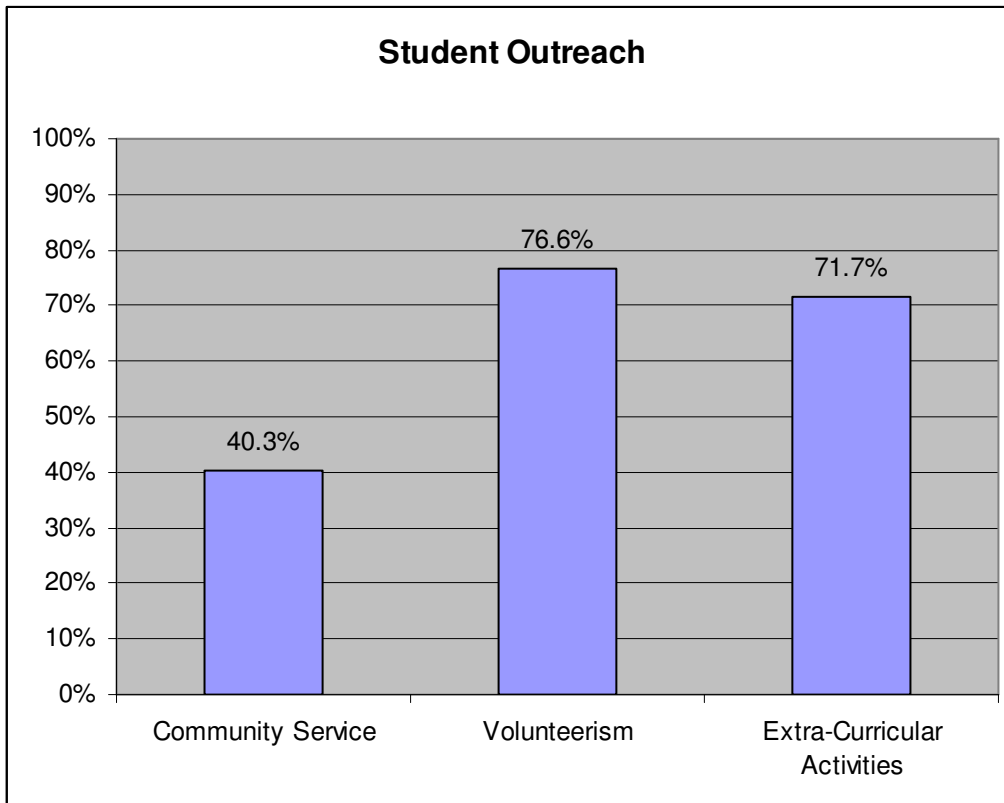
I interpret this to mean:

1. 100% of schools provide parents and students with written information regarding assessments no later than the end of the first week of school. All students and families who arrive after the start of the school year are provided information on assessments. This is done individually or in small groups.
2. 100% of schools provide parents and students with progress reports and report cards on the scheduled time table.
3. The Superintendent shall not prevent students, families, or community members from being heard by the Board when internal hearing procedures have been exhausted and the person alleges that Board policy has been violated to his or her detriment.
4. The number of issues appealed directly to the Board of Education does not exceed 4 in any one year.
5. All 8th grade students create individualized Educational Development Plans (EDP). Plans are revised and reviewed annually during high school by the student and their respective counselor.
6. 95% of graduating students have an EDP which includes:
 - a. examples of community service, volunteerism, or participation in extra-curricular activities.
 - b. examples of a minimum of three job shadow or internship experiences.

DATA REPORTED:

1. 100% of schools distributed registration materials by the start of the 2009/10 school year. All parents/families enrolled after the start of the school year received the same information. 100% of the teachers distributed course expectations by the first week of the school year per direct inspection of the high school principal.
2. Progress reports and report cards were distributed on time as published. Conferences were held during the assigned times at each respective school. Email, phone, and face-to-face meetings with parents were held as necessary at each school. Dates of scheduled reports are on the published school calendar on the district/school web site, monthly newsletter, and in Northview News each month.
3. One parent and their child appealed to the Board of Education during the monitoring period. Issue was resolved through the expulsion hearing process.

4. Only one issue was appealed directly to the Board of Education. This is below the benchmark of 4 appeals.
5. 99.9% of 8th grade students created an EDP in the 2008-2009 school-year. Students who enter Northview Public Schools after 8th grade create an EDP in 11th grade.
6. 100% of graduating students had a portfolio (Educational Development Plan) containing the identified components.
 - a. Students had examples of community service (40.3%), volunteerism (76.6%), or participation in extra-curricular activities (71.7%).



- b. 70% had examples of three job shadow or internship experiences.
- c. Students in grades 7-12 have an electronic portfolio and have presented contents to an adult:
 - 8th grade – 99.9%
 - 9th grade – less than 10%
 - 10th grade – less than 10%
 - 11th grade – 100%
 - 12th grade – 80%

CONCLUSION STATEMENT:

The organization met expectations.

3.5.5 POLICY PROHIBITION

The Superintendent shall not fail to ensure that evaluation of student progress considers the whole child (intellectual, physical, social, and emotional).

INTERPRETATION:

I interpret this to mean:

1. Schools provide reasonable, timely responses to inquiries and information to students and their families of what may be expected and what may not be expected from all services offered by the district, including academic courses and programs (especially specific course syllabi), sports and extracurricular programs, transportation and parking services, health and nutritional products and services, and special programs.

DATA REPORTED:

1. 100% of schools distributed registration materials by the start of the 2009/10 school year. All parents/families enrolled after the start of the school year received the same information. 100% of the teachers distributed course expectations by the first week of the school year per direct inspection of the high school principal.

Progress reports and report cards were distributed on time as published. Conferences were held during the assigned times at each respective school. Email, phone, and face-to-face meetings with parents were held as necessary at each school. Dates of scheduled reports are on the published school calendar on the district/school web site, monthly newsletter, and in Northview News each month.

CONCLUSION STATEMENT:

The organization met expectations.

3.5.6 POLICY PROHIBITION

The Superintendent shall not fail to ensure that evaluation is (a) designed to enhance instruction rather than detract from it, (b) honest, reinforcing and fair, and (c) based on the stated objectives of the curriculum.

INTERPRETATION:

I interpret this to mean:

1. The district utilizes evaluation tools that are recognized by the State of Michigan, nationally normed assessments, based on best practice related to the curricular area, or are considered to be direct inspection by teachers.
2. Policies are established to guide and direct staff regarding the use of tools for assessing student performance.
3. All schools have access to NEOLA Policies and Administrative Guidelines.

This is reasonable because it models best practices for school districts and business. Further, the written rules and expectations are easily accessible to individuals and groups inside and outside the school system.

DATA REPORTED:

1. The district utilizes MEAP, EXPLORE – PLAN – ACT, DRA (reading assessment), Grade Level Content Expectations (GLCE) a county-wide rubric, Child Study Team meetings, and teacher judgment to assess student performance.
2. NEOLA Policies 5000 – 5880 and Administrative Guidelines 5000 – 5880 speak to the appropriate assessment of students.
3. 100% of schools have electronic access to NEOLA Policies and Administrative Guidelines.

CONCLUSION STATEMENT:

The organization met expectations.

3.5 GLOBAL POLICY PROHIBITION

The Superintendent shall not fail to ensure that the educational curriculum and all practices and decisions relating to curriculum and instruction are consistent with all legislated requirements and the District's stated beliefs, and provide for high quality education.

INTERPRETATION:

I submit the Global Policy Prohibition has been comprehensively interpreted in the preceding sections.

DATA REPORTED:

Data supporting the interpretations and the conclusion statement has been reported in preceding sections.

CONCLUSION STATEMENT:

The organization met expectations.

Approved: March 22, 2010

Appendix A – Incidental Information

Criteria for Selection/Reconsideration of Instructional or Library/Media Material