

POLICY: 3.5 CURRICULUM AND INSTRUCTION
POLICY CATEGORY: SUPERINTENDENT LIMITATIONS
PERIOD MONITORED: March 12, 2012 – March 10, 2013
BOARD MEETING DATE: March 11, 2013

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.

A handwritten signature in cursive script that reads "Michael F. Paskewicz".

Michael F. Paskewicz
Superintendent
March 11, 2013

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 times a year.
2. 100% of schools distribute registration materials beginning in August. All school materials include a Student Handbook that defines expectations for students and parents/guardians, 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 use multiple forms of 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 timeline (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 2012/13 school year.
2. 100% of schools distributed registration materials by the start of the 2012/13 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 utilize multiple forms of communication to parents. Examples include: curriculum maps, quarterly report cards, monthly newsletters (printed and/or on-line), teacher weekly newsletters, weekly academic expectations, Edline, Flights, phone calls, 8th grade orientation at the high school, class meetings, open houses, student planners, registration materials, guidance meetings, Student Responsibility Center, parent/teacher conferences, email, phone calls, individual meetings with families, on-line newsletters, and email distribution lists. 100% of schools have active web sites.
5. School web sites have academic and behavior expectations posted. However, some web sites are not frequently updated causing issues for families.
6. Per school principals, all school based issues have been resolved within the established timelines.
7. No issues were referred to the Board of Education for resolution.

CONCLUSION STATEMENT:

The organization met expectations except for:

Some parts of school web pages have not been recently updated (examples include – principal letter, department pages, parent booster activities, respective teacher web pages. Improvements from the last monitoring cycle are noted and staff has been directed to keep the Superintendent informed of progress.

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 and the Common Core State Standards.
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, science, 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 2210, 2510, and 2521.
2. The district utilizes Board of Education Guidelines (9130B) Criteria for Selection/Reconsideration of Instructional or Library/Media Material.
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. The Board of Education approved revised 4th Grade Reproductive Health material on February 11, 2013.

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/guardians 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/guardians 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.
7. 70% of high school students participate in extra-curricular clubs, organizations, or activities.

DATA REPORTED:

1. 100% of schools distributed registration materials by the start of the 2012/13 school year. All students/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. No one was prevented from appealing to the Board of Education during the monitoring period.
 4. Only one issue was appealed directly to the Board of Education. The appeal was for early reinstatement from an expulsion. This is below the benchmark of 4 appeals.
 5. 100% of 8th grade students created an EDP in the 2011/12 school-year. Students who enter Northview Public Schools after 8th grade create an EDP in 11th grade.
 6. 100% of graduating students (2012) had an EDP.
 7. 62% of 2012 high school students participated in extra-curricular clubs, organizations, or activities.

CONCLUSION STATEMENT:

The organization met expectations. In #7, only 62% participated in extra-curricular clubs, organizations or activities. This was an expected drop due to the elimination of the block schedule. I am treating this as baseline data this year.

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 2012/13 school year. All students/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/guardians 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 businesses. 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, MME, EXPLORE – PLAN – ACT, DRA (reading assessment), Scholastic Reading Inventory (SRI), Scholastic Math Inventory (SMI), 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.