

Vernon Verona Sherrill
Central School District

Curriculum, Instruction, and Assessment Guidebook



- VVS Curriculum, Instruction, and Assessment Guide -

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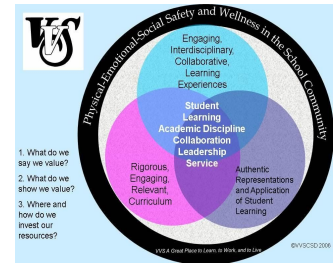
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I. Curriculum, Instruction, and Assessment Overview

A. District Mission

The Mission of the Vernon-Verona-Sherrill School District is to nurture and support students for success in life, preparing them to embrace challenges, learning opportunities, diversity, and civic responsibility.



B. Purpose

The VVS Curriculum Program Guidebook is designed to support district and building initiatives related to school growth plans by creating equitable and accessible opportunities for all students and closing the achievement gaps. Conversations will be derived from curriculum, instruction, and assessment planning, development, and review. The goals are to have relevant, rigorous and accessible curricula, effective instruction and assessments for all students where strengths are celebrated, areas in need of growth are identified, and achievement gaps are diminished and removed.

C. Roles and Responsibilities as related to Curriculum

1. Board of Education

- Participates in a periodic review of policies and goals—to help define policy and to develop long-term plans;
- Receives reports on the happenings in the school district and regular progress reports on district goals and initiatives.

2. District Leadership

A. Superintendent

As part of the key functions:

- Assesses district need and develops short- and long-range plans;
- Supervises, directs, and evaluates curriculum and the improvement of instruction;
- Recommends curriculum revisions and improvements to the Board for their approval

B. Assistant Superintendent for CIA

- Serves as a resource to building principals and faculty on the review and development of curriculum;
- Assists in planning and carrying out district-wide programs for curriculum review and development PreK-12
- Assists in developing an effective in-service education program for the instructional and support staff;

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- Organizes and provides guidance and recommendations with the process for and use of textbooks, instructional and technology software, and the selection of other instructional materials;
- Integrates instructional programs among all schools and articulates curricula between elementary grade levels, elementary schools, and middle school/high school;

C. Director of Curriculum

- Assists in the design and coordination of the District PK-12 curriculum and instructional practices;
- Works collaboratively with and serves as a resource for teacher leaders and building principals to vertically align instructional delivery, program changes, and articulation across the District;
- Provides leadership in the development, articulation, integration and implementation of instructional programs and program evaluations;
- Assists with coordination of staff development, supervision, and evaluation of appropriate instructional and support personnel

D. Internal Auditor/District Testing Clerk

- Provides training and guidance on an ongoing basis to school personnel;
- Verifies and reports all information and updates to the Assistant Superintendent for CIA;
- Verifies, counts and assists with the NYS testing;
- Provides training to teachers and administrators regarding the creation and use of Mastery Manager and other assessment data

D. Educational Technology & Integration

- *Educational Technology Leader* assists with NYSED educational technology planning, strategic technology procedures, professional development planning, hardware and software inventories, technology replacement cycle planning, emerging technology trends, evaluation, research, development, and ITI PLC Leadership;
- *Technology Integration Specialist* assists with professional development delivery and technology integration coaching

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3. Building Leadership

- ***Building principals (ISLLC 2008/PSEL 2015)***

- To serve as the instructional leader for the building by supporting and facilitating curriculum development and planning goals that address school growth plans and development by advocating, nurturing, and sustaining a positive school culture;
- Employ valid assessment consistent with knowledge of student learning and development;
- Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student achievement;
- Ensure instructional practices are intellectually challenging and rigorous;
- Utilize assessment data appropriately to monitor student progress and improve instruction

- ***Teacher Leaders***

- Support and facilitate educational experiences for student through instructional goals;
- Provide department members with all available current state and local curriculum, and develop, maintain and implement the department's curriculum objectives;
- Provide input and cooperate in the development of department curriculum as deemed necessary by the district's curriculum councils;
- Promote quality instruction

4. Curriculum Committee Members

The curriculum committees serve as advisory members to the Assistant Superintendent of CIA pertaining to the various district/building curriculum, instruction, and assessment initiatives, improvements, concerns, and the results of these initiatives. Committees will submit agenda minutes and any written recommendations to the Assistant Superintendent of CIA.

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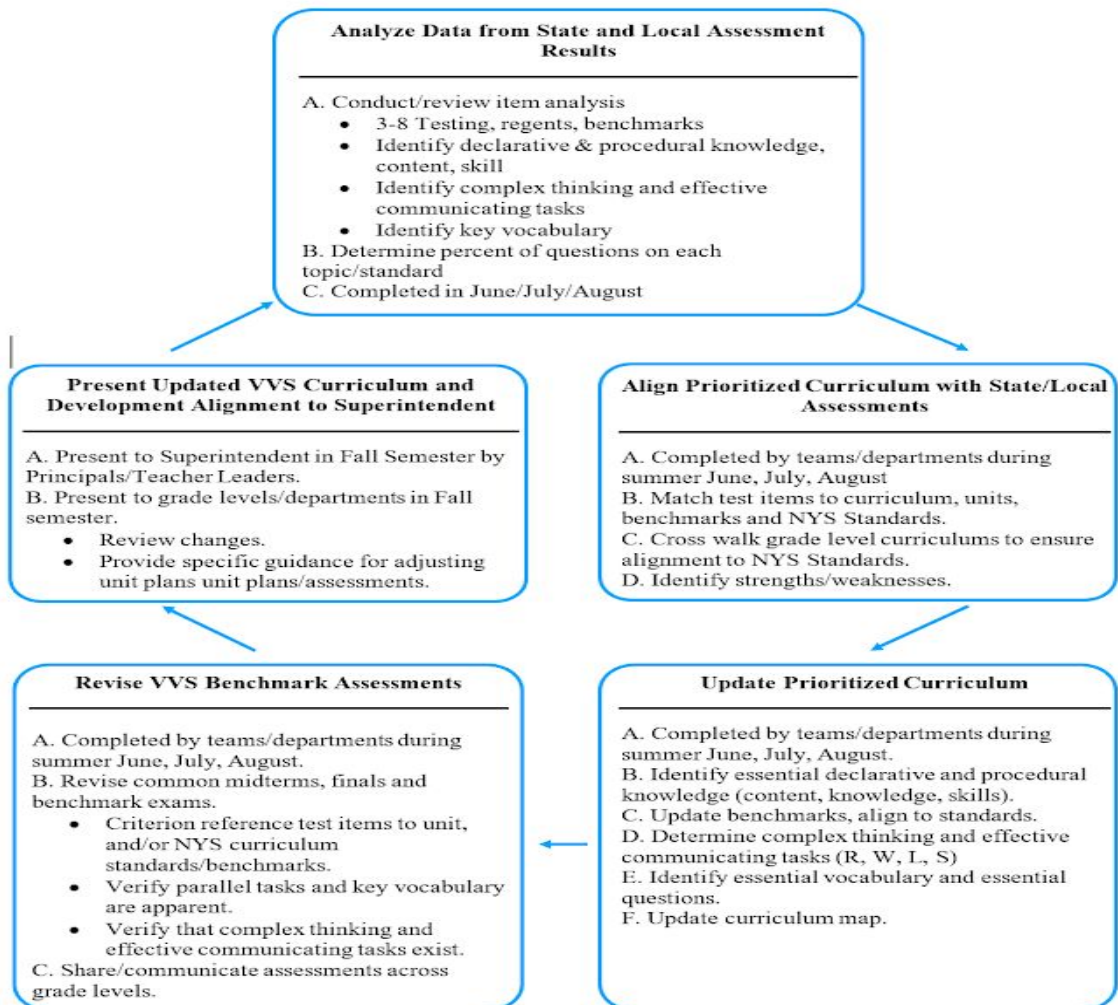
II. Program Review

A. Purpose

The function of our VVS curriculum program review is to assist instructional leaders and teachers with the progress and evaluation of individual programs to ensure appropriate program development, to encourage lifelong and world-ready skills for all learners and to promote student achievement and learning success at high levels.

A. Process

VVS PK – 12 CURRICULUM DEVELOPMENT/ALIGNMENT PROCESS



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STEP 1 - Program review and prioritization:

- Review of national, state and local standards and data item analyses to gather input for strengths and areas of concern (**See above**). Examples of data to be analyzed are:
 - 3-8 State testing
 - Regents examinations
 - Benchmark exams
 - Quarterly exams
 - Local assessments
- Data to be reviewed during department, grade-level, PLC meetings, professional development, and/or during teacher planning periods
- Review of Measure of Interim Progress (MIP) reports
- Establish a School Growth Plan and identify student achievement targets

STEP 2 - Program procedures for review :

- Conduct curriculum audit
 - Identify strengths, achievement gaps and/or areas of growth using data driven discussions
 - Identify and prioritize items to review:
 - Analysis of submitted data (C.A.P.) process, content area/building CDEPs, department/grade level meeting minutes associated with content area), assessment data collections (e.g., national, state, and local assessments and/or Mastery Manager item analysis)
- Options for reported findings should be identified through content area/building CDEP reports, overview report form, and/or building growth plans (**See Appendix A** for the overview report form)

STEP 3 - Revisions/updates/evaluation per content area (Year 2, July - August):

- Evaluate curriculum and instructional program content through collaborative discussions during summer work and/or congruency meetings with curriculum committees, departments, or grade levels pertaining to updates and/or revisions
- Complete Curriculum Alignment Process; update/revise/create based on findings
- Evaluate data by identifying improvements made, strengths, and achievement gaps
- Identify effective instructional strategies
- Continue to update/revise/create common assessments based on data analysis
- Update CDEP goals and data annual

III. Curriculum Alignment Process

A. Purpose

The purpose of the VVS Curriculum Alignment Process (C.A.P.) is to serve as a collaborative guide for creating, revising, and updating curricula district-wide. Our curriculum alignment process will focus on standards-based awareness, prioritized curriculum, desired outcomes for student learning, evidence, and task analysis for each unit taught. Development phases are included in this process as we strive for common language and consistency throughout all stages of curriculum development. Our goal is to provide students with world ready skills that will prepare them to be college, career, and civic ready.

B. Curriculum Overview

We have provided district approved templates to help our faculty and staff navigate through this process. These templates are located in the VVS C.A.P. Team Drive under “Curriculum Templates”. Among the templates, you will find curriculum checklists that have been developed to demonstrate student readiness needed during the course of the current school year, as well as preparing students to enter in the next levels of study.

To help guide our efforts, there are also links to other resources, such as links to all content area standards, an infographic for Bloom’s Revised Taxonomy, social and emotional learning benchmarks, the Communication Program, interdisciplinary connections, and the VVS PK-12 Curriculum Development / Alignment Process diagram.

C. Process

- **STEP 1 - Standards-Based Awareness** This document will identify what students need to know. It is the first step for prioritizing overall curriculum and individual planning. Please keep in mind, this step is only intended for identifying the standards that are a priority for teaching and learning. In addition to the standard, you will find space to list the topic and to reflect on its purpose if needed. Examples of resources are listed to assist with planning.
- **STEP 2 - Prioritized Curriculum Document** - This document assists with prioritizing curriculum of what needs to be taught to meet the standards using the 50-30-20 prioritization process. Local and state assessments can assist with this planning by analyzing the standards that are used most frequently. Examples of resources are listed to assist with planning.
- **STEP 3 - Time frame for Specific Subjects/Units** - This document will be used for documenting the anticipated time frame for teaching specific units.

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- **STEP 4 - Unit Planning Document** - This document will provide direction for each unit by focusing on items found in a Universal by Design (Wiggins & McTighe, 1998) format. The goal is to first establish the desired outcomes for each unit, along with the evidence and task analysis needed to promote student achievement.
- **STEP 4a - VVS Communication Program** - This document highlights information needed to help guide thoughts and ideas regarding the transitioning process for the new program.
- **STEP 5 - VVS Curriculum Checklist** - The last step is a curriculum checklist to review the planning process. It is completed by indicating either “yes” or “no” regarding the items listed. The items listed are just a guide, not all items will be used.
- **STEP 6 - Checklist for Creating Standards-Based IEP Goals** - This step is to assist special education teachers when creating standards-based IEP goals. The process is based on NYSED’s Next Generation Professional Development Toolkits. This checklist can also help inform general education teachers of the standards-based IEP goals procedures in order to promote a more collaborative process for all involved.

IV. Instructional Practices (Based on BOE Policy - 6059)

A. Primary Foci:

Planning and preparation:

The lesson plan should:

- Be consistent with the district, New York State and/or AP curriculum;
- Shows evidence of planning between and among teachers who share related responsibilities;
- Includes identifiable objectives, instructional methods, and activities, and that it is an integral part of an observable lesson sequence;
- Provides for interdisciplinary integration and subject matter
- Includes a provision for evaluation and/or an authentic assessment III.

Presentation of Lesson

The instructional delivery should

- Display continuity, instructional objectives related to the lesson that is communicated effectively, organized, and contains consistent with lesson objectives;

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- Contain accurate presentation of subject matter;
- Uses an evaluation strategy and/or an authentic assessment activity;
- Promote active engagement in the learning process;
- Provide opportunities for students to assess their personal performance;
- Utilize questions to probe, clarify, elicit active student involvement, and higher thinking skills;
- Use teaching methods that are compatible with lesson content;
- Plan for minimum loss of lesson time to confusion, transition, or disruption;
- Provide purposeful, challenging, task-oriented student activities;
- Employ a variety of teaching methods, strategies, and materials to accommodate student differences;
- Provides opportunities provided for students to practice what was taught in lesson;
- Include opportunities for cooperative learning activities
- Provide closure to lesson the the closure reinforces the lesson content

Learning Environment

1. The teacher in the learning environment should:
 - Display teacher interest and enthusiasm for subject matter;
 - Should entail appropriate classroom management;
 - Demonstrates patience;
 - Establish and achieve student behavior expectations;
 - Treat students in a courteous manner;
 - Stimulates interest and effort in students;
 - Demonstrate concern for physical well-being of pupils;
 - Demonstrate verbal and non-verbal communication to motivate and reinforce;
 - Demonstrate high expectations for student achievement
2. The learning environment should provide evidence of the following:
 - Prompt feedback for written work
 - Orderly, clean, safe classroom atmosphere
 - Active student involvement in learning
 - Timely visual displays supporting the learning process
 - Generation and the maintenance of necessary student

* Expectations for technology use in the classroom, by both teachers and students, should be interconnected with teaching and learning practices

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B. APPR

Purpose:

- To help ensure effective teaching and learning resulting in student attainment of District and State learning standards;
- To bring together the elements of District and State curriculum priorities, effective instructional practices and assessment;
- To support the continuous learning and professional growth of teachers, teacher leaders, student support personnel, and district administrators;
- To ensure that all professional staff meet New York State certification requirements.

Observations:

Probationary Teachers

- One unscored observation; three-day Observation Review Plan; one scored observation; and at minimum four walkthroughs

Tenured Teachers

- Tenured teachers choose from two collaborative alternatives
- A - Classroom Observation conducted by the building principal; minimum of four walkthroughs
- B - Personalized Professional Development Plan; minimum of four walkthroughs

Instructional Strategies:

- Teachers meeting District Standards employ a variety of instructional strategies to ensure student learning;
- Teachers who reflect attainment of this standard demonstrate skillful use of instructional strategies that build on students' prior knowledge, life experience, and interests to engage all students in meaningful and significant work resulting in deep understanding and application of the skills and knowledge of the discipline in real-life contexts that make subject matter meaningful;
- Teachers attaining this standard facilitate challenging learning experiences for all students that promote autonomy, interaction, and choice;
- All students are actively engaged in problem solving and critical thinking within and across subject matter areas;
- Students are able to demonstrate, articulate, and evaluate what they learn in the classroom and other environments

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Learning environment:

- Teachers meeting District Standards provide a learning environment that is physically, emotionally, and socially safe in order to promote student learning;
- Teachers who reflect attainment of this standard maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another;
- Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students;
- Teachers encourage all students to participate in making decisions and working independently and collaboratively;
- Expectations for student behavior are established early, clearly understood, and consistently maintained
- Effective use is made of instructional time as classroom procedures and routines are implemented

C. Professional Development

Purpose:

- To provide meaningful, high quality, focused professional learning opportunities that are aligned with the NYS Learning Standards. The professional learning provided in this plan is aligned with our district vision, beliefs and goals;
- To create learning opportunities for all educators, teachers, support staff, administrators, and Board of Education members;
- To improve student learning by increasing knowledge and skills necessary to assure proficiency or mastery of the New York State and District Learning Standards.

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Professional Learning Goals 2020- 2021 Strands:

SAFETY	CURRICULUM	TECHNOLOGY	PHYSICAL- EMOTIONAL SOCIAL (PES) WELLNESS OUTER CIRCLE
CPR/AED	Next Generation Learning Standards (Including Computer Science Awareness)	Google & Chromebook Integration	Social Emotional Learning
Cybersecurity & Data Privacy	Literacy across content areas	Computer-Based Testing Skills	Capturing Kids Hearts (CKH)
	Curriculum Alignment Process	SAMR	Mental Health
		SMART Learning Suite	Family Engagement

V. Student Assessment

A. APPR Assessment Reference

- Teachers meeting District Standards utilize both formative and summative assessments to evaluate the curriculum and instructional strategies employed and provide feedback to students in a manner that encourages student progress toward meeting New York State and District Learning Standards;
- Teachers who reflect attainment of this standard establish and clearly communicate learning goals for all students;
- Multiple sources of information are gathered and used to assess student learning;
- Students are involved in assessing their own learning;
- These teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students;
- Teachers who attain this standard exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress

B. District Assessments

K-12 Assessments

The purpose of district assessments is to provide measurable learning outcomes used to evaluate student performance. Assessments **of** learning reflect the student learning; what the students are able to do. Assessments **for** learning provide teachers with insight, opportunities for reflection as to how they should respond to what the student data is revealing.

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The specific types of assessment utilized are:

- **Formative** - benchmark exams, reflection journals, homework assignments used for review, impromptu quizzes;
- **Summative** - regents exams, end-of-the-year local final exams, portfolios, final projects, end of unit or chapter tests;
- **Diagnostic** - pre-screening assessments, self-assessments, pre-tests

Standards-based curriculum and best teaching practices together drive instruction. Assessments help determine how students are learning in order to assist with the effectiveness of curriculum planning and instruction. Therefore, assessments serve to provide meaningful feedback, based on communication, collaboration, and guidance, to both teachers and students to support a positive learning environment. Identifying areas of strengths and areas in need of growth through a reflective process are essential for continual growth.

C. Mastery Manager

Mastery Manager is a web-based tool that provides educators with student progress and achievement data related to the various assessments administered. It consists of score-based and standards-based assessment data that allows for teachers and administrators to analyze student performance on a continual basis. Upon the accessibility of the various forms of data provided, informed decision-making through a collaborative process can occur.

D. Screening for Pre-K / Kindergarten

The Speed DIAL assessment is used for both Pre-K screening and K screening. Pre-K also uses a speech and language screening test consisting of various topics, along with a Pre-K Parent Questionnaire. If applicable for students entering Kindergarten, an additional screening in the fall for speech and language services is administered.

E. English Language Arts (ELA) and Math 3-8 state assessments

The annual ELA and Math 3-8 state assessments gauge individual student learning progress by providing mastery levels of attained learning standards, student achievement, along with guidance for instructional practices and professional development for teachers. These assessments are:

- Administered during a two-day session time frame;
- Untimed, providing that students are productively on task;
- A requirement of the federal Every Student Succeeds Act (ESSA)

F. Science Assessments for 4 and 8

Both science assessments are designed to assess student content and skills related to the *Elementary-Level Science Core Curriculum, Grades K–4* for Grade 4 and the *Intermediate-Level Science Core Curriculum, Grades 5–8* for Grade 8. These assessments consist of two components: A Written Test and a Performance Test. The assessments are designed to determine a student's need for possible academic intervention services (AIS).

G. Regents Examinations

The Regents exams are designed to assess student achievement pertaining to NYS learning standards and grade level bands. The development of these exams are based on a collaborative process between certified content area teachers and the New York State Department of Education. These summative assessments provide important information regarding individual student achievement, as well as providing information on effective teaching and learning practices.

H. AP Examinations

AP exams are designed to provide students with support and demonstrate the skill-set necessary to be successful at the collegiate level, as well as preparation for career readiness. Advanced Placement courses are offered to students in English, biology, chemistry, physics, calculus, American history, European history and art are offered to students beginning in ninth grade.

I. Local Benchmarks

Local benchmarks serve as formative assessments for student learning. Reliable and valid measurements are used to inform teachers and administrators about any strengths and areas in need of growth at all levels throughout the district. These results also provide opportunities for collaborative decision-making and facilitate leadership discussions.

J. NYS English as a Second Language Achievement TEST (NYSESLAT)

This assessment is required by NYS to help determine the English proficiency level for English Language Learners (ELL) and a Multilingual Learners (MLL) enrolled in Grades K-12. This exam is administered annually in the spring for the purpose of measuring a student's listening, speaking, reading, and writing skills. These results also supply meaningful data to help support student learning as well as communicating future classification in terms of a possible exit from an ELL status.

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K. NYS Identification Test for ELL (NYSITELL)

This assessment is used for an initial identification for English Language Learners and Multilingual Learners in accordance with Part 154 of the Regulations of the Commissioner of Education. Prior to administering this assessment, the parent(s)/guardian(s) complete a Home Language Questionnaire (HLQ) along with an informal interview in the home language and in English. This assessment is to be administered and completed within 10 Days for all newly enrolled students in the VVS school district, unless the student has been already identified as an ELL or an MLL in another NYS school district.

L. Student of Interrupted/Inconsistent Formal Education (SIFE)

Once a student has been identified as an English language learner, depending upon individual circumstances, a determination can be made regarding a potential status for SIFE within the 10 day period. This determination includes:

- A SIFE Oral Interview Questionnaire in English and in the student's home language
- A qualified interpreter and translator to be provided by the district
- Administration, if determined after the interview, of a Multilingual Literacy SIFE Screener (MLS) in the home language, which includes identifying reading, mathematical, early literacy and vocabulary levels.
- Administration of a Writing Screener

M. NYS Alternate Assessments (NYSAA)

These tests are administered for all students enrolled in grades 3-12 with the most severe disabilities in the areas of ELA, mathematics, and science. Beginning with 2019-20 school year, this assessment will be administered using a computer-delivered adaptive assessment through Dynamic Learning Maps alternate assessment.

VI. Textbook Selection

For the textbook process, there are a series of topics:

- **Textbook selection procedure**

Below are some of the highlights from our textbook selection procedures. To see the full details and for information pertaining to specific buildings, criteria, and Board of Education approval, please use the link below.

- Materials must be approved by the Board of Education as recommended by the Superintendent

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- Prior to the Superintendent's recommendations, a proper study and evaluation by designated members of the professional staff are to be made
- The Board of Education should have the opportunity to examine the textbooks before a final vote of approval is taken
- Elementary level - an appropriate teacher committee in conjunction with the appropriate curriculum committee and Teacher Leader in examining suggested texts
- Middle School/High School Levels -
 - The classroom teacher may suggest to the teacher leader the desired textbook
 - Teacher leader and department staff are then responsible for examining requested textbooks for suggested adoption
 - Building principal is then responsible for examining recommendations before recommending its adoption to the Superintendent

Link:

<http://web2.moboces.org/policies/vvs/8400%20Selection%20of%20Textbooks.pdf>

- **New textbook adoption *form* (See Appendix B or form)**

Link:

<http://web2.moboces.org/policies/vvs/8400.1%20Request%20for%20New%20Textbook%20Adoption.pdf>

- **Revaluation of textbooks and instructional materials *form* (See Appendix C)**

Link:

<http://web2.moboces.org/policies/vvs/8403.1%20Request%20Form%20for%20Reevaluation%20of%20Textbooks%20and%20Instructional%20Materials.pdf>

- **Textbook disposal record *form* (See Appendix D)**

Link:

<http://web2.moboces.org/policies/vvs/8402.1%20Textbook%20Disposal%20Record.pdf>

- **Textbook library disposal procedures**

Below are some of the highlights for textbook library book disposal. Please see the link below for full details of procedures.

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- To complete this process, there is a book evaluation procedure and a book disposal procedure
 - **Book Evaluation:**
 - Teachers and/or teacher leaders and school librarians will examine book for condition and usability in conjunction with present curriculum
 - The teacher and/or teacher leader and Media Center Specialist will list all books to be discarded on approval form Regulation 8402.1 Textbook, 8402.2 Library Book
 - Building principal will decide to either approve or disapprove the discarding of books and completed forms will then be sent to the Superintendent for approval
 - **Book Disposal**
 - If determined that the books are no longer useful or usable, procedures for book disposal shall ensue
 - Three possibilities are: monetary return to School District, donation, disposal as trash or recyclable material

Link:

<http://web2.moboces.org/policies/vvs/8402%20Textbook%20Disposal.pdf>

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Appendices:

Appendix A:

Program Overview Report		Year: _____
Date:		Grade Level/Department:
Areas of Success:	As evidenced by:	
Areas of Growth:	As evidenced by:	
Plans moving forward:		
Planned instructional strategies:		
Assessment updates/revisions:		

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Appendix B:

Regulation

INSTRUCTION

8400.1

REQUEST FOR NEW TEXTBOOK ADOPTION

CURRENT TEXTBOOK IN USE

Title	Author	Copyright Date	Edition	Grades	Purchase Date

NEW TEXTBOOK REQUESTED

Title	Author	Copyright Date	Edition	Grades	Purchase Date

Reason for new textbook adoption:

Date:

Teacher Leader Signature

Principal's Signature

Date of Board Approval: _____

Vernon-Verona-Sherrill School District

Approved by the Superintendent: 03/25/19

Adopted: 03/14/05, 07/01/09

Rescinded: 03/25/19

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Appendix C:

Regulation

INSTRUCTION

8403.1

REQUEST FORM FOR REEVALUATION OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Name: _____

Address: _____

Telephone: _____

Complaint Represents () Self
() Name of Organization (Identify by Name: _____)
() Group (Identify by Name: _____)

School in which material is used: _____

A book or pamphlet: Author _____

Title: _____ Publisher: _____

If AV Material: Title: _____

Media Check _____

VHS: _____

DVD: _____

CD: _____

Other (Specify) _____

Producer _____

OBJECTIONS:

What is your objection to this material? Please be specific. Cite passages, pages, concern:

Did you read, view or listen to the entire material? _____

Do you know the purpose for which the material was assigned? If so, please state the purpose.

What do you feel might be the result of reading, listening to or viewing this material? _____

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REGULATION

INSTRUCTION

8403.1

REQUEST FORM FOR REEVALUATION OF TEXTBOOKS AND INSTRUCTIONAL
MATERIALS

What do you believe is the main idea of this material? _____

Do you find any merit in this material? _____

Have you read any reviews of this material? _____

In its place, what material of equal quality would you recommend as a substitute? _____

COMMENTS: _____

Date

Signature of Complainant

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Appendix D:

Regulation

INSTRUCTION

8402.1

TEXTBOOK DISPOSAL RECORD

Date: _____

School: _____

TITLE	COPYRIGHT DATE	ACQUISITION DATE	NUMBER OF TEXTS TO BE DISCARDED	REASON FOR DISCARD

Approval
Building Principal: _____

Date: _____

Approval
Supt. of Schools: _____

Date: _____

Vernon-Verona-Sherrill School District

Approved by the Superintendent: 03/25/19

Adopted: 03/14/05, 07/01/09

Rescinded: 03/25/19

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