

Tularosa Municipal Schools  
Board Policy Manual

SECTION V

**INSTRUCTION**

**5.1 The Instructional Program**

The total organization of a school district is a design for the development and continuous adaptation of an instructional program toward the needs of those it serves. Physical plant, Board of Education, administration, custodial and maintenance personnel, teachers and supervisors, transportation, and budgeting and financing are all simply means to an end--namely that of providing a sound instructional program.

A. High School Curriculum

The high school curriculum shall either meet or exceed all standards as set forth by the Public Education Department.

1. Graduation Requirements

- a. At the end of the eighth grade through eleventh grade, each student shall prepare an interim next-step plan that sets forth the coursework for the grades remaining until high school graduation. Each student must complete a final next-step plan during the senior year and prior to graduation. The plans shall be signed by a student's parent.
- b. Successful completion of a minimum of twenty-three units aligned to the state academic content and performance standards shall be required for graduation for students entering ninth grade prior to the 2009-2010 school year. These units shall be as follows:
  1. four units in English, with major emphasis on grammar and literature;
  2. three units in mathematics, at least one of which is equivalent to Algebra I or higher;
  3. three units in science shall be required, one of which shall have a laboratory component;
  4. three and one-half units in social science, which shall include United States History and Geography, World History and Geography, and Government and Economics, and one-half unit of New Mexico History.
  5. one unit in physical education/other physical activity;
  6. one unit in communication skills or business education with a major emphasis on writing and speaking and that may include a language other than English; and
  7. Seven and one half elective units
  8. Student service learning and financial literacy shall be offered as electives.
- c. For students entering the ninth grade beginning in 2009-10 school year, successful completion of a minimum of twenty-four units aligned to the state academic content and performance standards shall be required to earn a New Mexico diploma of excellence.
  1. four units in English, with major emphasis on grammar, non-fiction writing, and literature;

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2. four units in mathematics, at least one of which is equivalent to Algebra II or higher, unless the parent submitted written, signed permission for the student to complete a lesser mathematics unit;
  3. three units in science, two of which shall have a laboratory component;
  4. three and one-half units in social science, which shall include United States History and Geography, World History and Geography, and Government and Economics; and one-half unit of New Mexico History.
  5. one unit in physical education;
  6. one unit in one of the following: a career cluster course, workplace readiness, or a language other than English; and
  7. seven and one-half elective units that meet state board content and performance standards. Student service learning and financial literacy shall be offered as electives.
  8. one half unit or one unit of health education (may be taken in middle school) for students entering ninth grade in 2013 – 2014 .
  9. for students entering the ninth grade beginning in the 2009 – 2010, at least one of the units required for graduation shall be earned as an advanced placement or honors course, a dual-credit course offered in cooperation with an institution of higher education, or a distance learning course.
- d. Final examinations shall be administered to all students in all classes offered for credit.

Until July 1, 2010, a student who has not passed a state graduation examination in the subject areas of reading, English, mathematics, writing, science and social science shall not receive a high school diploma. The state graduation examination on social science shall include a section on the constitution of the United States and the constitution of New Mexico. If a student exits from the school system at the end of grade twelve without having passed a state graduation examination, the student shall receive an appropriate state certificate indicating the number of credits earned and the grade completed. If within five years after a student exits from the school system the student takes and passes the state graduation examination, the student may receive a high school diploma.

Beginning with the 2010-2011 school year, a student shall not receive a New Mexico Diploma of Excellence if the student has not demonstrated competence in the areas of mathematics, reading, language arts, writing, science and social studies including a section on the constitution of the United States and the constitution of New Mexico based on the standards-based assessment or assessments or a portfolio of assessments (alternate demonstration of competency) established by department rule. The standards-based assessments required in Section 22-2C-4 NMCSA 1978 may also serve as the assessment required for high school graduation. SB 360 (2010) suspends the requirement for students to pass a high school exit exam for graduation in 2012. If a student exits from the school system at the end of grade twelve without having passed a state graduation examination, he/she shall receive an appropriate state certificate indicating the number of credits earned and the grade completed. If within

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five years after a student exits from the school system he/she takes and passes the state graduation examination, he/she may receive a high school diploma.

- e. High School curricula and end-of-course tests shall be aligned with the placement tests administered by two-and four-year public post-secondary educational institutions in New Mexico.

**B. Alternate Demonstration of Competency**

The District shall establish an Alternative Demonstration of Competency for students in compliance with state statute and regulations. The Superintendent is authorized to develop Administrative Procedures to implement this policy.

All students must demonstrate competency in the subject areas of reading, writing, mathematics, science, and social studies in order to receive a New Mexico Diploma of Excellence. However, students who are unable to demonstrate competency using the traditional assessments have the opportunity to demonstrate competency through an alternative demonstration.

The District shall ensure that all students have equitable access to Alternate Demonstration of Competency and shall develop procedures to identify eligible students.

Students may demonstrate competency by meeting any of the cut-scores or methods for demonstrating competency that have been provided by the New Mexico Public Education Department. Students may also demonstrate competency with a rigorous portfolio of standards-based indicators by using the local procedures adopted by the Superintendent pursuant to this policy. Performance-based indicators may include, but are not limited to the results of the 9th-12th grade standards-based assignments, exams, and short cycle assessments. An alternate demonstration of competency must not contain those items listed in Rule 6.19.7.10(B) NMAC.

In all cases the Superintendent or Designee makes the final determination of whether or not a student has demonstrated competency in the required subjects. The Superintendent's determination of alternative demonstration of competency will include whether the alternative demonstration of competency is complete and scorable, addresses academic content standards, and adequately demonstrates competency.

Students may demonstrate competency during school or up to five years after they exit school.

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C. Elementary/Intermediate/Middle School Curriculum

The curriculum of the Elementary/Intermediate/Middle School shall meet or exceed the standards set forth by the New Mexico Public Education Department for an accredited or an approved school.

1. All first, second and third grade classes shall provide daily instruction in reading and language arts skills, including phonemic awareness, phonics and comprehension, and mathematics.
2. All first, second and third grade classes shall provide instruction in art, music and a language other than English and instruction that meets content and performance standards shall be provided in science, social studies, physical education and health education.
3. In fourth through eighth grades, instruction that meets academic content and performance standards shall be provided in the following subject areas:
  - a. reading and language arts skills, with an emphasis on writing and editing for at least one year and an emphasis on grammar and writing for at least one year;
  - b. mathematics (Beginning with the 2008-09 school year, Algebra I shall be offered in eighth grade.)
  - c. language other than English;
  - d. communication skills;
  - e. science;
  - f. art;
  - g. music;
  - h. social studies;
  - i. New Mexico history;
  - j. United States history;
  - k. Geography; and
  - l. Physical fitness
  - m. health education
4. In fourth through eighth grades, school districts shall offer electives that contribute to academic growth and skill development and provide career and technical education.

D. Curriculum Changes

Major curriculum changes, including additions or deletions shall be effected in the following manner:

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1. Such changes shall be proposed by faculty committees, on which the school principal shall be an advisory member, by the Principal, by the Superintendent, or by the Board of Education.
2. After a change is proposed, a study shall be made by a faculty committee appointed by the Principal or Principals of the school or schools in which such change would be made. A report of the committee, which shall set forth reasons for or against such change, shall be made to the Superintendent of schools. The report shall then be made to the Board of Education and appropriate action taken.

E. Class Size

See current New Mexico Public Education Departmental Standards for New Mexico Schools.

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**5.2 INSTRUCTIONAL MATERIALS AND EQUIPMENT**

The policy of the Board of Education of the Tularosa Municipal Schools shall be to provide a wide range of instructional materials including all levels of difficulty, diversity of appeal, and presentation of a variety of points of view.

General Criteria for Selection of Materials

1. The following criteria will be used as they apply:
  - a. Materials shall support and be consistent with the EPSS (Educational Plan for Student Success)
  - b. Materials shall meet high standards of quality in factual content and presentation.
  - c. Materials shall be appropriate for the subject area and for the age, emotional development, ability level, and social development of the students for whom the materials are selected.
  - d. Materials shall have aesthetic, literary, or social value.
  - e. Materials chosen shall be written by competent and qualified authors and producers.
  - f. Materials shall be chosen that avoid sex role and ethnic stereotyping.
  - g. Physical format, medium, and appearance of materials shall be suitable for their intended use.
  - h. The materials selected shall be used in compliance with current copyright laws.

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**A. TEXTBOOKS**

1. Textbooks and other similar materials such as workbooks are available through the State Textbook Division and shall be adopted according to the schedule established by the New Mexico Public Education Department. Limited only by state allocation of funds, the school district shall provide such materials to each child within the school district.

It shall be the responsibility of each principal to requisition materials available from the State Textbook Depository on forms provided. These shall be submitted to the Superintendent of schools for his signature of approval. Any student enrolled in any grade from first to twelfth is entitled to free use of instructional material. Also, any student enrolled in an early childhood education program as defined by Section 22.13.3 NMSA 1978 is also entitled to the free use of instructional materials. Every student will have a textbook for each class that conforms to the curriculum requirements and that allows students to take those textbooks home.

- a. Destruction or Loss (See Policy 4.6B)
  - b. Records (See Policy 4.6C)
2. Procedure for Selection of Equipment, Textbooks, and Materials  
New textbooks adoptions shall be made only in the following manner:  
When the need for a new textbook adoption is apparent a selection committee of faculty members and Principals shall be appointed in advance of such adoption. For the selection of basic textbooks for general use, parent representation will be invited from each school involved in the selection process with notice to parents and the community of the selection process. This committee will be the Textbook Evaluation Committee.  
This committee shall secure copies of all books available through the State in the subject matter area. It shall make an evaluation of these books, based upon valid evaluative criteria, which shall include the adaptability of the book to local needs. After careful evaluation is made, the committee, by majority vote, shall select the book to be adopted.  
When selecting instructional materials, every effort shall be made to articulate vertically and horizontally across the curriculum.  
The Principal shall present a recommendation to the Superintendent based upon input from the Textbook Evaluation Committee.

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**B. LIBRARY MATERIAL SELECTION**

It is the policy of the Board of the Tularosa School District to provide a broad range of educational materials to enrich and support the curriculum and to meet the needs of the individual students and teachers. The professional staff should provide students with a wide range of materials of diverse appeal. Materials should be available in a variety of formats and represent varying levels of difficulty and varying points of view. In selecting materials, principles outweigh personal opinion. Materials are considered for their quality and appropriateness.

**1. RESPONSIBILITY**

- a. The board of school directors assumes legal responsibility for the selection of materials in the district's library information centers.
- b. Responsibility for the selection of all library materials is delegated to the professional library staff through the building principal. The selection process involves open opportunity for consultation with administrators, faculty, supervisors, and students. Selection is based upon evaluation
  1. by the professional library staff
  2. in professional library tools and other review media
  3. by other responsible professionals
- c. In selecting materials library staff, administrators, and faculty are guided by the principles incorporated in the School Library Bill of Rights, the Freedom to Read Statement, standards adopted by the American Association of School Librarians, and the School Library Standards of the Public Education Department.
- d. The collection will be developed systematically, ensuring a well-balanced coverage of subjects, opinions, and formats and a wide range of materials on various levels of difficulty supporting the diverse interests, needs, and viewpoints of the school community.

**2. CRITERIA**

- a. Materials should support and be consistent with the district's general educational goals and the educational goals and objectives of our individual schools and specific courses.
- b. Materials should be selected to enrich and support both the curriculum and the personal needs of our students and faculty, taking into consideration diverse interests, abilities, socioeconomic backgrounds, maturity levels, and students' extracurricular interests. Materials selected should encourage an appreciation for both informational and recreational reading, viewing, or listening.
- c. Care will be taken to select materials meeting standards of high quality in
  - 1) presentation
  - 2) physical format
  - 3) educational significance
  - 4) readability



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- 5) authenticity/accuracy
  - 6) artistic quality or literary style
  - 7) factual content
  - 8) treatment that is clear, comprehensible, skillful, convincing, well-organized, and unbiased Copyright © 1998 American Library Association. All rights reserved. Permission granted to reproduce for nonprofit educational purposes. 2.15a
  - 9) special features, such as useful illustrations, photographs, maps, charts, graphs, etc.
  - 10) technical production/construction that is well-crafted, durable, manageable, and attractive.
- 
- d. Materials should be considered relating to their overall purpose and their direct relationship to instructional objectives and/or the curriculum. Selected materials should support needs in the content areas and be appropriate to the variety of ages, developmental stages, ability levels, and learning styles represented by the particular facility for which they are chosen.
  - e. Materials should be selected representing opposing points of view on controversial issues, encouraging individual analysis.
  - f. The literary style of a work should be appropriate and effective for the subject matter and its intended readers or viewers.
  - g. The value of any work must be examined as a whole. The impact of an entire work will be considered, transcending individual words, phrases, and incidents.
  - h. Resource sharing will be considered in purchasing decisions. Materials may be purchased or not purchased based on networking and collaborative relationships with other area collections and depending upon extent of need.
  - i. Materials will be purchased in a variety of formats with efforts made to incorporate emerging technology when they meet the criteria outlined above.
  - j. Gift materials will be evaluated by the criteria outlined above and shall be accepted or rejected in accordance with those criteria.

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**3. PROCEDURES FOR SELECTION**

The school library media professional, in conjunction with teachers, administrators, and the school library media advisory committee, will be responsible for the selection of materials. In coordinating this process, the school library media specialist will do the following:

- a. Arrange, when possible, for firsthand examination of items to be purchased.
- b. Use reputable, unbiased, professionally prepared selection aids when firsthand examination of materials is not possible. Among the sources to be consulted are:
  - AASA Science Books and Films
  - American Film & Video Association Evaluations
  - Basic Book Collection for Elementary/Intermediate Grades
  - Basic Book Collection for Junior High Schools
  - The Best in Children's Books
  - Children's Software Review
  - Bulletin of the Center for Children's Books
  - Horn Book
  - Kirkus Reviews
  - Book Report
  - Booklist
  - Library Journal
  - Multimedia Schools
  - Reference Books for School Libraries
  - School Library Journal
  - Technology Connection
  - VOYA
  - Wilson Catalog series: Children's Catalog, Junior High School Catalog, Senior High School Catalog
  - CD-ROMs for Schools and Libraries
  - other sources as appropriate
- c. Consider recommendations from faculty, students, and parents.
- d. Judge gift items by standard selection criteria and, upon acceptance of such items, reserve the right to incorporate into the collection only those meeting the above criteria.
- e. Purchase duplicates of extensively used material.
- f. Purchase replacements for worn, damaged, or missing materials basic to the collection.
- g. Determine a procedure for preventative maintenance and repair of material.

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**4. WEEDING**

The collection of the library information center will be continually reevaluated in relation to evolving curriculum, new formats of materials, new instructional methods, and the current needs of its users. Materials no longer appropriate should be removed. Lost and worn materials of lasting value should be replaced. Weeding is essential to maintaining a relevant, attractive collection. Materials considered for weeding should include items

- in poor physical condition
- containing obsolete subject matter
- no longer needed to support the curriculum or student/faculty interests
- superseded by more current information
- containing inaccurate information

**5. PROCEDURE FOR CHALLENGED MATERIALS**

The following procedures will be followed when a citizen challenges the appropriateness of an item in the collection:

- a. Complainant will be asked to complete a Citizen Request for Reconsideration of Materials. This report will be forwarded to the superintendent, who will then inform the school board of directors.
- b. The Citizen Request will be forwarded to a library review committee, appointed by the superintendent, that will consist of the library information specialist, the reading specialist, the principal, a teacher from the school involved, and an administrator from the central office.
- c. A meeting of the library review committee will be scheduled within one week of receipt of the Citizen Request.
- d. Material will be judged by the committee as to its conformance with the criteria for selection listed in this selection policy.
- e. The written decision of the committee will be forwarded to the superintendent, who will inform the school board of directors and complainant of the committee's decision.
- f. If the complainant is dissatisfied with the decision, a request may be submitted to the superintendent for a review of all proceedings by the school board of directors, who will render a final decision as to the appropriateness of the materials in question.
- g. Challenged materials will remain in circulation until the process is completed.

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6. Citizen Request for Reconsideration of Materials

Initiated by (name) \_\_\_\_\_

Phone \_\_\_\_\_ Address \_\_\_\_\_

Group affiliation (if any) \_\_\_\_\_

Material in question \_\_\_\_\_

Author \_\_\_\_\_

Title \_\_\_\_\_ Copyright date \_\_\_\_\_

Format: (*Circle One*) Book - Periodical - CD-ROM - other (please specify) \_\_\_\_\_

Publisher \_\_\_\_\_

*Please respond to the following questions. If you need more space, please attach additional pages.*

1. Did you read/hear/view the entire work?  Yes  No
2. If not, which part did you read or view?
3. Specifically what part of the information did you find objectionable? (Please cite pages, frames, sections of CD-ROM, etc.)
4. For what age group(s) would you recommend this material?
5. Have you read our district's Material Selection Policy?  Yes  No
6. What do you believe is the theme or purpose of the work?
7. Could you find any value in the work? (Please describe.)
8. Are you aware of any professional reviews of the work? (Please list.)
9. How would students be affected by exposure to this work?
10. What do you suggest the school/library do about this material?
11. What material of equal value would you recommend to convey a similar picture or perspective?

Signature \_\_\_\_\_ Date \_\_\_\_\_

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**7. LIBRARY BILL OF RIGHTS**

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- a. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- b. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- c. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- d. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- e. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- f. Libraries that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948. Amended February 2, 1961, and January 23, 1980, inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

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**5.3 ASSESSMENTS**

A. The Testing Program

Although there are other less objective methods utilized in the evaluation of an instructional program, no evaluation can provide the great wealth of information regarding the effectiveness of such program without a well organized, properly administered, accurately scored battery of achievement tests. These of course, are generally supplemented by information gained from tests of individual aptitudes, etc.

The basic purpose for evaluation through a testing program is to provide influences on the instructional program. The testing program of the Tularosa Municipal Schools shall be so designed that this influence shall be the end objective.

The Testing Coordinator shall be responsible for the organization and administration of the testing program. He/She shall work in close cooperation with Principals and/or Counselors in carrying out this responsibility. Such program shall include no less than adequate achievement testing at all grade levels and aptitude measurements at enough different grade levels to provide several of these measurements during a pupil's school life.

A report of the results of the annual testing program shall be made to Principals, the Superintendent and the Board of Education.

Recommendations for curriculum changes based upon testing results and building level needs assessments shall come from the instructional staff, to the Superintendent and thus to the Board of Education.