

CURRICULUM DEVELOPMENT AND ADOPTION OF INSTRUCTIONAL MATERIALS

Instructional Materials Committee: Scope and Schedule

The instructional materials committee is formed to establish and monitor such procedures as may be necessary for the selecting, adopting and discarding of basic and/or supplemental instructional materials owned and used by the district. The committee will act upon requests for materials approval. The Reconsideration Committee will evaluate and act upon citizens' requests for reconsideration of instructional materials.

Criteria for Selection of Instructional Materials

1. The following shall be the criteria for the selection of instructional materials, including major adoptions of basic materials, supplemental materials, teacher-selected resources, and learning resources:
 - A. Instructional materials shall enrich and support the Common Core State Standards, the Washington state EALR's, and district standards, taking into consideration the varied instructional needs, interests and maturity levels, as well as data and demographics, of the students served.
 - B. Instructional materials shall stimulate student growth in conceptual thinking, factual knowledge, physical fitness, literary appreciation, aesthetic values, and the development of ethical standards.
 - C. Instructional materials shall be of sufficient variety so as to represent various views of issues in order that young citizens may develop the skills of critical analysis and informed decision making.
 - D. Instructional materials hereafter developed or purchased shall contribute to the development of an understanding of the ethnic, cultural, and occupational diversity of American life.
 - 1) Instructional materials shall objectively present the concerns and build upon the contributions, current and historical, of both sexes, and members of religious, ethnic and cultural groups. Under certain conditions, it may be appropriate to use biased materials in presenting contrasting and differing points of view.
 - 2) Instructional materials shall provide models which may be used as a vehicle for the development of self-respect, ethnic pride and appreciation of cultural differences, based on respect for the worth, dignity, and personal values of every individual.
 - 3) Instructional materials shall not include any bias pertaining to sex, race, creed, religion, color, national origin, veteran or military status, sexual

orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal.

Procedures for Selection of Instructional Materials

A. Major Adoptions (requires Instructional Committee review and Board adoption)

1. Definition

Basic Instructional materials designated for use by students as principal learning resources in meeting the goals and standards of a districtwide course or curricular area, especially for courses and/or curricula in the areas of English/ Language Arts/Reading, Math, Social Sciences, and Science and taught by multiple instructors, shall be considered major adoptions. Such materials may include text series, trade books, instructional technology, internet based materials, or any other instructional materials needed to implement the district standards. Purchase of the materials may be made centrally for the distribution to schools or by individual schools. To qualify as a major adoption, the recommendation for the selection must be made by a group representing all teachers in the district who teach that course or teach in the curricular area.

2. Procedures

a. Schedule for Notifying Staff of Future Adoptions

Appropriate staff members shall be notified, when possible, two years in advance of major adoptions.

b. Review of Objectives

Prior to initiating the adoption process, the alignment of Common Core State Standards, Washington State EALR's and district standards of the curricular area or course shall be reviewed and revised as necessary.

c. Adoption Committees

Curriculum adoption teams shall be established. Members shall include a diverse representation from all grade levels or courses involved. This will include specialists, an administrator, and teachers. Parents will also be included. A chairperson, who shall be responsible for implementing adoption procedures, shall be selected from the membership.

d. Notification to Publishers

If necessary, publishers' representatives will be notified of the pending adoption.

e. Criteria for Screening Materials

An adoption committee shall establish specific criteria for screening to determine which materials will best serve the needs of students in meeting the Common Core State Standards, Washington state EALR's and district standards. The criteria for selection of instructional materials shall be applied and will seek to eliminate bias pertaining to sex, race, creed, religion, color, national origin, veteran or military status, sexual orientation, gender, expression or identity, disability, or the use of a trained dog guide or service animal in all instructional materials.

f. Screening Procedure

All requested materials under consideration shall be screened by the adoption committee according to the established criteria.

g. Approval Process for Adoption Recommendations

- 1) The adoption recommendation(s) shall then be submitted by the Curriculum Adoption Team to the superintendent or designee.
- 2) The final recommendation shall be presented to the Board of Directors for consideration.

3. Conformance in Use of Adopted Materials

Current materials shall generally be used as the basic instructional resources for any course or curricular area.

B. Supplement Materials (do not require Instruction Materials Committee approval or Board adoption)

1. Definition

Instructional materials used to support, enrich, individualize or to meet specific needs of the curriculum shall be considered supplemental materials. The use of such materials in the classroom, as judged by the appropriate program manager or principal, shall be the primary criterion in determining whether a material is supplemental.

2. Criteria for Selection

The criteria for selection of instructional materials shall also be the basis for the selection of any supplemental material(s).

3. Procedures for Purchase

Supplemental materials shall be reviewed by appropriate grade level or department teachers and approved for purchase by the appropriate budget manager.

C. Teacher-Selected Resources

1. Definition

Those resources used by an individual teacher, which are topical or of interest or of value for a short time, shall be considered teacher-selected resources. Examples include articles from a newspaper or weekly magazine, teacher-made games, pamphlets, media material or resource speakers for classrooms.

2. Procedures

The following guidelines shall be the basis for teacher-selected resources:

- a. Criteria for selection of instructional materials shall be the basis for selection of any teacher-selected resource.
- b. Consideration shall be given to community acceptability of resources. Resources which reasonably might be expected to be controversial in the community must be approved by the building principal prior to use.

D. Teacher Materials Lists

1. Definition

Any list of items from which students may select materials to meet class requirements or to enhance learning shall be considered teacher material lists. Lists may include such items as books, selections from books, magazine articles, films, audio recordings, video recordings, and computer programs.

2. Procedures

- a. No item on a teacher materials list shall be interpreted as required reading, viewing or listening.
- b. Teacher materials lists shall be provided by the building principal upon the request of a patron.

E. Library Materials

1. Definition

Library materials are those items accessible through the library media center which provide support for an area of the curriculum, information for independent study, or sources for enrichment and recreational interest.

2. Responsibility for Selection
The first responsibility for materials selection belongs to the library media specialists. Students, teachers and administrators shall be encouraged to recommend materials for purchase. The final responsibility for selection in each school rests with the building principal.
 3. Criteria for Selection
Criteria for selection of instruction materials and the Library Bill of Rights shall be the basis for selection of any learning resources.
 4. Donated, Free and Sponsored Materials
These materials must meet the same selection standards as purchased materials prior to being added to the learning resources collection.
- F. Alternative Core Materials are the primary instructional materials for a given course that are used with a subset of students. These materials are intended to replace approved core materials and may be used for specialized course offerings or flexible learning environments.

Procedures for Removal of Instructional Materials

Instructional materials may be removed from collections at any time that they no longer meet the criteria for initial selection outlined in Criteria for Selection of Instructional Materials.” Any instructional materials may be removed when the administration judges such removal to be in the best interests of the district. Ordinary procedures for withdrawal of materials are outlined below.

- A. Major adoptions shall be removed from collections by the committee based on the criteria for selection in this procedure and on the availability of suitable replacement materials.
- B. Supplementary materials shall be removed from collections by individual certificated staff holding such collections with the advice and consent of his/her immediate supervisor.

Citizens are invited to review any instructional materials in current use or proposed for district purchase. Such review may be accomplished at the school. The review and examination process should be arranged in a way to avoid disrupting the educational program. The review of materials should be undertaken with the knowledge of district standards in mind.

Displays of learning materials may be provided in schools during parent meetings, curriculum nights, parent-teacher conferences and public meetings during the school year.

A citizen wishing to protest use of any instructional materials in the school system must use the form for requesting reconsideration of instructional materials. This form is available from the district curriculum office or the building principals. The complainant will deliver the completed request form to the Director of Curriculum and Instruction, who will take the following steps to assure timely consideration of requests:

Challenged Materials Procedures

The following procedures are established for all instructional materials placed in question by an individual, groups or organization. These procedures must be followed in the order presented below. No materials shall be removed from use within the district until this procedure has been completed unless directed otherwise by the superintendent.

A. Process

1. Complaints must be communicated to the person or persons primarily responsible for the utilization of the materials.
2. The complainant and appropriate staff will meet and try to resolve any misunderstanding.
3. If these efforts fail and the complainant requests the withdrawal of the instructional materials from the school, the Request for Reconsideration of Material, together with a copy of the Challenged Materials Process, shall be furnished to the complainant by the principal with an explanation of the process for registering the complaint. The principal will notify the curriculum director, teacher and/or librarian of this request.
4. The Request Form for Reconsideration of Materials shall be completed with evidence that steps 1 and 2 have been fulfilled. The complainant shall submit the form to the district superintendent or designee.
5. A review of the questioned materials shall be instituted within 15 school days after receipt of the Request Form for Reconsideration.
6. Upon receipt of a complaint, the superintendent shall cause a reconsideration committee to be convened for the purpose of holding an open public hearing on the material in question.
 - a. The chair of the reconsideration committee shall be the Director of Curriculum.
 - b. The hearing will be held within 15 school days of receipt of the complaint. Each side will have 30 minutes to present their case before the committee. After both presentations, each side shall have 5 minutes to summarize. The committee may then ask questions, and/or request additional information from professionally qualified resource persons.
 - c. Within six (6) school days of the public hearing the committee, after reviewing testimony presented and the material in question, will reconvene to discuss the complaint and to come to a decision. The committee shall consider:
 - 1) Whether the challenged materials have been selected in accordance with the criteria and procedures for selection of instructional materials,
 - 2) The rationale for reconsideration presented by the requester,
 - 3) The rationale of the staff member(s) advocating continued use of the materials,
 - 4) Published reviews of the materials, and

- 5) Opinions of other competent authorities.
- d. The chair of the reconsideration committee shall within 35 school days after receipt of the written complaint, submit the final recommendation of the committee to the superintendent.
 - e. The superintendent or designee shall, within ten (10) working days of receiving the committee's recommendation, inform the complainant and the teacher or librarian in writing of the committee's decision.
 - f. The reconsideration committee's decision shall be reviewed by the Board of Directors upon request by any of the concerned parties. Such request for Board review must be made within fifteen (15) school days of the receipt of the decision. If a request is not received within the fifteen (15) day period, the challenged process shall be completed.
 - g. Regardless of whether the concerned parties accept or reject the decision submitted to them, the superintendent shall submit a copy of the committee's report to the Board of Directors.
 - h. The decision of the reconsideration committee may be appealed by the concerned parties to the Board of Directors through the office of the Superintendent. The purpose of the Board of Directors' review shall be to determine whether the reconsideration committee has followed the proper process. The superintendent shall convey the findings of the Board of Directors' review to the concerned parties.
 - i. If the appropriate processes have been followed by the reconsideration committee, the decision of the committee shall stand. If it is deemed that the appropriate process was not followed by the reconsideration committee, the Board of Directors shall determine the outcome of the challenge.
 - j. The decision regarding challenged materials shall not be subject to reconsideration for a minimum of three years, unless there is a substantive change of circumstance.
 - k. If the material is disapproved, the reconsideration committee will report the writing to the concerned parties. The report will identify levels of use and specific reasons for disapproval.
- B. Reconsideration Committee
The reconsideration committee shall include the following persons who are representatives of the challenged level of instructional materials:
- 2 parents (of children at the grade level of materials discussed)
 - 1 central office administrator designated by the superintendent
 - 1 elementary/secondary principal
 - 1 elementary/secondary content or grade level teacher

- 1 member of IMC

If library materials are challenged, a library media specialist should replace one of the teachers on the reconsideration committee.