

# Curriculum Development and Adoption of Instructional Materials

The curriculum of the district shall be reviewed annually. The typical adoption cycle will be five to eight years, depending on the type and quality of the textbooks, media, and materials and will include the following courses:

- Civics and History, Geography
- Mathematics, Science and Technology
- Social, Physical and Life Sciences
- English Language Arts and Writing

Curriculum for the Arts, Health and Fitness, Special Programs, and Career and Technical Education will be reviewed as the courses are updated or revised.

## **Social studies curriculum review or adoption**

In compliance with [RCW 28A.320.170](#), when the board adopts or reviews the district's social studies curriculum, it will incorporate history, culture and government of federally recognized Indian tribes utilizing curriculum available on the OSPI website. The district may modify the OSPI curriculum to incorporate elements that have a regionally specific focus or may incorporate the curriculum into existing 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 instructional materials owned and used by the district. The committee will act upon requests for text approval and removal and will evaluate and act upon citizens' requests for reconsideration of instructional materials. The function of the committee is to ensure that materials are selected in conformance to stated criteria.

Regular committee meetings will be held every other month or on a schedule to be set by the committee chair at the beginning of each school year. The district will be responsible for arranging release time for committee members if required. Special meetings may be called by the committee chairman if necessary.

When reviewing instructional materials, members of the instructional materials committee will use appropriate screening criteria to identify and 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.

## **Instructional Materials Committee Membership**

Members shall be appointed by the superintendent or designee. The superintendent shall designate committee members to serve as chairman and secretary.

## **Term of Office**

The chairman and the secretary shall be permanent members of the committee. Other members shall have three-year terms. Temporary appointments of one year or less may be made to fill vacancies.

## **Duties**

The committee, with the approval of the superintendent, shall establish and monitor such procedures as may be necessary for the implementation of this policy.

## **Protest Procedures for Instructional Materials and Library Resources**

The following procedures will be followed when students, staff, parents or community members wish to challenge or protest instructional materials used in the district. The following steps will be used for concerns related to supplemental instructional materials, core instructional materials and library materials.

1. Students, staff and parents with concerns about instructional or library materials should discuss those concerns with the certificated teacher or librarian using the materials and/or the school principal. All parties are urged to resolve the concern at this level.
2. Citizens or community members with concerns about instructional or library materials should discuss those concerns with the executive administrator in the Teaching and Learning Department at the Educational Service Center. All parties are urged to resolve the concern at this level.
3. If concerns related to instructional materials are not resolved in discussion as outlined above students, staff, parents or community members may submit a formal, written request for materials to be modified or removed. Before reconsideration by the district, requests must include the following:
  - a. Name and address of complainant
  - b. Identification of the specific instructional materials subject to the complaint
  - c. Explanation for the requested change
  - d. The specific action requested by the complainant (i.e., modification, removal, etc.)

Formal requests related to **supplemental instructional materials** or **school library materials** should be directed to the school principal. The principal shall facilitate a meeting of the complainant(s) and appropriate school staff. Following the meeting, the principal shall respond with a written decision. Challenged supplemental instructional materials and school library materials may be removed immediately from an individual student's use at a parent's request, but will remain in use for other students until a decision is rendered.

Formal requests related to **core instructional materials** should be directed to the executive administrator of the Teaching and Learning Department. When building principals receive formal complaints related to core materials, these complaints will be sent to the executive administrator of Teaching and Learning and the complainant will be notified. The executive administrator in Teaching and Learning will review the complaint, collect additional information (if needed) and discuss the complaint with appropriate staff. After initial review, the executive administrator in Teaching and Learning will either provide the complainant with a written decision within 10 school business days or refer the complaint to the IMC for review at the next regularly scheduled meeting. The IMC will review the complaint and establish a timely process for public consideration of the complaint, if appropriate. All instructional or library material reconsideration recommendations will be by majority vote of the IMC. Recommendations of the IMC will be delivered in writing to the superintendent, complainant, and affected staff within ten (10) school business days from the time the recommendation is made by the committee. Core materials will remain in use while this process of reconsideration is followed.

Principals and district-level administrators may immediately suspend the use of contested instructional and/or library materials if deemed appropriate and necessary based upon the nature of the complaint.

### **Appeal Process for Challenged Instructional Materials and Library Resources**

If complainants disagree with the decision of a building principal or the executive administrator of the Teaching and Learning Department after submitting a formal, written request for the removal or modification of instructional materials or library resources they may appeal to the Superintendent. Appeals must be provided in writing within 5 school business days of receipt of the decision.

The Superintendent will review the appeal, collective additional information (if needed) and consult with district staff. After review, the Superintendent will either render a written decision within 10 school business days from receipt of the appeal or refer the appeal to the Instructional Materials Review committee for consideration at their next regularly scheduled meeting. The IMC will review the complaint and establish a timely process for public consideration of the complaint, if appropriate. All instructional or library material reconsideration recommendations will be by majority vote of the IMC. Recommendations of the committee will be delivered in writing to the superintendent, complainant, and affected staff within ten (10) school business days from the time the recommendation is made by the committee.

### **Citizen Access to View Core Materials**

Members of the community are invited to review any core instructional materials in current or proposed use. Such review may be accomplished at the school, in the district office, or online. The review and examination process should be arranged in a way to avoid disrupting the educational program. The review of core materials should be undertaken with the knowledge of district objectives in mind.

### **Citizen Protest of Core Materials**

A citizen wishing to protest use of any instructional materials in the school system must use the form for requesting reconsideration of instructional materials. These forms are available from the district curriculum office. The complainant will deliver the completed request form to the instructional materials committee secretary, who will take the following steps to assure timely consideration of requests:

- A. Set a time and place for an open hearing of the complaint by the instructional materials committee. Such hearing shall be within 30 days of the committee secretary's receipt of the completed request form.
- B. Notify the complainant and appropriate staff, including those using the materials, of the time and place of the meeting. Such notification shall include an invitation to present relevant information, oral or written.
- C. Assemble such data, including reviews and professional opinions of the materials, the district's or staff member's objectives in using the materials, and the specific objections of the complainant, as may be necessary for the committee to properly judge the request for reconsideration.

Hearings of a citizen's request for reconsideration shall be open to the public. The committee shall consider all matters presented and give reasonable credit to such matters according to the weight to which they are reasonably entitled. Decisions shall be by majority vote of the committee. Decisions of the committee shall be delivered in writing to the complainant and affected staff within 10 days.

### **Initial Selection of Instructional Materials**

Texts and substantial resources within course curriculum maps shall be initially selected by such certificated staff as the superintendent may designate. Texts are major instructional materials for a given course.

### **Supplemental Material Selection**

Supplemental materials will not require IMC approval or board adoption.

The superintendent shall delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the principal or professional staff of the district. This includes preparing all student reading lists using state standards-aligned resources/repositories. Staff will rely on reason and professional judgment in the selection of high quality supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students. While supplemental materials do not require item-by-item approval of the IMC, staff are expected to thoroughly preview such materials and to give due consideration to the text complexity, developmental level of students; appropriateness of language or images; bias against racial, gender, ethnic, or other social groups; and other sensitive issues. Supplemental materials shall be selected by certificated staff using such materials with the understanding that while such materials do not require item-by-item approval of the committee, they must be selected under the criteria detailed below and are subject to normal reconsideration procedures.

(Trial-use texts of an experimental, pilot nature may be authorized for use by the superintendent for a period of no more than one school year prior to board approval for permanent usage.)

### **Criteria for Selection of Core Instructional Material**

Staff shall rely on reason and professional judgment in the selection of high quality materials that comprise a comprehensive collection appropriate for the instructional program. Instructional materials selected shall include, but are not limited to, those which:

- A. Enrich and support the district adopted curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served.
- B. Stimulate student growth in conceptual thinking, factual knowledge, physical fitness and literary and ethical standards.
- D. Contribute to the development of an understanding of the ethnic, cultural, and occupational diversity of American life, specifically including the perspectives and contributions of people of color
- E. Provide accurate and relevant resources at multiple grade levels, which objectively present the concerns of and build upon the contributions, current and historical, of both sexes, and members of religious, ethnic, and cultural groups.
- F. 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.
- G. Reduce or eliminate biases 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.

### **Approval**

**Texts and other core instructional materials** shall be recommended by the committee for Board approval.

### **Curriculum Development**

Developing the curriculum is an important component in the establishment and maintenance of a guaranteed and viable curriculum. At times, substantive changes to the curriculum will be made to improve the quality of a text or accumulated resources within a curriculum map. When texts or other resources have been added to or removed from curriculum maps for a specific course, which substantially modify or update the curriculum, these changes will be summarized for the IMC by the designated staff involved. The IMC will review the summary and new resources, and may choose to approve the changes to the map as a whole.

## **Adoption**

**Texts and other core instructional materials**, except those being piloted, shall be adopted by the board prior to their use in classrooms. Texts selected previously are exempt from this requirement.

## **Process for Curricular Review**

The Department of Teaching and Learning shall conduct an annual review of adopted curricula. The department will consider input and information provided by teachers, administrators, researchers and experts, OSPI and community members as part of this evaluation process. The department will prioritize text adoption and curriculum development based upon this review.

## **Process for Curricular Review - Racial Equity**

Curriculum development in the area of racial equity is a priority which requires expertise and/or training. The superintendent will designate committees of qualified staff and , when necessary, consultants to review modifications to curriculum and maps made specifically for the purposes of establishing a more equitable curriculum that is more representative of our students' perspectives and experiences. These committees will provide feedback and work with the teams involved to summarize the modifications in a report to the IMC who approves such changes.

## **Tasks and Timelines**

Textbooks can be approved at any committee meeting and sent for adoption at the next board meeting.

Form 2020, Evaluation of Instructional Materials, includes selection criteria designed to eliminate bias and will be used to screen textbooks and instructional materials. Selections which receive "fair" or "poor" ratings on any items will receive further evaluation. If materials uniquely suited to an important purpose fail to meet the above criteria, they may be used in conjunction with countervailing materials.

To evaluate materials, text selectors may find the following steps helpful:

- A. Read reviews in professional periodicals through the curriculum office, state superintendent of public instruction, etc.
- B. Review copies of other available texts. The district curriculum office will order samples on request.
- C. Check the reading level of the text through use of a standard readability formula.
- D. Use tentatively selected materials according to field test use procedures.

## **Conditions for Loan and Sale of Instructional Materials**

Free textbooks and other instructional materials may be made available for loan to students when, in the judgment of the board members, the best interests of the district will be served by such a decision. The professional staff will maintain records necessary for the proper accounting of all instructional materials and will set forth conditions for student replacement of lost or badly damaged materials.

District instructional materials which students are not required to own may be made available to students who wish to purchase them. New and used materials currently utilized in the instructional program will be sold at the replacement cost of each item. Used materials no longer in basic or supplementary use will be sold at a price reflecting the depreciated value of the materials. Instructional materials that do not meet current district standards for subject content, bias lists, or are not repairable may be declared obsolete by the superintendent and disposed of per district policy.

## **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 Material." 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. **Texts** 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 based on the criteria for selection in this procedure.

**Adoption Date: June 23, 2010**

**Revised:** 10/18/11; 10/14/2020; 9/12/2022