

2020P: Curriculum Development and Adoption of Instructional Materials

The curriculum of a district shall be reviewed on a regular basis. The district shall adopt a cycle with the input of the Instructional Council. The adoption cycle will be published each year and if changes are necessary due to budget constraints, then Instructional Council will be involved in those necessary changes.

Selection and Adoption of Instructional Materials

Instructional Materials Committee: Scope and Schedule

The success of the educational program of the Camas Public Schools in meeting the needs of pupils and teachers depends to a great extent upon the size, range, and quality of the instructional materials available for their use. Every effort shall be made to provide the textbooks, library books, periodicals, audiovisual materials and other resources essential to an effective instructional program. As knowledge expands, it is essential that selection of suitable instructional materials from the best materials available be a continuous process.

Criteria for the selection, development, and adoption of instructional materials as adopted by the Washington State Board of Education and Camas School District are:

1. Instructional materials shall enrich and support the curriculum taking into consideration the varied instructional needs, abilities, interest, and maturity levels of the students.
2. Instructional materials shall stimulate student growth in conceptual thinking, factual knowledge, physical fitness, literary appreciation, aesthetic values, and the development of ethical standards.
3. Instructional materials shall be of sufficient variety so as to present opposing views of controversial issues in order that young citizens may develop the skills of critical analysis and informed decision-making.
4. Instructional materials hereafter developed or purchased shall contribute to the development of an understanding of the ethnic, cultural, and occupational diversity of American life.
5. Instructional materials shall objectively present the concerns and build upon the contribution, current and historical, of both sexes, and members of the several specific religious, ethnic and cultural groups. It should be recognized, however, that under certain conditions, biased materials may represent appropriate resources in presenting contrasting and differing points of view.
6. Instructional materials shall provide non-stereotyped 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.
7. Instructional materials, including textbooks (single or multiple), programmed learning, tele-courses, package or units, film courses and the like are generally the basic resources for teaching and learning. Therefore, all the above criteria should be adhered to in their selection.

The superintendent and his/her administrative staff, with the advice and counsel of the professional staff, shall be delegated the authority to select instructional materials. The district will establish an instructional council which shall:

1. Be organized as part of the instructional section of the superintendent's office.
2. Have broad representation.
3. Have the responsibility for recommending action on instructional and curricular matters including modifying or initiating programs to the superintendent for action or referral to the board.
4. Have the responsibility for examining, evaluating, and selecting instructional materials and recommending the purchase of these materials to the school board. Committees composed of teachers, administrators, and the curriculum director will be formed. These committees will research and recommend adoptions to the Instructional Council.
5. Review any challenged materials and recommend action to the superintendent.

6. Review materials which are considered to be obsolete and recommend action to the superintendent.

Instructional materials selected for use shall be available for review by any citizen of the Camas School District. Any citizen who has an objection to any instructional materials may challenge the use of such materials. A procedure will be established which provides a method of stating the complaint, the steps of review and an appeal process.

Instructional materials are to be disposed of when procedures have become established for the disposal of obsolescent materials.

Instructional Council Operating Guidelines

Purposes:

1. To evaluate and recommend plans for major curriculum modification to the superintendent.
2. To create an organized process that will insure staff involvement in the development of the instructional program;
3. To communicate the activities of the council to the staff and community.
4. To aid the administration in establishing school district priorities.

Council Membership: The following members to be appointed or elected by the group that they represent. The term of membership shall be for three (3) years.

- Three (3) elected teachers representing grade levels K-2
- Three (3) elected teachers representing grade levels 3-6
- Two (2) elected teachers representing grades 7-9
- Two (2) elected teachers representing grade levels 10-12
- One (1) at large teacher from any grade level
- One to two district administrators appointed by the superintendent
- Two (2) parents appointed by the superintendent or designee

Each member of the council is responsible to communicate with the people they represent so that everyone is informed and has an opportunity to express his/her opinions. There will be one (1) vote per person on the council excluding the chairperson. The chairperson will vote only in case of a tie.

A chairperson will be elected from the council membership at the first meeting of each school year. Individuals who vacate the council prior to the expiration of their term will be replaced by the group that they represent with a new member to fulfill the unexpired term.

The Instructional Council will make its recommendations to the superintendent and school board once they have reviewed new adoption decisions or curriculum changes.

All major recommendations for needs assessment or curriculum modification that have any effect on the continuity of a program, either vertically or horizontally, will be referred to the Instructional Council.

The Instructional Council will evaluate all proposals and advise the superintendent as to the disposition of the proposal. These recommendations could take the following forms:

- Recommendation to implement a program or program modification.
- Recommendation that a pilot project be established.
- When a recommendation is made that includes multiple proposals, the proposals will be prioritized.
- Recommendation that a needs assessment take place.
- Recommendation of non-support of the proposal.

Meetings of the council are open to all interested individuals and will be scheduled frequently during the school year. Special meetings may be called by the chairperson.

When program needs are identified that do not affect the district program horizontally or vertically, the superintendent may act without receiving advice from the council.

A recording secretary from the district office staff will be charged with completing minutes of each meeting of the Instructional Council.

Challenged Materials Procedure

Every effort should be made to resolve concerns as to retention or restriction of materials at the building level. When a complaint is received from any resident of the district regarding the use of instructional materials in a specific school, the teacher or media specialists and principal (building personnel) shall be notified of the complaint and its source. If the building personnel are in agreement that the disputed material should be retained, they should contact the complainant in an effort to resolve any misunderstanding. There is no time limit for these discussions as long as they are productive. If the complainant continues to dispute the propriety of using the material, the principal shall assist the complainant in executing a Request for Reconsideration.

The Request for Reconsideration Form allows the complainant an opportunity to identify very specific concerns and or remedies proposed. Once the building personnel receive the completed form, they should address these issues and respond to the complainant accordingly. If the building personnel cannot reach agreement among themselves, or if they concur that materials should not be removed, they should notify the superintendent who will refer the matter to the Instructional Council for hearing.

Procedures for Hearing

1. Set a time and place for an open hearing of the complaint by the Instructional Council. Such hearing shall be within thirty (30) school days of the board secretary's receipt of the completed request form.
2. Notify the complainant and appropriate staff members, including teachers using the materials, of the time and place of the meeting. Such notification shall include an invitation to present relevant information, oral or written.
3. Assemble such data, including reviews and professional opinions of the materials, the teacher's objectives and or rationale for using the materials, and the specific objections of the complainant, as may be necessary for the Instructional Council to properly judge the request for consideration.

Hearing of citizens' 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 they are in reason entitled to. Decisions shall be by majority vote of the committee. Decisions of the committee shall be delivered to the complainant and affected staff members in writing within twenty (20) days.

Following are procedural guidelines for the chairperson conducting hearing on challenged materials.

1. All Instructional Council members, affected building personnel, and the complainant should be notified of a challenge as soon as it is received by the superintendent.
2. Requests for reconsideration of materials should be filed and made available for public perusal as soon as they are received.
3. Each member of Instructional Council should receive a copy of the materials in question.
4. Dates and times of hearing should be established as soon as possible and communicated in the time frame allowed by policy.
5. During the hearing, testimony related to the material in question will be heard for one hour. The chairperson will inform audience members of time parameters for individuals testifying within this hour. He or she will notify those testifying when their time is up. Individuals representing both sides of an issue will be given equal time to present their views.
6. After one hour of testimony, the hearing will be closed and the Council will meet to consider the request.

7. A quorum of the Council must be present for a hearing to occur.
8. A majority vote is required to accept any motion.
9. Four motions can be made related to challenged materials:
 - a. The Council can recommend retaining the materials.
 - b. The Council can recommend moving the materials to another level.
 - c. The Council can recommend removing the materials from use.
 - d. The Council can recommend retaining the materials on a restricted shelf.
10. Once the Council has determined its recommendation, the hearing will be reopened and the audience will be informed of the vote. The audience will also be notified of the right of the parties involved to appeal the Council's recommendation to the Board.
11. A decision of the Instructional Council may be appealed to the Board of Directors by submitting an appeal in writing within five (5) business days from receipt of the Instructional Council's decision. The Board of Directors shall make a final ruling on the appeal at its next regular meeting.

Textbook Loans for Student Use

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

Damaged or Lost Materials

Except for normal wear, all instructional materials furnished for student use must be returned in good condition when called for by the instructor of the course. Students shall pay the price of any lost or damaged book or books furnished by the district, based upon the depreciation scale provided in this policy.

Disposal of Obsolete Materials

When books or other instructional materials are not needed in a given building, they should be relocated within the district or declared obsolete. Before declaring selected materials obsolete, safeguards shall be taken to assure that the materials are no longer useful to any segment of the school district.

When selected materials have been declared obsolete by the Board of Directors, the district shall:

Make the textbooks and/or library books available for purchase to district students;
Offer materials for purchase to those private schools in the state of Washington which have requested annually to be notified of materials being declared obsolete by the district; and
Dispose of the material by a sale to the highest bidder, following public notice in a newspaper of general circulation in the area. In the event reasonable efforts to dispose of such materials via the bidding process fail, the district will then make reasonable efforts to negotiate an exchange of the materials for some value. If both the foregoing efforts fail, the district may then discard such obsolete instructional materials upon a finding that they are without value and that further retention would impose unnecessary and unrecoverable cost upon the district.

Controversial Issues

The following are guidelines for selection of instructional materials that may be of controversial nature:

1. Religion: Factual unbiased material which represents all major religions should be included in the schools' collections.
2. Ideologies: The schools should, without making any effort to sway reader's judgment, make available basic factual information on the level of its reading public any ideology or philosophy which exerts a strong force in government, current events, politics, education or any other phase of life.
3. Sex and Profanity: Materials presenting accents on sex should be subjected to a stern test of literary merit by the librarian and teachers who take into consideration

their reading public. While we should not in any case include the sensational or over-dramatic, the fact of sexual incidents or profanity appearing should not automatically disqualify a book. Rather, the decision should be made on the basis whether the book presents life in its true proportions, whether circumstances are realistically considered, and whether the book is of a literary value. Factual materials of an educational nature on the level of the reading public should be included in the library collection.

The following forms are recommended for use to:

- Request for Textbook Adoption (3pp)
- Request to Use Specialized Materials or Presentations Which May Be Controversial (1p)
- Request for Re-Evaluation of Materials* (1p)
- Request for Review of Instructional Materials (1p)
- Guidelines for the Use of Free and Sponsored Materials (1p)

Request for Textbook Adoption

_____ Date

_____ Department Head/Teacher

_____ Principal/School

Title: _____

Author: _____
(Last Name) (First Name)

Publisher: _____

Copyright Date: _____ Paperback: Yes No

Instructional Purpose: Basic Experimental Supplemental
 Required Reading Optional Reading

Use:

Grade: _____ Course Title: _____

Unit within Course of Study: _____

Teacher-directed Study: _____

Readability Level: _____ Fry Readability Formula*

Readability Level: _____ SMOG Readability Formula*

Readability Level: _____ Fog Readability Formula*

- For average or heterogeneous class For the remedial student
- For the able learner group or class For students needing special motivation

**Use the Fry Readability Formula, SMOG Readability Formula or Fog Readability Index to ascertain readability.*

Description and Rationale:

A brief review of the book: _____

Have you read the book? Yes No

Report based on review? Yes No

Identify source of review: _____

The selection committee has reviewed the book regarding:

- | | |
|--|--|
| <input type="checkbox"/> Format | <input type="checkbox"/> Content |
| <input type="checkbox"/> Management System | <input type="checkbox"/> Supplementary Materials |
| <input type="checkbox"/> Program and Student Objectives | <input type="checkbox"/> Readability |
| <input type="checkbox"/> Evaluation Techniques (testing, etc.) | <input type="checkbox"/> Organization and Approach |

If this book appears on a book list for your particular discipline or age group of students, please explain:

Is this book one of a series: Yes No

Does the book have:

- few concepts per chapter fully developed? Yes No
- many concepts per chapter with minimal development? Yes No

Other: _____

Why is a new text needed? _____

What other materials have been considered? _____

Ratings:

Complete the following ratings regarding the criteria for the evaluation of instructional materials as to their treatment of minorities and women.

	Outstanding	Satisfactory	Needs Improvement	Does Not Apply
1. The book is written so that a multi-ethnic, non-sexist perspective has been taken into consideration.				
a. Major ideas and activities are broad enough to encompass realistic representation of ethnic groups and both sexes.				
b. Illustrations support the concept being developed in a positive, non-stereotyped manner.				
2. The book is written so that a multi-ethnic, non-sexist emphasis is given to concepts being developed.				

3. Resource guides and manuals that accompany the textbooks help teachers attain goals of cultural pluralism and sexual objectivity.				
a. The authors have made an attempt to correct distortions and omissions which existed in previous editions.				
b. The materials provided will enrich teachers' knowledge about ethnic minorities and new roles for both sexes in the U.S.				
c. Statements are made referring to ethnic sources for authenticity.				

Comment if above statements are not relevant to the materials being considered. _____

Request to Use Specialized Materials or Presentations Which May Be Controversial

_____ Date

Principals should be cognizant of plans for using any material, outside resource person or trip which may be considered controversial. Teachers waive their right to expect administrative support if the principal has not been notified of the teacher's plans prior to the time of use. This form is designed for notifying the principal of a teacher's plan. A copy should be retained by the principal and one by the teacher.

Resource (name, type of material, etc.) _____

Date of Use: _____ Time of Day: _____

Do you have advance personal knowledge of the presentation? _____

Is the presentation biased or slanted as far as you know? _____

If the presentation is slanted, what plans are there for a balanced presentation? _____

As plans are developed for using this resource, please give consideration to the following criteria or characteristics:

- | | |
|---------------------|-----------------------------------|
| 1. Age level | 4. Opinions of Others (review) |
| 2. Date of Material | 5. Values Expressed |
| 3. Objectivity | 6. Anticipated Impact on Students |

Predicted student outcomes: _____

_____ Teacher's Signature

_____ Principal's Signature

Approved Disapproved

Principal's restrictions on use: _____

Request for Re-Evaluation of Materials*

Request Initiated By: _____ Telephone: _____

Address: _____ City: _____ Zip: _____

Complainant represents: Self Organization/group (list name): _____

Title of the material to which the complainant(s) object: _____

1. To what in the material – book, magazine, film, etc – do you object? (Please be specific, site pages and/or parts) _____

2. Have you had an opportunity to discuss this material with the teacher, building principal or person primarily responsible for its use? Yes No

If yes, with whom? _____ When? _____

What were the results? _____

If no, please explain: _____

3. Are you aware of the learning objective for which this material was selected? _____

4. What do you believe were the reasons for using the material? _____

5. What do you think might be the end result of using this material? _____

6. What do you find of value in this material? _____

7. Have you seen or read this material in its entirety? _____

8. What do you think might be the result of using this material? _____

9. What action would you recommend the school take in this material? _____

10. In its place, what other material of equal quality would you recommend that would convey as valuable a picture and perspective of this concept? _____

11. What other comments do you have? _____

This form is appropriate for use by any parent, citizen or staff member who wishes to have an item re-evaluated.

Signature of Complainant

Date

*Note: No action shall be taken to process this complaint until the complainant has made an effort to discuss his/her concern with the person(s) responsible for the use of the material.

Request for Review of Instructional Materials

Name of Person Requesting Review

Telephone

Street Address

City

State

Zip

Child's Name

Grade

School

Material to be Reviewed (Give title and type of material): _____

Subject and Grade Level(s) in Which Used: _____

I request that the material listed above be made available to me for my review and hereby acknowledge its receipt.

Signature

Date

Principal Signature

Date material was returned

Guidelines for the Use of Free and Sponsored Materials

Many groups and individuals offer educational materials for classroom use. Much of this material is good and can be used to supplement, broaden and enrich the content found in regular text and reference books. It is also valuable to the schools in that it provides students with a variety of points of view on important problems and issues.

The introduction of free and sponsored materials into the classroom must be made with caution. Therefore, all requests must be carefully evaluated by teachers and curriculum personnel of the departments involved on the basis of established criteria. Such evaluations shall be files and approved by the principal.

Title

Sponsor

- Film
- Printed Material, Author

1. Is the material free of obtrusive or objectionable advertising?
 Yes No
2. Does it promote or support the point of view of a special interest group?
 Yes No
3. If yes, are classroom materials available to present other points of view?
 Yes No
4. Is the content accurate?
 Yes No
5. Can the material be used without obligating the school in any way to an individual or group? Yes No
6. Is the material helpful in achieving the goals set up for a particular unit or course? Yes No
7. Is the material lewd, obscene, or vulgar or in any other way offensive to students of the pertinent age level?
 Yes No
8. Evaluating the material on the basis of the above criteria, do you favor its acceptance for classroom use?
 Yes No

Position

Signature

Date