

INSTRUCTION

Selection and Adoption of Instructional Materials

For the purposes of this procedure, instructional materials used in the school district will be classified as core, software/web-based programs, and supplemental materials. They will be selected according to the procedures that follow. Building principals are responsible for ensuring the continuing familiarity of their certificated staff members with the requirements of the policy and procedures. The curriculum department shall provide such technical assistance as may be necessary to accomplish this.

Instructional Materials: Definition

Instructional materials shall be defined as all printed, filmed, recorded, or software materials furnished by the District for student use and/or included on students' reading lists.

NOTE: The selection process will include the elimination of bias pertaining to sex, race, creed, religion, color, national origin, honorably discharged veteran, or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or use of a trained dog guide as a service animal in all core and supplemental instructional materials, including reference and audio-visual materials. In recognition of the fact that current instructional materials which contain bias may not be replaced immediately, each school should acquire supplemental instructional materials or aids (using the adoption process) to be used concurrently with existing materials for the purpose of countering the biased content thereof. Instructional materials shall be categorized as follows:

- a. Core Instructional Materials (defined as instructional materials meeting either of the following criteria):
 - (1) The primary instructional materials for a given course.
 - (2) When a course is built around a collection of pamphlets, periodicals, software programs, etc., rather than a single text, the collection shall be considered core instructional materials.

- b. Software/Web-Based Programs (defined as instructional materials if they meet either of the following criteria):
 - (1) The primary instructional materials for a given course.
 - (2) When a course is built around a collection of software or web-based programs rather than a single program, the collection shall be considered core instructional materials.

NOTE: The District Information Technology Department must preapprove software/Web-Based Programs before proceeding with the

other materials adoption requirements. Complete Form F-4 and send it to the Assistant Superintendent of Teaching and Learning

c. Supplemental Materials and Other Instructional Materials

Supplemental Materials: (Less than five copies) The responsibility for selecting supplemental materials is delegated to all certificated staff members using such materials with the understanding that while such materials do not require item-by-item approval by the district curriculum advisory committee (CAC) or the IMC, they are subject to normal reconsideration and challenge procedures. Full adoption procedures, as outlined below, must be followed if the supplemental materials are required reading and not available as a choice only.

Supplemental Materials (Five or more copies) The recommendation of the selection of these materials is by the teacher/department chairperson. The full adoption procedure outlined below must be followed.

d. Comprehensive Sexual Health Education and HIV/AIDS Materials
Procedures for the adoption of HIV/AIDS materials are outlined in Policy and Regulation 2170. Procedures for the adoption of Sexual Health education are outlined in Policy and Regulation 2335.

Open Educational Resources

Open Educational Resources (OER) are teaching and learning resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. A wide variety of free, high-quality instructional content is available, from supplemental to core instructional materials. OER is subject to the same selection and adoption procedures as other instructional materials outlined in this document.

Any courses using OER as their core material shall annually convene a representative group of district teachers of the course to revise and improve the core material. Adaptations shall be based on teacher and student suggestions and data from state or district assessments identifying areas of lower student performance. Revised versions of the core material will be implemented for the following school year.

If the adaptations to the core material results in significant changes to course objectives or scope, as determined by the Superintendent or a designee, the revised resource shall be forwarded to the Instructional Materials Committee for consideration and formal recommendation for board adoption.

Technology-based Resources

When instructional materials are technology-based, district educational technology staff must be

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consulted regarding the technological impacts of the suggested program. Equity of access for students and teachers must be considered for all core materials delivered in digital formats.

Exceptional Needs or Rapidly Changing Circumstances

The Superintendent or designee may authorize the acquisition of alternative core instructional materials to meet exceptional needs or rapidly changing circumstances. However, expanded use of core instructional materials selected for exceptional needs will require adoption through the formal process.

Instructional Materials Committee

The function of the Instructional Materials Committee (IMC) is to follow established processes that are to be used in examining and evaluating instructional materials that require action by the School Board of Directors and present those recommendations to the Superintendent or designee, who in turn presents them to the Board. The committee will act upon requests for instructional material approval.

A. Permanent committee members

Two Central Office Administrators:

- 1 Administrator with Curriculum oversight
- 1 Central Office Administrator appointed by the Superintendent.

B. Appointed Committee members

3 Principals:

- 1 High School Principal
- 1 Middle School Principal
- 1 Elementary Principal

C. Up to 15 Teacher Representatives from the following areas:

- 2 Curriculum Specialists
- 1 Technology Specialist
- 2 High School Teachers
- 2 Middle School Teachers
- 2 Elementary School Teachers
- 1 Special Education Teacher
- 1 Multilingual Learner Teacher
- 1 Counselor
- 1 Elementary Librarian
- 1 Middle School Librarian
- 1 High School Librarian

D. Other Members

- 3 High School Student representatives
- 5 Parent/Community representatives

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Each member of the committee is entitled to a vote.

Selection of Members

The chairperson of the IMC shall advertise any opening occurring on the IMC in August, prior to the beginning of the school year. This advertisement will include the role and expectations of the IMC members and be sent to staff groups within the school district. The IMC chair will encourage applications and select members based on school geographic and demographic characteristics, content balance, diverse representation, and willingness to serve.

Term of Office

Except for the permanent positions, the appointed members and volunteer community members will each serve three-year terms. The student members will each serve for two years. Terms may repeat.

Training and Orientation

A training/orientation session will be conducted for all new members prior to their beginning service on the IMC.

Meetings/Quorum

Regular committee meetings will be held in the months of October through May each school year on dates determined by the District. The Chair of the committee may call additional meetings as necessary. Fifty percent (50%) plus one person of the committee members will constitute a quorum. Motions will carry with a majority vote of members attending, given a quorum be reached. Meeting notifications will be sent using a variety of methods to ensure timely communication of meeting dates and agenda items. IMC meeting dates will be posted on the District website prior to the first meeting of the school year.

Vacancies/Replacements

If a member misses two consecutive meetings, the Chair of the IMC has the option of replacing that person. If a person is unable to fulfill a term of office, a replacement will be sought and appointed to fill the remainder of the term.

Curriculum Advisory Committees

- a. The function of the Curriculum Advisory Committee is to review instructional materials and assure a guaranteed and viable curriculum via recommendation and provide input to the IMC as needed.

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- b. Based on the District review cycle, CACs will be determined annually. If a CAC is not meeting, based on the District review cycle, instructional materials will be submitted directly to the IMC.

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 the history, culture, and government of the nearest federally recognized Indian tribe or tribes utilizing the 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. During regularly scheduled reviews and revisions of their social studies and history curriculum thereafter, the District will collaborate with any federally recognized Indian tribe within its boundaries and with neighboring Indian tribes to expand and improve instructional materials about Indian tribes and to create programs of classroom and community cultural exchange. The District will collaborate with the office of the Superintendent of public instruction on curricular areas regarding tribal government and history that are statewide in nature.

Instructional Materials and the Procedures for Adoption

Those materials designed as the core instructional materials for a given course shall be considered major course adoptions. These typically follow the 10-year curriculum review and adoption cycle but may be considered more frequently as necessary. Supplemental and other instructional materials may be considered by the committee as submitted and may not follow a curriculum review cycle.

- Approved texts that have since been updated to a newer edition and are still going to be used in sets of five copies or more must go through the IMC again following the procedure above.
- Other texts that received Board approval, to be used in sets of five copies or more, longer than twenty (20) years prior to the current date, must be resubmitted to the IMC for re-approval.
- Once approved, materials for special classes (i.e., special education or honors programs) may be used at levels other than those approved by special permission from the Superintendent or designee.
- Suppose the IMC does not have the expertise or access to subject area specialists in a particular field. In that case, the Chair will refer the material for review to outside specialists whose reviews will be made available to the IMC at the next scheduled meeting.

A request for approval of Instructional Materials must be submitted to the IMC along with any ancillary materials that need consideration by the IMC following the procedures outlined below.

Citizen Access to View Instructional Materials

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It is the intention of the Kennewick School Board of Directors to provide opportunities for public review of instructional materials prior to action by the Board. At least two weeks prior to action, materials recommended for consideration by the IMC will be posted on the District's website and will be made available during regular office hours at the Teaching and Learning Department.

The review of instructional materials should be undertaken with the knowledge of district objectives in mind. Form C, Public Review of Materials, will be available on which public comments can be provided.

Criteria for Selection of Core Instructional Materials

Core instructional materials shall be selected based on the degree to which they:

- A. Demonstrate likelihood of impact as shown by scientific or evidence-based research;
- B. Enable implementation of the District's developed curriculum and meet state standards and College Readiness requirements;
- C. Provide sufficient flexibility to meet the varied needs and abilities of the students served;
- D. Provide clear and appropriate differentiation components for multilingual learners, special education students, students with academic opportunity gaps, and highly capable students;
- E. Where appropriate, present balanced but differing views of issues, controversial or otherwise, in order that students may develop critical analysis and informed decision-making skills;
- F. Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);
- G. Support equitable access to learning and learning materials for all students; including the provision of appropriate, high-quality, accessible instructional materials to all students with disabilities who require them; and
- H. Are free of stereotyping and gender, race, class, and other forms of bias, recognizing that under certain circumstances, biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed in order to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts

Pilot Usage of Instructional Materials

Pilot usage of field testing is part of the adoption process for major core materials adoption. Field testing can provide a flexible opportunity to investigate the effectiveness of curricular approaches, instructional materials, and/or assessment resources through careful experimentation for an identified purpose based on student needs.

The trial-use core instructional material of an experimental, field-test nature may be authorized for use by the Superintendent or designee for a pre-determined testing period. Following the pilot period, the materials will either be submitted for approval or discontinued for use in any classroom in the Kennewick School District.

Core Materials (Primary instructional materials for a course)

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A. Procedures for selecting for IMC Consideration

1. A District Curriculum Advisory Committee (CAC), including teachers, administrators, and community members, as determined by the Superintendent or administrator for Teaching and Learning or designee, representing each grade level within the discipline, will be established.
2. Publishers will be informed of the District's intent to consider the possible adoption of instructional materials in a given subject area. They will be invited to submit materials for consideration by the CAC.
3. The CAC will use evidence-based approaches to evaluate each publisher's materials on a pre-determined set of criteria in five different areas: organization and design, assessment, technology, best practice, and standards alignment.
4. The CAC will narrow the search to the top two or three products.
5. The administrator of Teaching and Learning or designee will research the top two or three curriculum products to give due diligence to the financial impacts on the District.
6. The CAC may run a limited pilot of materials with students prior to the selection of the final set of materials.
7. The CAC will recommend a selection based on the information gathered during these processes.
8. The Curriculum Advisory Committee must complete Form A, *Request for Approval of Instructional Materials*. Form A and one copy of the instructional material/s for each grade level or course must be submitted to the IMC Chair prior to a scheduled IMC meeting.

B. Procedures for Approval of Course Material for Board Consideration: Core Materials (Primary instructional materials for a course):

1. Once the required materials have been received, the IMC Chair will add the request to the agenda for the next scheduled IMC meeting.
2. Committee members will be informed prior to each meeting as to which curricular areas will be under review.
3. The IMC Chair or designee will present the requested materials and supporting documentation to the IMC
4. The motion to recommend the selection will be made, and the Chair will entertain committee discussion.
5. The IMC will review all grade level or content area curriculum materials that have been recommended by the CAC.
6. If concern or doubt is expressed by several members of the IMC regarding the request brought for its consideration or if additional information is required, a motion may be made to move to table the item until the CAC and/or other subject area specialists, or grade level specialists can be consulted by the Chair of the IMC or are able to address the IMC.
7. Approval or denial must be based upon district philosophy as established in Board Policy 2310

C. Disposition of the request:

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1. Approval: Referred to the Superintendent for presentation to the Board of Directors for final action.
2. Denial: The Chair of the IMC will report the reasons for the denial to the CAC in writing, along with an explanation of the appeal process,
 - i. An appeal procedure may be initiated by submitting an appeal, which will include information additional to the original request.
 - ii. The Chair will reconvene the IMC to review the appeal. The committee shall meet with the CAC representatives in a public meeting. Testimony and deliberations will be held publicly. If the IMC denies the appeal, the Chair will:
 1. Report its findings in writing to the CAC.
 2. Assist the CAC in finding acceptable materials to use.
 - iii. If the IMC overturns the original ruling, a recommendation for adoption will be sent to the Superintendent for presentation to the Board of Directors for final action.

Supplemental and Other Instructional Materials

The recommendation of the selection of these materials would be made by the teacher/department chairperson. *Form A, Request for Approval of Instructional Materials*, must be submitted to the building principal for approval. Completed and signed Form A will be provided to the Assistant Superintendent of Teaching and Learning prior to the materials being used.

- A. Procedures for Selection of Course Material for IMC Consideration: Supplemental and other instructional materials:
 1. Once identified, the teacher, principal, or department chairperson (petitioner/s) will complete *Form A, Request for Approval of Instructional Materials*.
 2. Complete Form A and five copies of the instructional material/s must be submitted to the IMC Chairperson prior to a scheduled IMC meeting.
- B. Procedures for Approval of Course Material for Board Consideration: Supplemental and other instructional materials:
 1. Once the required materials have been received, the IMC Chair will add the request to the agenda for the next scheduled IMC meeting.
 2. Committee members will be informed prior to each meeting as to which curricular areas will be under review.
 3. The IMC Chair or designee will present the requested materials and supporting documentation to the IMC.
 4. The IMC will determine a process for evaluating the materials requested, including, but not limited to, creating a timeline for the study of the materials (novel requests, for example).

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5. A motion to recommend the selection will be made, and the Chair will entertain committee discussion.
6. If concern or doubt is expressed by several members of the IMC regarding the request brought for its consideration or if additional information is required, a motion may be made to move to table the item until the CAC and/or other subject area specialists, or grade level specialists can be consulted by the Chair of the IMC or are able to address the IMC.
7. Approval or denial must be based upon district philosophy as established in Board Policy 2310.

C. Disposition of the request:

1. Approval: Referred to the Superintendent for presentation to the Board of Directors for final action.
2. Denial: The Chair of the IMC will report the reasons for the denial to the petitioner(s) in writing, along with an explanation of the appeal process,
 - i. An appeal procedure may be initiated by submitting an appeal, which will include information additional to the original request.
 - ii. The Chair will reconvene the IMC to review the appeal. The committee shall meet with the petitioners in a public meeting. Testimony and deliberations will be held publicly. If the IMC denies the appeal, the Chair will:
 1. Report its findings in writing to the petitioner(s).
 2. Assist the petitioner(s) in finding acceptable materials to use.
 - iii. If the IMC overturns the original ruling, a recommendation for adoption will be sent to the Superintendent for presentation to the Board of Directors for final action.

Site/Professional Staff

- a. Secondary teachers will prepare, have available for community members, and distribute to students/parents course descriptions, which describe curriculum goals and list instructional materials, regardless of medium (and options where appropriate).
- b. In the event a student or parent objects to a required reading assignment, teachers will work with the student and/or parents to determine an appropriate alternative to the required reading assignment.

Selection of Library Materials

The library shall serve the instructional program of the school as the resource center for print and nonprint materials for student and teacher use.

The librarian, because of specialized training, is uniquely equipped to:

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- a. Organize the library materials so teachers and students may quickly ascertain what is available and secure it for use.
- b. Serve as a resource person to the principal and the teaching staff in the development and implementation of a library skills program having scope and sequence to meet the current learning needs of students.
- c. Finalize requests from teachers and students for materials to complement the instructional program.
- d. See that there is a balance in the library collection that will meet the requirements of good library practice. This will mean that many requests will be originated by the librarian.
- e. Be involved in the development, evaluation, and improvement of the instructional program as a regular staff member.

All selections and requests shall be made under the responsibility and with the concurrence of the building principal. The selection of library books and materials shall be guided by the following high principles expressed in the American Association of School Librarians School Library Bill of Rights:

"School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end, the responsibility of the school library is:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. To provide a background of information that will enable pupils to make intelligent judgments in their daily lives.
4. To provide material on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.
5. To provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage.

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6. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality for the users of the library."

In selecting from the hundreds of thousands of books that have been published, including several thousand new titles each year, the school librarian shall solicit suggestions from teachers and shall welcome suggestions from pupils and others in the community. Items selected shall satisfy most of the following criteria:

- Is the book needed by this school?
- Is it the best of its kind available?
- Does it fit into or enrich the instruction program?
- Are its substance and format suitable for the grade(s) for which it is to be used?
- Does it have literary merit?
- Will it appeal to the children or youth for whom it is intended?
- Does it appear on one or more of the approved lists of accepted reviewing media?
- Does it fulfill the responsibility of the school library as expressed in the School Library Bill of Rights?

The library stands for freedom of communication, freedom of intellectual activity, and freedom of thought. It strives to provide an opportunity for students and teachers to gain information and various points of view on controversial issues. The major areas of controversial materials are race, politics, religion, literature, and economics. In selecting materials on any of the above areas, the following criteria are to be given consideration:

- a. The materials on controversial issues should be representative of a rational point of view, and a sincere effort should be made to select equally representative materials covering contrasting points of view.
- b. The material does not unfairly, inaccurately, or viciously disparage a particular race or religion. A writer's expression of a certain viewpoint is not to be considered a disparagement when it represents the historical or contemporary views held by some persons or groups.
- c. The materials on religion are chosen to explain rather than convince and are selected to represent the field as widely as necessary for school purposes.
- d. The selection of materials on political theories and ideologies or on public issues is directed toward maintaining a balanced collection representing various views.
- e. Materials on physiology, physical maturation, or personal hygiene should be accurate and in good taste.
- f. Materials should be selected for their strengths rather than rejected for their weaknesses.

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The library welcomes books and other resource materials from individuals and organizations but reserves the right to refuse unsuitable materials. The materials, to be acceptable, must meet the same high standards and criteria established for the selection of all library materials.

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