

I 2. Curriculum and Instructional Materials

(Voted 4/16/26, #26-50; replaced I 2 Instructional Materials/Workbooks Policy, 6/2/94, #94-56)

I 2 a. Curriculum Development and Adoption

Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of its students. The School Committee will rely on the professional staff to design and implement instructional programs and courses of study that reflect PSB's educational goals and priorities. These efforts will be aligned with state curriculum frameworks and informed by research-based practices.

The Superintendent will have authority to recommend new programs and courses of study after they have been studied thoroughly and found to support these educational goals. The Committee will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach.

The Committee will be informed of all new courses and substantive revisions in curriculum, and will receive reports on changes under consideration. The Committee's acceptance of these reports, including a listing of the high school program of studies, will constitute its adoption of the curriculum for official purposes.

The Superintendent will establish procedures governing curriculum development and adoption, including guidelines for community participation.

I 2 b. Selection of Instructional Materials

The task of selecting instructional materials for programs is delegated to the District's professional staff. The Superintendent should ensure that the materials selected meet the following criteria whenever applicable:

- They must provide for all students an effective education that does not discriminate on the basis of race, color, age, physical or mental disability, pregnancy, homelessness, sex/gender, gender identity/expression, religion, national origin, ancestry, sexual orientation, genetics, natural or protective hairstyle, or any other category protected by state or federal law.
- They must provide sufficient flexibility to meet the diverse needs of individual students and groups of students.
- They should help students develop abilities in critical reading and thinking, and promote reasoning, analysis, and problem-solving.

- They should stimulate growth in factual knowledge, literary appreciation, and aesthetic and ethical values.
- They should foster an appreciation of cultural diversity and development in the United States and throughout the world.
- They should present multifaceted treatments of international, national, and local issues, so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments.

The Superintendent will establish procedures governing the selection of instructional materials.

Procedures for responding to community inquiries and requests regarding instructional materials will be developed and made accessible to the public.