Selection, Adoption and Discard of Instructional Materials

I. Instructional Materials Committee: Scope and Schedule

A. The Instructional Materials Committee (IMC) has been formed under Policy No. 6161 to establish and monitor such procedures as may be necessary for the implementation of said policy. The IMC has therefore formulated the following procedures for selecting, adopting and discarding of instructional materials owned and used by the Olympia Public Schools. The IMC will monitor the implementation of this policy in acting upon requests for text approval and discard, and in evaluating and acting upon citizen requests for reconsideration of instructional materials. The function of the IMC is not to select materials, but to ensure that materials are selected well.

Additionally, the chairperson and secretary of the IMC will assist teachers, students and citizens in following Instructional Materials Policy and Procedures.

B. Regular meetings of the IMC will be held every other month on a schedule to be established by the Director of Curriculum at the beginning of each school year. The District will be responsible for arranging released time for those members of the committee requiring it. Special meetings may be called by the chairperson if necessary.

II. Instructional Materials: Definition

For purposes of this Procedure, instructional materials shall be defined as all printed, filmed or recorded materials furnished by the District for student use and/or included on student’s reading lists. Instructional Materials shall be categorized as follows:

A. Textbooks are defined as instructional materials meeting either of the following criteria:

1. Any instructional material held in six (6) or more copies in a given classroom.
2. The major instructional material for a given course.

NOTE: When a course is built around a collection of novels, pamphlets, periodicals, etc., rather than a single text, the collection shall be considered a text.

B. Supplementary Materials are hereby defined as items supplementing the major text of a course and held in five (5) or fewer copies in a given classroom.
III. Selection of Instructional Materials: Responsibilities

Building principals are responsible for ensuring the continuing familiarity of their certificated staff members with the requirements of the IMC Policy and Procedures. The Curriculum Department shall provide such technical assistance as may be necessary to accomplish this.

A. Initial Selection

**Texts:** The initial selection of texts and/or program materials will be made by such community and certificated staff representatives as the Director of Curriculum may designate.

**Supplementary Materials:** The responsibility for selecting supplementary 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 IMC, they must be selected under the criteria detailed below and are subject to normal reconsideration procedures.

**NOTE:** Trial use texts of an experimental pilot nature may be authorized for use by the Director of Curriculum for a period of no more than one (1) school year prior to Board approval for general use throughout the District.

B. Approval

**Texts:** The IMC shall approve all texts to be used in the schools.

**Supplementary Materials:** Supplementary materials held in five (5) or fewer copies shall not require IMC approval.

C. Adoption

**Texts:** The Board shall adopt all texts prior to their use in classrooms.

**Supplementary Materials:** Supplementary Materials held in five (5) or fewer copies shall not require Board adoption.
## IV. Selection of Instructional Materials: Tasks and Timeline

<table>
<thead>
<tr>
<th>Task</th>
<th>Person(s) Responsible</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Identify instructional material.</td>
<td>Committee or individual assigned by Curriculum Director.</td>
<td>Anytime.</td>
</tr>
<tr>
<td>B. Determine whether material should be recommended for adoption or piloted. If it is to be piloted, complete pilot request form and send to the Curriculum Director approval, otherwise follow steps below.</td>
<td>Selector(s)</td>
<td>Anytime.</td>
</tr>
<tr>
<td>C. Complete IMC instructional materials adoption form; send it to IMC secretary.</td>
<td>Selector(s)</td>
<td>Anytime--but IMC action form, with the materials to be approved, must be delivered to the IMC secretary at least three business days before a meeting.</td>
</tr>
<tr>
<td>D. Approve text.</td>
<td>IMC</td>
<td>Any meeting.</td>
</tr>
<tr>
<td>E. Request Board study and approval of materials.</td>
<td>Director of Curriculum through Superintendent</td>
<td>Board meeting following IMC meeting.</td>
</tr>
<tr>
<td>F. Adopt material.</td>
<td>Board of Directors</td>
<td>Second Board meeting following IMC request.</td>
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<tr>
<td>G. Notify requesting teachers and administrators of Board action.</td>
<td>IMC Secretary</td>
<td>Immediately after Board decision.</td>
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</table>

1. The Director of Curriculum will provide department heads, principals and program developers with copies of the committee meeting schedule at the beginning of each school year.
2. Textbooks can be approved at any IMC meeting and sent for adoption at the following Board meeting.

V. **Criteria for Selection of Instructional Material**

All staff members are expected to place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the instructional program. Selection criteria to be used shall include the following:

A. Instructional materials shall enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests and maturity levels of the students served.

B. Instructional materials shall enhance student growth in conceptual thinking, factual knowledge, literary appreciation, ethical standards, and/or health and fitness.

C. 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.

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 genders, and members of the several specific religious, ethnic and cultural groups. The District recognizes, however, that under certain conditions, biased materials may represent appropriate resources 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.
The following checklist is provided to help selectors follow the above criteria. Selections which receive "fair" or "poor" ratings on any items should be avoided. If materials uniquely suited to an important purpose fail to meet the above criteria, they may be used in conjunction with countervailing materials.

<table>
<thead>
<tr>
<th>Bias Content:</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Non-App.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Presents more than one viewpoint of controversial issues.</td>
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<tr>
<td>2. Presents all ethnic groups realistically.</td>
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<tr>
<td>3. Includes contributions of authors representing various ethnic groups.</td>
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<tr>
<td>4. Presents non-stereotypic models.</td>
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<tr>
<td>5. Facilitates the sharing of cultural differences.</td>
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<tr>
<td>6. Promotes the positive nature of differences.</td>
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<tr>
<td>7. Includes the contributions, inventions or discoveries of various ethnic groups.</td>
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<tr>
<td>8. Includes the contributions, inventions or discoveries of both men and women.</td>
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<tr>
<td>9. Presents individuals representing all cultural backgrounds in a manner that promotes ethnic pride.</td>
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<tr>
<td>10. Facilitates an environment open to discovery and experimentation.</td>
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</table>

To evaluate materials by these criteria, teachers may find the following steps helpful:

1. Read reviews in the professional periodicals available through the curriculum office, superintendent of public instruction, etc.

2. Review copies of other available texts. The Curriculum Office will order samples on request.
3. Check the reading level of the text through use of a standard readability formula.

4. Use tentatively selected materials in accordance with pilot use procedures.

VI. Citizen Access for Review of Instructional Materials

Citizens are invited to review any instructional materials in current use or those proposed for District purchase. Such review may be accomplished at a school or in the District Curriculum Office. 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 objectives in mind. The following activities will be employed to help citizens become familiar with instructional materials.

A. A variety of learning materials will be available for immediate perusal at any time in the District Curriculum Office.

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

VII. Removal of Instructional Materials

A. Instructional materials may be removed from collections at any time that they no longer meet the criteria for initial selection outlined in part V above. 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.

1. Texts: The IMC shall determine when texts are to be removed from collections. Such determination shall be on the basis of the criteria for selection in this procedure and on the availability of suitable replacement materials.

2. Supplementary Materials: Authority for removing supplementary materials from collections is vested in individual certificated staff members holding such collections, such removal to be with the advice and consent of the immediate supervisor of the staff member.

B. A citizen objecting to the use of any instructional materials in the school system shall request an informal conference with a staff member involved in the use of the material along with his/her principal or designee. The purpose of the informal conference is to develop a clear understanding of the learning objectives addressed with the material, which students have access to the material, and how the material is presented to them.

C. Following the informal conference described in VII.B., should a citizen wish to make a formal protest regarding the specific material in question, she/he must use the form for requesting reconsideration of instructional materials. These forms are available from the District Curriculum Office and in the District Manual of Policies and Procedures found in each principal's office. The complainant will deliver the completed request form to the IMC secretary, who will take the following steps to assure timely consideration of the request:
1. Set a time and place for an open hearing of the complaint by the IMC. Such hearing shall be within thirty (30) days of the 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.

D. Assemble such data, including reviews and professional opinions of the materials, the teacher's objectives in using the materials, and the specific objections of the complainant, as may be necessary for the IMC to properly judge the request for reconsideration.

VIII. Instructional Materials Committee Reconsideration Hearing Procedures

The purpose of the reconsideration hearing is to provide members of the IMC with information regarding the actual use of the instructional materials in the school(s) and the specific objections of the complainant. Questions by the complainant regarding the use of the materials should be directed to the District Curriculum Office prior to the reconsideration hearing. All hearings of citizens' request for reconsideration shall be open to the public. Hearings will be conducted by a designated Hearing Officer following the format and time frames described below.

- Introductions and Process Overview by Hearing Officer 10 minutes
- Presentation to the IMC by Complainant 15 minutes
- Presentation to the IMC by District Staff 15 minutes
- Response by Complainant 5 minutes
- Response by District Staff 5 minutes
- Questions from IMC (determined by committee) 5 minutes
- Closing Comments to IMC by Complainant 5 minutes
- Closing Comments to IMC by District Staff 5 minutes
- Closing Comments and Adjournment by Hearing Officer 5 minutes

All comments presented by the Complainant and District staff should be directed to the IMC, not to audience members or others present. No oral testimony will be accepted from audience members; however, the IMC will accept written comments related to the reconsideration request in accordance with timelines described at the hearing.

Equipment used to record the proceedings will be limited to designated areas. Food, beverages, unrelated literature, or other objects shall not be distributed or made available to audience members. Cellular phones, pagers, and other devices with audio alarms should be switched to vibrate or turned off during the hearing.

The IMC shall consider all matters presented and give reasonable credit to such matters. 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 ten (10) consecutive school days.

Any appeal of this decision must be delivered in writing to the Superintendent within fourteen (14) consecutive school days following the issuance of the IMC decision. The Board of Directors will set a time and place for an
open hearing of the complaint by the Board. Such hearing shall be within ninety (90) days of the Superintendent’s receipt of the written notice of appeal.

IX. **Board of Directors Appeal Hearing Procedures**

The purpose of the appeal hearing is to provide members of the Board of Directors with additional information regarding the actual use of the instructional materials in the school(s) and the specific objections of the complainant. All materials and written testimony presented to the District Curriculum Office and Instructional Materials Committee to date will be made available to the Board of Directors prior to the hearing. Questions by the complainant regarding the use of the materials should be directed to the District Curriculum Office prior to the appeal hearing. All appeal hearings of citizens’ request for reconsideration shall be open to the public. Appeal hearings will be conducted by the Board President following the format and time frames described below.

- Introductions and Process Overview by Board President 10 minutes
- Presentation to the Board by Complainant 10 minutes
- Presentation to the Board by District Staff 10 minutes
- Oral Public Testimony to the Board by Audience 3 minutes (each)
- Closing Comments and Adjournment by Board Members Determined by Board

All comments presented by the Complainant, District staff and audience members providing oral public testimony should be directed to the Board of Directors, not to audience members or others present.

Equipment used to record the proceedings will be limited to designated areas. Food, beverages, unrelated literature, or other objects shall not be distributed or made available to audience members. Cellular phones, pagers and other devices with audio alarms should be switched to vibrate or turned off during the hearing.

The Board shall consider all matters presented and give reasonable credit to such matters. The Board may place the appeal on the agenda of the next regular Board meeting in order to further deliberate the issue and make a final decision. Decisions shall be by majority vote of the Board, and are final. Decisions of the Board shall be delivered to the complainant and affected staff members in writing within ten (10) consecutive school days. Instructional materials upheld by the Board of Directors will be exempt from further reconsideration for a period of three (3) school years from the date of the decision.
Guidelines for
Speaking to the Board

Instructional Materials Appeal

[Title of Book]
[Author]

1. If you wish to provide testimony for or against the inclusion of the above book in the curriculum of the Olympia School District, PLEASE SIGN IN.

2. All public testimony may be limited to three minutes. Testifiers will be given a 30-second warning. At the bell signal, please stop. To provide an opportunity for all who wish to present testimony, THIS WILL BE STRICTLY ENFORCED.

3. To be respectful of the time of all involved, please do not repeat points or issues already made by others.

4. All testimony should be directed solely to the Board of Directors.

5. Food or drink will not be allowed in the Board Room.

6. Permission to videotape must be requested in advance of the meeting. It will be limited to stationary cameras in areas designated by Olympia School District staff.

7. Please turn cell phones and pagers off, or set to vibrate to minimize disruption.

June 27, 1995
May 28, 2002
May 12, 2003
Olympia School District
Olympia, Washington
OLYMPIA SCHOOL DISTRICT 111
INSTRUCTIONAL MATERIALS ADOPTION REQUEST

Instructional Materials Committee

Title ____________________________ Author ____________________________

Publisher __________________________ Copyright Date _______

Course Title and Grade Level __________________________

This material is: New ________ Replacing __________________________ (title)

Number of Copies Needed ________________ Unit Price _______

This material is intended for use during ________ term, 20 ________

I have taken the following step(s) to determine the suitability of the above instructional material:

1. I have reviewed the material and found that it meets the criteria of the District Instructional Materials Committee including criteria for the elimination of gender bias. Please attach copy of completed form. **This is a mandatory step.**

2. I have compared it with other available materials. (The Curriculum Office will assist in the search for preview materials.) Please list all materials considered on reverse.

3. I have compared reviews of it with reviews of other available materials. Please attach copies of reviews.

4. I have evaluated the reading level and found it averages about ____ grade. Please describe method used to determine readability on reverse.

5. I have used the material on a trial basis for about _______ weeks, per District policy and the Curriculum Director’s approval. Please attach pilot approval form with Curriculum Director’s signature.

6. I have answered the questions on the reverse. **This is a mandatory step.**

Selector’s Signature ____________________________ Date __________

School ________________ Grade Level or Department

Principal or Dept. Head ____________________________ Date _______

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APPROVAL DATES

Instructional Materials Committee Date ______

__________________________________________
Limitations: ____________________________________________

____________________________________________________

____________________________________________________

Board of Directors Approval             Date ________________

This form is to be filled out in its entirety. The completed request, along with the supporting documents and material to be reviewed, is to be submitted to the IMC Secretary at least three (3) business days prior to the scheduled IMC meeting.

(Reverse side of Page 10.)

Please briefly answer the following questions:

1. What other materials did you evaluate/consider when selecting this material?

2. What method did you use to determine the readability?

3. Why did you select this particular book or material?

4. What are the educational goals you hope to achieve with this material?

5. Additional Comments
OLYMPIA SCHOOL DISTRICT 111

INSTRUCTIONAL MATERIALS PILOT USE REQUEST

Instructional Materials Committee

Title ___________________________ Author ___________________________

Publisher ___________________________ Copyright Date _________

Course Title and Grade Level ___________________________

This material is: New __________ Replacing ___________________________ (title)

Number of Copies Needed ___________ Unit Price ______

This material is intended for pilot use during ________ term, 20____

I have taken the following step(s) to determine the suitability of the above material:

( ) 1. I have reviewed the material and found that it meets the criteria of the District Instructional Materials Committee, including criteria for the elimination of gender bias. Please attach copy of completed form. This is a mandatory step.

( ) 2. I have compared it with other available materials. Please list all materials considered on reverse.

( ) 3. I have compared reviews of it with reviews of other available materials. Please attach copies of reviews.

( ) 4. I have evaluated the reading level and found it averages about ____ grade. Please describe method used to determine readability on reverse.

( ) 5. Other: ___________________________

Text Selector Signature ___________________________ Date ______

Principal or Department Head ___________________________ Date ______
CITIZEN’S REQUEST FOR RECONSIDERATION
OF INSTRUCTIONAL MATERIALS

Request initiated by ________________________________

Telephone ___________ Address ______________________

Complainant represents:
______ Self
______ Organization Name: __________________________

The material I object to is of the following type:
Video ______ Recording ___ Magazine _____ Pamphlet _____
Library Book ______ Textbook _____ Software ______ Other ______

Is this material, to your knowledge, on a student reading list? ________

At which school(s)? ______________________________________

Author _____________________________________________

Title ________________________________ Publisher ______

1. Did you read, hear or see the entire content? _________ What parts?
  ______

2. Are you aware of the school or District objectives in using this material? _

_____________________________________________
3. Are you familiar with the District philosophy regarding selection of instructional materials? 

4. Are you aware of any critique of this material by literary or subject matter experts?

5. List school name and date(s) of informal meeting(s) with school staff regarding your objections to the materials:

6. What do you believe is the theme of this material?

7. To what in the material(s) do you object? Please be specific, cite pages or sections:

8. Why do you object to the material cited?

9. Is there anything of value in the material?
10. For what age group would you recommend this material(s)?

11. What would you like your school to do about this material?

   Do not assign it to my child

   Do not give it to my child

   Withhold from all students

12. In its place, what material of equal quality would you recommend that would convey as valuable a picture and perspective?

   Signature of Complainant

   Date

Please submit to the Olympia School District Instructional Materials Committee