

## Selection of Curriculum, Textbooks, Instructional Materials and Student Support Services Processes

### Background:

Senate Bill 1 (2022) shifted the determination of curriculum<sup>1</sup>, textbooks, instructional materials<sup>2</sup> and student support services from school-based decision making (SBDM) councils to the superintendent while maintaining a collaborative approach throughout the process. This resource establishes a step-by-step guide when making the determination and focuses on the roles of the superintendent, local board of education, school council and other stakeholders outlined in KRS 160.345.

Also, this resource includes the culminating step where the school's principal determines the allocation of funds for the curriculum, textbooks, instructional materials and student support services determined by the superintendent after consultation with stakeholders and a review and response period. School and district level staff are encouraged and expected to refer to all local policies and procedures related to this topic and defer to those policies and procedures should they conflict with the information within this resource.

### Suggested Process:

#### 1. Superintendent Initiates the Selection Process

- In accordance with KRS 160.345, a district's superintendent determines which curriculum, textbooks, instructional materials and student support services must be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy. It is recommended that the selection process be initiated with the following considerations:
  - a. Needs Assessment
    - i. School and district improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding and closing achievement gaps between identified subgroups of students. Additionally, schools and districts build upon their capacity for high-quality planning by making connections

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<sup>1</sup> The Kentucky Department of Education (KDE) uses the following operational definition of curriculum: Curriculum addresses how learning experiences are designed at the local level and drives the instructional practices of teachers, including the delivery and deployment of standards.

<sup>2</sup> KDE uses the following operational definition of instructional resources: Instructional resources include the print, nonprint or electronic medium designed to assist student learning.

between academic resources and available funding to address targeted needs.

- ii. **Example:** At Commonwealth High School, Measures of Academic Progress (MAP) data showed consistent underperformance in math among English learners (EL). This led the district to prioritize math intervention tools and bilingual support services to be used during curriculum selection. This prioritization influenced the superintendent's consultation discussions with stakeholders and the finalization of her decision.

b. High Quality Instructional Resources (HQIRs)

- i. HQIRs support standards-aligned teaching and learning. KDE defines HQIRs as materials that are:
  - 1. Aligned with the Kentucky Academic Standards (KAS);
  - 2. Research-based and/or externally validated;
  - 3. Comprehensive to include engaging texts (books, multimedia, etc.), tasks and assessments;
  - 4. Based on fostering vibrant student learning experiences;
  - 5. Culturally relevant, free from bias; and
  - 6. Accessible for all students.

2. **Consultation with Local Board of Education, Principal and Council**

- The superintendent **must** consult with the following stakeholders to ensure that multiple perspectives are considered before making a determination:
  - Local board of education: The board provides oversight and input based on district-wide policies and priorities (aligned to the comprehensive district improvement plan [CDIP] and needs assessment).
  - School principal: As the school's instructional leader, he/she offers insights into the specific needs and context of the school.
  - SBDM council: Council membership represents the school's community (teachers, parents and the principal) and provides feedback on the proposed selections.
    - **Example:** The Commonwealth School District's superintendent hosted a joint work session with the principal and SBDM council to review HQIR samples and gather teacher feedback, resulting in stronger buy-in when materials were selected.
- KDE defines consultation as a time to seek advice and information through meaningful discussion

3. **Stakeholder Review and Response Period**

- The superintendent facilitates a "reasonable review and response period" for stakeholders, as required by local board of education policy.

- Stakeholders are given an opportunity to review the proposed curriculum, textbooks, instructional materials and student support services with access provided to vendor presentations.
- The superintendent collects and considers the input as part of the decision-making process. To ensure all stakeholders are included, it is recommended that superintendents engage in various methods to include others' input, including, but not limited to the following:
  - Hosting community-wide forums to allow parents and families to engage in real-time conversations that are two-way with the superintendent,
  - Attending SBDM and board of education monthly meetings, and
  - Leveraging social media to advertise electronic surveys, paper/pen surveys allowing parents and families who do not have access to the Internet or social media opportunities to provide input on the selections.
    - **Example:** The Commonwealth School District used QR codes at school events to collect parent input via a short survey on proposed instructional materials.

#### **4. Superintendent Finalizes Decisions**

- After consultation and the stakeholder review period, the superintendent makes the final determination on the curriculum to be implemented, the textbooks to be used, the instructional materials to support teaching and learning and the student support services to be provided.
- The superintendent communicates the final decision to stakeholders, including a rationale for the selection.

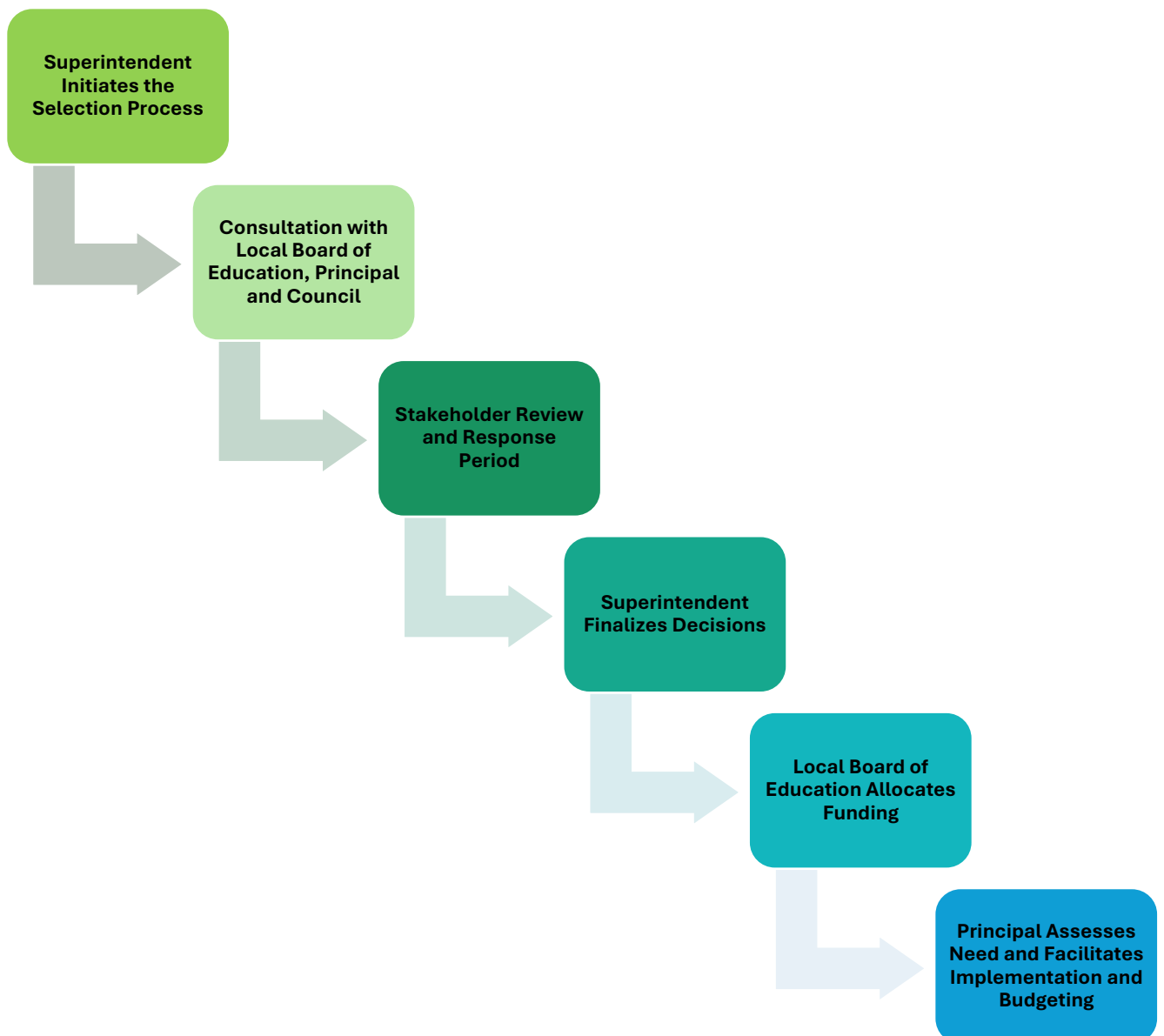
#### **5. Local Board of Education Allocates Funding**

- Subject to available resources, the local board of education appropriates funding to each school in the district.
- Funding must be adequate to meet the school's needs.
- The board may reduce the allocations to individual schools within the district as outlined in 702 KAR 3:246, secs. 6, 7 and 8.
- The allocation under 702 KAR 3:246, sec. 6, shall not be less than \$100 per pupil in average daily attendance.

#### **6. Principal Assesses Need and Facilitates Implementation and Budgeting**

- The principal evaluates the specific needs of the school related to instructional materials and support services. When evaluating the needs of the school, principals must consider the required consultation that occurs with the school's media librarian on the maintenance of the school library media center, including the purchase of instructional materials, information technology and equipment.

- The principal consults with the council to ensure the evaluation reflects the school's priorities and aligns with the superintendent's curriculum decisions.
- Based on the superintendent's curriculum selections and the local board's appropriation, the principal determines how much money will be allocated to implement the initiative.
  - Please note that while there may be instances where there are not enough funds to cover curriculum-related expenses, SBDM councils and principals should not use this as a method to circumvent the superintendent's statutory authority to select the school's curriculum. If there is financial strain, councils are encouraged to make a [Section 7 request](#) to the local board of education for additional monetary assistance.



**Resources:**

[KRS 160.345](#)

[702 KAR 3:246](#)

[Senate Bill 1 \(2022\) Guidance](#)

[Communication Plan Template](#)

Content-Area Instructional Resources Consumer Guides ([Math](#), [R/W](#), [Science](#))

[Curriculum Development Process \(Phases 2 and 3\)](#)

[High Quality Instructional Resources](#)

[Math High-Quality Instructional Resources Approved List \(K-12\)](#)

[Reading and Writing \(R/W\) High-Quality Instructional Resources Approved List \(K-12\)](#)

[SBDM Request for Resources Section 7 Funds](#)

[Social Studies Instructional Resources Alignment Rubric](#)