



# MT. DIABLO

## UNIFIED SCHOOL DISTRICT

### **Revision Process**

Supplemental Reading Materials List Revision  
Process & Annual Review

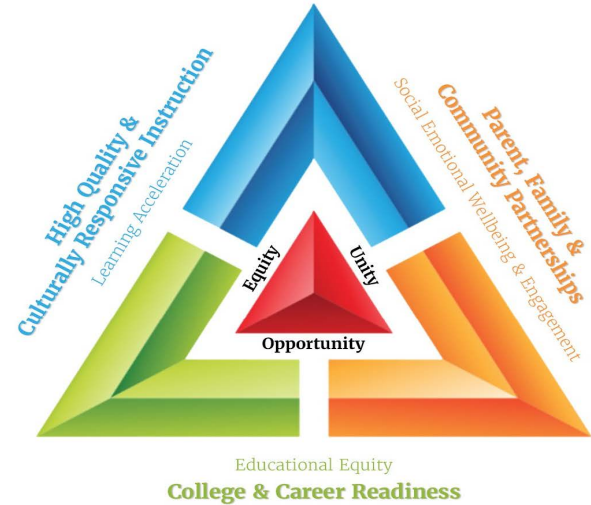
April 24, 2024

# Rationale

- ❑ Sharpen the equity lens applied to supplemental reading, materials, and instruction
- ❑ Align with MDUSD Courses of Study and curriculum
- ❑ Continuous cycle of review, revisions, and improvements to courses of study and supplemental materials
- ❑ Provide collaborative process to incorporate wide range of perspectives



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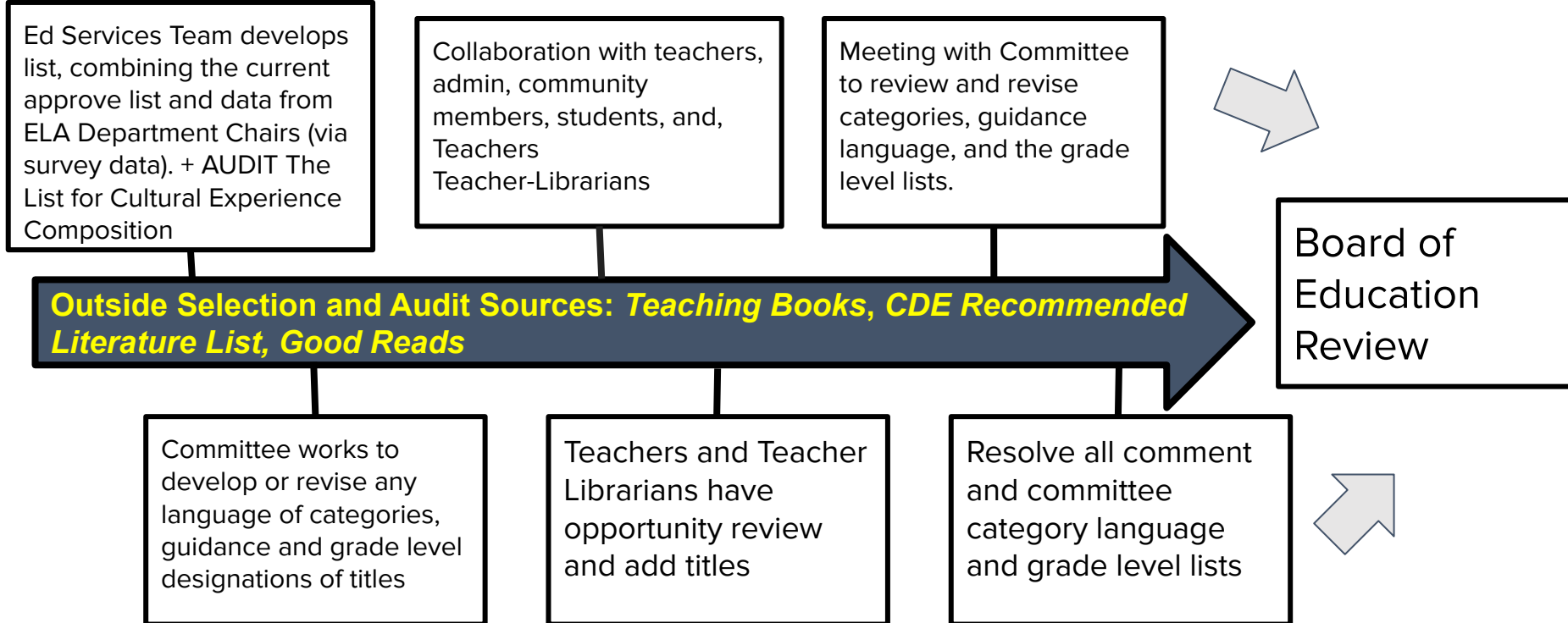
# Supplemental Reading Materials Lists

## *Annual Revisions*

- Review of MDUSD Current Lists
  - Grade level lists 6-12 (ongoing)
  - Grades Level Lists 3-5 (*newly added*)
- ★ *All Items/titles listed in **ITALICS\*** are new and are being proposed as additions for potential board approval.*

# Process - Secondary Lists

All grade level lists are revised with a sharp equity lens



# Process 3-5 Lists

All grade level lists are revised with a sharp equity lens

Ed Services Team develops list, combining the current titles being taught in classrooms (via survey data).

Continue collaboration with teachers, admin, and Teachers/Teacher-Librarians.

Meeting with Committee to review the grade level lists to make sure lists are culturally responsive and titles are in appropriate grade levels.

**Outside Selection and Audit Sources: *Teaching Books, CDE Recommended Literature List, Good Reads***

Teaching Librarians AUDIT The List for Cultural Experience Composition. Begin adding vetted titles that are diverse and culturally responsive.

Teachers and Teacher Librarians have opportunity review and add titles.

Resolve all comments and grade level lists.

Board of Education Review

# The Teacher-Librarian Team

Marcia Carrasco

Diana Conner

Alison Dinicola

Giovanna Fleming

Jacqueline Howe

Alissa Juarez

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Angelique Mullen

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Rachel Knighten

Janet Gay

Terri Shamroukh

Ruth Shumate

Jeff Vogt

Diana Zimmer

Selene Aguillar

# Grades 3-12

|  |   |  |  |
|--|---|--|--|
| <b>Category 1</b><br>Representative of canonical, traditionally dominant, and/or long established narratives | <b>Category 2</b><br>Representative of gender diversity, specifically female and LGBTQAI+ authors | <b>Category 3</b><br>Representative of multicultural and diverse authors | <b>Legend:</b><br><i>(ITALICS*)</i> = Newly added (not yet BOE reviewed)<br>= teacher suggested, but needs to be officially approved and added to list |
|--|---|--|--|

The list below is a comprehensive list of reviewed and approved titles. The list will be updated as the new titles gain approval and are added to the list or as titles are removed through the revision process. The goal of these lists are to provide a balance of perspectives and narratives that reflectst the diversity of our MDUSD educational community.

Teachers shall select at minimum one title from Categories 1, 2 and 3 for teaching purposes. Teachers may select books beyond the minimum requirement from any listed category.

The Supplemental Reading Materials Revision Committee will meet yearly to keep the list and guidance updated. Communication will be sent out to ELA department chairs for distribution as needed throughout the year.

*\*Items/titles listed with an (\*) are new and are being proposed as additions for potential board approval. Titles in black were last reviewed and approved in 2010.*

*Board Approved June, 2023*

# FAQ

**Q: How will parents/guardians be informed of the supplemental reading materials used in their student's class?**

**A:** Teachers will inform parents/guardians using course syllabi. Teachers may also choose to use other methods of communication including email, Parent Square, or other outreach methods.

**Q: What if a parent/guardian has questions or concerns about supplemental reading materials?**

**A:** BP 1312.2 states the following:

*The Governing Board takes great care in the adoption of instructional materials and is aware that all adopted materials may not be acceptable to all students, their parents/guardians or other district residents. The Superintendent or designee shall establish procedures which will permit proper consideration of any complaints against the use of any instructional materials, including textbooks, supplementary textbooks, library books, and other instructional materials and equipment. The Board believes the Superintendent and staff are well qualified to consider complaints concerning instructional materials. Complainants are advised to consider and accept the Superintendent or designee's decision as final. However, if the complainant finds the decision of the Superintendent or designee unsatisfactory, he/she may request that the matter be placed on the agenda of a regular Board meeting.*

***When a teacher uses a material, they shall be able to explain: These materials will be used to supplement instruction and fall within the scope and sequence of planned activities for the class. The subject matter and pertinence of the materials to curriculum are \_\_\_\_\_"***

**Q: How do teachers add a title to the supplemental reading materials list?**

**A:** Teachers shall be prepared to explain how a title relates and supports standards based instruction. BP 6161. 11 states the following:

***"Whenever a district employee proposes to use a supplementary resource which is not included in the approved learning resources of the district, he/she shall preview the material to determine whether in his/her professional judgment, it is appropriate for the grade level taught and is consistent with district criteria for selection of supplementary materials. The teacher shall also do the following:***

- Provide the site administrator with a copy of the Unit of Study/Unit Plan that the teacher is planning to use.
- Submit the title to the Educational Services team to be placed on the adopted list with an ( \*). The title would then be reviewed by the committee for potential approval during the next revision/adoption cycle.





**Additional Questions?**

# Thank You



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