



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

HCCPS Teacher Review of Instructional and Educational Materials

At Hilltown Cooperative Charter Public School (HCCPS), teachers are responsible for carefully reviewing instructional and educational materials to ensure they are free of simplistic and demeaning generalizations based on race, color, sex, gender identity, religion, national origin, and sexual orientation. The selection and use of instructional materials align with the school's commitment to diversity, equity, and inclusion.

I. Teacher Review Process for Instructional Materials

Teachers review all materials—including books, articles, primary sources, films, and other media—based on the following principles:

1. Evaluating for Bias & Stereotypes
 - Teachers assess materials for simplistic and demeaning generalizations and ensure multiple perspectives are represented.
 - If a text includes historical biases or stereotypes, teachers plan explicit discussions to provide historical and cultural context.
2. Criteria for Material Selection
 - Materials must:
 - Promote diverse perspectives and critical thinking.
 - Reflect a variety of voices and lived experiences.
 - Avoid reinforcing harmful stereotypes or misrepresentations
3. Review Process for Controversial Materials
 - Teachers preview materials before assigning them to identify potentially sensitive content.
 - If concerns arise, the Director of Teaching and Learning may assist in the review process.

II. Addressing Bias and Stereotypes in Classroom Instruction

If materials contain historical biases or limited perspectives, teachers contextualize them through:

- Guided classroom discussions exploring different viewpoints.
- Supplementary materials offering counter-narratives and diverse voices.
- Critical analysis activities where students examine authorship, intent, and historical impact.

Example strategies include:

- Using primary sources alongside historical critiques to highlight perspective and bias.
- Pairing historical texts with modern perspectives for comparative analysis.
- Facilitating student-led discussions on representation in literature, media, and history.

III. Teacher Training on Identifying and Addressing Bias



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

HCCPS offers teachers receive ongoing professional development on:

- Recognizing and mitigating bias
- Facilitating difficult conversations about identity, privilege, and race
- Selecting diverse and inclusive materials that represent all student identities.