Homeschool Curriculum Approval Review Form

Student: _____

Grade Level: _____

Subject: _____

Family: _____

Curriculum: _____

Publisher: _____

Reviewer: _____

Date: _____

A. Materials Reviewed

Check each component actually examined.

- ☐ Publisher website
- ☐ Curriculum overview/description
- ☐ Scope and sequence
- ☐ Standards alignment information
- ☐ Instructor/teacher guide
- ☐ Student textbook(s)

- ☐ Student workbook(s)
- ☐ Lesson samples
- ☐ Assessment materials
- ☐ Supplemental books/readings
- ☐ Digital materials
- ☐ Experiments/laboratory materials
- ☐ Publisher FAQs or philosophy statements
- ☐ Other: _____

Were all major components of the proposed curriculum available for review?

☐ Yes
☐ No — additional materials requested

If no, what was not available?

_____
_____

B. Academic Review

Standards and Content

Criterion	Meets	Partially Meets	Does Not Meet	N/A
Appropriate for intended grade level	☐	☐	☐	☐

Appropriate subject-area content	☐	☐	☐	☐
Demonstrates appropriate academic rigor	☐	☐	☐	☐
Provides reasonable scope and sequence	☐	☐	☐	☐
Addresses relevant academic skills/content	☐	☐	☐	☐
Includes appropriate opportunities for practice/application	☐	☐	☐	☐
Includes appropriate assessment/evidence of learning	☐	☐	☐	☐

Standards Alignment

Does the publisher provide standards alignment?

☐ Yes
☐ No

If yes, identify the standards used:

_____

If no, summarize the reviewer's determination of alignment:

_____
_____
_____

C. Religious Content Review

1. Does the curriculum contain religious content?

☐ No apparent religious content

☐ Yes

☐ Unclear — additional review needed

If yes, identify the material and where it occurs:

_____

_____

2. What type of religious content is present?

Check all that apply:

- ☐ Historical or cultural study of religion
- ☐ Literature written by a religious author
- ☐ Reference to religious beliefs
- ☐ Religious text used as a historical/literary source
- ☐ Scripture or religious text used as instructional material
- ☐ Religious worldview presented as part of academic instruction
- ☐ Religious doctrine
- ☐ Devotional activity
- ☐ Prayer or worship
- ☐ Statement of religious belief presented as fact
- ☐ Other: _____

3. Is the religious content incidental or integral to the curriculum?

☐ Incidental

☐ Limited but recurring

☐ Integral to the instructional approach

☐ Unclear — additional review needed

4. Does the curriculum explicitly identify itself as religious or faith-based?

☐ No

☐ Yes

If yes, describe:

_____

5. Does the publisher describe a religious worldview as part of the curriculum's educational philosophy?

☐ No

☐ Yes

☐ Unclear

If yes, document the relevant statement or explain its substance:

_____

_____

_____

D. Curriculum Philosophy

Does the curriculum identify a specific educational philosophy or methodology?

☐ No

☐ Yes

If yes:

Philosophy/methodology: _____

Does the stated philosophy affect the presentation of academic content?

☐ No apparent effect

☐ Yes

☐ Unclear

Explain:

_____

_____

_____

E. Instructor Guide Review

Because instructor/teacher guides may contain information not apparent from the publisher's general description, this section should be completed whenever an instructor guide is part of the curriculum.

Was the instructor guide reviewed?

☐ Yes

☐ No — not provided

Does the instructor guide:

- ☐ Provide primarily scheduling/organizational information
- ☐ Provide instructional commentary
- ☐ Provide worldview or philosophical guidance

- ☐ Direct the instructor to present religious beliefs
- ☐ Frame academic concepts within a religious worldview
- ☐ Recommend religious resources
- ☐ Include religious activities or assignments
- ☐ Other: _____

Comments:

_____
_____
_____

F. Publisher Review

Does the publisher identify the curriculum as:

- ☐ Secular
- ☐ Faith-neutral
- ☐ Christian
- ☐ Faith-based
- ☐ Religious
- ☐ Other: _____

Where was this information found?

_____

Were publisher FAQs, philosophy statements, or other pages reviewed?

☐ Yes

☐ No

G. Concerns Identified

Are there concerns that require additional information or administrative review?

☐ No

☐ Yes

If yes, describe specifically what was identified and where it was found:

H. Reviewer Recommendation

Based on the materials reviewed:

☐ **Recommend approval**

The curriculum appears to meet the applicable academic and approval criteria.

☐ **Recommend approval pending clarification**

Additional information should be obtained before final approval.

☐ **Recommend additional administrative/legal review**

The materials raise questions that should be reviewed before a recommendation is made.

☐ **Do not recommend approval**

The reviewer identified specific concerns that prevent the curriculum from being recommended under the current approval criteria.

Basis for recommendation:

_____
_____
_____
_____

I. Administrative Determination

Administrator: _____

Date: _____

☐ Approved for Board consideration

☐ Additional information requested

☐ Additional review required

☐ Not recommended for Board consideration

Comments:

_____
_____
_____

J. School Board Action

Date Presented: _____

Board Action: _____

Date: _____

Additional Conditions/Comments:

Homeschool Curriculum Review Decision Tree

Purpose:
To provide a consistent process for reviewing curriculum independently selected by a homeschooling family when the curriculum is submitted to the district for consideration and School Board approval.

Guiding principle:
The purpose of this review is to determine whether the proposed curriculum meets the district's criteria for approval. It is not to evaluate or approve the family's educational philosophy, beliefs, or homeschooling choices.

STEP 1 — Has sufficient information been provided?

Does the reviewer have access to the materials necessary to evaluate the curriculum?

This should include, when applicable:

- Curriculum overview
- Scope and sequence
- Student materials
- Instructor/teacher guide
- Sample lessons
- Assessment materials
- Supplemental materials
- Digital resources
- Publisher information regarding educational philosophy

YES → Proceed to Step 2.

NO → Request additional information.

Do not make a final recommendation until enough of the curriculum has been reviewed to make a reasonable determination.

> **Key checkpoint:** Review the actual instructional materials—not just the publisher's website or marketing description.

STEP 2 — Does the curriculum provide appropriate academic content?

Consider:

- Is the content appropriate for the student's grade level?
- Does it provide appropriate academic rigor?
- Does it address the major concepts and skills expected for the subject?
- Is the scope and sequence reasonable?
- Is the content academically accurate?
- Does it provide meaningful opportunities for learning and demonstrating understanding?

YES → Proceed to Step 3.

UNCLEAR → Request additional information or conduct additional review.

NO → Document the concern and do not recommend approval.

STEP 3 — Does the curriculum reasonably align with applicable academic standards?

Review the publisher's standards alignment when available.

If the publisher does not provide standards alignment, review the scope, sequence, objectives, lessons, and other materials to determine whether the curriculum reasonably addresses applicable academic expectations.

YES → Proceed to Step 4.

UNCLEAR → Document the areas of uncertainty and request additional information if needed.

NO → Document the specific deficiencies and do not recommend approval.

Important: Standards alignment should be evaluated based on the actual curriculum content rather than solely on the publisher's claims.

STEP 4 — Does the curriculum contain religious content or a religious instructional framework?

YES → Continue with the Religious Content Review below.

NO → Proceed to Step 5.

Religious Content Review

Determine:

A. Is religion merely referenced or studied academically?

Examples may include:

- Historical study of religion

- Religious texts studied as literature or historical documents
- Historical references to religious beliefs
- Academic study of religion as a subject

OR

B. Is religious belief incorporated into what the curriculum is teaching?

Examples may include:

- Scripture presented as instructional authority
- Religious doctrine
- Prayer or devotional activities
- Religious beliefs presented as factual conclusions
- Academic concepts explicitly framed through a particular religious worldview
- Teacher directions encouraging students to understand academic material as evidence of a particular religious belief
- A stated purpose of advancing or reinforcing a particular faith perspective

If the content appears primarily academic:

Document the nature and context of the religious reference and proceed to Step 5.

If religious belief is incorporated into the instructional purpose or methodology:

STOP → Refer for administrative review.

The reviewer should document:

- The specific material
- Where it appears

- How it is used instructionally
- Any relevant publisher statements
- Whether the religious perspective is incidental or integral to the curriculum

Do not make a final determination based solely on a publisher's general marketing language. Review the relevant instructional materials.

STEP 5 — Does the curriculum's educational philosophy affect the presentation of academic content?

Some curricula identify a particular educational philosophy or methodology, such as:

- Classical
- Charlotte Mason
- Montessori
- Project-based
- Waldorf
- Faith-based
- Other specialized approaches

The existence of an educational philosophy **does not by itself disqualify a curriculum.**

The question is:

> **Does the philosophy materially affect how academic content is presented or what the student is being instructed to believe?**

NO → Proceed to Step 6.

YES → Document the instructional implications and refer for additional administrative review when appropriate.

STEP 6 — Are there other concerns requiring additional review?

Consider whether the curriculum raises questions regarding:

- Age appropriateness
- Academic accuracy
- Accessibility
- Standards alignment
- Required supplemental materials
- Digital content
- Assessment
- Political or ideological content
- Publisher claims that cannot be substantiated by the materials
- Other district approval requirements

NO → Proceed to recommendation.

YES → Document the concern and determine whether additional information or administrative review is necessary.

STEP 7 — Make the Recommendation

After completing the review, the liaison selects one of the following:

✓ RECOMMEND APPROVAL

The curriculum has been sufficiently reviewed, meets the applicable academic criteria, and does not present concerns requiring additional review.

? ADDITIONAL INFORMATION NEEDED

The curriculum may be appropriate, but insufficient information or materials are available to make a determination.

→ ADMINISTRATIVE REVIEW

The curriculum raises a question—particularly concerning religious content, instructional philosophy, or another significant issue—that should be reviewed by administration before a recommendation is finalized.

✕ DO NOT RECOMMEND APPROVAL

The review identifies specific academic or other approval criteria that the curriculum does not meet.

The reviewer should document the specific basis for the recommendation.

Final Documentation

For every curriculum reviewed, retain:

- Curriculum title and publisher
- Student grade/subject
- Materials actually reviewed
- Standards/academic review
- Religious-content review
- Educational philosophy review, when applicable
- Concerns identified

- Additional information requested/received
- Final recommendation
- Date and reviewer

Guiding Principle for Consistency

Review the curriculum, not the family.

The family's beliefs, religious affiliation, educational philosophy, or reasons for selecting a particular curriculum should not determine the outcome of the review. The determination should be based on the content, purpose, instructional approach, and other established criteria applicable to the curriculum being submitted for district approval.