

Ashland School District 5

Code: II/IIA-AR
Revised/Reviewed: 12/01/04; 6/12/17; 4/25/22;
1/08/26
Orig. Code: IIA-AR(1), IIA-AR(2), IIA-AR(3)

Instructional Materials Selection

The Ashland School Board shall be responsible for ensuring that the selection of instructional materials for the Ashland School District are consistent with the district's values and policies, as well as the most current state standards.

Any person responsible for the adoption of textbooks may not prohibit the use of, or refuse to approve the use of, textbooks on the basis that the textbooks include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e), i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender.

The process is begun through a recommendation to the board that an adoption is necessary or highly recommended based on the instructional materials adoption schedule defined by the Oregon Department of Education or student need, and the funds to acquire and implement the materials are available to be designated or appropriated.

Launch: School board launches the adoption process. A team is formed that receives training, elicits input and establishes a vision with aligned criteria.

(1) The board will approve the initiation of the process and articulate the desired outcome (e.g., one consistent curriculum per level). The superintendent will name a process facilitator.

The School Board will have the opportunity to preview instructional materials recommendations before the public review process and will have final authority on approving recommended instructional materials for adoption.

Policy also states that teachers, administrators and residents of the community shall be involved in a process designed to ensure that each student will be educated to the fullest by means of a wide variety of materials based on the state standards for public schools, which will be provided to meet curricular needs, and the greatest possible diversity of student interests. To the extent possible, all core adopted instructional materials used as part of the educational curriculum of a student shall be adopted by the Board and available for inspection by the parents or guardians of the student prior to their adoption and use. All materials will be evaluated to be consistent with our equity policy and be accessible through the principles of Universal Design for Learning and Multi-tiered Systems of Support.

Definitions: "Instructional material for purpose of Oregon law is defined as any organized system which constitutes the major instructional vehicle for a given course of study, or any part thereof. "OAR 581-011-0050. The district defines these materials as instructional content provided to the student through textbooks, supplemental texts and library books regardless of format, encompassing printed or representational, audiovisual, and electronic or digital materials. This includes books, periodicals, newspapers, pictures, videos, television recordings, internet sources, software, and audio recordings.

Core Adopted Instructional Materials: Instructional materials adopted and paid for by the District for use by all teachers with all students as appropriate.

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Supplemental Adopted Instructional Materials: Instructional materials adopted by the district, in addition to the Core Adopted Instructional Materials. These may be adopted during the regular adoption window or adopted later in response to student performance data. These materials are selected by teachers for use based upon the needs of their students and their professional judgment. In combination, the Core Adopted Instructional Materials and Supplemental Adopted Instructional Materials will provide a sufficient resource to support a range of options for teachers to differentiate instruction as they address the district learning targets and state standards.

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Teacher-selected additional instructional materials: Instructional materials selected by teachers for use in individual classrooms, in addition to the district-adopted instructional materials.

Selection of Core Adopted and Supplemental Adopted Instructional Materials: While the specific procedure may vary depending upon the particular subject area under study, the following elements shall be present:

1. As a part of the district's curriculum review process, a committee, hereby known as the curriculum committee, will be established. The superintendent will name a process facilitator.

In the fall of an adoption year, committee members will be selected and begin examining student data to analyze existing strengths and weaknesses of the curricular area, and develop subject specific criteria. Such criteria must be consistent with:

- a. existing state and district board policies and administrative regulations;
- b. state achievement standards for students;
- c. the curricular and instructional philosophy of the district;
- d. the district's Equity Policy
- e. accessibility standards for students of all abilities, including the principals of Universal Design for Learning and Multi-tiered Systems of Support
- f. state and district selection criteria for instructional materials; and
- g. any guidelines unique to the curricular area which are established through the review process by the curriculum committee.

2. The committee will present relevant student data, standards, and proposed decision matrix to the board for input. After incorporating input, the committee will refine the decision matrix and begin materials review;
3. The curriculum committee shall prepare a budget for purchase of the recommended materials. Costs shall reflect the per pupil expenditure needed to provide the materials that are essential, in line with the state recommendation. In the event that an independent adoption is recommended, the above detailed cost guidelines still apply.
4. By March of an adoption year, or as soon as is practicable thereafter, the committee will present the result of their work, and provide the recommended curriculum materials for Board and public review for feedback.
5. By May, The Board will review community feedback on the curriculum choice and hold a vote on whether or not to approve the adoption by the May Regular Session in order to receive materials in time for teacher training.
6. If required, the superintendent shall notify ODE within 30 days of the Board independently adopting instructional materials.
7. Teachers will choose instructional materials for use from among the materials approved by the Board.
8. Every student must have access to the adopted materials necessary for instruction and be able to access such materials at home as needed.
9. Parents shall have access to all adopted instructional materials for review.
10. The district may revise learning targets between state adoption years, prompted by changing state standards, emerging research, or program changes. Should the district find that adopted materials and staff development do not adequately facilitate student learning as evidenced by lack of achievement growth on state standards and district learning targets, the superintendent may:
 - a. Authorize further data gathering and analysis.
 - b. Authorize further targeted staff development.
 - c. Form a committee to consider potential additional supplemental materials adoptions that address learning targets based upon data gathered and analyzed.
11. Should a school or program within a school find that adopted materials are not meeting the needs of students as evidenced by lack of achievement growth on state standards, the school or program may, after the initial three years of implementation using adopted materials, pilot alternative materials in consultation with the superintendent.

Teacher-Selected Additional Instructional Materials

Teachers may use their professional judgment to select additional learning materials in accordance with Selection Criteria for Instructional Materials contained within this document to supplement and enrich the instructional program. All teacher-selected additional materials required by the teacher for student use shall be carefully previewed by the teacher to ensure the instructional value is culturally appropriate and designed to student age level and classroom subject matter. These materials must be used within legal

copy right limits and publisher licensing agreements. Teacher selected materials must be accessible to all students. When the proposed materials may conflict with district criteria, the teacher shall complete a Teacher-Selected Additional Instructional Materials Approval Form and submit it to their principal or designee. If use of the materials is approved, a permission slip will be used to inform parents of the intended use of the additional materials and their content. In this particular instance, the teacher shall provide alternative instructional materials at the request of the parent. Efforts will be made to serve all students in the same classroom.

Selection Criteria for Teacher Selected Instructional Materials

Materials selected will be carefully evaluated based on the following selection standards and guidelines. In most instances, the selected materials should meet a significant number of the criteria listed below, although a single resource need not meet all the criteria in order to be selected. Materials will be selected for their strengths rather than rejected for their weaknesses. These criteria apply to the selection of new materials for multiple school use, single school use and individual classroom and library use as well as materials donated to the district.

Standard 1: Materials shall be consistent with and provide both support and enrichment for the district's general educational goals, its selected program goals and the objectives of specific courses.

Standard 2: Materials shall meet high standards of quality in: factual content, educational significance, readability, artistic quality and/or literary style presentation, physical format and technical quality.

Standard 3: Materials shall be based on current Oregon standards and be culturally appropriate for the ability level, learning styles, emotional and social development of the students for whom the materials are selected.

Standard 4: Materials shall promote growth in factual knowledge and critical thinking.

Standard 5: Materials shall stimulate growth in the areas of literary appreciation, social and aesthetic values and ethical standards.

Standard 6: Selected materials shall support a balanced approach to controversial issues that will include representation of various points of view even when those opinions represented are controversial. The inclusion of controversial materials does not imply endorsement of the ideas by district personnel.

Standard 7: Materials shall incorporate the voice, culture, and perspectives of students, staff, families, and communities in order to support and enhance student success and incorporate the contributions from diverse groups to include age; gender identity; belief system (e.g., religious, spiritual, political, social); racial, ethnic and cultural origin; socio-economic background, diverse ability, sexual orientation or disability.

Standard 8: Materials selected will be in compliance with all criteria and procedures as outlined on OAR 581-011-0050 to -0119 and ORS Chapter 337.

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Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender.

Objections to Instructional Materials:

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material. The district official or staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally. The materials shall remain in use unless removed through the procedure in section "Request for Reconsideration" item 5 and 8.c of this regulation.

1. The district official or staff member initially receiving a complaint shall explain to the complainant the district's selection procedure, criteria and qualifications of those persons selecting the material. The district official or staff member initially receiving a complaint shall explain to his/her best ability the particular place the objectionable material occupies in the education program and its intended educational usefulness, or refer the complaining party to someone who can identify and explain the use of the material.
2. In the event that the person making an objection to material is not satisfied with the initial explanation, the person raising the questions should be referred to someone designated by the principal. If, after private counseling, the complainant desires to file a formal complaint, the person to whom the complainant has been referred will assist in filling out a Reconsideration Request Form in full.
3. The individual receiving the initial complaint shall advise the principal of the initial contact no later than the end of the following school day, whether or not the complainant has apparently been satisfied by the initial contact. A written record of the contact shall be maintained by the principal.

Request for Reconsideration

1. Any resident or employee of the district may formally challenge the appropriateness of instructional materials used in the district's educational program. This procedure is to provide a forum for those persons in the schools and the community who are not directly involved in the selection process.
2. Unless covered otherwise in state law, educational standards cannot be challenged.
3. All school offices will keep on hand and make available Reconsideration Request Forms. All formal objections to instructional materials must be made on this form.
4. The Reconsideration Request Form shall be signed by the complainant and filed with the superintendent. The superintendent shall immediately notify the School Board.
5. In unusual circumstances the material may be removed temporarily by a vote of the School Board pending the outcome of the reconsideration committee.
6. Within five business days of the filing of the form, the superintendent or person so designated by the superintendent shall file the material in question with the reconsideration committee. The committee shall recommend disposition to the superintendent.

7. Generally, access to challenged material shall not be restricted during the reconsideration process. In unusual circumstances the material may be removed temporarily by following the provisions of Section “Request for Reconsideration” item 5 or item 8.c of this regulation.
8. The Reconsideration Committee.
 - a. The reconsideration committee shall be made up of nine members:
 - (1) One teacher designated annually by the superintendent;
 - (2) One school librarian designated annually by the superintendent;
 - (3) One member of the administrative staff designated annually by the superintendent;
 - (4) Five members from the community appointed annually by the Board;
 - (5) One student selected annually by the student council.
 - b. The chair of the committee shall not be an employee or officer of the district. The secretary shall be an employee or officer of the district.
 - c. Special meetings may be called by the superintendent to consider temporary removal of materials in unusual circumstances. Temporary removal shall require a three-fourths vote of the committee.
 - d. The committee shall receive all Reconsideration Request Forms from the Superintendent or person designated by the superintendent.
 - e. The procedure for the first meeting following receipt of a Reconsideration Request Form is as follows:
 - (1) Distribute copies of written request form;
 - (2) Give complainant or a group spokesperson an opportunity to talk about and expand on the request form;
 - (3) The Committee shall give the person who selected the material in question an opportunity to discuss the rationale for selection;
 - (4) Distribute reputable, professionally prepared reviews of the material when available;
 - (5) Distribute copies of challenged material to be fully reviewed.
 - f. The committee may request that individuals with special knowledge be present to provide information.
 - g. The complainant shall be kept informed by the superintendent concerning the status of the complaint throughout the committee reconsideration process. The complainant shall be given appropriate notice of such meetings.
 - h. The committee decision will require a two-thirds vote.
 - i. The committee shall make its decision in open session. The committee’s final decision will be:
 - (1) To take no removal action;
 - (2) To remove all or part of the challenged material from the total school environment.
 - (3) To limit the educational use of the challenged material which would include offering alternative materials.
 - j. The vote on the decision shall be by secret ballot. The written decision and its justification shall be forwarded to the complainant, school board and superintendent and placed on the school board agenda for appropriate action.

- k. A decision to sustain a challenge shall not be interpreted as a judgement of irresponsibility on the part of the professionals involved in the original selection or use of the materials
- l. Request to reconsider materials which have previously been before the committee must receive approval of a majority of the committee members before the materials will again be considered. Every Reconsideration Request Form shall be acted upon by the committee.
- m. Committee members directly associated with the selection of the challenged material shall be excused from the committee during the deliberation on such materials. The superintendent may appoint a temporary replacement for the excused committee member, but such replacement shall be of the same general qualifications as that person excused.
- n. If the complainant is not satisfied with the decision, a statement may be submitted to the school board for consideration at the meeting of the Board in which the decision is being reviewed.

Play Selection

Pre-Production

- 1. Theatre Arts teacher will complete the play rationale/comment form and submit it and a copy of the script to the building principal prior to publicizing the production or casting.
- 2. The building principal(s) may review the rationale/comment form to identify evidence of educational value and any concerns about potential sensitivity of topics in the recommended piece in a timely manner determined by the building administrator and Theatre Arts specialist. If there is mutual agreement of support for the proposed play selection, the process should move ahead to step 4.
- 3. The building principal(s) and the Theatre Arts teacher may begin a dialogue regarding the educational value of the piece as well as discuss any concerns over its topic and/or content. If concerns exist, the building principal, in consultation with the Theatre Arts teacher, will invite others into the conversation to assist in the decision making process. The outcome of the conversations would either be a recommendation to move forward with production, or a recommendation to make another choice of plays to perform. Ultimately, the principal(s) will be responsible for the final decision.
- 4. Theatre Arts specialists will publicly announce selected play titles two weeks prior to auditions and after step 2 or 3. In the absence of expressed concerns, play production will proceed. Should community members express concerns within that time frame, the site may decide to stop production planning and begin the collaboration process in step 3 (see above).

Film/Video Use

The showing of movies and videos must be limited to specific educational purposes. A full-length or clip of a movie or video recording may only be shown in school if the content is relevant to the curriculum and specific educational objectives, is appropriate to the age and maturity of the students, is a productive use of class time and will not cause classroom disruption.

- 1. Compliance with U.S. Copyright law Section 110(1) requires that a rented or privately owned movie or video may not be shown in the classroom unless all of the following fair use requirements are met:

- a. The movie or video must be shown by the teacher in connection with face to-face teaching activities in a classroom or area devoted to instruction.
 - b. The showing of the movie must be directly related to the curriculum and lesson objectives.
 - c. The entire audience must be involved in the teaching activity.
 - d. The teacher has no reason to believe that the videotape was unlawfully made.
 - e. Note: Educators who show movies or video for entertainment purposes may be individually liable for up to \$30,000 in civil statutory damages for copyright infringement, imprisonment of up to five years or criminal fines of up to \$250,000.
2. Teachers may only show programs recorded from network and cable television channels according to the following guidelines*:
- a. A recorded television program may be retained for 45 consecutive calendar days after the date of the recording and must be erased or destroyed at the end of the 45 day period.
 - b. The recording may be shown once within the first ten days of recording for each class. It may be shown once again within this ten-day period when instructional reinforcement is necessary.
 - c. After the first ten consecutive school days, the recording may only be used for teacher evaluation purposes, i.e., to determine whether or not to include a broadcast program in the teaching curriculum and may not be shown to students.
 - d. Copies may be made from off-air recordings as necessary to meet the legitimate needs of teachers. However, all copies are subject to the same provisions listed above.

* Federal Guidelines for Off-Air Recording of Broadcast Programming
for Educational Purposes (Congressional Record, 1981, 127, pt. 18 24049; Talab, 1986: 37-41, 116, 124-125.)

Note: The copying or use of programs transmitted via subscription television cable services, such as HBO or Showtime, is illegal. Such programs are licensed for private/home use only and may not be used in public schools.

Related Policies:

- IF Curriculum Development
- IFD Curriculum Adoption
- IFE Curriculum Guides and Course Outlines
- IIA Instructional Resources and Instructional Materials
- IIAD Special Interest Materials

Request for Reconsideration of Instructional Material

Initiated By: _____ Contact info: _____
(Name)

Address: _____

Representing: _____
Self Organization or group (Name)

Material Questioned:

1. Book/Journal/Article

Drama Script, etc. _____
(Title)

Author: _____ Publisher: _____

Copyright Date: _____

2. Other Material: _____

(Identify)

Please respond to the following questions: If more space is needed, use an additional sheet of paper.

1. Have you seen or read this material in its entirety?

2. To what do you object and why: (Please cite passages, pages, etc.)

3. What do you believe is the main idea of this material?

4. What do you believe might result from use of this material?

5. What review of this material have you read?

6. For what other age group might this material be suitable?

7. What action do you recommend that the district take on this material?

8. What material do you recommend in its place that would provide adequate information on the subject?

Signature

Date

PLEASE RETURN THIS FORM TO THE BUILDING PRINCIPAL

Received by principal: _____
Signature

Date

School: _____