

INSTRUCTIONAL RESOURCES
INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION

EFA
(LOCAL)

The District Board shall provide a wide range of instructional resources materials for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although trained professional staff are afforded the freedom to select instructional resources materials for their use in accordance with this policy and the state-mandated curriculum, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

OBJECTIVES

In this policy, “instructional resources” materials refers to textbooks, library acquisitions, supplemental materials for classroom use, and any other instructional materials, including electronic resources, material used for formal or informal teaching and learning purposes. The primary objectives of instructional resources materials are to deliver, support, enrich, and assist in implementing the District’s educational program. [See EFAA for the selection and adoption process of state-adopted instructional materials.] textbooks

The Board generally shall rely on District its professional staff to select and acquire instructional resources materials that:

1. Enrich and support the curriculum, taking into consideration students’ varied interests, abilities, learning styles, and maturity levels.
2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.
3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.
5. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.

SELECTION CRITERIA

In the selection of instructional resources materials ~~other than textbooks~~, especially library acquisitions and supplemental materials for classroom use, professional staff shall ensure that ~~those~~ materials:

1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of

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individual schools and specific courses are consistent with the district and campus improvement plan.

2. Meet high standards ~~of quality~~ in presentation, format, readability, content, accuracy, artistic or literary quality, and educational significance ~~and production~~.
3. Are appropriate for the subject and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.
4. Are designed to provide information that will motivate students to examine their own attitudes, to understand their rights, duties, and responsibilities as citizens, and to make informed judgments in their daily lives.

Recommendations for library acquisitions shall involve administrators, teachers, other District personnel, and community representatives, as appropriate. Gifts of instructional resources materials shall be evaluated according to these criteria and accepted or rejected accordingly.

Selection of materials is an ongoing process that includes the removal of resources materials no longer appropriate and the periodic replacement or repair of ~~lost and worn~~ materials still of educational value.

CONTROVERSIAL
ISSUES

The selection of library acquisitions on controversial issues shall endeavor to maintain a balanced collection representing various views. Library materials shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction]

CHALLENGED
MATERIALS

A ~~Any~~ parent of a District student, any employee, or any District other resident may formally challenge an instructional resource materials used in the District's educational program on the basis of appropriateness.

INFORMAL
RECONSIDERATION

The school receiving a complaint about the appropriateness of an instructional resource material shall try to resolve the matter informally using the following procedure:

1. The principal or designee ~~other knowledgeable professional staff~~ shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned material.

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2. The principal or designee ~~other knowledgeable professional staff~~ shall explain the role the questioned material plays in the educational program, its intended educational usefulness, and any additional information regarding its use.
3. If appropriate, the principal or designee may offer a concerned parent other instructional material to be used by that parent's child in place of the challenged material.
4. If the complainant ~~questioner~~ wishes to make a formal challenge, the principal or designee shall provide the complainant ~~hand deliver or mail~~ a copy of this policy and a Request for Reconsideration of Instructional Materials form. ~~to the concerned party.~~ [see EFA(EXHIBIT)]

FORMAL
RECONSIDERATION

All formal objections to instructional resources ~~materials~~ shall be made on the Request for Reconsideration of Instructional Materials form. The form shall be completed and signed by the complainant ~~concerned party~~ and submitted to ~~filed with~~ the principal or designee. Upon receipt of the request, the principal shall appoint a reconsideration committee, ~~which shall review the challenged material and determine whether it conforms to the principles of selection set out in this policy. The decision of the reconsideration committee is binding for the affected school.~~

The reconsideration committee shall include at least one member of the instructional staff who either has experience teaching the challenged material or is familiar with the challenged material. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and others deemed appropriate by the principal.

All members of the committee shall review the challenged material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy. The committee shall then prepare a written report. Copies of the report shall be provided to the principal, the Superintendent or designee, and the complainant.

APPEAL

The complainant may appeal the ~~The concerned party may appeal any~~ decision of the reconsideration committee in accordance with appropriate complaint policies, starting with the appropriate administrator. [See DGBA, FNG, and GF] ~~The appeal to the Board by filing a written request with the Superintendent within seven days of the reconsideration committee's decision. The request for a Board hearing~~ shall contain documentation of the informal reconsideration process, if any, the Request for Re-

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consideration of Instructional Materials form ~~a copy of the original complaint~~, the reconsideration committee's report, and dates of conferences with the principal or designee.

~~The Superintendent shall review these records and submit them to the Board for its consideration along with any administrative recommendation. The Board shall hear the complaint within 30 days after the written request is filed with the Superintendent and shall communicate its decision at any time up to and including the next regularly scheduled Board meeting.~~

GUIDING
PRINCIPLES

The following principles shall guide the Board and staff in responding to challenges of instructional resources: ~~materials:~~

1. A complainant ~~Any parent of a District student, employee, or other resident~~ may raise an objection to an instructional resource material used in a school's educational program, despite the fact that ~~even though~~ the professional staff selecting the resources were ~~materials are~~ qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources ~~materials~~ set out in this policy.
- ~~2. Each principal shall review this policy with his or her teaching staff at least annually, emphasizing the employee's right to object to instructional materials.~~
2. A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own children.
3. When instructional resources ~~materials~~ are challenged, the principles of the freedom to read, listen, and view must be defended as well.
4. Access to challenged material shall not be restricted during the reconsideration process.
5. The major criterion ~~criteria~~ for the final decision on challenged materials is the appropriateness of the material for its intended educational use. No challenged library material shall be removed solely because of the ideas expressed therein.