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**Note:** For information related to the accounting of instructional materials, as this term is defined by state law and rule, see CMD.

For information related to the selection process of library materials, see EFB(LOCAL).

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The District shall provide instructional materials designed to teach the Texas Essential Knowledge and Skills and further the District's educational mission. Although the Superintendent shall ensure that professional staff select instructional materials in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

**Objectives**

In this policy, "instructional materials" may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District's educational program.

**Selection**

Instructional materials that are textbooks and related supplemental materials, which may include items from the list of resources adopted by the State Board of Education, shall be chosen in accordance with administrative regulations and the objectives above.

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

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. 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. [See also EMB regarding instruction about controversial issues.]

5. Promote literacy.

District professional staff may select additional instructional materials in accordance with administrative regulations and the criteria above.

Administrators, teachers, other District personnel, parents, District residents over the age of 18, and community members, as appropriate, may recommend instructional materials for selection. Gifts of instructional materials shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of instructional materials is an ongoing process that includes the removal of materials no longer appropriate and the periodic replacement or repair of materials that still have educational value.

**Reconsideration of  
Instructional  
Materials**

A District employee or a parent or guardian of a District student may request reconsideration of instructional material used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

The number of instructional materials in review will be in balance with the resources available. The District shall make every attempt to ensure at least one instructional material a month is reviewed if applicable. Instructional materials will only be reviewed during the school year.

Guiding Principles

The following principles shall guide the Board and staff in responding to a request for reconsideration of instructional materials:

1. A complainant may raise an objection to an instructional material used in a school's educational program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives for instructional materials set out in this policy.
2. A parent's ability to exercise control over instruction extends only to his or her own child as set forth in Education Code Chapter 26.
3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to the material to a child if requested by the child's parent.

The major criterion for the final decision on challenged instructional materials is the appropriateness of the material for its intended

INSTRUCTIONAL RESOURCES  
INSTRUCTIONAL MATERIALS

EFA  
(LOCAL)

educational use. No challenged instructional material shall be removed solely because of the ideas expressed therein.

Informal  
Reconsideration

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

1. The principal or designee shall explain the school's selection process, the criteria for selection, and the qualification of the professional staff who selected the instructional material.
2. The principal or designee shall explain the intended educational purpose of the instructional material and any additional information regarding its use.
3. In the event the complainant is a concerned parent, the principal or designee may offer an alternative instructional material to be used by the parent's child in place of the challenged resource.
4. If complainant wishes to make a formal challenge, the principal or designee shall provide the complainant a copy of this policy and EFA(EXHIBIT), Exhibit A, to request a formal reconsideration of the instructional material.

Formal Request for  
Reconsideration

A complainant shall make any formal request to reconsider an instructional material on the form provided by the District and shall submit the completed and signed form to the assistant superintendent of teaching and learning or designee. [See EFA(EXHIBIT), Exhibit A.] To be placed in committee review, the form must be completed with specificity regarding the content being challenged. Upon receipt of the form, the assistant superintendent of teaching and learning or designee shall appoint a reconsideration committee.

The reconsideration committee shall include a campus administrator, a classroom teacher, and a parent. The committee may include at least one member of the instructional staff who has experience using the challenged material with students or is familiar with the challenged material's content. Other members of the committee may also include a District administrator and any other appropriate staff member. The committee shall be comprised of a minimum of five members and shall have an odd number of voting members.

All members of the committee shall review the challenged section of the instructional material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged instructional material conforms to the principles of selection set out in this policy and whether the challenged material

will continue to be used in the educational program. The committee shall weigh the strengths and weaknesses of the challenged instructional material as a whole rather than on passages or sections that may be taken out of context.

The committee shall determine by a majority vote, based on individual anonymous vote, whether or not the challenged instructional material shall remain in use. The committee shall prepare a written report of its findings based on EFA(EXHIBIT), Exhibit B. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

*Frequency of  
Review*

After an instructional material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the state adoption process. If there is not a state adoption process for the challenged instructional material, it will not be reviewed again for a period of no less than five years.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the appropriate level. [See DGBA, FNG, and GF] Within this process, an appeal will start at Level Two with a District administrator.