

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE REGULATION

Name: Instructional Materials Selection

Section: Instruction

Code: IIA-AR

The School Board delegates the responsibility for selecting instructional materials for Board approval to the superintendent. The superintendent or his/her designee shall be responsible for establishing the selection procedures, appointing appropriate committees, accepting recommendations from committees assigned to the task and making the final decision when instructional materials are selected.

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 which will be provided to meet curricular needs and the greatest possible diversity of student interests. Final decisions on instructional materials will be made by the superintendent subject to official adoption by the Board.

When selecting all instructional and library materials, it is the responsibility of the district to:

1. Provide materials that are representative of the contributions of all people, regardless of an individual's perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veteran's status;
2. Identify, mitigate, and/or eliminate culturally-biased materials;
3. Provide materials that will enrich and support the curriculum, taking into consideration the varied interest, abilities, and maturity levels of the students served;
4. Provide materials that will simulate growth in knowledge, literacy appreciation, aesthetic values and ethical standards;
5. Provide a background of information that will enable students to make informed decisions in their lives;
6. Provide materials on opposing sides of controversial issues so that students develop, under guidance, the practice of analytical reading and thinking (see INB-AR: Studying Controversial Issues);
7. Provide materials representative of the many religious, ethnic and cultural groups, showing their contributions to our heritage;
8. Distribute curriculum materials and instructional supplies to the schools of the district in such a manner to ensure that equivalence of such materials exists among the schools;
9. Maintain a procedure to address concerns with the appropriateness of instructional / library media materials; and
10. Ensure adherence to all copyright laws regulating the use of such material.

Instructional Materials Selection and Adoption

Instructional materials will be selected upon recommendation of professional staff and will be approved by the Board. In determining selections, the perspective and input of parents / guardians and other members of the community will be considered.

Language Arts Individual Texts

Teachers will have a diverse list of options. These options will be reviewed and approved by a district-appointed and committee on a regular basis. Both the committee process and its recommendations will

be approved by the superintendent and designee. It will be the responsibility of teachers to offer students a diverse and inclusive reading experience that includes authors from a variety of social and cultural backgrounds, genders and ethnicities.

- Temporary Variance Option – in the event that a teacher missed the deadline for district text review, but wishes to engage students with an unapproved text in their classroom, the site principal can review the request and grant temporary approval limited to the school year. The text can then be submitted to the district committee for long-term approval.

Supplementary Materials

The district allows instructional staff to use a variety of supplementary materials, both commercial and teacher-made, in order to meet the district's established educational goals. Teachers may use supplementary materials such as news articles, blog posts, podcasts, models, videos, pictures, charts, exhibits, writing samples, and websites for educational purposes with the approval of the principal. It shall be the responsibility of the principal to ensure that any supplementary materials are appropriate to the particular instruction objectives and to students' ages.

Library Instructional Materials

All libraries have the responsibility for providing access to information and ideas. The primary goal of libraries in the district is to provide materials to implement, enrich, and support the instructional program, as well as to prepare each student with the knowledge, skills, confidence, and personal integrity to contribute as a thriving participant in our ever-changing global society.

The district affirms the following concepts, which are adapted from the Library Bill of Rights:

1. Age-appropriate books and other library resources should be provided for the interest, information, and enlightenment of students, parents, and staff served by the school library. Materials should not be excluded merely because of origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting multiple points of view on current and historical issues. Materials should not be prescribed or removed because of partisan or doctrinal disapproval.
3. A person's right to use a library should not be denied or abridged.

Gifts to the library may be accepted if they meet the criteria established for the selection of instructional materials.

Selection of Adopted Core and Supplemental 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 curriculum review team consisting of teacher and administrators will be established. The team shall be given the charge to review current curriculum and to recommend instructional practices, professional development, and instructional materials. Throughout the process, team members are responsible for communicating with their building staff. Such processes must be consistent with the following:
 - a. Existing state and board policies and administrative regulations,
 - b. State achievement standards for students,
 - c. The curricular and instructional philosophy of the district,
 - d. State and district selection criteria (see pages 3-5) for instructional materials,
 - e. Any guidelines unique to the curricular area that are established through the review process by the team.

2. The team will oversee the review of available materials and recommend materials that meet the developed criteria.
3. The materials under consideration shall be available for a period of time for interested residents to review, study and make suggestions if they wish. Comments and recommendations from community residents will be given thorough consideration by the team. In addition, appropriate notices will be placed in district publications sent to area residents concerning the curriculum review process and timeline.
4. The team 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.
5. The team shall make recommendations about staff development necessary to support teachers in using materials effectively.
6. The Board will review, discuss and approve the instructional materials to be used in schools during the ensuing adoption cycle for each curricular area.
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. Upon request, parents / guardians shall have access to all adopted instructional materials for review.
10. The district may revise content standards 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, the superintendent or his/her designee 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 standards 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 the lack of achievement growth on state standards, the school or program may, after the initial two years of implementation using adopted materials, apply for a waiver to use alternative materials.
12. A variance book list has been created to account for titles historically studied at specific grade levels at specific schools but are not included on the Board-adopted core/supplemental materials list. Additional titles may be added to this list through completion of Request for Variance from the Board-Adopted Core/Supplemental Book List for Whole Class Instruction.
13. Principals may delegate the responsibility of selecting library materials to media specialists and media managers, who will accept input from faculty, students and families. They shall select materials by examining literary reviews, lists of recommended books and standard bibliographic tools. The selection of library materials shall reflect the educational philosophy, instructional goals and the selection criteria for instructional materials. In addition, the District endorses the American Library Association Bill of Rights and the American Association of School Librarians statement of Access to Resources and Services.

Waiver Process

The process for obtaining such a waiver will involve the principals submitting a request to the superintendent or designee. The request needs to cite the following:

1. Student data showing evidence of need;
2. History of the school's implementation efforts (including staff development) of the adopted materials;
3. The proposed alternative materials (including a checklist demonstrating their compliance with state and district selection criteria and their suitability for the targeted population and goals);

4. Budget information demonstrating the school's ability to purchase and sustain use of the alternative selection; and
5. A statement of impact of other levels of schooling (including plans for articulation with other levels and agreements between levels for non-duplication of materials in use). Costs of purchasing and maintaining use of those alternative materials are the school's responsibility. Only district-adopted textbooks will be purchased using Central Office funding, since providing "equivalent funding" of such alternative materials in year three (or later) of an adoption cycle would be similar to purchasing a new adoption for a school; no other school would have this mid-cycle funding available to them.

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 and approved by the principal to ensure the instructional value is appropriate to student age level and classroom subject matter. These materials must be used within legal copyright limits and publisher licensing agreements. Parents and guardians are to be informed of the use of supplementary materials, whether in a course syllabus or through direct communication; and to the extent possible, upon request, all supplementary instructional materials shall be available for review by the parents or guardians of the students prior to their use.

Selection of Library Materials

The school library program, as an integral part of the total curriculum, provides opportunities for students to develop lifelong interests in reading and to become effective users of ideas and information. Students should learn to locate, access, use, and evaluate information in a clear, concise manner. The library program reflects the curriculum and needs of the school community to educate students for civic engagement.

Library materials are defined as electronic, print and non-print resources used by students and teachers for the educational program. Materials are selected to support and enrich the educational program. It is the obligation of the district to provide for a wide range of interests and abilities and reflect diverse points of view.

Responsibility for Selection

Responsibility for selection of library materials and media center equipment shall be delegated to professionally trained personnel who know curriculum, teaching methods and individual differences and interests of students. Certified librarians will work collaboratively with school staff to guide selection. Media Managers will receive assistance from the District librarian and will work with school staff to guide selection.

Criteria for Selection

Materials shall meet the following criteria:

- Enrich and support the curriculum, taking into consideration the varied interest, abilities and maturity levels of the students served;
- Meet the high standards of quality in factual content, artistic and literary value, and presentation;
- Meet the needs and interests of students and staff;
- Enable students to make intelligent judgments in their daily lives;
- Present opposing sides of controversial issues, which enable students to use critical analysis of all media. The inclusion of controversial materials does not imply endorsement of the ideas by district personnel;

- Are current and reliable;
- Represent a diverse society including materials of many religious, ethnic, cultural, socio-economic background, diverse ability or disability; and
- Are of the highest quality, appropriate for the users, and places evaluative criteria above personal opinion.

Media personnel may consult recommended lists in the selection of material, including, but not limited to:

1. Standard bibliographies:
 - American Library Association's "Best Books" lists
 - Wilson's Standard Catalogs
2. Reviewing media:
 - ALA's Booklist
 - School Library Journal
 - Wilson Library Bulletin
 - Horn Book
 - Bulletin for the Center of Children's Books
 - Publications of professional journals

Position on Intellectual Freedom

The District's selection process should be consistent with the:

- American Library Association's Library Bill of Rights
- OASL Intellectual Freedom Policy Statement
- Oregon State Standards for Media Centers

Updating of Library Books and Materials

All media staff is encouraged to review their collections annually in order to maintain materials that are useful and timely, as well as remove those that are not. Removing materials from a library collection in a systematic and deliberate way is an ongoing part of collection development, a planned and thoughtful action that will ensure library materials are current and enticing.

The following should be considered:

- **Copyright:** Evaluate the relevance and accuracy of the information. Check the guidelines by Dewey numbers for copyright markers.
- **Circulations:** Determine how many times the book has been checked out. It may be irrelevant to the collection. If it is 0 in five years then consider removing it.
- **Condition:** Look for broken spines, mold, or just worn-out materials to be removed.
- **Superseded:** Is there a newer edition or better source?
- **Multiple Copies:** Do you have more copies of a book than needed?

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