

SELECTION, ADOPTION AND USE OF INSTRUCTIONAL MATERIALS 7901.01

Instructional materials are selected by the school district to implement, enrich and support the educational program for students. The district is obligated to provide for a wide range of student abilities and needs as well as to respect the diversity of many differing points of view. To this end, the district has established a comprehensive process which includes administrators, teachers, and community members to ensure selection of materials of the highest quality and appropriateness.

In accordance with the Instructional Materials Funding Realignment Program, the Board's priority in the selection of instructional materials is to ensure that all students in grades 7-12 are provided with instructional materials that are aligned to state content standards in the core curriculum areas.

When the Board determines that standards-aligned textbooks and instructional materials have been provided to all students in accordance with Education Code 60422, it shall so certify. A copy of the certification shall be kept on file in the district.

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1.0 SELECTION AND USE

1.1 Instructional Materials

1.1.1 The term "instructional material" will refer to any material (acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes. Instructional materials include print, non-print materials, and electronic communication resources.

1.1.2 The primary objective for use of instructional materials is to implement, support, and enrich the educational program of the district. It is the duty of the professional staff to choose instructional materials which are aligned to district and state content standards, are appropriate to district courses of study and provide students with a wide range of resources in a variety of media at varying levels of difficulty that present different points of view.

1.1.3 Instructional materials for grades K-8 shall be selected from the list of standards-aligned materials adopted by the State Board of Education(SBE). Standards-aligned materials in each core curriculum area shall be provided to each student at the beginning of the first school term that commences no later than 36 months after those materials are adopted by the SBE

1.2 Responsibility for Selection and Use

1.2.1 The Board of Trustees has the legal responsibility to adopt or approve instructional materials for use in the district.

1.2.2 The Board of Trustees delegates to the professional staff the responsibility for evaluating and recommending instructional materials, reserving for the Board the right and obligation to approve final recommendations.

1.2.3 Selection of instructional materials involves many people, i.e., administrators, department chairpersons, classroom teachers, library teachers, and community members.

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- 1.2.3.1 Responsibility for coordinating and/or delegating the selection of instructional materials rests with the professional staff of the Instructional Services Department under the direction of the Assistant Superintendent, Education. The Assistant Superintendent, Education, through the office of the Director, Instructional Services, is responsible for identifying materials to be recommended for adoption.
- 1.2.3.2 In developing, implementing, and monitoring courses of study, department chairpersons, under the supervision of curriculum administrators, assume responsibility for selection of materials of instructional materials to be adopted for specific courses of study.
- 1.2.3.3 At the school site, the principal is responsible for supervising the acquisition and use of all instructional materials in accordance with district policy. The principal and appropriate school staff will develop written procedures, based on district policies, for selection and use of all instructional materials at the school site. The procedures include selection/withdrawal of library materials as well as use of both adopted and non-adopted instructional materials in the classroom. A copy of the procedures shall be on file in the school library and principal's office. A review of the procedures is shared with school staff at the beginning of each school year.
- The principal is also responsible for reviewing materials recommended for adoption by individual teachers at his/her school site.
- 1.2.3.4 In the classroom, the teacher is responsible for using materials that are adopted by the Board of Trustees, aligned with district and state content standards, follow courses of study and are consistent with the educational goals and policy of the school and district.

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- 1.2.3.5 The selection and proper use of library resources is shared by the many people who use them. Responsibility for coordinating the selection of materials and making the recommendations for purchase rests with the professionally trained library teachers.
- 1.3 Criteria for Selection: Criteria for selection of instructional materials is to be based on the following guiding principles:
 - 1.3.1 To provide materials that will support and enrich the languages, interests, abilities, learning styles and maturity levels of the students served.
 - 1.3.2 To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
 - 1.3.3 To provide materials on various sides of controversial issues so that students may have an opportunity to develop, under guidance, the practice of critical analysis and therefore learn to make informed judgments in their daily lives.
 - 1.3.4 To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our local and national heritage and the world community.
 - 1.3.5 To provide requirements that instructional materials include accurate portrayals of (1) the cultural and racial diversity of our society as specified, (2) humanity's place in ecological systems and the need to protect the environment, and (3) the effects of tobacco, alcohol and other drug use on the human system.
 - 1.3.6 To adopt materials deemed necessary to encourage thrift, fire prevention and the humane treatment of people and animals.
 - 1.3.7 To adopt textbooks for social science, history or civics classes that contain the Declaration of Independence and the Constitution of the United States.
 - 1.3.8 To form opinions of materials based on review of both strengths and weaknesses and consideration of the value and educational impact of the material as a whole.

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- 1.3.9 To evaluate works of literature based on the common beliefs that:
- books are among our greatest instruments of freedom;
 - studying an idea is not necessarily an endorsement of that idea; and
 - reading of literary works which realistically present moral, political, social, religious, ethnic, literary and historical issues allows students, under guidance, to develop skills in critical examination.

- 1.3.10 To use the following literary standards in the selection of literature:
Literary works shall be considered in their entirety and parts of passages shall not be evaluated out of context.
- Literary or artistic value of a book shall be based on consideration for depth of theme, plot, character, or masterful use of language.
 - The presence of violence, sexual incidents, or profanity should not automatically disqualify it. Rather the decision should be made on the basis of whether the book presents life in its true proportions, whether circumstances are realistically dealt with, and whether the book is of literary value.

1.4 Field Testing

- 1.4.1 Field testing is not a requirement for the selection of instructional materials. A field testing process may be considered as a viable means for effective assessment allowing teachers to use selected materials with students in order to better evaluate the potential use of the material in the curriculum. Curriculum subject areas electing to field test material shall follow established guidelines and demonstrate equal consideration for selection of materials not available for field testing.
- 1.4.2 Requests for field testing are to be submitted to the Director, Instructional Services, for review and permission to proceed, at least one semester prior to field testing.
- 1.4.3 The Director, Instructional Services, forwards field testing requests to the subject area curriculum administrator for consideration by department chairpersons.

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- 1.4.4 Department chairpersons are responsible for reviewing requests and implementing the field testing process. Following a review of materials requested for field testing, the department chairpersons will make a recommendation regarding field testing, develop criteria for evaluation of materials to be field tested, and establish a timeframe for field testing assignments
- 1.4.5 A copy of the proposed field testing materials, the evaluation form, and timeframe will be presented to the Director, Instructional Services, for review.
- 1.4.6 Field testing request must be approved by the Assistant Superintendent, Education.
- 1.4.7 District department chairpersons will determine field testing assignments. It is recommended that materials be field tested, if possible, by more than one teacher at more than one school site. School site principals must approve teacher/student participation in the field testing process at his/her school site.
- 1.4.8 Department chairpersons and other teachers assigned to field test materials will be invited to participate in in-service sessions on the proposed materials. The responsibilities of teachers using field testing materials include:
- Using materials as designed
 - Monitoring and evaluating student progress
 - Completing the field testing evaluation form
 - Completing a publisher's evaluation, if required
 - Adhering to the timeframe established for field testing
 - Complying with conditions of use, circulation, and/or proper return of field testing materials
- 1.4.9 At the conclusion of the field testing period, field testing reports will be submitted to the subject area materials selection committee and/or department chairpersons.

2.0 ADOPTED INSTRUCTIONAL MATERIALS

2.1 Definitions/Identification

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- 2.1.1 Instructional materials subject to adoption are identified as materials selected for use in district courses of study and meet the District and State Content and Performance Standards. Adopted materials are identified as either basic and/or supplementary instructional material.
- 2.1.2 "Basic instructional material" means instructional materials designed for use by students as the principle learning resource and which meet, in organization and content, the basic requirements of the intended course.
- 2.1.3 "Supplemental instructional material" identifies instructional materials designed to serve, but not limited to, one or more of the following purposes, for a given subject, at a given grade level.
- To provide more complete coverage of a subject or subjects included in a given course.
 - To provide for meeting the various learning ability levels of pupils in a given age group or grade level.
 - To provide for meeting the diverse educational and language needs of pupils in a given age group or grade level.
 - To provide for meeting the diverse educational needs of pupils reflective of a condition of cultural pluralism.
- 2.1.4 The format for basic and/or supplemental instructional materials may include the following:
- "Textbook" means a book designed for use by pupils as a source of instructional material, or a teacher's edition of the same book.
 - "Instructional Materials Set" means a collection of related instructional materials produced and submitted as a set by a single publisher or manufacturer, and which are so designed that each part of the set is related to the same subject; however, not all parts of a set shall be necessary to promote the maximum efficiency of pupil learning in that subject. All parts of a set shall have a common educational purpose and methodology, and each part of a set shall be identified, marked, or imprinted with a common title or name.

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2.2 Instructional Materials requiring Adoption

Student editions of textbooks and/or instructional materials sets which students are required to read, are subject to adoption and approval by the district Board of Trustees. The Assistant Superintendent, Education, through the office of the Director, Instructional Services, is responsible for identifying instructional materials subject to the adoption process.

2.3 Process for Adoption of Instructional Materials

2.3.1 Instructional materials submitted for adoption are selected to implement, support, and enrich the instructional program, meet the District and State Content Performance Standards, and meet the learning needs for varying ability levels of students.

2.3.2 Instructional materials may be submitted for adoption either by an individual teacher or through a curriculum related Instructional Materials Selection Committee.

2.3.3 Recognizing the responsibility and accountability of the initiator for the use of appropriate and effective instructional materials, it is understood that the person or committee recommending the material for adoption has reviewed the entire contents of the material and that she/he will provide written justification for the recommendation.

2.3.4 For each title submitted for the adoption process, a completed and signed "Evaluation and Recommendation for Instructional Materials Adoption" form, accompanied by a sample of the material recommended for adoption, will be submitted to district department chairpersons through one of two adoption process routes:

2.3.4.1 Individual Teacher: Instructional material selected and recommended for adoption by an individual teacher is routed for review through the school site department chairperson and principal.

2.3.4.2 Curriculum department Instructional Materials Selection Committees (IMSC) review materials to be used in specific curriculum subject areas. Following committee review, the committee recommends specific titles for adoption.

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The chairperson of the committee, or his/her designee, is responsible for submitting forms and materials to the district department chairpersons' meeting for review and recommendation.

2.3.5 Department Chairpersons Review and Recommendation: District department chairpersons will review materials submitted and make recommendations for adoption based on:

- selection guidelines based on district and state content/performance standards.
- criteria for selection as stated in district policy
- verification that the instructional material supports and/or enhances the district course of study for which it is recommended, and is appropriate for the grade and ability level of the students for which it is intended.

2.3.6 Department Chairpersons Review and Recommendation

Submitted to Assistant Superintendent, Education: The curriculum administrator for the curriculum department reviewing the material will submit the department chairpersons' recommendation along with a copy of the material to the Assistant Superintendent, Education, or his/her designee.

2.3.7 Community review and recommendation: The Assistant Superintendent, Education, or his/her designee, will convene the Instructional Materials Review Committee (IMRC) to review the material.

The IMRC reviews the material with respect to social content to assure that the selected material meets community standards and complies with district policy.

Recommendations of the IMRC are forwarded to the Assistant Superintendent, Education or designee.

2.3.8 Request for adoption submitted to Board of Trustees: The Assistant Superintendent, Education will forward through the Superintendent, to the Board of Trustees, the recommendations for adoption.

A list of instructional material titles recommended for adoption and samples of the material will be made available for public review. The Board of Trustees will be requested to consider adoption of the materials following the end of the period of public display.

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2.3.9 Public display: Public display of materials will follow the submission of the recommendation to the Board of Trustees. If there is no public objection to the instructional material recommended for adoption, the title of the material will be placed on the agenda for action by the Board of Trustees at the first meeting following the display of materials.

2.3.9.1 Public objection shall be submitted in writing to the Assistant Superintendent, Education, within the time period for public display. A challenge committee formed in accordance with district policy will be formed within twenty (20) working days following the objection.

2.3.9.2 A report from the challenge committee will be forwarded to the Board of Trustees, through the Superintendent, within thirty (30) working days following the recommendation of the committee.

2.3.10 Adoption: Following the completion of the adoption process, the Board of Trustees will be requested to act on the recommendations for adoption.

2.4 Instructional Materials Selection Committee (IMSC)

2.4.1 The Instructional Materials Selection Committee (IMSC) is comprised of subject area district department chairpersons or subject area teachers appointed by department chairpersons. This may include a representative from departments impacted by the selection of instructional materials.

Under the supervision of the curriculum administrator appointed to the specific subject area, department chairpersons for each subject area are responsible for establishing for their subject area, an Instructional Materials Selection Committee and guidelines for evaluating instructional materials based on subject area emphasis, instructional strategies, and student learner needs.

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2.5 Instructional Materials Review Committee (IMRC)

2.5.1 The Instructional Materials Review Committee (IMRC) is comprised of patrons and/or parent representatives residing within the boundaries served by the district.

2.5.2 The IMRC is given the responsibility of reviewing instructional materials with respect to social content and making adoption recommendations for instructional materials requiring adoption.

2.5.3.1 Voting Members

Each board member has the prerogative of appointing two members; each school principal has the prerogative of nominating one person.

2.5.3.2 Professional staff serving as advisors to the committee.

- Teachers, Curriculum Specialists and Curriculum Administrators from subject area(s) of materials reviewed for adoption.
- Staff Specialist
- Director, Instructional Services

2.5.4 Term of appointment will be for one calendar year beginning September 1 through June 30.

2.5.5 Responsibilities for parents/patrons serving on the committee include:

- attending meetings
- volunteering to review assigned materials
- sharing written reviews with other committee members
- participating in discussion of committee reviews
- voting on recommendations

2.5.6 The Director, Instructional Services, is responsible for facilitating the organization and function of the Instructional Materials Review Committee.

2.5.7 At the first meeting of the school year, a chairperson for the committee will be elected by a simple majority of parent/patron members present. The chairperson assumes responsibility for conducting the meetings, setting committee meeting dates, time, place, and reporting committee activities and recommendations to the Assistant Superintendent, Education, or his/her designee.

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2.5.8 The Instructional Materials Review Committee is given the responsibility, by the Board of Trustees, to review materials with respect to social content to assure that the selected materials;

- portray cultural pluralism and diversity of population,
- portray democratic values that foster understanding
- portray respect for all people, regardless of age, sex, heritage, or physical condition
- comply with criteria for selection established by district policy.

2.5.9 Should the IMRC question whether a submitted material meets these standards of 2.58 with regard to social content or district policy, the curriculum administrator overseeing the committee recommending adoption shall be invited to participate in the next IMRC meeting before any further action is taken.

2.5.9.1 A majority vote of the committee members present shall determine recommendation to adopt or not to adopt submitted materials.

2.5.10 If the initial reader is not recommending the book for adoption, then it automatically goes to a second reader. This occurs before any reflections are given. Both readers must be present at the next meeting in order for their positions to be presented. If both are not present at the next subsequent meeting, then the disposition is carried over for one additional session. . Exception to this section may be made on an individual basis with the authority of a majority vote of the IMRC members present. After the readers have presented their views and discussion has occurred, the committee will vote whether to recommend the book for adoption.

3.0: NON-ADOPTED INSTRUCTIONAL MATERIALS

3.1 Recognizing the need for teachers and students to have access to a wide variety of learning resources beyond instructional materials requiring adoption, the district Board of Trustees delegates to the professional staff, the responsibility for selection and proper use of instructional materials not subject to the adoption process. Non-adopted instructional materials include:

- School library and classroom library materials
- Magazines and other periodicals
- District/school/classroom collections of film/video and other audio-visual materials

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- Computer software and other electronic communications systems
 - Ancillary materials contained in instructional materials sets
 - Other ephemeral materials including booklets, posters, circulars, teacher constructed exercises, sheet music, prints of art works, workbooks, etc.
- 3.2 It is the responsibility of the professional staff to select and use instructional materials that implement, support, and enrich the educational program and are consistent with the general educational goals of the district, the school, and the curriculum. Selection and use shall follow criteria for selection and comply with curriculum department guidelines, based on state frameworks and content and performance standards established by district department chairpersons.
- 3.3 For subjects related to sensitive issues such as family life education, sexually transmitted diseases, and other related topics, titles of instructional materials to be used will be included with approved courses of study.
- 3.4 Magazines and Other Periodicals: All magazines/periodicals used in education programs shall be directly related to the support of approved curriculum and meet selection criteria.
- 3.4.1 If district funds are to be used to purchase and/or subscribe to magazines or other periodicals to be used in the classroom, and/or school library, the title of the material is to be included on a list of recommended magazine selections and subscriptions compiled and maintained by the staff of the Instructional Services Department.
- 3.4.1.1 A teacher or administrator requesting use of a magazine or other periodical shall provide written rationale for selection and use of the material.
- 3.4.1.2 The written statement will be reviewed by the school site department chairperson, library teacher, and principal. If approved at the school site, the request is to be forwarded to the Director, Instructional Services, or designee.

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3.4.1.3 The Director, Instructional Services, or designee, will make a final determination regarding the selection and use of the magazine or periodical.

4.4.1.4 A list of approved magazines is available in the Purchasing Department

3.4.2 Library materials selected shall support the approved courses of study, comply with selection criteria, and support objectives of the school library program.

3.4.3 Library materials which no longer meet stated criteria will be withdrawn according to the process established by the library teacher assigned to the school site.

3.4.4 Any challenge to library materials must be made in writing to the Assistant Superintendent, Education. A Challenge Committee formed in accordance with district policy will be formed within twenty (20) working days following receipt of the challenge.

3.4.1 A report from the Challenge Committee will be forwarded to the Board of Trustees through the Superintendent within thirty (30) working days following the appointment of the Committee.

3.4.2 After considering the report of the Challenge Committee, the Board of Trustees shall make a decision as to the final disposition of any challenged library materials.

3.4.5 No books shall be removed from the library of any district school where the primary reason for removal is that their subject matter involves sexual orientation.

3.4.6 No employee shall remove books from the library of any school except pursuant to district policy on withdrawal of outdated materials by the Library Teacher, or pursuant to a final decision by the Board of Trustees, under "Challenge of Instructional Materials" policy.

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4.0 GIFTS AND DONATIONS

- 4.1 Gift materials including books, subscriptions, and other materials donated to the district or school will be reviewed and evaluated by the appropriate professional staff using the same selection criteria. The gift will be accepted or rejected on the basis of the stated criteria.
- 4.2 If a community group or individual wishes to purchase materials for a school collections, they should order those materials from an adopted/approved list of titles, or have the materials previewed and evaluated by library teachers prior to purchase.
- 4.3 Cash or other funds donated for district or school library collections of instructional materials will be used for items which meet the selection criteria and are approved by a school library teacher.
Donations of money for the purchase of library materials should be placed in the school's library abatement account and Board approved..

5.0 SPECIAL INTEREST INSTRUCTIONAL MATERIALS

- 5.1 Supplementary printed materials from commercial, political, religious, and other non-school sources, must have the approval of the Assistant Superintendent, Education, before being used in the schools. This approval may be given for materials which are timely, up-to-date, and meet criteria for selection.
- 5.2 Advertising materials of commercial, political, religious, or personal nature shall not be displayed or distributed in the schools or on the school grounds by any employees who are functioning within the normal course and scope of their responsibilities.
- 5.3 Teachers may use special aids such as models, cuts, slides, pictures, charts, and exhibits for educational purposes related to adopted courses of study with the approval of the principal even though such material may bear the name of a commercial business firm which may have provided the aid.

6.0 PROHIBITED MATERIALS

- 6.1 Materials labeled as having a rating of "R", "X", NR, NC-17, "Adults Only", or the equivalent, are not to be used in any district school or classroom.

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Legal References

Education Code 60400, 60012, 60013, 60015, 60016, 60040, 60041, 60422

Board of Trustees

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