

SELECTION OF TEACHING MATERIALS

There is a clear need to balance the rights of students with the general need for sound school operation and student relationships. That balance, in a free and open society, is dependent upon creating understanding in students.

In order to approach an ideal setting in which most of the needs of most of the students are being met, it is necessary that the materials used for instruction reflect certain characteristics. Instructional materials for purposes of this policy refer to books, audio-visual software, maps, wall or bulletin board instructions, and other items employed by a teacher to assist with the instruction of students.

Instructional materials used in the Patchogue-Medford Schools should be selected to promote human virtues, human rights, and human responsibilities as well as to instruct in the basic skills relating to reading, mathematics, language use, practical living, and recreation.

Persons Involved. The selection of instructional materials shall be delegated to the certified instructional staff, under the supervision of the administrative staff. Parents, students, other staff and community members may be asked to serve on selection committees. Responsibility for coordinating the selection of text materials will rest with the academic directors and the Assistant Superintendent for Curriculum and Instruction. The Board retains the right to approve all textbooks after receiving a recommendation from the Superintendent.

Criteria. In selecting instructional materials, the following criteria should be considered:

- a. Instructional materials should support the educational philosophy, goals and objectives of the District and the objectives of the curricular offering in which the materials will be used.
- b. Instructional materials should be appropriate for the age, emotional and social development, and ability level of the students for whom the materials are selected.
- c. Instructional materials should be diverse with respect to levels of difficulty, reader appeal, and should present a variety of points of view.
- d. Instructional materials should meet high standards of quality in factual content and presentation.
- e. Instructional materials should have artistic, cultural, literary, or social value.
- f. Instructional materials should foster respect for men, women, the disabled, and minority groups and should portray a variety of roles and lifestyles open to people in today's world. Instructional materials should foster respect for cultural diversity.
- g. Instructional materials should be designed to motivate students to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in a diverse society.
- h. Instructional materials should encourage students to utilize higher order thinking skills and to become informed decision-makers, to exercise freedom of thought and to make

independent judgments through examination and evaluation of relevant information, evidence and differing viewpoints.

- i. Instructional materials which tend to unfairly contrast the aspirations or attributes of one person or of groups of persons should not be used. Unsupported generalizations based upon race, color, weight, neurodiversity, body size, national origin, ethnic group, citizenship religion, religious practice, disability, socio-economic class; political beliefs, family structure sex; sexual orientation, or gender (including gender identity and expression) and preconceptions based upon stereotypes are to be avoided.
- j. Instructional materials should be selected considering instructional materials already available in the District in order to meet the above criteria and in order to replace materials worn, obsolete or no longer appropriate.
- k. Other criteria as developed by the licensed staff under the supervision of the administrative staff.

Teachers and administrators are required to review instructional materials from the point of view of truth, accuracy, and objectivity before submitting them to the Board of Education for approval to purchase.

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