

**EVALUATION OF THE INSTRUCTIONAL PROGRAM****GUIDELINES FOR SELECTION OF INSTRUCTIONAL RESOURCES****1. Definition of Instructional Resources**

- a. Library/Media Resources include all resources available from the school library media center for student and/or teacher use. These resources include printed media such as books, pamphlets, magazines, newspapers, etc., and non-printed materials such as videos, audiotapes, computer software, digital media, or information received over the internet, etc.
- b. Primary Resources, such as textbooks, novels, science kits or other materials that make up the basic set of instructional resources that serve as the foundation for a curriculum area or course content. Included are the textbooks, online materials, workbooks, practice masters, test materials, etc.
- c. Supplementary Resources are materials used beyond the primary texts and workbooks to extend student opportunities for mastery of learning outcomes or enrich student learning opportunities. Included are other books, educational games, charts, internet resources, software, etc.

**2. Criteria for Selection of Instructional Resources**

The objectives of the selection process shall be to accurately reflect the district educational goals, curriculum program goals, and learning outcomes for the grade level or course involved as well as provide for the varying needs and interest of students.

The instructional resources (print, non-print, electronic format), which are selected, should meet the following general criteria:

- a. Depict in an accurate and balanced way the cultural diversity and pluralistic nature of American Society.
- b. Represent artistic, historic, and literary qualities.
- c. Reflect problems, aspirations, attitudes and ideals of society as well as community values.
- d. Contribute to the objectives of the instructional program.
- e. Be appropriate to the level of the user's knowledge and maturity.
- f. Represent balance and integrity in the presentation of differing viewpoints on controversial questions.
- g. Provide a stimulus to encourage creative application of materials to the student's life.
- h. Be of acceptable literary or technical quality (with adequate documentation).
- i. Be of acceptable physical quality.
- j. Be timely and/or of lasting quality.
- k. Focus on topics of high interest to students.
- l. Have a physical format and appearance suitable for their intended use.

Specific evaluation forms built upon the above general criteria shall be developed and utilized in the selection process for textbooks, media resources and computer software, databases and other Internet resources and be available for review if requested. Unbiased and professionally prepared rubrics should be consulted as guides in the selection process.

### **3. Process and Responsibility for the Selection of Instructional Resources**

The responsibility for the selection of instructional resources and making the recommendation for adoption and/or purchase rests with the professional personnel of the district.

#### **a. Library Media Resources**

The library media specialist should gather requests and suggestions for purchase from the school building staff and subject area coordinators as appropriate. Preview of resources and a check for duplication is required before purchase will be considered.

Library media specialist will incorporate the following in the evaluation of resources for purchase:

- i. Consult professionally prepared rubrics, e.g. book and media reviews.
- ii. Consider the total value, impact and intent of the author/artist/producer as well as the reputation of the publisher/producer.
- iii. Involve teachers in the selection process via evaluation of preview resources.
- iv. Review newspaper and periodical subscriptions annually.
- v. Examine resources at other libraries, exhibits, bookstores, distributors, internet, etc....

The final purchase decisions will be made by the library media specialist and administration. Decisions should be based upon the criteria stated above. Disagreements between administration and the library media specialist concerning the selection decision should be referred to the Director of Technology, Libraries, and Career Education.

Donated materials will be accepted if they fall within the scope of the curriculum and selection policy and become the property of the District to use as they see fit.

#### **b. Primary Instructional Resource(s)**

In selecting and adopting a primary resource for a particular course, grade or grade levels, the following process is to be utilized:

- i. Assess curriculum needs in terms of course or grade level learning outcomes.
- ii. Evaluate the appropriateness of existing resources.
- iii. Pilot or preview potential resource choices.
- iv. Evaluate the potential primary resource using the suggested criteria; such evaluations are to be completed in writing for the given content area or course involved. The use of additional specific criteria as appropriate is encouraged.
- v. Recommend the desired resource to the appropriate curriculum goal team.
- vi. The curriculum goal team shall make the final decision as to primary resource selection. The selections are to follow the long-range curriculum development and audit cycle timetable.
- vii. The school board shall make the final decision on the adoption of primary resources through the Course Overview Document approval process as outlined in Board Policy 330.

An adoption is defined as the selection of primary resources for a specific course, grade level or multi-grade level. It is expected that the adopted primary resources will be utilized by all teachers for a given course of study.

Whenever it is feasible, pilot studies shall be conducted, particularly for grade level, multi-grade level or course level adoptions. The curriculum goal team, together with the pilot study teachers, will determine the primary resources to be recommended for purchase.

- c. **Supplementary Resources**  
The responsibility for selection of supplementary resources, utilizing the above selection criteria, rests with the professional staff. The classroom teachers, library media specialist, reading specialists, school counselors and other professional staff will review such purchases with the building principal for approval and inclusion in the budgetary process. Curriculum goal teams may formulate a list of recommended supplementary resources to be used by teachers in a given content area.

#### **4. Public Complaint Guidelines of Instructional Resources**

In the event a complaint is brought forward regarding instructional resources, the following procedure shall be followed:

- a. The complainant shall address the site principal via an oral or written presentation of the complaint. This may occur by telephone, email, letter, or in person.
- b. The site principal shall provide a written response to the complainant within 7 business days of the complaint.
- c. If the complainant is not satisfied after interacting with the principal, the complainant may utilize the Request for Reconsideration of Instructional

Resource form to engage a formal process. This form shall be submitted to the site principal.

- d. The Director of Curriculum and Instruction and the Director of Technology, Libraries, and Career Education shall be informed by the principal of the formal complaint received within three business days from receipt of the Reconsideration of Instructional Resource form.
  - e. Upon receipt of formal Reconsideration of Instructional Resource form, the Director of Curriculum and Instruction or Director of Technology, Libraries, and Career Education or designee shall chair, and together with the principal, appoint a Reconsideration Committee, arrange for a committee meeting within a timely manner, and notify the Superintendent of the meeting. Such meetings will be subject to provisions of the open meetings law.
  - f. The Reconsideration Committee will convene within thirty (30) business days from receipt of the reconsideration request.
1. The Reconsideration Committee will be chaired by the Director of Curriculum and Instruction and/or Director of Technology, Libraries, and Career Education and may include the following:
    - a. Site Principal
    - b. Director of Student Services
    - c. District Program Administrators
    - d. District Coordinators
    - e. District Library Media Coordinator
    - f. Teachers: two from the same subject or building level (or one per school if the concern is District-wide at the elementary)
    - g. One Parent
    - h. One Student (if the concern is at the high school)

\*A non-committee member shall be appointed for the sole purpose of notetaking, organizing committee materials, and support the writing of the final report.

2. The Reconsideration Committee shall:
  - a. Review the selection and reconsideration processes.
  - b. Read, view or listen to the challenged material in its entirety.
  - c. Check reviews to determine recommendations made by experts and critics.
  - d. Invite the complainant requesting reconsideration of a resource to discuss his/her challenge with the committee.
  - e. Identify strengths of resource and areas for concern.
  - f. Make a recommendation to the Superintendent on (a) retention; (b) removal of all or part of the challenged material; or (c) limited or restricted use of the material.
3. The committee shall prepare a written response within thirty (30) business days of receipt of the reconsideration to the complainant requesting reconsideration of the resource. A minority report may be filed. Upon completion, a copy of the report shall be provided to the complainant, committee members, and the Superintendent.

4. Unless appealed, the decision of the committee is binding for the individual school or level.
5. Once a decision has been made regarding the specific resource discussed for reconsideration, no successive challenges will be honored for a period of three (3) years. A list of all items requested for reconsideration, the Reconsideration of Instructional Resource form, and final report will be posted on the district's website.
6. If the complainant initiating a reconsideration of a resource is not satisfied with the committee's decision, s/he may appeal the decision to the Superintendent within 30 days. Individuals initiating reconsideration of a resource will be notified of this right in the Committee's written response summary.
7. Request to reconsider materials that have been challenged and removed may be reviewed by a newly convened committee three (3) years from the date of the removal. The original challenging party will be notified and invited to attend the committee's review in a non-voting capacity.
8. The District encourages informal resolution of questions, suggestions, and/or concerns under this administrative rule (AR).
  - g. If the request, suggestion, or complaint relates to the human growth and development curriculum or supporting instructional materials, it shall be referred to the advisory committee responsible for developing the human growth and development curriculum and advising the Board on the design, review and implementation of the curriculum.
  - h. If the Reconsideration Committee recommends the removal of all or part of the challenged material or limited/restricted use of the material the School Board must then take action. No challenged material may be removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.

## Reconsideration of Instructional Resource Form

Please return this form to the school principal. The principal will, date and sign below and provide a copy of your received complaint.

Principal Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Title of the Resource: \_\_\_\_\_

Author: \_\_\_\_\_

Publisher: \_\_\_\_\_

Type of Material: \_\_\_\_\_ Classroom Instructional Resource \_\_\_\_\_ Library Material

Is this material aligned to a specific class or subject area? If yes, please provide that information below:

What action would you like to see happen with this material?

\_\_\_\_\_ Reinstatement of the Material

\_\_\_\_\_ Removal of material from specific grade levels, please note grade levels here: \_\_\_\_\_

\_\_\_\_\_ Removal of material from all grade levels

\_\_\_\_\_ Removal of specific portions of the material, please note the specific portions below:

Please provide answers to all questions below. If additional space is needed you may attach additional sheets.

Have you meet with the site principal about your concern on this matter? Yes or No

Have you viewed, read, or listened to the entire material? If not, please describe what portion have you seen?

Have you read any professional reviews about this resource? Please provide specifics and if you have copies please provide them.

Please summarize the resource in your own words along with what concerns you have about this resource? Please be as specific as possible by providing pages, section, chapters, time in the video, etc.

What positives do you see in this material or portions of the material?

What do you believe is the theme of this resource?

What do you feel might result from the use of this resource?

Do you have a suggestion as to what grade level this resource would be appropriate for? Please provide specific reasons for your reasoning.

Depending upon the outcome of the review, do you have alternate or substitute resources you recommend? Please provide your perspective on how the alternate or substitute resource would support the education of the district's students.

Please return the completed form to the site principal. If you have any questions about this please reach out to the Director of Curriculum and Instruction or Director of Technology, Libraries, and Career Education.

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