

SELECTION OF INSTRUCTIONAL MATERIALS

A. Definitions

1. For the purpose of this regulation, the following definitions are realized:
 - i. Instructional Materials: includes print, non-print, and multimedia materials (not equipment), including textbooks, teacher resource materials, supplemental materials, instructional materials in classrooms and media center materials.
 - ii. Adopted Textbook Materials: specific textbooks and supporting materials for courses and/or grade levels; primary purpose is to provide a resource for teaching and learning the intended core curriculum.
 - iii. Supplementary Materials: specific materials for courses and/or grade levels; primary purpose is to provide a resource for teaching and learning in special needs classrooms; these materials may be parallel to the core curriculum materials or be distinctly different, but are intended to meet the specific needs of special needs students.
 - iv. Curriculum: written documents that indicate what is to be taught, when it's to be taught, and, in some cases, how it is to be taught; many curriculum documents also include how learning will be measured.
 - v. Core Curriculum: the student standards, foundational materials, intended learning outcomes, and instructional approaches specific to each grade level and/or course.
 - vi. Universal Rating System: a system used to rate multi-media for appropriateness for various age levels; ratings are generally based on language, violence, content/themes, nudity, sexual content, and drug use.

B. Selection Process General Considerations

1. Responsibility for the selection of instructional materials, print and non-print, is delegated to the professionally trained and licensed employees of the district. The board retains the final authority for the approval of textbooks.
2. While selection of materials may involve many people including teachers, principals, media specialists, parents and community members, and district administrators, the responsibility for coordinating the selection of most instructional materials, and making the recommendation for the purchase rests with licensed professional employees of the district.
3. Responsibility for coordinating the selection of textbook materials for distribution to classes will rest with superintendent, Educational Services Division, principals, and professional employees of the district.
4. Materials selected must closely align with appropriate standards and with district-adopted curriculum.
5. The validity, accuracy, objectivity, timeliness, and appropriateness of materials must be considered.
6. Consideration must be given to the organization and presentation of content, the clarity, adequacy, and scope of material, and the readability for the intended user.

7. Materials should reflect, as appropriate, global education, career education, technology integration, and multi-cultural gender fair considerations (IAC 218, chapter 12).
8. Consideration must be given to strategies and best practices incorporated in the student materials and teacher materials.

C. Multi-cultural Gender Fair Considerations

1. Multicultural Gender Fair (MCGF) General Considerations

- a. These criteria are to be used in addition to the general criteria established by the Board of Education in the selection of instructional materials.
- b. The criteria are established to promote respect and appreciation for the historical and contemporary contribution of all groups regardless of their race, color, creed, sex, sexual orientation, gender identity, ethnic/national origin, religion, marital status, age, socio-economic status or disability.
- c. In the interest of brevity, the word “book” is used throughout the statements of criteria. This term should be understood as applying to all types of materials, print, non-print, and multimedia resources.
- d. No attempt has been made to spell out numerical requirements for books in terms of textual or pictorial coverage. Instead, the term “reasonable number” is used. It will be necessary for persons using the criteria to apply judgment as to what is reasonable in each instance. For example, a story in which the family is white and all the action takes place within the house and among the family members only, would not be expected to have representatives of other groups included. Or, a science book in which there are only one or two pictures showing people might not have a wide range of minorities represented as would a science book in which most of the pictures included people. Again, good judgment and common sense will usually suffice to determine whether a book succeeds or fails in this respect.
- e. Not every book will fit all of the criteria stated. Some criteria will apply more appropriately to some types of books than to others. For example, a picture-story book should not be expected to have extensive information, if any at all, about the history of African American people in the United States; however, this would be a major point of concern in an American History textbook. Although it is important to recognize those books for which some of the criteria are inappropriate, it is equally important to recognize those books in which the criteria should apply. For example, a science book, whether a textbook or library material, should include pictures of a variety of racial and ethnic minorities, as well as men and women, in the roles of scientists and experimenters.
- f. Although the criteria were established for the purpose of evaluating textbooks and individual media center materials, they are also useful in evaluating any collections of books. Thus, they can be used to evaluate a school media center collection, a district or regional collections, or even a class syllabus. When used in these ways, all of the criteria would be considered, but would be applied to the collection as a whole.

2. MCGF Criteria

a. Self-Image

Materials should present a diverse spectrum of persons with whom a variety of readers can identify. These persons should be presented in a natural, real manner that will encourage positive self-image. Characterizations should represent a variety of racial and ethnic groups as well as men and women.

1. The material enhances a positive self-image for readers.
2. The material is free from derisive names and epithets that may be offensive.
3. The material has each character speaking in a language or dialect true to the period and region in which the character lives rather than overdrawn, unrealistic dialects.
4. The illustrations do not ridicule the characters represented.
5. The material is free from terms and wording that imply superiority of one group over another.
6. The material avoids stereotyping individuals.

b. Differences

Materials need to help readers develop a respect for differences (race, color, creed, sex, sexual orientation, gender identity, ethnic/national origin, religion, marital status, age, socio-economic status or disability). It is important that materials show there is no single American lifestyle. At the same time, it is also important to explain how our democratic society currently views these differences. Secondary students should be presented multiple perspectives of controversial topics through materials and/or instruction.

1. The material reflects the pluralistic, multicultural nature of our society and acknowledges differences in a non-judgmental manner.
2. The legitimacy of all cultures is acknowledged.
3. The material avoids valuing one lifestyle over others.

c. Contributions

Materials need to show various groups (representing race, color, creed, sex, sexual orientation, gender identity, ethnic/national origin, religion, marital status, age, socio-economic status or disability) at work and play and illuminate the contributions they make to society. Students should be shown how the cultures of other countries and groups within these countries have provided important contributions to American life.

1. The material shows members of various groups at work and play in various community settings.
2. If illustrated, the material depicts a variety of groups.
3. The illustrations depict members of a variety of groups of people in positions of status.
4. The material avoids stereotyping groups and lifestyles in the text and illustrations.
5. The material avoids stereotyping group members occupationally.

6. The material contains accurate information about the countries of origin of peoples within the United States.
7. In describing other countries, the material avoids terms, which might imply a value judgment, especially in areas of difference between these countries and the United States.

d. Contemporary Issues

Materials should depict bona fide problems in a realistic manner. Students need to learn and accept the existence of these problems and should develop their own ideas about dealing with contemporary issues. Materials should be written in a way that promotes discussion and allows critical analysis of the information by bringing out student ideas and views.

1. Contemporary problems are openly and realistically presented.
2. The material tends to raise open-ended questions about contemporary issues.
3. The material avoids implying that there are any quick answers to current problems.
4. The material supports the democratic principles needed to develop responsible citizens.

e. Historical Issues

Materials should help the student look objectively at the past. Myths about the American past tend to glorify that past in ways that give the student an unrealistic picture of American history. Materials should minimize such myths and clearly identify them as myths. A second source of distortion is through the “sin of omission”. Materials more frequently distort by leaving matters unsaid than through the inclusion of actual misinformation. Materials should present historical information based on the most recent research.

1. The material presents a realistic picture of both the “good” and the “bad” in this country’s past.
2. When myths are presented, they are clearly identified as such.
3. The material presents the past in a way that fosters discussion of historical events from multiple perspectives.
4. The material gives full credit to the roles of various groups in American life, past and present.
5. The material’s interpretation of historical events is based on current reliable evidence/research.

f. Sources

Materials should contain reference lists/ bibliographies, which can direct students to additional reading and help them understand that no single source can be the final or only answer.

1. The material leads the student to additional sources of further information and better understanding through the use of references, bibliographies, and/or open-ended questions.

2. The material does not represent itself as being the final authority on the subject.

g. Sex and Profanity Considerations

Materials presenting references to sex shall be subjected to a test of literary merit and reality. Material that treats topics related to sex and or/ profanity in a gratuitous manner will not be favorably reviewed; however, the inclusion of sex or profanity shall not automatically disqualify material.

1. This material is free from sexual reference and/or profanity. (Preferred)
- or-
2. Although this material has occasional sexual references and/or profanity, it has literary or historic value and is developmentally appropriate for student use. (Explain why this material would be considered pertinent and how it supports curriculum requirements.)

D. Textbook Guidelines

1. The district (Education Services) is responsible for providing adopted textbook materials to general education teachers and classrooms and to Expanded Learning Program, English Language Learners, and special education teachers and classrooms to support the needs of students. Supplementary materials are purchased through Special Needs funding sources.
2. Selection committee for new adoptions will be appointed by the Elementary or Secondary Curriculum Directors.
3. Replacement texts come out of building budgets.
4. Textbooks needed due to enrollment increases will be funded from District textbook accounts.
5. Adopted textbooks are to be considered a resource and not the curriculum. Curriculum maps, curriculum guides, pacing guides, standards, etc. provide the intended curriculum and the adopted textbooks support the curriculum and learning standards.
6. Adopted textbooks are purchased for each student unless the teacher review committee has designated that the textbooks are to be purchased as class sets, which would align with the intended course curriculum.
7. Adopted textbooks and materials are an important support for delivery of intended and enacted curriculum and will be available to students on the first day of class, as needed. Textbooks will be provided for each student by the fifth day of class for in-class and at-home use. There are certain circumstances in which this may not apply, but this must be approved by the principal by the fifth day of school and will be reported to the appropriate curriculum director.
8. Any and all students who need specific textbooks and/or materials to complete homework will be provided those textbooks and materials without fail.
9. Adopted textbook materials will be accounted for through an annual inventory process. New adoptions are processed into an electronic inventory system. Older adoptions will be transitioned into the electronic inventory system as is

- possible, but at minimum will be maintained through a standard paper and pencil inventory system.
10. All efforts will be made during the summer months and at the beginning of school to have all textbooks and materials available by the first day of school and/or semester. There will be times when disruptions will occur, but the commitment remains the same and all possible steps will be taken to ensure all students have textbook materials by the first day of school and /or semester.
 11. The intent of the curriculum cycle is to review and provide new textbook materials every 8 years to all content areas on a rotating basis.
 12. All efforts will be made to review and provide electronic/digital textbook materials that are compatible with the needs of 21st century learners.
 13. If teachers do not have the needed number of textbooks and materials, they will report the need to the textbook contact secretary (at the high school level, the teacher would report the need to their department chair who would then inform the secretary). This secretary will then send the email request to other schools requesting materials, with a copy to the media technology secretary and the appropriate curriculum director. If needed textbooks and materials are not found within 1-2 working days, then the textbooks will be immediately purchased. When textbooks and materials are received at media tech, they will be processed and sent out within 2 days.

E. Multi-Media Guidelines

1. It is recognized that video clips, movies, film, music, websites, and other multimedia should be included in a rigorous learning context, but only as appropriate to the intended curriculum and learning outcomes.
2. Full length movies are generally not to be used in their entirety, but clips should be pulled from the movie that have a direct relationship to skill and knowledge acquisition, support the intended learning, and support the curriculum. Effective implementation of district curriculum does not allow time for use of full length movies in a classroom.
3. Video clips, movies, film, music, websites, and other multimedia must be appropriate to the age of the student. It is expected that the universal rating system be used to help determine appropriateness of content and format. Professional judgment also needs to be used and teachers must preview all multi-media content prior to using it for instructional purposes.
4. The use of full length movies for behavior reinforcement purposes during classroom instructional time is prohibited due to the extent of time this type of reinforcement takes away from instruction.
5. The Principal has the responsibility for monitoring instruction including the use of movies and other media.

F. Media Center Materials

1. Recommended and selected by professionally licensed media person(s) in conjunction with building staff.
2. Materials purchased for permanent Media Center collection from the building media account or the District media account.
3. Materials are to be purchased in quantities of five or less.

4. In order to provide a current, highly usable collection of materials, media specialists will ensure constant and continuing renewal of the collection, not only the addition of up-to-date materials, but by the judicious elimination of materials which no longer meet school district needs or find use. The process of weeding instructional materials will be done according to established and accepted standards for determining the relevance and value of materials in a given context.

G. Challenged Material

1. Although measures are taken to have material selected by qualified persons and care is taken to select valuable materials for student use, objections to a selection may be made by the public.
2. A committee will be organized by the appropriate curriculum coordinator to review challenged materials at the time the challenge is received. It is recommended that the committee include five to six members representing parents, community members, media specialist(s), administrators, and/or teachers. This committee will be known as the Challenged Materials Review Committee. It will be the Curriculum Coordinator's responsibility to organize the committee when the challenge to materials is received.
3. When a complaint is made, the following procedures will be observed:
 - a. Listen courteously, but make no commitments. Refer the complainant to the building administrator.
 - b. The building administrator shall invite the complainant to file the objections in writing and shall offer to provide the "Request for Reconsideration of Instructional Material" form so that it may be submitted as a formal complaint.
 - c. If feasible, the building administrator will, without disrupting the basic educational program of the school, temporarily withdraw the material pending final action on the complaint.
 - d. Inform the appropriate Curriculum Coordinator.
4. Upon receipt of the formal written complaint, on the prescribed form, the complaint shall be forwarded to the appropriate Curriculum Coordinator. The Coordinator shall organize the Challenged Materials Review Committee for the review of and decision on the challenged material. The Committee will:
 - a. Read and examine materials referred to in its entirety.
 - b. Check general acceptance of the materials by reading reviews and recommendations used in the selection process.
 - c. Weigh values and faults against each other and form opinions based on the material as a whole and not on passages pulled out of context.
 - d. Meet to discuss acceptability of the material in compliance with the school district's approved guidelines and prepare a written report on these findings, along with committee decision.
 - e. A copy of the report, including the committee decision will be filed with the Superintendent of Schools.

- f. The complainant shall be notified in advance of all meetings held to consider the complaint and shall receive a copy of the written report and recommendations.
- g. The challenged material(s) will be carefully reviewed and a decision will be made by the committee. The decision will be made available to the public.

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1/21/99
5/14/99
5/2/02
2/20/06
11/9/06
6/25/07

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