



Selection of Instructional Materials

I. General

- A. Procedures for selection of instructional materials shall include provisions for involvement of teachers, administrators and community members, and shall require the development of definite criteria upon which such committees base their study and recommendations. Such criteria must be compatible with state law and Board rules and shall require approval of the office of the superintendent.

II. Committee Review of Materials

- A. Committees of teachers, administrators and community members shall be given initial responsibility for reviewing textbooks, other instructional materials and instructional systems, and for making recommendations for selection.
- B. Committees that serve to select curriculum materials for district wide use shall be appointed from among persons recommended by district staff.
 - 1. Committees shall have members who are able to examine curriculum material in depth, which includes educational value, organization, style, subject matter, level of complexity and inclusiveness.
 - 2. A committee member will reflect and employ an understanding of Section V of 6.40.010-P, Instructional Materials Selection.
 - 3. Materials review processes shall include opportunities for community review and feedback throughout the selection process. Input and feedback opportunities shall include community presentations, open and facilitated material/resource reviews and the opportunity for written feedback by families and community members.

III. Criteria for Selection

- A. The content of instructional materials must exhibit educational value, cultural relevance, organization, style, subject matter, level of complexity and inclusiveness in a fair and balanced manner.
- B. All racial, religious and cultural groups must be portrayed in a balanced manner so as to foster understanding, acceptance, empathy and respect for all people.
- C. All instructional materials should present a balanced approach to contemporary social issues.



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- D. Illustrations should reflect a broad range of cultures, racial and ethnic groups and sexual/gender identity and orientation in a manner that demonstrates equity and respect.
- E. Published materials which emphasize the unique and special value of our multi-cultural nation should be sought because they assist students to recognize and accept the basic similarities among all members of the human race and the uniqueness and worth of every individual. .
- F. Instructional materials should distinguish opinions from facts and offer a range of different theories and issues. Unsupported generalizations should be distinguished from generalizations based on objective data.
- G. Review of foreign language materials shall address all criteria stated above and should also include a review of the accuracy and quality of the translation.

IV. Textbook and Instructional Resources Acquisition

- A. Approved buying lists of textbooks and instructional resources and digital materials are updated several times annually by the district. Lists are cumulative.
- B. Copies for review are provided to the district by vendors upon request of the appropriate district department. Resources listed by recognized national organizations are continuously reviewed.

V. Textbook and Instructional Materials Committee

- A. Textbook and instructional materials publishers shall receive notice of selection dates, and committees shall review materials submitted by publishers for such purposes.
- B. Committee members shall sign a conflict of interest agreement pertaining to appropriate contact with vendors during the selection process and disclosing financial interest in specific vendors.
- C. Representatives of publishers shall not be permitted to call on committee members individually, and no person while serving as a member of such committee shall accept any favors from such representatives.
- D. Upon completion of its work, a committee shall submit its report to the appropriate administrator who will forward the report to the superintendent.



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Such reports shall require vote tallies and the signatures of all committee members.

- E. If the office of the superintendent is not in accord with the recommendations of any committee, its designated representative shall confer with the committee about its report and determine next steps.

VI. Approval

- A. Textbooks and instructional materials shall be approved by the Office of the Superintendent, School Board, Oregon Department of Education or State Superintendent of Public Instruction, depending on the category.

VII. Instructional Equipment Acquisition

- A. Instructional equipment shall be selected using the following criteria:
 1. Ease of use by students and teachers.
 2. Compatibility with current formats and utilization of instructional materials.
 3. Durability and mechanical and electrical design that permits use with a minimum of mechanical and electrical adjustments by the students and teachers.
 4. Compliance with all electrical and mechanical safety provisions.
 5. Ease and cost of repair and overall design. In certain instances, with new equipment, the district may acquire units of equipment for long-term evaluation in selected classrooms prior to the equipment being accepted for general classroom use.
 6. Specifications and levels of performance for each type of equipment will be developed for evaluation purposes and will be on file.

AD History: Adopted 6/71; Amended 10/74; 2/80; 8/81; 8/84; 7/87; 11/89; 9/02; 5/16