

Instructional Materials Selection

Eugene School District 4J recognizes that, to improve the quality of instructional programs and to respond to changing instructional, societal and community needs, curriculum cannot remain static. It is essential to modify or replace curricula over time to meet these changing requirements, ensuring that quality educational programs are in place to serve each individual student's interests and learning needs.

This administrative rule contains the following:

1. Definitions;
2. Criteria for the Selection of Instructional Materials;
3. Adoption of Instructional Materials in Core Subject Areas;
4. Adoption of Instructional Materials in Non-Core Subject Areas and Supplemental Materials;
5. Non-Adopted Instructional Materials;
6. Teacher-Selected Additional Instructional Materials;
7. Criteria for Selection of Library Materials;
8. Request for Reconsideration of Instructional Material;
9. Controversial Issues.
1. **Definitions**

For the purposes of this administrative rule, the following definitions will apply:

- a. **School Board:** A seven-member governing body elected by the voters. The school board sets policy for the school district and selects the superintendent as the district's executive officer; the superintendent is responsible for implementing the board's policies and plans.
- b. **Instructional Leadership Team:** A staff team established by the superintendent or designee to provide input into instructional and curricular recommendations and decisions, and develop, examine, evaluate, and refine instructional practices and initiatives.
- c. **Instructional Advisory Council (IAC):** A district-level advisory committee formed to examine, formulate, provide feedback or make recommendations regarding instructional issues to the instructional leadership team and the superintendent. The membership includes parents, teachers, and administrators representing relevant student groups (e.g., elementary, secondary,

- special education), school board representatives, and others appointed by the superintendent or designee.
- d. Site Council: A group of teachers, classified staff and parents (and sometimes students and/or community members) at each school that works with the principal or administrator to develop, review and evaluate the school improvement plan, instructional programs, and school budget.
 - e. Adoption Team: A staff team formed to research and recommend a short list of curricula for adoption. The membership should include classroom teachers from each relevant school level, subject area teacher leaders, teachers specializing in special education and English language development, building administrators and instructional administrators, and other members as needed, appointed by the instructional leadership team.
 - f. Pilot Team: A team of teachers who have volunteered to try out and evaluate units from multiple curricula. The pilot team should include a wide variety of teachers representing all populations of students relevant to the adoption. Members of the adoption team may participate in the pilot.
 - g. Standards: Statements describing what students should know and be able to do at each grade level. The state has adopted academic content standards to set learning expectations in several subject areas.
 - h. Curriculum: The lessons and academic content being taught. This encompasses a wide variety of potential educational and instructional practices that structure, organize, and deliver the desired knowledge and skills (standards). Adopted curriculum is the curriculum adopted by the board or approved by the superintendent.
 - i. Core Subject Areas: English language arts, math, science, social studies and world languages.
 - j. Instructional Materials: The primary instructional vehicle for a given course of study or any part thereof. These form the foundation of what is being taught in a class. For example, core materials may be textbooks or instructional kits, and may contain print, electronic and internet materials.
 - k. Supplemental Instructional Materials: Additional materials that are intended for use across the district or at a particular level or in particular courses. Examples include tiered intervention materials, social skills curricula, community-building curricula. Supplemental instructional materials are intended to support and not supplant the adopted instructional materials for a course of study.
 - l. Teacher-Selected Additional Materials: Materials selected by teachers for use in individual classrooms in addition to district-approved instructional materials to enhance or deepen what is being taught in a class. Examples might include materials to differentiate learning, novels, library books, articles, skill building tools, maps, videos or primary source artifacts.
 - m. Pilot: A pilot program or pilot study is a small-scale preliminary experiment that helps an organization learn how a large-scale project might work in practice.
 - n. Districtwide Curriculum Adoption Process: Prescribed steps taken when the district undertakes the selection of instructional materials in core subject areas for adoption and implementation districtwide, aligned with state and district standards, policies and administrative rules. The timeline may vary depending on the subject area and other factors.
 - o. Non-Adopted Instructional Materials: The primary instructional vehicle for a given course of study or any part thereof in areas where there is no district-wide adopted instructional materials. Prescribed steps include when use is appropriate, who is to be informed, who is to have input, and who is to approve the use of the instructional materials.

- p. Selection Criteria: A set of standards for evaluating curricula, developed for each curriculum adoption process. The selection criteria should be aligned with best practices, state standards, board goals and the equity decision tool.
- q. Equity Decision Tool: A tool to identify, evaluate, and communicate the potential impacts, both positive and negative, that a policy or program will or may have on equity and on all students and families, especially those in underserved demographic groups and protected classes.

2. **Criteria for the Selection of Instructional Materials**

The goal for selection of any new instructional materials is to provide students with the highest quality materials available that align with state, national or curricular area standards; are culturally and racially responsive; and address diverse learning needs by maximizing the use of technology and universal design strategies.

- a. Materials will allow students to acquire the knowledge and skills they need to succeed.
- b. Materials will meet high standards of quality in factual content and presentation, and be grounded in best practices and based on current research.
- c. Materials will be appropriate for the subject area, the age, the social and emotional development, and the diverse ability levels and learning styles of the students for whom the materials are selected.
- d. Materials will be culturally and racially responsive and contribute to a multicultural perspective, in accordance with the district's equity decision tool.
- e. Materials will meet current state content standards in that subject area. They will also meet technological requirements as well as the National Instructional Materials Accessibility Standards (NIMAS) to accommodate students with visual or print disabilities.
- f. Materials will be selected with the involvement of staff, parents and community members.

3. **Adoption of Instructional Materials in Core Subject Areas**

Districtwide curriculum adoptions are undertaken in compliance with state statutes and regulations and are designed to update curriculum in a particular core subject area through the thorough review and assessment of multiple curricular programs in that area as to which one best meets state standards, local curricular objectives, local circumstances and diverse learning needs.

The process is begun through a recommendation to the board that an adoption is necessary or highly recommended based on the instructional materials adoption schedule defined by the Oregon Department of Education or student need, and the funds to acquire and implement the materials are available to be designated or appropriated.

- a. Launch: School board launches the adoption process. A team is formed that receives training, elicits input and establishes a vision with aligned criteria.
 - (1) The board will approve the initiation of the process and articulate the desired outcome (e.g., one consistent curriculum per level). The superintendent will name a process facilitator.

- (2) The process facilitator will direct the adoption process and will form an adoption team. Professional development will be provided for the adoption team in standards, best practices based on current research and the equity decision tool.
 - (3) The adoption team will solicit input from applicable staff and then produce a common vision with aligned criteria, evaluation rubric and a timeline for curriculum adoption. All products will be made available for public comment.
 - (4) The adoption team will report progress to the instructional leadership team and receive feedback.
- b. Pilot: Materials are piloted and examined using established criteria and data collected.
- (1) The adoption team will review available curricula and develop a list of materials to consider. Selected materials will be evaluated using the evaluation rubric including the district's equity tool.
 - (2) Pilot teachers will receive professional development prior to piloting. The pilot team will evaluate units from the recommended curricula. All members of the pilot team will pilot more than one curriculum. The adoption team may observe pilot classrooms.
 - (3) The adoption team will collect data from the pilot team and will inform and receive input from parents, teachers and administrators.
- c. Evaluate & Report: Data are evaluated, materials are ranked and a report is submitted.
- (1) Using all data gathered, the adoption team ranks curricula, applying the equity decision tool and will report its findings to the instructional advisory council.
 - (2) The instructional advisory council will review the findings and ensure the adoption process has been followed. The instructional advisory council will provide feedback to the instructional leadership team.
 - (3) The instructional leadership team will review the rankings and instructional advisory council feedback and make a recommendation to the superintendent.
- d. Adopt: Superintendent makes an adoption recommendation to the school board.
- (1) The superintendent will make a formal recommendation to the school board to adopt a curriculum.
 - (2) The decision of the school board is final.
- e. Implement: Schools implement with professional development and evaluation opportunities.
- (1) Once the school board makes a decision, the adoption team will develop an implementation plan including professional development for affected teachers and evaluation of materials.
 - (2) Schools will begin using the new curriculum according to the implementation plan.
 - (3) After a designated implementation period, the instructional leadership team will assess strengths and areas for improvement, including equity impacts, to inform any needed supplementation to the current adoption as well as future adoption cycles. This process will include input from affected teachers, parents and administrators.

- (4) The instructional leadership team will report findings to the superintendent to share with the board.

4. **Adoption of Instructional Materials in Non-Core Subject Areas and Supplemental Materials**

When instructional materials in non-core subject areas or supplemental instructional materials are used districtwide, they will be selected and adopted through the following process. This process will be flexible, depending on the scope and impact of the decision under consideration:

- a. **Launch & Evaluate:** Superintendent launches the adoption, a team is formed that receives training and elicits input and establishes a vision with aligned criteria.
 - (1) The superintendent will initiate the process; any teacher, group of teachers, or administrator may recommend to the superintendent that this process be initiated. The superintendent or designee will convene a team of teachers and administrators. The team must include members with curricular expertise and contain sufficient representation of affected teachers and student populations.
 - (2) The team will establish selection criteria, including the criteria for the selection of instructional materials described in this rule and the equity decision tool. The team will use the selection criteria to examine materials. Depending on the scope and impact of the decision, a pilot may be a part of this process.
 - (3) The team will inform and receive input from affected parents, teachers and administrators.
 - (4) The team will report progress to the instructional leadership team and receive feedback.
- b. **Report:** Data are evaluated, materials are ranked and a report is submitted.
 - (1) The team will make a recommendation to the instructional leadership team recommending the selection of materials for districtwide use.
 - (2) Depending on the scope and impact of the decision, the instructional advisory council may review the findings, ensure the adoption process and provide feedback to the instructional leadership team.
 - (3) The instructional leadership team will make a recommendation to the superintendent.
- c. **Adopt:** Superintendent makes an adoption decision
 - (1) The superintendent's decision is final, and once made, such materials shall be considered adopted for districtwide use.
- d. **Implement:** Schools implement with professional development and evaluation opportunities.
 - (1) The team will develop an implementation plan including professional development for affected teachers and evaluation of materials.
 - (2) Affected teachers will begin using the adopted curriculum according to the implementation plan.

- (3) The instructional leadership team will assess strengths and areas for improvement, including equity impacts, to inform any needed supplementation to the current adoption as well as future adoption cycles, and report to the superintendent.

5. **Non-Adopted Instructional Materials Process**

- a. Many types of instructional materials are not adopted for districtwide use. This process is not an alternative to allow individuals to choose materials in place of districtwide adopted instructional materials.
- b. This process is appropriate for selecting and approving:
 - (1) Instructional materials in any program or subject area for which there are no counterparts at other schools; or
 - (2) Instructional materials for which there is no districtwide adoption.
- c. Non-adopted instructional materials begin used must:
 - (1) Meet the district's criteria for the selection of instructional materials and be evaluated;
 - (2) The evaluation must measure the impact on student learning, include teacher and student feedback, and apply the equity decision tool.
- d. If a single teacher wants to use non-adopted instructional materials, he or she must receive approval from the principal or administrator and if the change is significant, inform parents. If a school or department wants to use non-adopted instructional materials, it must solicit input from the site council or other relevant group, receive approval from the level director who informs the superintendent and then inform parents.
- e. If non-adopted instructional materials are being considered for use at multiple schools, the superintendent or designee will initiate either the core or non-core subject area adoption cycle as detailed in these rules.

6. **Teacher-Selected Additional Instructional Materials**

- a. Teachers commonly use their professional judgment to select additional instructional materials to supplement and enrich the instructional program.
- b. Teacher-selected additional materials for student use:
 - (1) Must align to district criteria for the selection of instructional materials, described in this rule;
 - (2) Must be used within legal copyright limits and publisher licensing agreements;
 - (3) Shall be carefully previewed by the teacher to ensure the instructional value is appropriate to student age level and classroom subject matter; and
 - (4) Must fit the scope, sequence and objectives of the course and align to standards.
- c. Movies and Videos
 - (1) Principal or administrators will review copyright rules on an annual basis with staff.

- (2) The Motion Picture Association of America rating system will be used as a guideline in determining whether a film will be viewed in the classroom.
 - (a) "G" (General Audience) films may be used in grades K-12; PG and PG-13 (Parental Guidance) films may be used in grades 4-8 only with permission of the principal or administrator and the parent or guardian;
 - (b) G, PG and PG-13 films may be used in grades 9-12;
 - (c) R (Restricted) films will not be used in grades K-8 but may be used in grades 9-12 with the permission of the principal or administrator and the parent or guardian;
 - (d) NC-17 (No Children under 17) films will not be used.
- (3) Exceptions to these guidelines will be considered on a case-by-case basis by the principal or administrator, who is the final decision maker in such matters.

7. **Criteria for Selection of Library Materials**

All libraries have the responsibility for providing access to information and ideas. The primary goal of libraries in the district is to provide materials to implement, enrich and support the instructional program, as well as to provide students with materials for individual study and learning. Attainment of this goal will help to ensure that students and staff are effective users of ideas and information.

The district subscribes to the American Library Association's Library Bill of Rights, with the understanding that the district has the responsibility to provide age-appropriate materials to the school community.

The district affirms the following concepts, which are adapted from the Library Bill of Rights:

- a. Age-appropriate books and other library resources should be provided for the interest, information, and enlightenment of students, parents, and staff served by the school library. Materials should not be excluded merely because of origin, background, or views of those contributing to their creation.
- b. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- c. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

Gifts to the library may be accepted if they meet the criteria established for the selection of instructional materials.

8. **Request for Reconsideration of Instructional Material**

It is recognized that most objections by teachers or citizens to instructional materials in use in the schools are best handled in an informal manner. All requests for any reconsideration of instructional materials on the part of an individual or any organization should be first taken up directly with the principal or administrator. If, after discussion, any question remains, the request for reconsideration must be put in writing to the principal or administrator and address the following information:

- a. Complete identification of the complainant and any organization or group he or she may represent;
- b. Complete identification of the material to which objection is made;
- c. Specific listing of the objections, citing pages, etc., where appropriate;
- d. A statement of how the material is objectionable (what might be the result of using it, for example);
- e. Suggestions as to what the school should do about the material; and
- f. Suggestions as to possible replacements for the objectionable material.

The principal or administrator, the individual making the request for reconsideration, and the teacher will then meet together as soon as practicable. Any conclusion reached shall be put in writing and given to each person at the conference. When agreement is not reached, a copy shall be given to the appropriate director and a second conference will be held to include the director.

If there is still no agreement after the conference with the appropriate director, an updated report, along with the prior completed information, shall be sent to the superintendent. The superintendent will involve appropriate members of his/her staff and appoint an ad hoc committee to assist in resolving the issue at hand. When such a special committee is asked to make a recommendation, it should make a written report to the superintendent as soon as feasible.

9. **Controversial Issues**

The district recognizes that honest differences of opinion may occur in classes where students are encouraged to seek understanding of facts and form opinions to conform with them. It is probable, too, that these differences will be accentuated where free inquiry exists and if divergent views can be expressed and be subject to common scrutiny.

The district believes that the student's freedom to express differing views and to defend a position is a requisite if the student is to acquire the skills of critical thinking and analysis which will be needed by effective, productive citizens. It recognizes that such practices may bring controversial issues to the fore and that, as a result, parents may become apprehensive. But the district reaffirms that it wishes to extend to all students the right of freedom of inquiry. It is not the intent to force upon any student a set of values.

The superintendent will review complaints from any persons who are not satisfied with the manner in which controversial issues are being treated.

History: This administrative rule supersedes Administrative Rules I1100-Organization of Instructional Policy Council (IPC); I1200-Procedures for Identifying, Adopting, and Implementing Required District Curriculum and Materials; I3200-Oregon State Textbook Adoption; and I7210.03-Required Curriculum.