

Instructional Materials Selection

Evaluation and Selection

(The above seemed outdated, below is a sample process.)

1. Prior to an adoption study, teachers, administrators, parents, citizens and students may suggest materials they feel should be considered for adoption. Their specific suggestions or recommendations should be submitted to the curriculum coordinator/curriculum administrator of the content area to be reviewed.
2. The curriculum coordinator will compile and present all suggestions listed in Step 1 to the review committee. The review committee will be comprised of the curriculum committee and at least two parents selected by the curriculum coordinator to represent elementary and secondary levels.
3. In order to inform constituents of the review process, an announcement will be made at a regular Board meeting, a press release will be written and parents will be notified at each building within one month of the committee's first meeting.
4. The committee will conduct a preliminary study of materials suitable for basic adoption. Publishers and curriculum consultants may be invited to participate in the study. Material under consideration for adoption by the committee will be available for review by district constituents upon request. An evaluation/rating instrument will be employed for all program/instructional materials considerations. The committee will decide whether to first initiate a pilot or trial use of a particular series or text or to proceed directly with an adoption. Any trial use or pilot should be coordinated and compatible with the proposed revisions in the curriculum guide. The proposed pilot or trial use must have approval of the principal and the teachers involved.
5. After a trial use in the classroom and/or committee review, the committee will release results of its evaluation on the programs/instructional materials studied to the superintendent/cabinet. Specific recommendations will be prepared and forwarded to the superintendent/cabinet. The committee must show evidence of having used an evaluation or instrument to ensure conformity with curriculum program goals.
6. The cabinet will review the recommended adoption and ensure that:
 - a. Appropriate procedures have been complied with;
 - b. Compatibility exists with other texts or skills presented at the same grade level in other curriculum areas;
 - c. The cost is within budgeted amounts.

The cabinet may forward a recommendation to the superintendent either accepting the adoption proposal or referring it back to the committee for revision or further study.

7. The superintendent will decide after reviewing the recommendation to either send the proposal back to the committee for further review or to forward it to the Board for approval.

8. The Board may rule on the adoption recommendation or direct the superintendent to further action as it deems appropriate or conducive to reach established goals and objectives.
9. It is the principal's responsibility to implement and maintain the district-adopted instructional materials/programs. Exceptions to the district-adopted instructional materials/programs could occur only after following the procedure defined below:
 - a. If a teacher has a concern regarding the effectiveness/appropriateness of the program adoption in his/her assignment area, he/she may submit that concern in writing to the administrator. If the administrator shares that concern, he/she may refer the concern to the superintendent. The superintendent will refer the concern to the curriculum administrator/coordinator for a recommendation. The superintendent will issue a decision on the concern after receiving the recommendation;
 - b. If an administrator has a concern regarding the effectiveness/appropriateness of the program adoption, or if the administrator would like to field test/pilot a specific program, the concern or the request to pilot/field test must be submitted to the superintendent for a decision. Should any pilot or field test justify continuation beyond a single school year, the continued use requires the superintendent's approval.

Challenged Materials

It is not possible for the professional personnel to read or review every item before ordering it for the Instructional Materials Center (IMC). It is recognized that not all people will agree on what is suitable for an IMC and that an occasional objection may arise. The objector has a right to be heard and to be treated in a dignified manner. The following is the district adopted procedure for registering a concern and the set up a Committee for Reconsideration of School Library Materials.

Membership of the Committee includes:

1. One teacher from the primary or intermediate grades;
2. One teacher from the senior high social studies department;
3. One teacher from the senior high language arts department;
4. One teacher from the middle school;
5. The technology director;
6. The media specialist of the school involved;
7. Eight parents, one from each school, selected by the principals;
8. The principal of the school involved is to serve as chairperson.

We recommend that all objections be in writing and presented on the form, Citizen's Request for Reconsideration of School Library Materials, taken from page 17 of the National Council of Teachers of

English booklet, *The Student's Right to Read*. A copy of this form is attached along with the copy of the *School Library Bill of Rights*.

The IMC personnel and/or the administration shall consider any objections. If the case is of a sufficiently serious nature, it shall be referred to the Committee for Reconsideration of School Library Materials, and the case should be initiated through the building principal of the school involved. The objector shall be allowed to select one person to sit with them at the hearing. The review of the questioned materials shall be treated objectively and professionally as a serious matter. The best interests of the students, the school and the community shall be of paramount consideration in such a hearing.