

## Textbook/Instructional Materials Selection and Adoptions Administrative Regulation (AR)

Policy IIA delegates the responsibility for establishing a textbook committee, review, study and process for instructional materials selection to the superintendent. The following outlines the processes for implementing this policy.

### **I. Curriculum Renewal Process**

The district conducts a curriculum renewal process which includes the examination of current peer-reviewed research and studies regarding the specific content area, best practices, instructional materials and student learning outcomes/data through an equity and inclusive practices lens. Curriculum renewal integrates professional learning with adopting instructional materials.

#### **Instructional Materials:**

*Core* instructional materials are those adopted and paid for by the District for *required* use by all teachers with all students. Materials selected will be in compliance with OAR 581-011-0050 to -0117, OAR 581-021-0045 and ORS Chapter 337.

There may be some *supplemental* materials in addition to the core adopted instructional materials that are added later in response to student data or selected by teachers for use based on needs of the students. *Teacher-selected* supplemental materials are those selected by teachers for use in individual classrooms (such as classroom libraries, school book rooms) to supplement the district-adopted instructional materials.

#### **Library Books and Media:**

Library books and media are considered *supplementary* and are selected by the district librarians using the following criteria and processes:

- Regular sessions where teacher-librarians collaboratively practice applying state, national and school library criteria to select materials for school library collections;
- ALA School Library Selection Criteria and criteria from the WLWV Library Handbook;
- National school library review sources, which include reviews from parents or input from staff, to identify materials that support and enrich District curriculum while also providing materials to support students' interests and learning; and
- Materials free of racial, national origin, religious, disability, age, marital status, sexual orientation, gender expression, gender identity or sexual bias.

## **Renewal Process for Instructional Practices & Adoption of Curriculum**

The District shall form a Curriculum Renewal Team consisting of a representative group of teachers, specialists (including special education, ELD, dual language), instructional coordinators/assistant principals and principals. Over the course of the summer/school year, the Curriculum Renewal Team will meet to:

- Review the state standards of the content area up for renewal, in addition to any content learning routines and structures in place that set up the instructional practices for the content to be taught.
- Review the district's curricular philosophy and pedagogy for instructional practices and instructional materials.
- Review elements of best practices for teaching emerging bilinguals, students served on an IEP or 504 and students who are below grade level (interventions) or above grade level (TAG).
- Continually share findings and recommendations and materials selections with all staff at their schools, bringing forward questions and input.
- Conduct a session with a small, representative group of parents where findings are shared, questions and input are taken.
- Identify curriculum materials to consider using ODE materials, district data and research-based recommendations, feedback from staff at schools then engage with materials (e.g. trying some lessons) and publisher representatives to select final recommendations.
- Provide opportunities for parents to give feedback about materials selections at in-person or recorded sessions, using verbal feedback and input on a form.
- Present final recommendation to the Superintendent and to the School Board in a public meeting, for adoption.

Upon adoption by the Board, the district will purchase materials and offer professional development to staff to implement the instructional practices, routines and structures through the consistent and regular use of the curriculum materials.

## **II. Reconsideration of Texts or Instructional Materials**

Although care and a comprehensive process is always exercised in selecting instructional materials, there may be occasions when a member of the community, parent, student or staff find certain classroom or library texts/materials inappropriate and wish to request a reconsideration of their use. In such an event, the following process will be used:

### **Core Texts:**

Core texts (these are required texts that all students use) are reviewed by parents and the community during the adoption process and comments are collected during that time. Outside of that process, a parent/guardian with a concern about Core text materials will:

- A. Contact their student's teacher in an attempt to informally resolve the issue. While alternative solutions may be implemented for that particular student, under no

circumstances should the materials in question be removed from the classroom altogether or from other students.

- B. Request, and be granted, that their student be allowed to use an alternative text for their instruction (e.g. different novel to read for their assignment) or have reasonable restricted access to the concerning text in the classroom.
- C. If the parent/guardian is not able to resolve the concerns informally with the teacher, they shall share their concerns with the building principal.
- D. If the concerned individual is not able to resolve the concerns with the principal, the individual will meet with a central office administrator within the Office of Teaching and Learning who oversees that school level (primary, middle, high).

### **Supplementary Texts (Classroom Choice, Library Choice):**

Supplementary Texts are ones that students self-select either from a classroom library or from the school library. These texts are optional reading choices. A parent/guardian who has concerns about a supplementary text will:

- A. Contact their student's teacher or librarian in an attempt to informally resolve the issue but should understand that under no circumstances should the materials in question be removed from other students or circulation as a way to reach agreement.
- B. Request, and be granted, that their student be allowed to use an alternative text (e.g. different novel to read) or have restricted access to the concerning text in the library (within the library electronic check-out system).
- C. If the concerned individual is not able to resolve the concerns informally with the teacher or teacher-librarian, they shall share their concerns with the building principal.
- D. If the concerned individual is not able to resolve the concerns with the principal, the individual will meet with a central office administrator within the Office of Teaching and Learning who oversees that grade level or the library program.
- E. If the concerned individual is still not satisfied with the response of the central office administrator, they may fill out a [form](#) requesting the text to be considered for removal from or restriction within the library or classroom. The completed form will go to the central office administrator and the superintendent.
- F. If the central office administrator, upon receiving the form and in consultation with the superintendent, believes that the request needs to proceed to a formal review of the text by a Review Committee, then that process will occur. Otherwise, the complaint of the text remains under the final decision of the central office administrator (Office of Teaching and Learning).

### **Supplementary Library Text Review Committee**

When a supplementary library text is recommended for a formal review by a central office administrator (Office of Teaching and Learning), then the Superintendent may assemble a Library Text Review Committee to review the text(s) in question. Due to time and thoroughness of the process, multiple texts of concern brought forward shall be limited to four (4) to review by the Committee, with an exception for more if approved by the Superintendent.

Note: Per ODE guidelines, the text(s) in question shall remain in place while the review process is conducted.

The Library Text Review Committee shall consist of the assistant superintendent overseeing Curriculum & Instruction, the assistant superintendent overseeing the Library program; 1-2 Teacher-Librarians or Grade Level teachers depending on the location of the text in question; member of the community familiar with library texts or instructional materials; parent (with children in the district) with concerns about the text/materials; parent (with children in the district) in support of the text/materials; and student(s) from the corresponding grade level using the text/materials (if appropriate). Depending on the nature of the complaint, a school counselor or social worker or other specialist may also be included.

The Library Text Review Process will include:

- Norms and procedures for the review process.
- Reading of the text/materials in their entirety.
- Review of the text/material in question and formed opinions based on the material taken as a whole and not on passages taken out of context.
- Application of the American Library Association (ALA) School Library Selection Criteria rubric in evaluating the text.
- After review, evaluation and input from all members of the committee, a secret ballot will be used to determine the outcome of the text review. Committee members may vote to:
  - Continue inclusion of the text/material in the classroom/library with no restrictions, or
  - Restrict its inclusion to specific grades or locations, or
  - Remove the text/material from the library or classroom.

The results of the majority votes from the ballot will determine the outcome. In the event of a “tie”, an administrator from the Office of Teaching and Learning will be brought in to serve as another member of the committee with full duties herein, receive a summary of the concerns/supports, and submit a ballot.

Findings will be presented in a report to the Superintendent and shared with the concerned individual/complainant. If multiple complaints/concerns/support were brought before the School Board in a public meeting regarding the texts, then the findings will be shared with the Board by the Superintendent in a public meeting.

The determination of the Library Review Committee is final and upon completion of the review the Committee is disbanded. Materials that are restricted or removed from school libraries or a classroom may be reviewed again every three years, by request of a student, parent/guardian (of a currently enrolled WLWV student) or staff member.

The Library Text Review committee is not a standing committee; rather, it is a task-assigned committee assembled upon direction of the Superintendent and may not be asked to convene more than once during a school or calendar year to address repeated or multiple-text concerns.

### III. Movies (Film or TV) and Video Selection Process

The showing of movies (film or TV) and videos must be limited to specific educational purposes. A full-length or clip of a movie or video recording may only be shown in school if the content is relevant to the curriculum and specific educational objectives. As with any material that a teacher brings into the classroom or uses at school, teachers should review all movies/videos for content and age appropriateness. Consideration to an array of other factors - including bias, equity, discrimination - should all be considered. In all cases, teachers should be ready to answer questions about video material presented in class. Usage should also follow Policy EGAAA on fair use and copyrighted materials as well as Policy INB on Studying Controversial Issues.

As a guideline, teachers can refer to this chart that maps TV and movie ratings systems to students' ages and whether the showing is OK, With Permission, or NOT:

| Movie Rating | TV Rating | Primary PK-2 | Primary 3-5 | Middle | High |
|--------------|-----------|--------------|-------------|--------|------|
| G            | TV-Y      | OK           | OK          | OK     | OK   |
|              | TV-Y7     | WP           | OK          | OK     | OK   |
|              | TVY7-FV   | WP           | OK          | OK     | OK   |
|              | TV-G      | OK           | OK          | OK     | OK   |
| PG           | TV-PG     | NO           | WP          | OK     | OK   |
| PG-13        | TV-14     | NO           | WP          | WP     | OK   |
| R            | TV-MA     | NO           | NO          | NO     | WP   |
| NC-17        |           | NEVER        |             |        |      |

#### Table Key:

OK = Content likely appropriate for that age group

WP = Parent/Guardian permission should be sought and alternative activities be prepared for any opt-outs or non-respondents

NO = Content should NOT be shown to that age group

NEVER = Content should NEVER be shown regardless of circumstance and without exception even for students over age 18

Note: Except with "NEVER", exceptions are possible but should be treated as WP with school administration approval.

### IV. Theatre Play Selection Process

1. Theatre Arts educator will submit a copy of the script to the building principal prior to publicizing the production or casting.

2. The building principal will review the script/rationale to identify educational value and any concerns about potential sensitivity of topics in the recommended piece in a timely manner to the Theatre Arts educator. If there is mutual agreement of support for the proposed play selection, the process should move ahead to step 4.
3. If the building principal and the Theatre Arts educator do not agree with the use of the script selection, informal discussions will take place over its topic and/or content. The two may invite others into the conversation to assist in the decision making process. Invitees could include another classroom teacher, another specialist or another Theatre Arts educator. The outcome of the conversations would either be a recommendation to move forward with production, or a recommendation to make another choice of plays to perform. Ultimately, the principal will be responsible for the final decision.
4. The Theatre Arts educator will publicly announce selected play titles after step 2 or 3. In the absence of expressed concerns, play production will proceed. Should community members express concerns within that time frame, the Theatre Arts educator and building principal will meet with the community members to hear their concerns and determine if the play should proceed, pause or be replaced with an alternative selection. The decision by the building principal in this situation is final. The decision may be appealed to the District Office of Teaching and Learning.