

---

**NOTE: FOR INFORMATION RELATED TO THE SELECTION PROCESS AND ACCOUNTING OF INSTRUCTIONAL MATERIALS, AS THIS TERM DIFINED BY STATE LAW AND RULE, SEE CMD AND EFA.**

---

**THE SUPERINTENDENT SHALL ESTABLISH STANDARDS, CRITERIA, AND PROCEDURES WHEREBY INSTRUCTIONAL MATERIALS AND SUPPLIES CAN BE PROVIDED TO THE PROFESSIONAL STAFF.**

**THE BOARD SHALL PROVIDE A WIDE RANGE OF INSTRUCTIONAL RESOURCES FOR STUDENTS AND FACULTY THAT PRESENT VARYING LEVELS OF DIFFICULTY, DIVERSITY OF APPEAL, AND A VARIETY OF POINTS OF VIEW. ALTHOUGH PROFESSIONAL STAFF MEMBERS MAY SELECT INSTRUCTIONAL RESOURCES FOR THEIR USE IN ACCORDANCE WITH DISTRICT POLICY AND ADMINISTRATIVE REGULATIONS, THE ULTIMATE AUTHORITY FOR DETERMINING AND APPROVING THE CURRICULUM AND INSTRUCTIONAL PROGRAM OF THE DISTRICT LIES WITH THE BOARD.**

**OBJECTIVES**

**IN THIS POLICY, "INSTRUCTIONAL RESOURCES" MAY INCLUDE TEXTBOOKS, LIBRARY ACQUISITIONS, SUPPLEMENTARY RESOURCES FOR CLASSROOM USE AND ANY OTHER INSTRUCTIONAL RESOURCES, INCLUDING ELECTRONIC RESOURCES, USED FOR FORMAL AND INFORMAL TEACHING AND LEARNING PURPOSES. THE PRIMARY OBJECTIVES OF INSTRUCTIONAL RESOURCES ARE TO IMPLEMENT, ENRICH, AND SUPPORT THE DISTRICTS EDUCATIONAL PROGRAM.**

**THE BOARD SHALL RELY ON DISTRICT PROFESSIONAL STAFF TO SELECT AND ACQUIRE INSTRUCTIONAL RESOURCES THAT:**

- 1. ENRICH AND SUPPORT THE CURRICULUM, TAKING INTO CONSIDERATION STUDENTS' VARIED INTERESTS, ABILITIES, LEARNING STYLES, AND MATURITY LEVELS.**
- 2. STIMULATE GROWTH IN FACTUAL KNOWLEDGE, ENJOYMENT OF READING, LITERARY APPRECIATION, AESTHETIC VALUES, AND SOCIETAL STANDARDS.**
- 3. PRESENT VARIOUS SIDES OF CONTROVERSIAL ISSUES SO THAT STUDENTS HAVE AN OPPORTUNITY TO DEVELOP, UNDER GUIDANCE, SKILLS IN CRITICAL ANALYSIS AND IN MAKING INFORMED JUDGMENTS IN THEIR DAILY LIVES.**

4. REPRESENT MANY ETHNIC, RELIGIOUS, AND CULTURAL GROUPS AND THEIR CONTRIBUTIONS TO THE NATIONAL HERITAGE AND WORLD COMMUNITY.
5. PROVIDE A WIDE RANGE OF BACKGROUND INFORMATION THAT WILL ENABLE STUDENTS TO MAKE INTELLIGENT JUDGMENTS IN THEIR DAILY LIVES.
6. PROVIDE FOR RESEARCH-BASED AND/OR REVIEW OF A CONTENT SPECIALIST.

**SELECTION  
CRITERIA**

**IN THE SELECTION OF INSTRUCTIONAL RESOURCES, PROFESSIONAL STAFF SHALL ENSURE THAT THE RESOURCES:**

1. SUPPORT AND ARE CONSISTENT WITH THE GENERAL EDUCATIONAL GOALS OF THE STATE AND DISTRICT AND THE AIMS AND OBJECTIVES OF INDIVIDUAL SCHOOLS AND SPECIFIC COURSES CONSISTENT WITH THE DISTRICT AND CAMPUS IMPROVEMENT PLANS.
2. MEET HIGH STANDARDS FOR ARTISTIC QUALITY AND/OR LITERARY STYLE, AUTHENTICITY, EDUCATIONAL SIGNIFICANCE, FACTUAL CONTENT, PHYSICAL FORMAT, PRESENTATION, REDIBILITY, AND TECHNICAL QUALITY.
3. ARE APPROPRIATE FOR THE SUBJECT AND FOR THE AGE, ABILITY LEVEL, LEARNING STYLES, AND SOCIAL AND EMOTIONAL DEVELOPMENT OF THE STUDENTS FOR WHOM THEY ARE SELECTED.
4. ARE DESIGNED TO HELP STUDENTS GAIN AN AWARENESS OF OUR PLURALISTIC SOCIETY.
5. ARE DESIGNED TO CREATE AN ENVIRONMENT THAT RESULTS IN STUDENTS EXAMINING THEIR OWN ATTITUDES AND BEHAVIOR, UNDERSTANDING THEIR RIGHTS, DUTIES, AND RESPONSIBILITIES AS CITIZENS, AND MAKING INFORMED JUDGMENTS IN THEIR DAILY LIVES.
6. FOR LIBRARY SELECTIONS, ARE INTEGRAL TO THE INSTRUCTIONAL PROGRAM, ARE APPROPRIATE FOR THE READING LEVELS AND UNDERSTANDING OF STUDENTS, REFLECT THE INTERESTS AND NEEDS OF THE STUDENTS AND FACULTY, ARE INCLUDED BECAUSE OF THEIR LITERARY OR ARTISTIC VALUE AND MERIT, AND PRESENT INFORMATION WITH THE GREATEST DEGREE OF ACCURACY AND CLARITY.

**ADMINISTRATORS, TEACHERS, LIBRARY MEDIA SPECIALISTS, OTHER DISTRICT PERSONNEL, PARENTS, AND COMMUNITY**

**MEMBERS, AS APPROPRIATE, MAY RECOMMEND INSTRUCTIONAL RESOURCES FOR SELECTION. GIFTS OF INSTRUCTIONAL RESOURCES SHALL BE EVALUATED ACCORDING TO THESE CRITERIA AND ACCEPTED OR REJECTED IN ACCORDANCE WITH CDC(LOCAL).**

**SELECTION OF MATERIALS IS AN ONGOING PROCESS THAT INCLUDES THE REMOVAL OF RESOURCES NO LONGER APPROPRIATE AND THE PERIODIC REPLACEMENT OR REPAIR OF MATERIALS STILL OF EDUCATIONAL VALUE.**

**CONTROVERSIAL  
ISSUES**

**DISTRICT PROFESSIONAL STAFF SHALL ENDEAVOR TO MAINTAIN A BALANCED COLLECTION REPRESENTING VARIOUS VIEWS WHEN SELECTING INSTRUCTIONAL RESOURCES ON CONTROVERSIAL ISSUES. RESOURCES SHALL BE CHOSEN TO CLARIFY HISTORICAL AND CONTEMPORARY FORCES BY PRESENTING AND ANALYZING INTERGROUP TENSION AND CONFLICT OBJECTIVELY, PLACING EMPHASIS ON RECOGNIZING AND UNDERSTANDING SOCIAL AND ECONOMIC PROBLEMS. [SEE ALSO EMB REGARDING INSTRUCTION ABOUT CONTROVERSIAL ISSUES AND EHAA REGARDING HUMAN SEXUALITY INSTRUCTION.]**

**PARENTAL ACCESS**

**THE DISTRICT SHALL MAKE INSTRUCTIONAL RESOURCES READILY AVAILABLE FOR PARENTAL REVIEW AND MAY SPECIFY REASONABLE HOURS FOR SUCH REVIEW.**

**CHALLENGED  
MATERIALS**

**A PARENT OF A DISTRICT STUDENT, ANY EMPLOYEE, OR ANY DISTRICT RESIDENT MAY FORMALLY CHALLENGE AN INSTRUCTIONAL RESOURCE USED IN THE DISTRICT'S EDUCATIONAL PROGRAM ON THE BASIS OF APPROPRIATENESS.**

**INFORMAL  
RECONSIDERATION**

**THE SCHOOL RECEIVING A COMPLAINT ABOUT THE APPROPRIATENESS OF AN INSTRUCTIONAL RESOURCE SHALL TRY TO RESOLVE THE MATTER INFORMALLY USING THE FOLLOWING PROCEDURE:**

- 1. THE PRINCIPAL OR DESIGNEE SHALL EXPLAIN THE SCHOOL'S SELECTION PROCESS, THE CRITERIA FOR SELECTION, AND THE QUALIFICATIONS OF THE PROFESSIONAL STAFF WHO SELECTED THE QUESTIONED MATERIAL.**
- 2. THE PRINCIPAL OR DESIGNEE SHALL EXPLAIN THE INTENDED EDUCATIONAL PURPOSE OF THE RESOURCE AND ANY ADDITIONAL INFORMATION REGARDING ITS USE.**
- 3. THE PRINCIPAL OR DESIGNEE MAY OFFER A CONCERNED PARENT OTHER INSTRUCTIONAL MATERIAL AN**

**ALTERNATIVE INSTRUCTIONAL RESOURCE TO BE USED BY THAT PARENT'S CHILD IN PLACE OF THE CHALLENGED RESOURCE.**

- 4. IF THE COMPLAINANT WISHES TO MAKE A FORMAL CHALLENGE, THE PRINCIPAL OR DESIGNEE SHALL PROVIDE THE COMPLAINANT A COPY OF THIS POLICY AND A FORM TO REQUEST A FORMAL RECONSIDERATION OF THE RESOURCE. FORMAL RECONSIDERATION**

FORMAL  
RECONSIDERATION

**A COMPLIANT SHALL MAKE ANY FORMAL OBJECTION TO AN INSTRUCTIONAL RESOURCES ON THE FORM PROVIDED BY THE DISTRICT AND SHALL SUBMIT THE COMPLETED AND SIGNED FORM TO THE PRINCIPAL. UPON RECEIPT OF THE FORM, THE PRINCIPAL SHALL APPOINT A RECONSIDERATION COMMITTEE.**

**THE RECONSIDERATION COMMITTEE SHALL INCLUDE AT LEAST ONE MEMBER OF THE INSTRUCTIONAL STAFF WHO HAS EXPERIENCE USING THE CHALLENGED RESOURCE WITH STUDENTS OR IS FAMILIAR WITH THE CHALLENGED RESOURCE'S CONTENT. OTHER MEMBERS OF THE COMMITTEE MAY INCLUDE DISTRICT-LEVEL STAFF, LIBRARY STAFF, SECONDARY-LEVEL STUDENTS, PARENTS, AND ANY OTHER APPROPRIATE INDIVIDUALS.**

**ALL MEMBERS OF THE COMMITTEE SHALL REVIEW THE CHALLENGED RESOURCE IN ITS ENTIRETY. AS SOON AS REASONABLY POSSIBLE, THE COMMITTEE SHALL MEET AND DETERMINE WHETHER THE CHALLENGED RESOURCE CONFORMS TO THE PRINCIPLES OF SELECTION SET OUT IN THIS POLICY. THE COMMITTEE SHALL PREPARE A WRITTEN REPORT OF ITS FINDINGS AND PROVIDE COPIES TO THE PRINCIPAL, THE SUPERINTENDENT OR DESIGNEE, AND THE COMPLAINANT.**

APPEAL

**THE COMPLAINANT MAY APPEAL THE DECISION OF THE RECONSIDERATION COMMITTEE IN ACCORDANCE WITH APPROPRIATE COMPLAINT POLICIES, STARTING WITH THE APPROPRIATE ADMINISTRATOR. [SEE DGBA, FNG, AND GF]**

GUIDING  
PRINCIPLES

**THE FOLLOWING PRINCIPLES SHALL GUIDE THE BOARD AND STAFF IN RESPONDING TO CHALLENGES OF INSTRUCTIONAL RESOURCES:**

- 1. A COMPLAINANT MAY RAISE AN OBJECTION TO AN INSTRUCTIONAL RESOURCE USED IN A SCHOOL'S EDUCATIONAL PROGRAM, DESPITE THE FACT THAT THE PROFESSIONAL STAFF MEMBERS SELECTING THE**

**RESOURCES WERE QUALIFIED TO MAKE THE SELECTION, FOLLOWED THE PROPER PROCEDURE, AND ADHERED TO THE OBJECTIVES AND CRITERIA FOR INSTRUCTIONAL RESOURCES SET OUT IN THIS POLICY.**

- 2. A PARENT'S ABILITY TO EXERCISE CONTROL OVER READING, LISTENING, OR VIEWING MATTER EXTENDS ONLY TO HIS OR HER OWN CHILDREN.**
- 3. ACCESS TO CHALLENGED MATERIAL SHALL NOT BE RESTRICTED DURING THE RECONSIDERATION PROCESS, EXCEPT THE DISTRICT MAY DENY ACCESS TO A CHILD IF REQUESTED BY THE CHILD'S PARENT.**

**THE MAJOR CRITERION FOR THE FINAL DECISION ON CHALLENGED MATERIALS IS THE APPROPRIATENESS OF THE MATERIAL FOR ITS INTENDED EDUCATIONAL USE. NO CHALLENGED LIBRARY MATERIAL SHALL BE REMOVED SOLELY BECAUSE OF THE IDEAS EXPRESSED THEREIN.**

DRAFT