

SAN LORENZO UNIFIED SCHOOL DISTRICT BOARD POLICY

Instruction

BP 6161.1(a)

SELECTION OF CURRICULUM-BASED INSTRUCTIONAL MATERIALS

INTRODUCTION

The Governing Board of the San Lorenzo Unified School District supports the basic tenets of academic freedom and the principles stated in the Library Bill of Rights and the Statement on Intellectual Freedom issued by the Association for Educational Communications and Technology.

The Governing Board views the selection of instructional materials as an outgrowth of the process for curriculum review and renewal. District agreement on the goals and priorities for student learning and on the development and evaluation of curriculum based on these goals and the state curricular guidelines precedes the selection of instructional materials. The Board believes that care must be taken to select and evaluate instructional materials so they support the curriculum, present a broad spectrum of knowledge and viewpoints, reflect the ethnic and cultural diversity of our society, and enhance the use of multiple teaching strategies and technologies.

Further, the Governing Board recognizes that educational research and state guidelines suggest supplementary materials that support instruction include literature, historical documents, primary source material, trade books and journals. In this way, texts and other supplementary instructional materials assist students in the construction of knowledge and in connecting what they learn in school to the world they encounter outside of school. The selection of instructional materials should take into account new forms of learning and assessment.

In accordance with the Instructional Materials Funding Realignment Program, the Board's priority in the selection of instructional materials is to ensure that all students in grades K-12 are provided with instructional materials that are aligned to state content standards in the core curriculum areas of reading/language arts, mathematics, science, and history/social science. Students in grades K-8 shall be provided with instructional materials adopted by the State Board of Education in core subjects.

In addition to basic or core texts, the Board encourages teachers to use other instructional materials which are relevant to the district's curricular goals and which take into account students' maturity, interests and talents. Such materials enable teachers to introduce content and instructional strategies that enrich the curriculum, enhance learning, help students make critical judgments and stimulate their intellectual growth. When selecting these materials, teachers shall review them according to the evaluation criteria and provide appropriate introductory and follow-up activities. These materials may be subject to the formal selection and adoption process at the discretion of the District and Governing Board. Films should be used in accordance with the District Audio-Visual Policy, No. 236.

INSTRUCTIONAL MATERIALS EVALUATION OVERSIGHT COMMITTEE

An evaluation oversight panel composed of Educational Services administrators will be selected by the Superintendent or his/her designee to certify that the evaluation process of curriculum-based materials has been followed. The oversight panel shall provide for evaluation input prior to certifying the evaluation process to the Governing Board. Specific information regarding the roles and responsibilities of the committee and criteria for membership can be found in Administrative Regulations #6161.1.

STEPS IN THE PROCESS FOR SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

The process for selection and adoption of instructional materials begins with teachers identifying texts and materials which support the district's curricular goals and culminates in the action of the Governing Board. Factors playing a role in initiating the process include:

- a. a review of the curriculum based on state frameworks and reform reports
- b. development of new courses
- c. changes in the student population and especially in the ethnic, linguistic and cultural diversity of students
- d. recognition of the findings from educational research based on student achievement data regarding how students learn

The state curriculum cycle focuses attention on particular subject areas, including district review of curricular goals, and may result in adoption. Information regarding specific steps in the selection and adoption process and the formation of district and school level committees is contained in Administrative Regulations #6161.1.

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

Guided by the district curriculum and state frameworks and reform reports, the district will develop subject specific as well as general evaluation criteria for the selection of instructional materials. The District will use these criteria in selecting materials that support the district curriculum while at the same time providing for the needs of our students. Selection and evaluation committees shall access the educational suitability of instructional materials according to the following criteria:

1. Relationship to the adopted courses of study and current curricular goals
2. Contribution to a comprehensive, balanced curriculum.
3. Reliable quality of scholarship as evidenced by:
 - a. Accurate, up-to-date and well-documented information.
 - b. Objective presentation of diverse viewpoints.
 - c. Clear, concise writing and appropriate vocabulary.
 - d. Thorough treatment of subject.
4. Fair and balanced portrayal of people with regard to race, creed, color, national origin, sex and handicap.
5. Provision for a wide range of materials on all levels of difficulty, with appeal to students of varied interests, abilities, and maturity levels.
6. Inclusion of materials that provide engaging and uplifting perspectives, insights, and experiences.
7. Inclusion of materials which stimulate discussion of contemporary issues and improve students' thinking and decision-making skills.
8. Contribution to the proper articulation of instruction through grade levels.
9. Quality and durability of paper, binding etc.
10. Availability of corresponding versions in languages other than English.
11. Availability and quality of corresponding teacher's guides.

PUBLIC INPUT IN THE SELECTION PROCESS

The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board. This process shall involve teachers in a substantial manner and shall also encourage the participation of parents/guardians and community members.

Once the instructional materials evaluation process has been reviewed and certified by the Instructional Materials Evaluation Oversight Committee, the materials will be publicly displayed for a period of 15 working days at the District Office. The public will be notified of the availability of these materials for review through the District website and the minutes of the Governing Board. A notice that a public hearing will be held relative to the proposed instructional materials will be posted 10 days prior to the Board meeting at which the materials will go forward for adoption approval.

CONFLICT OF INTEREST

To ensure integrity and impartiality in the evaluation, selection and approval of instructional materials, any district employee participating in the evaluation, selection or approval of instructional materials shall not engage or be currently engaged in any of the following conduct:

- a. Accept any emolument, money, or other valuable thing or inducement, except for copies of instructional materials, to directly or indirectly influence the adoption or purchase of any instructional material.
- b. Be employed by or receive compensation from any person, firm, organization, or any of its subsidiaries or controlling entities submitting instructional materials to the district.
- c. Have or negotiate a contractual relationship with any person, firm, or organization or any of its subsidiaries or controlling entities submitting instructional materials to the district.
- d. Have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district, unless there are extenuating circumstances and the Superintendent or designee approves the employee's participation in the evaluation, selection and approval of instructional materials.

Any district employee considered for participation in the evaluation, selection or approval of instructional materials shall, in advance of such participation, execute an Affirmation Regarding Conflict of Interest. Committee members must adhere to district standards of ethical behavior for employees, community members and volunteers as described in Board Policy #344—Certificated Staff.

CHALLENGE PROCESS

A great deal of time and care are taken so that instructional materials are selected which reflect the educational goals of the entire community. If parents or guardians of students enrolled in the San Lorenzo Unified School District object to instructional materials in use, they may request alternative assignments for their students, and parents or students may challenge the use of particular instructional materials. The process for initiating a challenge can be found in Administrative Regulation #6161.1.

The Board has the ultimate authority to approve or disapprove the proposed instructional materials. The Board's decision shall be based on pedagogical concerns. Appropriate pedagogical concerns are stated in Education Code section 233.5 which reads as follows:

- a. Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism, and a true comprehension of the rights, duties, and dignity of American citizenship, the meaning of equality and human dignity, including promotion of harmonious relations, exercise sensitivity and discretion, kindness toward domestic pets and the humane treatment of living creatures, to teach them to avoid idleness, inflammatory statements, profanity, and falsehood, and to instruct them in manners and morals and the principles of a free government.
- b. Each teacher is also encouraged to create and foster an environment that encourages pupils to realize their full potential and that is free from discriminatory attitudes, practices, events, or activities, in order to prevent acts of hate violence, as defined in subdivision (e) of Section 233.

Legal References

35010	Control of district; prescription of rules & enforcement
51510-51513	Prohibited Materials
60000-60005	Instructional Materials
60010	Definitions
60040-60048	Instructional Material Requirements
60200-60206	Selection & Adoption of Instructional Materials

Board adopted: August 21, 2001, Revision: October 18, 2005, Revised: May 20, 2008

**SAN LORENZO
UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE REGULATIONS**

Instruction

AR 6161.1(a)

SELECTION AND ADOPTION OF CURRICULUM-BASED INSTRUCTIONAL MATERIALS

The steps for the selection and adoption of instructional materials are outlined below and also displayed visually in the chart, which accompanies these rules and regulations.

STEPS IN THE PROCESS OF SELECTION AND ADOPTION FOR A PILOT OF NON STATE ADOPTED MATERIALS

- Non state adopted materials shall not be piloted without prior approval of the Board of Education.
- Formation of district or school level selection committee with representation from parents, students, teachers, community members and administrators
- Review of district curricular goals and other pertinent information such as state frameworks and reform reports
- Establishment of evaluation criteria and documentation with minutes of meeting/s held to discuss the evaluation of the materials
- Screening of materials based on California Department of Education and local evaluation criteria
- Presentation of materials being considered for piloting to the district level Instructional Materials Evaluation Oversight Committee
- Certification of the evaluation process by the Instructional Materials Evaluation Oversight Committee to the Superintendent for Governing Board action
- Governing Board action on proposed pilots
- Piloting, display of materials and sharing of results whenever possible
- Recommendation of materials for adoption to Instructional Materials Evaluation Oversight Committee and notification to community of materials being considered
- Certification of the evaluation process to Superintendent for Governing Board action or return to District or School Selection Committee for further consideration

- If certification of the evaluation process is forwarded for Governing Board action, post 10 day notification of Board Hearing regarding adoption to the community.
- Materials on display in the Instructional Materials Technology Center
- Public hearing held
- Governing Board action

STEPS IN THE PROCESS OF SELECTION AND ADOPTION WHEN A PILOT WILL NOT BE USED

- Formation of district or school level selection committee with representation of parents, students, teachers, community members, and administrators
- Review of district curricular goals and other pertinent information such as state frameworks and reform reports
- Establishment of evaluation criteria and minutes of meeting/s held to discuss the evaluation of the materials
- Screening of materials based on evaluation criteria and at the elementary level on the state approved list for textbook adoption
- Recommendation of materials for adoption to the district level Instructional Materials Evaluation Oversight Committee and notification to community of materials being considered
- Certify the evaluation process to Superintendent for Governing Board action or return to District or School Selection Committee for further consideration
- If certification of the evaluation process is forwarded for Governing Board action, notification to community of display time of materials at the District Office
- Public hearing held
- Governing Board action

DISTRICT AND SCHOOL LEVEL SELECTION COMMITTEES

Selection committees shall be established at either the district or school level. The selection committee shall be composed of teachers, parents, students and administrators. An ad hoc district level selection committee shall be formed for these purposes:

- to respond to the state curriculum cycle
- to address new graduation requirements

- to consider the selection of new materials district wide
- to review a range of materials in relation to the district's curricular goals and to select materials for piloting

The district level selection committee promotes articulation among grade levels and allows for development of a coherent approach to materials selection.

A school level selection committee shall be formed to select materials for a particular site based on curricular and student needs. Schools shall be responsible for establishing a process that is open and involves the parents, teachers, community members, administrators and students. The evaluation criteria established by the district or school-level committee should reflect those enumerated in Board Policy #6161.1

PROCEDURES FOR SELECTION AND PILOT OF INSTRUCTIONAL MATERIALS

The process for selection and pilot of instructional materials varies depending upon whether materials are being selected district wide or by an individual school site. A district wide selection may focus on one subject area K-12 or on other learning needs such as second language acquisition. An individual school selection may focus on the need to select multi-cultural materials or other instructional need. Other factors which influence the process include costs related to purchase of materials for piloting, availability of a range of materials for consideration, priority assigned to the selection in light of other materials selections occurring in the district or at the school.

The selection process also varies from the K-8 to the 9-12 level. At the elementary level, the state publishes an approved list of texts from which teachers identify books and other materials for piloting and adoption. The initial screening has been completed at the state level taking into account the match with the state frameworks and reform reports, and criteria such as sensitivity to cultural differences, recognition of different learning styles and interests, and incorporation of research on teaching and learning. At the high school level, the frameworks and reform reports again guide materials selection but there is no pre-screening on the part of the state, and the definition of "basic text" tends to be broader.

PILOTING OF INSTRUCTIONAL MATERIALS

In addition to pre-screening, the piloting of instructional materials is an important step in the selection/adoption process. Piloting comprises a form of classroom research; that is, teachers are trying out new materials, noting how students respond and learn, and recording their experiences, perceptions and adaptations to share with colleagues and parents. The process for selection and pilot will emphasize teacher research and the sharing of results so that the materials eventually selected will best meet the needs of the students. Pilots vary in their size and scope, ranging from the involvement of a few teachers at one school site to a number of teachers across the district. For example, fifth grade teachers at one school who want to enrich the science program might pilot the use of hands-on science teaching units or lab books; this pilot would involve only two to three teachers and focus on one or two sets of materials. In contrast, English/language arts teachers across the district might pilot a number of selections aimed at increasing the use of multicultural literature to build cultural understanding; this pilot might involve teachers from every site and grade level and a variety of literary materials.

The piloting of instructional materials is most effective when time and resources for collaboration are provided. Regardless of the number of teachers involved or the intensity of the pilot, what is critical is that teachers have the opportunity to share the results of their pilot with colleagues, to compare the use of different materials, and together to make informed decisions regarding the optimal materials for their learning goals and their students.

The following procedures will govern the selection and piloting process with some adaptation depending upon the size and scope of the pilot:

- a. Only materials that are under consideration for purchase will be piloted.
- b. Non state adopted piloted materials will be subjected to the same selection process as outlined for materials coming directly to the Instructional Materials Evaluation Oversight Committee (IMEOC) for certification approval
- c. The Instructional Materials Evaluation Oversight Committee will certify the evaluation process to the Superintendent for Governing Board action prior to the actual commencement of the pilot.
- d. Pilots will be distributed as evenly as possible among different student populations and among teachers who are representative of the district in terms of experience, ethnicity and teaching style.
- e. When possible, materials will be rotated among teachers to increase applicability of results and to minimize bias.
- f. Materials will be compared to the evaluation criteria.
- g. The district or school selection committee will compile the results from the participating teachers and any input from other teachers and parents reviewing the materials.
- h. Parents will be notified of pilot materials and given access to review those materials. In addition, they will be apprised of the progress made on the pilots, based on teachers sharing their results throughout the process.
- i. Pilots should not take longer than two calendar years.

INSTRUCTIONAL MATERIALS EVALUATION OVERSIGHT COMMITTEE

The Superintendent shall establish a district level Instructional Materials Evaluation Oversight Committee (IMEOC). Once a district or school selection committee has completed the process of reviewing the curriculum, piloting materials and analyzing the results, it shall submit its program adoption recommendations and back-up information to the Instructional Materials Evaluation Oversight Committee.

The Instructional Materials Evaluation Oversight Committee shall be composed of the Director of Instructional Materials, a certificated library teacher, the Director of Instruction and Program Improvement, the Administrator of Curriculum and Professional Development and/or other administrative staff as designated

The district Instructional Materials Evaluation Oversight Committee will be knowledgeable in the following areas:

- instructional materials selection
- the relationship among the curriculum, instructional methods, materials and assessment
- current research regarding teaching and learning

Members of the district Instructional Materials Evaluation Oversight Committee will work with district and school site instructional materials adoption committees to guide and monitor the evaluation process. The members of the district Instructional Materials Evaluation Oversight Committee will provide leadership to the process to ensure that the evaluation process provides for parent, teacher, student and public input as well as adherence to all of the evaluation criteria recommended in Instructional Materials Education Code.

PROCESS FOR CHALLENGING INSTRUCTIONAL MATERIALS

When a student's parent or guardian wishes to challenge the use of any instructional materials, these steps shall be followed until the challenge is resolved:

1. The challenger will request and hold a conference with the teacher regarding the materials in question.
2. The challenger will request and hold a conference with the site administrator.
3. The challenger will secure a challenge form from the school site.
4. The challenger will complete the form which includes:
 - a. title and author/director/producer of the materials
 - b. medium (audio, video, book, art, etc.)
 - c. publisher
 - d. where the materials are in use (school, grade, classroom)
 - e. how the materials are used
 - f. objectionable section(s) by page, item, event, sequence or theme
 - g. reason for challenge
5. The challenger will submit the challenge form to the site administrator.
6. Within 10 working days of receipt of the challenge form, the site administrator or designees will review the challenge to determine if the materials were selected according to the board policy and are being used as intended.
7. The site administrator will inform the challenger of the results of the review in writing.

8. If the challenger is dissatisfied with the result of the review, he/she may refer the challenge to the Superintendent. Any such referral must be in writing and submitted to the Superintendent within 10 working days of receipt of the results.
9. The Superintendent shall advise the Governing Board of the unresolved challenge and convene the Instructional Materials Evaluation Oversight Committee (IMEOC). The challenged materials will continue to be used pending the outcome of the challenge process.
10. In evaluating the challenged materials, the IMEOC shall address the reason for the challenge, and shall be guided by the evaluation criteria.
11. At the completion of the challenge review, which must take place within 20 working days, the committee shall submit its report including written recommendation(s) to the Superintendent. The Superintendent will notify in writing all concerned parties regarding the decision.
12. Within 10 working days of receipt of the decision, the challenger may submit a written appeal to the Governing Board through the Superintendent who shall forward the appeal along with all pertinent materials.
13. The Governing Board shall review the challenge in closed or public session as appropriate and advise the challenger in writing of its decision.

Once the materials are challenged, they may not be challenged again within 36 months, or by the same party at any time or for the same reason.

The Board has the ultimate authority to approve or disapprove the proposed instructional materials. The Board's decision shall be based on pedagogical concerns. Appropriate pedagogical concerns are stated in Education Code section 233.5 which reads as follows:

- a. Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism, and a true comprehension of the rights, duties, and dignity of American citizenship, and the meaning of equality and human dignity, including promotion of harmonious relations, kindness toward domestic pets and the humane treatment of living creatures, to teach them to avoid idleness, profanity, and falsehood, and to instruct them in manners and morals and the principles of a free government.
- b. Each teacher is also encouraged to create and foster an environment that encourages pupils to realize their full potential and that is free from discriminatory attitudes, practices, events, or activities, in order to prevent acts of hate violence, as defined in subdivision (e) of Section 233.

DEFINITIONS

Curriculum-based Materials: Basal or core works that are integral to the curriculum are studied by the entire class, and form the basis for student assignments and assessment of learning. Basal works typically present a compilation of knowledge on a specific subject and may be accompanied by work activities and tests produced by the publisher. A history basal text, for example, usually summarizes secondary source material rather than original accounts of events or historical documents. A literature anthology, another form of basal text, may present excerpts of longer works as examples of literary types. Core works are less a compilation of knowledge than a selection of key works that are representative of a field of study, providing opportunities for students to read primary source materials, original accounts of historical events, and important literature, including novels, plays, short stories and poems. Using a selection of core works rather than a basal text enables the teacher to draw from several sources to illustrate common themes, or to provide students with multiple perspectives.

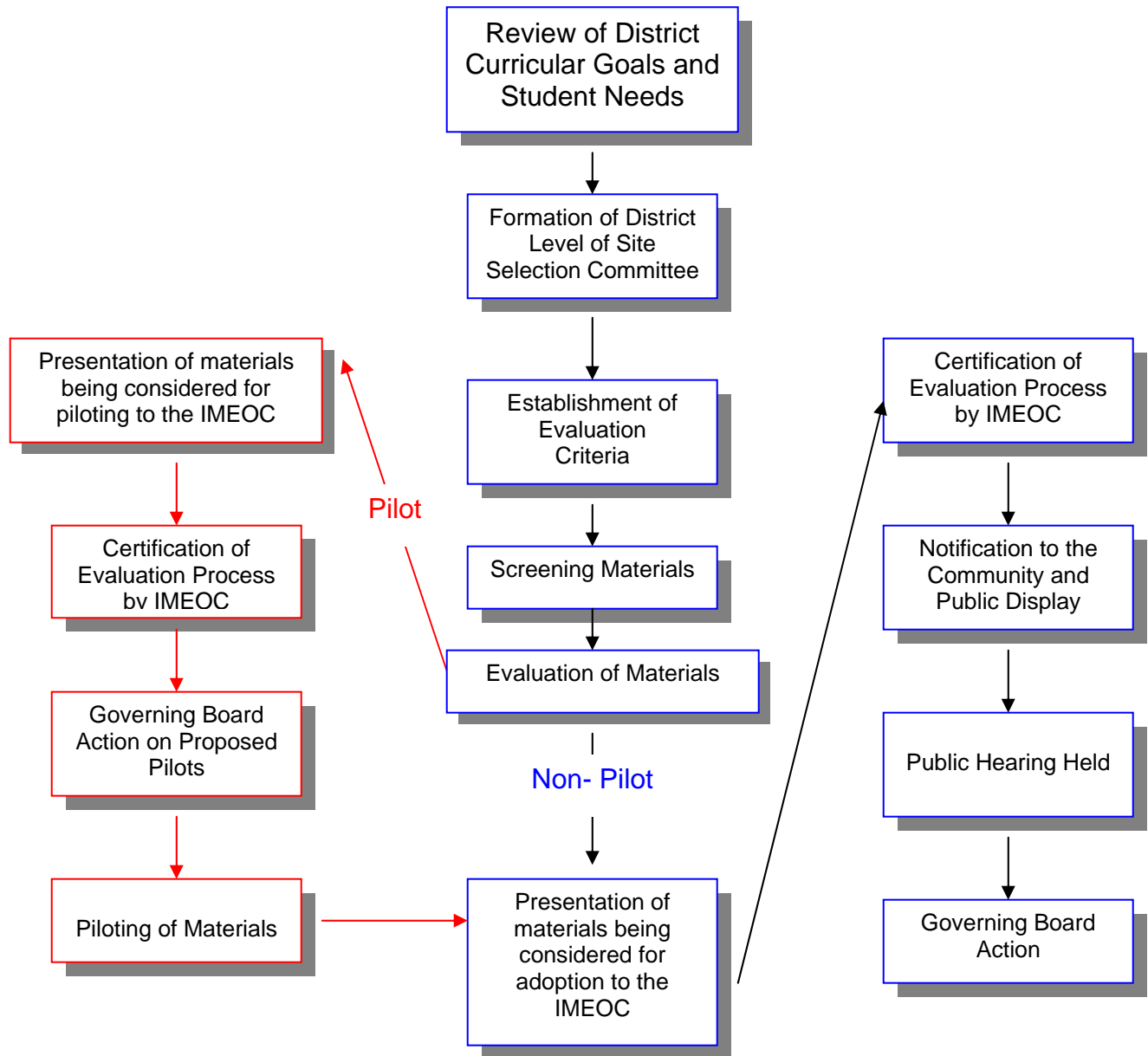
All curriculum-based materials shall be approved and adopted by the Governing Board in compliance with the California Education and Administrative codes. Under broad, minimum state standards captured in statute and in the state curricular frameworks, specific choices about instructional materials need to be made at the local district level, taking into account the economic, geographic, physical, political, educational and social diversity of our state.

The District and Governing Board reserve their discretion to review and approve or disapprove any curriculum-based materials and/or other instructional materials.

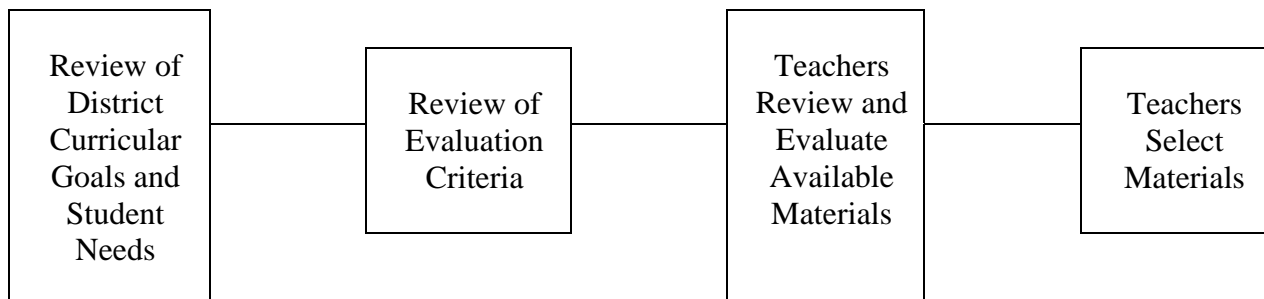
Other Instructional Materials: are curriculum-based materials such as maps and globes, charts, films, sheet music, software and video laser discs which act both as a text and as an interactive medium to engage students in learning. To ensure high standard of quality and appropriateness, these materials will be carefully selected and may, at the discretion of the District or Governing Board, be subject to the same selection process as all curriculum-based instructional materials.

Library Books: are reference books, fiction and non-fiction books and computerized references such as CD-Rom. Periodicals may also be included as library books. Staff uses professional library periodicals to assist with selection ensuring that library books are of high quality and are appropriate for the age of the students at that site.

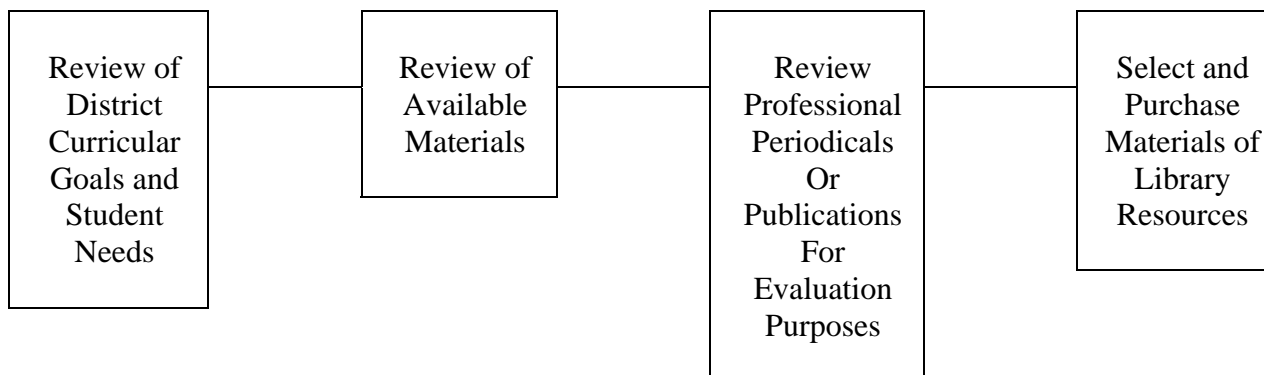
Selection and Adoption of Basic Texts and CORE Works



Selection of Other Instructional Materials (at the discretion of the District and Governing Board)



Selection of Library Resources



Board Adopted 6/7/94 – Revision adopted: August 21, 2001
Revision approved: December 17, 2002
Revision approved: October 18, 2005
Revision approved: May 20, 2008

**SAN LORENZO
UNIFIED SCHOOL DISTRICT
EXHIBIT**

Instruction

E 6161.1

INSTRUCTIONAL MATERIALS ADOPTION EVALUATION COMMITTEE

Affirmation Regarding Conflict of Interest

As a prospective member of the San Lorenzo Unified School District Instructional Materials Adoption Evaluation Oversight Committee (“Committee”), I affirm that I am currently not and, while on the Committee, will not engage in any of the following conduct, in accordance with Board Policy 6161.1:

- a. Accept any emolument, money, or other valuable thing or inducement, except for copies of instructional materials, to directly or indirectly influence the adoption or purchase of any instructional material.
- b. Be employed by or receive compensation from any person, firm, organization, or any of its subsidiaries or controlling entities submitting instructional materials to the district.
- c. Have or negotiate a contractual relationship with any person, firm, or organization or any of its subsidiaries or controlling entities submitting instructional materials to the district.
- d. Have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district, unless there are extenuating circumstances and the Superintendent or designee approves my participation in the evaluation, selection and approval of instructional materials.

Employee Signature

Date

Employee Printed Name