

Instructional Materials Selection and Procurement

Definitions

Accessible Educational Materials

Accessible educational materials (AEM) are print-and technology based educational materials, including printed and electronic textbooks and related core materials that are designed or enhanced in a way that makes them usable across the widest range of learner variability, regardless of format (e.g., print, digital, graphic, audio, video) per the [National Center on Accessible Educational Materials](#).

Instructional Materials:

Oregon law defines instructional material as any organized system which constitutes the major instructional vehicle for a given course of study, or any part thereof. The district defines these materials as instructional content provided to the student through textbooks, supplemental texts and library books regardless of format, encompassing printed or representational, audiovisual and electronic or digital materials. This includes, but is not limited to, books, periodicals, newspapers, pictures, videos, television recordings, internet sources, software and audio recordings.

Core Adopted Materials:

Instructional materials adopted and paid for by the district, selected to teach the Oregon Academic Content Standards.

Supplemental Materials:

Instructional and non-instructional materials that are selected to enhance core adopted materials or to amplify reading and learning growth, but are not adopted by the district, including, but not limited to, school and classroom library materials of all formats.

Core Adopted Materials Selection

Core adopted instructional materials will present diverse and comprehensive approaches to topics under study and align with the Oregon Academic Content Standards. The district will strive to recommend instructional materials that include sufficient representation of and instruction on the histories, contributions and perspectives of individuals from diverse backgrounds and identities.

Core adopted instructional materials will contain appropriate readability levels, support the district's adopted curriculum content, provide ease of teacher use and be purchased at a reasonable cost. Core adopted instructional materials will be provided free of charge to all BSD students and staff. Fees for lost or damaged materials may be collected in accordance with the district's Student Fees, Fines and Charges Policy (JN).

The district will establish a process and timeline for regularly assessing whether textbooks and other core adopted instructional materials have been provided to students with disabilities who use assistive technology and require accessible educational materials, to ensure that they have received suitable access to core adopted instructional materials in a timely manner per district policy [IGBAJ](#). Timely manner is defined in Oregon as at the same time materials are available for students who do not need accessible educational materials.

During the program renewal/adoption process outlined below, the curriculum committee will consult with the District Assistive Technology Specialist(s), and other appropriate professional personnel as applicable, to ensure that considered materials are accessible from the beginning or will be made available in accessible formats for students who require them in a timely manner.

Core Adopted Instructional Materials/Program Adoption Procedure

1. Prior to an adoption study, teachers, administrators, parents/guardians, citizens of the Banks service area and students may suggest materials they feel should be considered for adoption. Their specific suggestions or recommendations should be submitted to the director of instruction.
2. The director of instruction will compile and present all suggestions for review to the curriculum committee. The curriculum committee will include:
 - a. Staff from the same grade level or department at which the material will be used,, b. School principal(s), and
 - c. Students may or may not be included in the committee.
3. The committee will conduct a renewal/adoption needs assessment. Publishers and curriculum consultants may be invited to participate as part of the process. An evaluation/rating instrument will be employed for all program/instructional materials considerations.
4. As part of the adoption process, the committee may decide whether to initiate a field test or pilot of a particular series or text or to proceed directly with committee recommendation based on material evaluations and rating only. Any field test or pilot should be coordinated and compatible with the proposed revisions in the curriculum guide. A proposed field test or pilot must have approval of the principal and teachers involved. After a field test or pilot in the classroom and/or committee review, the committee will release results of its evaluation on the programs/instructional materials studied to the director of instruction.
5. Materials under consideration for adoption by the committee will be available for review by district employees and community members at a scheduled and published date
6. The committee will forward a recommendation for curriculum and professional development to the superintendent.
7. The superintendent will decide after reviewing the recommendation to either forward it to the Board for approval or to send the proposal back to the curriculum committee for further review.
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 principals' 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 their assignment area, the teacher may submit that concern in writing to their school administrator. If the administrator agrees with the concern, they may refer the concern to the superintendent. The superintendent will refer the concern to the director of instruction and 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 field test/pilot 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 will require the superintendent's approval.

Supplemental Materials Selection

The district believes that cooperative evaluation and selection of supplemental materials supports inclusive materials collection development. When reasonable, relevant building staff, district staff and administrators will collaborate to select and evaluate supplemental materials. Students, authoritative subject matter experts, and other community members will be included when practicable.

Supplemental Materials Selection Criteria

In general, materials will be selected for their strengths rather than rejected for their weaknesses. A combination of three or more of the following criteria will be used as a guide when selecting all materials provided to students, staff, and community members, including core adopted and supplemental materials and donations:

1. Supports and aligns with [Oregon Academic Content Standards](#);
2. Supports and enriches the varied interests, abilities, backgrounds, identities and developmental maturity levels of students served;
3. Provides accurate factual knowledge from authoritative sources to empower students to make informed decisions in their daily lives;
4. Is appropriate for the social, emotional and intellectual development of students for whom the materials are selected, accommodating a reasonable range of developmental maturity levels;
5. Earns favorable reviews from standard secular, professionally recognized reviewing sources and/or authoritative subject matter experts, including authentic reviews from communities represented in the material;
6. Represents differing viewpoints so that young citizens may develop, under guidance, the practice of analytical reading and thinking;

7. Provides content accessible in a wide variety of languages and/or physical and virtual formats for ease of use and/or to provide accommodations to enhance comprehension; and/or
8. Authentically represents the histories, contributions and perspectives of individuals with diverse backgrounds and identities, including materials by content creators of all cultures.

Those involved in materials selection will also evaluate core adopted and supplemental materials for discrimination or bias based on, including but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, or based on the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status or veterans' status of any other persons with whom the individual associates. If discrimination or bias are detected, staff will collaborate with appropriate professional personnel to determine a plan to address and minimize the impact.

School Media Materials

School media materials and programming will be selected and deselected with the Banks School District selection criteria as a guide. The district endorses the principles set forth in the American Library Association [Library Bill of Rights](#) and its interpretative statements, including "[Access to Resources and Services in the School Library](#)." The district also endorses the principles set forth in the National Council of Teachers of English "[The Students' Right to Read](#)" statement. These principles, along with the district criteria rubric, will guide school and classroom library collection development within the Banks School District.

BSD library services staff will conduct ongoing, cooperative inspection of the district's school library collections. An annual inventory of each school's library collection will be a part of this process. Damaged, worn, surplus, superseded and outdated materials will be removed from the collection and replaced as needed in accordance with the [Policy IIBD](#). Replacement fees for lost or damaged materials will be applied in accordance with the district's fee schedule.

Reconsideration of Core Adopted and Supplemental Materials

The Banks School District acknowledges that staff members and patrons of the district may express concerns about instructional materials including core adopted and supplemental materials (defined above). All formal challenges shall be submitted in writing using the district's reconsideration form prepared for this purpose and must follow the materials reconsideration process outlined below. All involved must retain questioned items and keep them in circulation throughout the materials reconsideration process. Alternate copies will be obtained for review. The materials reconsideration process should be completed in its entirety and not subverted or ended prematurely. The complainant may withdraw the materials reconsideration request at any time during the process.

The materials reconsideration process is as follows:

1. The school principal, a member of BSD library services, or the district's director of instruction, will provide the complainant with the following documents:

- a. the ALA Library Bill of Rights and relevant interpretations,
 - b. the district’s Instructional Resources/Instructional Materials Policy (IIA),
 - c. the district’s Instructional Resources/Instructional Materials Administrative Regulations (II d. IIA/IIAR), and
 - e. the district’s Request for Reconsideration of Instructional Materials Form.
2. If the complainant decides to submit a formal materials reconsideration request, they will complete the Request for Reconsideration of Instructional Materials Form in full and submit it to the school principal. If the principal is raising the concern, they should complete the form and submit it to the director of teaching and learning.
- A Request for Reconsideration of Instructional Materials Form must be submitted for each material in question. Lists containing multiple materials will not be considered.
3. Upon receipt of the form, the principal should notify and provide a copy of the reconsideration form to the following individuals:
- a. Superintendent,
 - b. District Library Services lead, and
 - c. Director of Instruction.
4. The director for instruction will notify the superintendent of the request for reconsideration. The superintendent will review the documentation to ensure that the policy has been followed. When this has been confirmed, the superintendent will direct the director of instruction to form and chair a reconsideration committee to review the request for reconsideration. The director of teaching and learning will personally contact the complainant to gather more information about the complaint.
5. The reconsideration committee will include at least five individuals (always an odd number) and will include at least one person from each of the following categories:
- a. Staff from the same grade level or department at which the material is being used, b.
 - Members of the community including parents/guardians,
 - c. District Library Services lead, and
 - d. School principal(s).
- Students may or may not be included in the committee.
Individuals who submit the reconsideration form will not be included on the committee
6. The reconsideration committee will abide by the following guidelines:
- a. All committee members will read and review the material in full.
 - b. All committee members will be provided with a copy of the following:
 - (1) A copy of the ALA Library Bill of Rights and it’s interpretive statements,
 - (2) A copy of the material in question, and
 - (3) A copy of the Instructional Resources/Instructional Materials Policy (IIA & IIA-AR).
 - (4) Banks SD Instructional Materials Review Rubric
 - (5) A copy of the completed Instructional Materials Reconsideration Form
 - c. Meeting minutes and members will be recorded.

- d. Meetings will be closed to the public.
 - e. During the initial or subsequent meetings, the committee will make its recommendation determined by the simple majority to retain, move the material to a different level or remove the material.
 - f. The committee's recommendation will be determined no later than thirty school days after the principal or director of instruction receives the completed Request for Reconsideration of Instructional Materials Form.
 - g. The committee's written recommendation (including a minority report if needed) will be presented to the complainant, the superintendent and the director of instruction within five school days of determination.
 - h. Appeals to this decision will follow the process outlined in [Policy KL](#).
7. Decisions on reconsidered materials will stand for five years before new requests for reconsideration of those items will be entertained.