

## GUIDELINES FOR THE SELECTION OF INSTRUCTIONAL MATERIALS

The term “supplemental instructional materials” shall include (supplemental) printed materials and multi-media materials, and includes both materials used in classrooms and materials available in the libraries.

The formal adoption of textbooks is addressed by policy IIAA.

### **Selection and Review of Supplemental Materials**

- a. The School Board delegates the responsibility for the selection, evaluation, and use of supplemental instructional materials to the Instruction Department and licensed instructional staff at individual schools. Parents, students, and other staff and community members may be asked to serve on an evaluation or examination committee. Selection, evaluation/examination, and use shall be in accordance with policies and regulations of the Board, including the recommendations and guidelines provided herein.
- b. Supplemental instructional materials include books, charts, maps and globes, models, pictures, games, data files, websites, motion pictures, documentaries, periodicals, slides, sound recordings, printed music, teacher-made materials, and other classroom instructional materials other than textbooks.
- c. Supplemental instructional materials, including teacher-made materials, may be reviewed by Instruction staff, the principal or the principal’s designee.
- d. Not all materials require prior approval of the Instruction Department, principal or a designee. Staff shall carefully prepare, review, and/or select supplemental instructional materials, with particular focus on ensuring (a) such materials are aligned with the approved curriculum and consistent with applicable School Board policies, including, but not limited to, those governing teaching about sensitive or controversial issues (see policy INB) and the teaching of sensitive content within approved Family Life Curriculum; and (b) use of such materials serves to both support and complement instructional goals and objectives within the specific subject areas and classrooms. If staff has any question about whether a particular material should be used or available, consultation with the Instruction Department or principal prior to use is advisable.
- e. Notice to parents: all materials are available for review. Comments and observations about supplemental instructional materials should be directed to the teacher, principal and/or Instruction Department.

### **General Recommendations and Guidelines for Supplemental Instructional Materials**

Supplemental instructional materials should:

- a. align with, support, or complement goals and objectives of the school division and instructional goals and objectives within the curriculum in which they will be used.
- b. be appropriate for the age, emotional and social development, and ability level of students for whom the materials are selected.

- c. be diverse with respect to levels of difficulty, reader appeal, and present a variety of points of view.
- d. meet high standards of quality in factual content and presentation.
- e. have aesthetic, cultural, literary, or social value. The value and impact of any material will be judged as a whole, taking into account the author's intent rather than individual words, phrases, or scenes/depictions.
- f. foster cultural diversity and respect and/or understanding for gender, disabilities, and racial, ethnic and religious groups.
- g. be designed to motivate students to examine their own attitudes and behaviors and to appreciate their own duties, responsibilities, rights, and privileges as participating citizens in our society.
- h. be continually reviewed and renewed, not only by the addition of new or updated material, but by judicious elimination of materials which no longer meet instructional needs, or are worn or obsolete.

Additional guidelines and recommendations may be developed by the Instruction Department or at the building or grade/department level.

Not all supplemental instructional materials will meet each guideline set forth in this regulation. Supplemental instructional materials should be evaluated and examined together with other instructional materials, as a part of the overall curriculum, goals and objectives, and learning process.

### **Guidelines and Recommendations for Print Materials for Use in Classrooms or Available in Libraries**

- a. Library books and other publications available for elective (non-assigned) reading should be selected so that there are items of interest available for all students. A book shall not be excluded or withdrawn solely for due to the gender, race, nationality, or political or religious views of the writer.
- b. Materials selected should be balanced to present many points of view concerning problems and issues on local, state, national and international levels.
- c. Standard evaluation aids such as catalogs and book reviews shall be consulted where available.
- d. The factual accuracy, authoritativeness, balance, and integrity of the material shall be considered along with the presentation of both the material and ideas therein.

### **Guidelines and Recommendations for Media Materials**

The following factors should be considered regarding media materials:

- a. Appropriateness of the medium.
- b. Importance of the subject matter.
- c. Contemporary significance or permanent value.
- d. Readability and popular appeal.
- e. Format, copyright date, and price.
- f. Needs of the individual student and the curriculum.
- g. Potential use.

Full-length films are not encouraged for use in classroom instruction. Video clips are generally more instructionally appropriate. Use of full-length films must meet copyright use law and the criteria found in IIAB-SR1 (Regulation Governing Video/Movie Usage).

### **Guidelines and Recommendations for Web-Content and Video Clips**

Web-based media and video clips may supplement classroom instruction.

- a. Limit searches to respected sources. Many newspapers, museums, libraries, radio stations, and institutions have safe channels on content provider sites to search for material submitted only by those sources.
- b. When choosing clips for the classroom, keep them short. Use class time to discuss the clip and demonstrate its significance to the larger lesson and curricular goals and objectives.
- c. Preview the complete clip prior to showing it to students. Clips may be edited or extended, and you may not be showing what you expected.
- d. Avoid all clips and content that has not been previewed. Related clips may auto-play, and may appear to support the lesson, but could contain inappropriate or irrelevant content.
- e. Understand and abide copyright laws if you are downloading and re-using content that may have a copyright.

### **External Information Sources**

Use of guest speakers, information provided by community agencies and organizations, as well as museums, libraries and other educational institutions should be consistent with division goals and objectives, and with the instructional goals and objectives of the course or content area in which they are used. Selection of external information sources should take into account the age, emotional and social development, and ability level of the students who will access or participate in the other learning resources.

PUBLIC COMPLAINTS ABOUT LEARNING RESOURCES

A resident of the school division can challenge learning resources as follows:

**LEVEL 1- Conference with Principal**

1. The complainant initiates a challenge to learning resources by informing the principal of the building in which the challenged material is used or available of the title and author of the challenged material and the reason the complainant objects to its use or availability.
2. The principal will consult with appropriate division personnel to gather information regarding the rationale for inclusion of the material as well as any other background information the principal or other division personnel deem relevant.
3. The principal and appropriate division personnel and the complainant shall meet to discuss the purpose and use of the material. It is the responsibility of the complainant to schedule this conference.
4. If the request is to withdraw instructional material used in the classroom for a particular student, the principal may honor the request and offer to substitute other appropriate instructional material for that student. If this is the resolution, the material is not otherwise withdrawn from any classroom or library.
5. If the complainant is not satisfied with the outcome after the conference, the complainant may appeal by completing form KLB-E1 and filing it with the principal of the building in which the challenged material is used or available. A complainant who does not complete and return the form within ten (10) workdays receives no further consideration of the challenge.

**LEVEL 2- Committee Review**

1. Upon receiving the completed form KBL-E1, the principal will notify the Superintendent or the superintendent's designee.
2. During the procedures for reconsideration (all levels), the challenged material will remain available for use, unless the committee decides temporarily to suspend use/availability.
3. An evaluation and examination committee will be appointed by the Superintendent, consisting of (at a minimum) the principal, librarian and a classroom teacher from the building in which the challenged material is used/available, and a parent (other than the complainant). Depending on the nature of the complaint and challenged material, the committee may also include administrators and/or staff from other division schools in which the challenged material is used/available, an instructional or media specialist employed by the division, and other members of the school or external community. If the challenge involves high school material, a student from building(s) in which the challenged material is used/available may be included on the committee.

The responsibilities of the committee will be to:

- a. review the completed form;
- b. read, view, or listen to the challenged material;

- c. hold at least one meeting to discuss the material and provide an opportunity for the complainant to explain his or her objection;
  - d. review the rationale provided by division personnel responsible for use or inclusion of the material as an available resource;
  - e. receive reputable professional reviews/evaluations of the material if available;
  - f. review applicable School Board policies and selection guidelines and recommendations;
  - g. discuss the matter, vote to retain the material or to grant or deny (in whole or in part) the complainant's request, and decide for how long and in what grade(s) or building(s) any restriction shall apply; and
  - h. issue a written decision and file it with the superintendent or superintendent's designee.
4. The principal shall inform the complainant in writing, of the decision of the committee and the disposition of the challenged material, within thirty (30) workdays of receiving the Request for Reconsideration of Instructional Material.
  5. A copy of all correspondence regarding the challenge will be retained at the building level.
  6. If the complainant wishes to appeal the decision made at Level 2, the complainant must submit an appeal in writing, to the principal and the Superintendent or Superintendent's designee, within ten (10) workdays of receipt of the principal's letter of decision. A complainant who does not file a written appeal within ten (10) workdays receives no further consideration of the challenge.
  7. The principal shall forward the challenge file (including all correspondence) to the Superintendent.

### **LEVEL 3- Appeal to the Superintendent's Office**

1. During the Level 3 appeal the challenged material will remain available for use, unless the Superintendent decides temporarily to suspend use/availability.
2. Upon receipt of the written appeal request, the Superintendent or designee will review the file, correspondence relating to the challenge and the decision of the committee, as well as any subsequent submissions from the complainant or other interested parties.
3. The superintendent or designee shall, with \_\_\_ workdays of receipt of the complainant's appeal, issue a written decision about the challenged material to the complainant, the building principal, and appropriate division personnel responsible for the use/availability of the challenged material.
  - a. If the Superintendent or designee decides to limit use or availability of the challenged material, the written decision shall specify the time period during which the material shall not be used or available and the grade level(s) or building(s) in which the material is restricted (as applicable).
4. If the complainant wishes to appeal the decision made at Level 3, the complainant must submit an appeal in writing, to the Superintendent or Superintendent's designee, within ten (10) workdays of receipt of the Superintendent's decision, requesting the challenge be placed on the agenda of the School Board's next regular meeting. A complainant who does not file a written appeal within ten (10) workdays receives no further consideration of the challenge.

#### **LEVEL 4- Appeal to the School Board**

At its next regularly scheduled meeting following receipt of the complainant's appeal from Level 3, the School Board will consider the record, hear from the complainant, and decide whether a further hearing should be conducted about the School Board votes temporarily to suspend use/availability.

If the School Board declines to conduct a further hearing, it affirms the Level 3 decision and its decision is final.

If the School Board elects to hold a further hearing, it will set and specify the date, time, and rules for that hearing.

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Amended: May 19, 2003

June 26, 2006

June 23, 2008

May 12, 2014

September \_\_, 2016

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-253.13:7.C.2.

8 VAC 20-720-160.

Cross Refs: IIA Instructional Materials

IGAH Family Life Education

INB Teaching About Controversial Issues

KL Public Complaints

KQ Commercial, Promotional and Corporate Sponsorships and Partnerships