

Category:	Procedure:	
Instructional Goals and Objectives	Selection of Instructional Materials other than Textbooks	
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GUIDING PRINCIPLES

Teachers, school administrators, and instructional supervisors/specialists will work together to select appropriate high-quality instructional materials. Such materials could include (but are not limited to) books, magazines, newspapers, journals, and video, audio, digital, and web resources.

Teachers will have read any written materials (and/or carefully reviewed any non-written materials) prior to their assignment. Teachers should use the following selection criteria along with professional judgment when selecting instructional materials for classroom use:

CRITERIA FOR SELECTION

- Educational purpose (as defined by the Common Core State Standards)
- Contribution the subject matter makes to the curriculum and to the interests of the students
- Appropriateness to social, emotional, and intellectual level of intended audience
- Favorable reviews found in standard selection sources
- Favorable recommendations based on preview and examination of materials by professional personnel
- Reputation and significance of the author, producer, and publisher
- Validity, currency, and appropriateness of the material
- Contribution the materials makes to the breadth of representative viewpoints on controversial issues
- High degree of potential user appeal
- High artistic quality and/or literary style
- Quality and variety of format
- Value commensurate with cost and/or need
- Timeliness or permanence

Teachers and instructional supervisors/specialists will maintain and regularly update a *general* district-wide list of reviewed materials and resources. Recognizing it is not feasible to develop an exhaustive list of resources for every school need, teachers, instructional supervisors/specialists, and administrators will be

42 expected to use professional judgment as well as established selection criteria when selecting instructional
1 materials. It is expected that teachers refer to the list of reviewed materials and resources in the planning
2 process.
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4 Any instructional materials that include content which might be considered sensitive by parents or students
5 (for example, materials that might contain coarse language, graphic violence, explicit sexual content, illegal
6 use of drugs or alcohol, acutely illicit activity, malicious denigration of religious beliefs, and/or extremist
7 inducements) must be assessed and approved at the school level using the Instructional Materials
8 Assessment (IMA) process prior to being assigned. If there is any question as to whether instructional
9 materials are potentially sensitive, then they should be treated as such.
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11 The Instructional Materials Assessment process will use the criteria listed below, as well as the attached
12 form and protocol. For instructional materials that include potentially sensitive content, the IMA
13 documentation must be reviewed and approved by the school principal or his/her designee prior to their
14 assignment. The school principal will be responsible and accountable for ensuring that the IMA process is
15 consistently utilized to assess potentially sensitive content.
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17 If such instructional materials are assessed and reviewed at the school level and it is determined that their
18 literary and/or educational value greatly outweighs the concerns over the sensitive material, then the
19 materials may be utilized, but only if clear, timely, and detailed notification is made to students and parents
20 about the sensitive content, and alternative materials are offered and communicated at the time of the
21 assignment. Detailed documentation of the IMA process and review shall be forwarded to the Office of
22 Curriculum & Instruction well prior to the materials being assigned.
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24 If there is not significant literary and/or educational value to the instructional materials being assessed, or
25 if that value does not outweigh the potentially sensitive content, such instructional materials will not be
26 assigned nor utilized.
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28 Should a learning opportunity (e.g. a current event requiring video clip) relating specifically to a teacher's
29 curriculum unexpectedly arise during the course of study, the teacher is expected to use professional
30 judgment along with the established selection criteria to determine the appropriate use with students. If the
31 instructional material in question contains potentially sensitive material, then said materials should not be
32 used until such time as a thorough Instructional Materials Assessment can be conducted by the teacher and
33 approved by the principal or his/her designee.
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35 **ADDITIONAL GUIDANCE FOR HIGH SCHOOLS**

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37 At the high school level, all resources and instructional materials used during the course of study should be
38 included in the syllabus and openly disclosed to parents/guardians and other stakeholders *sufficiently in*
39 *advance of their use with students.*
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- 41 • Teachers will develop a course syllabus for each subject (see district approved syllabus guidelines).
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- 43 • Teachers will review all instructional materials included in the course syllabus, and ensure that
- 44 potentially sensitive materials will be reviewed through the IMA process before being included in
- 45 the syllabus for use in the course.
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- 47 • The syllabus will be communicated to parents/guardians and posted on the teacher's web page.
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- Department Chairs or another staff member formally designated by the principal will be responsible for verifying syllabi postings to the teacher web page.

SUMMER READING AND SCHOOL-WIDE READING LISTS

Teacher and school administrators who approve summer reading lists and/or school-wide reading assignments (i.e. school-wide, SLC, or advisory book study) should ensure that any potentially sensitive instructional materials will be reviewed through the IMA process. This will be done well in advance of assigning the materials. Summer reading lists should be developed and reviewed prior to February 1st and the lists, as well as documentation of any IMAs must be submitted to the Office of Curriculum & Instruction by March 1st.