

INSTRUCTIONAL RESOURCES

EF
(LOCAL)

Note: ~~For information related to the selection process and accounting of instructional materials, as this term is defined by state law and rule, see CMD and EFA.~~

~~The District 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 the Superintendent shall ensure professional staff select instructional resources in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum, instructional program, and instructional resources of the District lies with the Board.~~

Objectives

~~In this policy, "instructional resources" includes both instructional materials and library materials.~~

~~Instructional materials may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District's educational program.~~

~~Library materials may include printed and electronic library acquisitions and other ancillary or supplementary materials maintained in a campus library for independent use by students and faculty outside of the District's core educational program. In accordance with state and local guidelines, library collections should enrich and support the state and local curriculum. Collections should also provide materials of high interest to encourage student reading and learning for pleasure.~~

~~Library materials may be used to enhance the instructional program, for formal or informal teaching and learning purposes, and for voluntary inquiry or self-selected reading.~~

~~In accordance with state and local standards, school libraries are essential interactive collaborative learning environments, ever evolving to provide equitable physical and virtual access to ideas, information, and learning tools for the entire school community.~~

~~School libraries are essential, safe, and inviting centers for teaching and learning that provide equitable access to emerging technologies and physical and virtual collections of high quality, reflecting input from stakeholders.~~

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Selection

~~Administrators, teachers, librarians, other District personnel, parents, and community members, as appropriate, may recommend instructional resources for selection.~~

Instructional Resources

~~The Board shall rely on District professional staff to select and acquire instructional resources that:~~

- ~~1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.~~
- ~~2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.~~
- ~~3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.~~
- ~~4. 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. [See also EMB regarding instruction about controversial issues.]~~
- ~~5. Promote literacy.~~

~~Selection of resources is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of resources that still have educational value.~~

Additional Instructional Materials

~~In addition to the criteria above, District professional staff may select additional instructional materials in accordance with administrative regulations.~~

Library Materials

~~In addition to the criteria above, librarians and other professional staff shall ensure that library materials:~~

- ~~1. Develop a balanced collection presenting multiple viewpoints related to controversial issues to foster critical thinking skills and encourage discussion based on rational analysis [see EMB regarding instruction about controversial issues];~~
- ~~2. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community;~~
- ~~3. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives;~~
- ~~4. Demonstrate literary merit, quality, value, and significance;~~

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- ~~5. Have received favorable professional library reviews from state and nationally recognized review publications;~~
- ~~6. Have received state or national awards or are included on recommended reading lists developed by library professionals and educators;~~
- ~~7. Cover topics, authors, series, or genres that fill gaps in the school library collection;~~
- ~~8. For nonfiction resources, include accurate and authentic factual content from authoritative sources;~~
- ~~9. Have a high degree of potential user appeal and interest;~~
- ~~10. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners;~~
- ~~11. Are requested or recommended by students and teachers;~~
- ~~12. Mirror selections found in neighboring districts or libraries in the region; and~~
- ~~13. Represent diverse viewpoints and cultures appropriate to each campus to ensure the collection embodies the unique background of its student population.~~

**Protection from
Inappropriate
Material**

Library materials shall not include “harmful material” as defined by Penal Code 43.24(a)(2) or “obscene” material as defined by Penal Code 43.21(a)(1).

~~Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]~~

Gifts

~~Gifts of instructional resources shall be evaluated according to the provisions above and accepted or rejected in accordance with CDC(LOCAL).~~

Parent Consideration

~~In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. In accordance with state law and administrative regulations, parents may select alternative library materials~~

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	<p>for their student. [For information on parental rights regarding instructional materials and other instructional resources see EF(LEGAL).]</p>
Challenged Resources	<p>A parent of a District student, a student who is 18 years of age or older, an individual employee, or any District resident may challenge an instructional resource used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.</p>
Guiding Principles	<p>The following principles shall guide the Board and staff in responding to challenges of instructional resources:</p> <ol style="list-style-type: none">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 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 instruction extends only to his or her own child as set forth in Education Code Chapter 26.3. Access to a challenged resource shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent. <p>The major criterion for the final decision on challenged resources is the appropriateness of the resource for its intended educational use. No challenged instructional resource shall be removed solely because of the ideas expressed therein.</p>
Informal Reconsideration	<p>When the District or a campus receives an objection about the appropriateness of an instructional resource, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional resource. If appropriate, the administrator may offer a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged material.</p> <p>If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional resource.</p>
Formal Reconsideration	<p>A complainant shall make any formal objection to an instructional resource on the form provided by the District and shall submit the</p>

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	<p>completed and signed form to director of library services. Upon receipt of the form, the director of library services shall appoint a reconsideration committee.</p> <p>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.</p> <p>All members of the committee shall review the challenged instructional 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 and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.</p>
<i>Frequency of Review</i>	<p>After an instructional resource has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection or maintenance process, as applicable.</p>
Appeal	<p>The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at Level Two. [See DGBA, FNG, and GF]</p>