

EVALUATION AND SELECTION OF INSTRUCTIONAL MATERIALS

Instructional Materials Funding Realignment Program

The district shall use state funds received under the Instructional Materials Funding Realignment Program to ensure that each student is provided with standards-aligned textbooks or instructional materials in the core curriculum areas of reading/language arts, mathematics, science, and history/social science.

Instructional materials for grades K-8 shall be selected from the list of standards-aligned materials adopted by the State Board of Education (SBE). Instructional materials for grades 9-12 shall be adopted by the Governing Board. Standards-aligned materials in each core curriculum area shall be provided to each student at the beginning of the first school term that commences no later than 24 months after those materials are adopted by the SBE or the Board, as applicable.

For grades 9-12, the Superintendent or designee shall review instructional materials in history/social science, mathematics, reading/language arts, and science using a standards map in order to determine the extent to which the materials are aligned to the content standards adopted by the SBE.

After the Board has certified that all students have been provided with standards-aligned instructional materials in the core curriculum areas, the district may use any remaining program funds for the purposes specified in Education Code 60242.

The district instructional materials/textbooks adoption cycle will follow the published cycle as adopted by the California Board of Education and published by the California Department of Education.

Criteria for Selection and Adoption of Instructional Materials

Instructional materials adopted by the Board shall:

1. For basic instructional materials in grades K-8, be selected from among the list of materials approved by the SBE in accordance with law.
2. For instructional materials in high schools, be provided by publishers who comply with the requirements of Education Code 60040-60048, 60060-60062, and 60226.
3. Not reflect adversely upon persons because of their actual or perceived sex, age, sexual orientation, gender, ethnic group identification, race, ancestry, national

- origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district, or contain any sectarian or denominational doctrine or propaganda contrary to law.
4. To the satisfaction of the Board, be accurate, objective, current, and suited to the needs and comprehension of students at their respective grade levels.
 5. With the exception of literature and trade books, use proper grammar and spelling.
 6. Not provide any exposure to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following:
 - a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by the SBE.
 - b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.
 7. Meet the requirements of Education Code 60040-60043 for specific subject content.
 8. Support the district's adopted courses of study and curricular goals.
 9. Contribute to a comprehensive, balanced curriculum.
 10. Demonstrate 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.
 11. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels.

12. Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills.
13. Contribute to the proper articulation of instruction through grade levels.
14. As appropriate, have corresponding versions available in languages other than English.
15. Include high-quality teacher's guides.
16. Meet high publishing standards in terms of the quality, durability, and appearance of paper, binding, text, and graphics
17. When available from the publishers, consider options for lighter weight materials in order to help minimize the damage to students by the combined weight of instructional materials

Instructional Materials Evaluation Committee

The Superintendent or designee may establish an instructional materials evaluation committee to evaluate and recommend instructional materials for Board approval. This committee will consist of a majority of teachers and may also include administrators, other staff who have subject-matter expertise, parents/guardians, and community members. The committee will review instructional materials using criteria provided above.

Conflict of Interest

To ensure integrity and impartiality in the evaluation and selection of instructional materials, any district employee participating in the evaluation of instructional materials shall not:

1. Accept any emolument, money, or other valuable thing or inducement, to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material.

Sample copies of instructional materials are excepted from this prohibition.

2. 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.

3. 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.
4. Have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district.

Term of Use of Instructional Materials/Textbooks

Any instructional material (K-8) including state adopted textbooks, having been adopted for use by the Board of Education shall be retained in use by the district for a period of not less than two years nor more than six years after the date of its first use. The Board of Education may request an exemption to this requirement from the State Superintendent of Public Instruction whenever the administration demonstrates that the continued use of the materials will contribute meaningfully to pupil achievement.

Any instructional material, including state adopted textbooks, having have been adopted for use by the Board of Education for secondary schools shall be retained in use by the district for a period of not less than three years after the date of its first use.

Procedures for Selection of Instructional Materials/Textbooks

The following procedures are established to maintain articulation and coordination of the district's curricular offerings and selection of instructional materials/textbooks.

1. The Assistant Superintendent of Curriculum and Instruction or designee will keep the Board of Education apprised of dates and timelines on which instructional materials/textbooks will be evaluated and purposed adoption.
2. Examination, evaluation, piloting, and recommendation of instructional materials/textbooks up for adoption will be completed by a district advisory/selection team of instructional representatives from the appropriate grade level and/or content area for which the materials will be implemented.
3. The advisory/selection team will carefully evaluate all instructional materials/textbooks to assure they are aligned with the state content standards, meet other criteria specified in law, and are an effective learning resource to help students achieve grade-level competency.
4. Once the advisory/selection team has completed the examination and piloting process, they will complete the evaluation and present the recommended

materials for adoption.

5. The assistant superintendent, on behalf of the advisory/selection team, will present to the superintendent and the Board of Education the recommended instructional materials/textbooks on a first reading basis and open to the public for discussion and/or challenge. The materials will be on public display for 30 calendar days prior to final reading and approval.
6. If the instructional materials/textbooks are not challenged at the first and/or next reading at a regularly scheduled Board of Education meeting, the second reading will ensure board approval.
7. Should the selection be challenged, the matter will be open to public discussion during the first, second, and/or third consecutive regular scheduled board meeting. Challenges are to be made in writing to the Assistant Superintendent of Curriculum and Instruction.
8. At the direction of the superintendent and/or Board of Education, between the second and third readings, the challenges made against the recommended selection would be forwarded to the appropriate district-wide advisory/selection team for reconsideration.
9. Questions regarding instructional materials/textbooks should be resolved by the third meeting and members of the Board of Education would at that time make the final selection.

Adopted: September 24, 2008

(Replaces: AR 6161 Selection and Evaluation of Textbooks and Other Instructional Materials)
(Adopted: February 14, 2001)

(Replaces: AR 6161.1 Procedures for Selection of Instructional Materials/Textbooks)
(Reviewed: February 2001)
(Adopted: March 1973)

(Replaces: AR 6161.2 Procedures for Selection and Procurement of Textbooks, K-8)
(Reviewed: February 2001)
(Adopted: November 1978)

(Replaces: AR 6161.3 State Framework, Adoption Cycle, and Timeline for Curriculum Development)
(Adopted: November 1980)