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January 25, 1999
February 27, 2017 [Routine Review / MSBA Model Policy Modified]
Contact Person: Assistant Superintendent or Designee

POLICY 606 INSTRUCTIONAL MATERIALS SELECTION

I. PURPOSE

To provide direction for selection of instructional materials.

II. GENERAL STATEMENT OF POLICY

The School Board recognizes that selection of instructional materials is a vital component of the District's curriculum. The School Board also recognizes that it has the authority to make final decisions on selection of all instructional materials.

III. RESPONSIBILITY OF SELECTION

- A. While the School Board retains its authority to make final decisions on the selection of instructional materials, the School Board recognizes the expertise of the professional staff and the vital need to such staff to be primarily involved in the recommendation of the instructional materials. Accordingly, the School Board delegates to the Assistant Superintendent or Designee the responsibility to direct the professional staff in formulating recommendations to the Assistant Superintendent on the selection of instructional materials.
- B. In reviewing instructional materials during the selection process, the professional staff shall select materials which:
 - 1. Support the goals and standards of the educational program;
 - 2. Consider the needs, age, culture and maturity of students;
 - 3. Foster respect and appreciation for diversity and varied opinion, and;
 - 4. Fit within the constraints of the district budget, policies and operation guidelines.
- C. Assistant Superintendent or Designee shall be responsible for developing procedures and guidelines to establish an orderly process for the review and adoption of instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views and students, parents, and other interested members of the community. This procedure shall be coordinated with the District's curriculum revision process.

IV. PRINCIPLES OF INTELLECTUAL FREEDOM

The District believes in helping preserve American Freedoms, particularly the principles of intellectual freedom inherent in the First Amendment of the United States Constitution. These beliefs require a sincere effort to generate understanding of these freedoms through the development of better-informed and more responsible citizens. To facilitate this understanding, the School Board provides resources to meet the educational needs of all students and staff. Therefore, in selecting a varied and stimulating collection of quality resource material, principles must be placed above personal opinion and reason above prejudice.

Board Review: November 12, 1996
January 25, 1999
July 28, 2008 (Appendix D removed)
February 27, 2017 [Routine Review]
Contact Person: Assistant Superintendent or Designee

REGULATION 606 INSTRUCTIONAL MATERIAL SELECTION

I. Material Selection

A. Statement of Policy

The School Board recognizes that selection of instructional materials is a vital component of the District's curriculum. The School Board also recognizes that it has the authority to make final decisions on selection of all instructional materials.

II. Material Selection Procedures

A. Evaluation and selection of materials

1. will be made by qualified professional personnel
2. will utilize professionally prepared selection tools
3. will be made with personal examinations of materials when possible
4. will be an ongoing process, which includes the removal of resources as well as the replacement of lost and damaged materials

B. Guidelines for selecting materials should include, but not be limited to, some of the following

1. personal examination
2. department examination
3. district examination
4. subject area specialist
5. digital learning coordinator
6. professional meeting / conference
7. selection aids:
 - a. bibliography
 - b. annotated bibliography
 - c. reviewing source

C. Resources will be selected to

1. support and be consistent with the educational goals and objectives of the District
2. support and enrich the curriculum
3. provide for the developmental, personal, and recreational needs of the students
4. accommodate various intellectual and maturity levels, cultures, learning styles, and points of view

5. provide information representing various views of issues to extend thinking and develop critical analysis
 6. help patrons understand their responsibilities, rights, and privileges as participating citizens in society
 7. provide an extensive and representative collection.
- D. The selection of learning resources on controversial issues will be directed toward maintaining a diverse collection representing various views and perspectives. Learning resources shall clarify historical and contemporary issues by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.
- E. Inclusive Educational Program Plan

The School Board in the District has adopted Policy 102 (September 22, 2008, Equal Education Opportunity). In accordance with that Policy, the Learning and Teaching department works with the District Diversity Advisory Council (DDAC) to develop an inclusive educational program. This program includes a curriculum that is developed and delivered so that students and staff gain an understanding and appreciation of:

1. The cultural diversity of the United States. The curriculum and instructional materials attempt to reflect the wide range of contributions by and roles open to Americans of all races and cultures including, but not limited to, American Indians/ Alaskan Natives, Asian Americans/ Pacific Islanders, Black Americans, and Hispanic Americans.
 2. The historical and contemporary contributions of both women and men to society. The curriculum and instructional materials attempt to reflect the wide range of contributions by and roles open to American women and men.
 3. The historical and contemporary contributions to society by persons with disabilities. The curriculum and instructional materials attempt to reflect the wide range of contributions by roles open to Americans with disabilities.
- F. District Diversity Advisory Council (DDAC)

The District Diversity Advisory Council has the responsibility for advising the Superintendent or designee in all matters concerning diversity and inclusion.

The District Diversity Advisory Council provides information to the administration regarding any policy, program, or activity that deals with diversity /inclusion, and disabilities. The Committee interfaces with the City of Bloomington Human Rights Commission, other governmental agencies, schools, and community and business organizations on any matters involving human relations/ diversity.

The membership of the DDAC reflects a wide range of contributions by and roles open to men and women in the schools and community at large who are many different races and cultures.

With regard to the Department of Learning and Teaching, the DDAC has the responsibility to review diversity and inclusive education program concentrating on integrated interracial learning and inclusive opportunities that focus on a) curriculum, instruction and materials for all students, and b) staff development training for all school personnel.

The members of DDAC review the curriculum, professional development plans, and instructional materials to be sure that they:

1. Include multicultural and gender fair concepts are incorporated into the curriculum goals, learner outcomes, and evaluation processes established in the District. DDAC uses a curriculum bias review tool for each curriculum area. This process occurs annually. This checklist informs the Learning and Teaching department in developing curriculum, selecting materials, and designing professional development around instruction and assessment.
2. Include evidence of substantive involvement by women, persons of color, and persons with disabilities in the development of the plan.
3. Include specific goals, objectives, and implementation timelines for the curriculum processes, content, and materials needed for each of the areas listed above in section G.
4. Include procedures for systematic monitoring and evaluation of the plan.

G. Filing, reports, review, and revision

Bloomington's Inclusive Educational Program Plan

1. Is on file in the administrative offices of the District
2. Is prepared and available for status reports on implementing the plan as requested by the commissioner
3. Will be reviewed at least every six years and be revised as necessary.

H. Selection of Instructional Materials and School Board Review

1. The Assistant Superintendent or Designee shall be responsible for keeping the School Board informed of progress on the part of staff and others involved in the instructional materials review and selection process.

2. The Assistant Superintendent or Designee shall present a recommendation to the School Board on the selection of instructional materials after completion of the review process as outlined in this Policy.