

INSTRUCTIONAL MATERIALS SELECTION

The School Board delegates the responsibility for selecting instructional materials for Board approval to the superintendent. The deputy superintendent shall be responsible for establishing the selection procedures, appointing appropriate committees, accepting recommendations from committees assigned to the task and making the final decision when instructional materials are selected.

Policy also states that teachers, administrators and residents of the community shall be involved in a process designed to ensure that each student will be educated to the fullest by means of a wide variety of materials which will be provided to meet curricular needs and the greatest possible diversity of student interests. To the extent possible, all instructional materials used as part of the educational curriculum of a student shall be approved by the Board and available for inspection by the parents or guardians of the student prior to their use.

Definitions:

"Instructional material for purpose of Oregon law is defined as any organized system which constitutes the major instructional vehicle for a given course of study, or any part thereof." **OAR 581-011-0050**. The district defines these materials as instructional content provided to the student through textbooks, supplemental texts and library books regardless of format, encompassing printed or representational, audiovisual, and electronic or digital materials. This includes books, periodicals, newspapers, pictures, videos, television recordings, internet sources, software, and audio recordings.

Core Adopted Instructional Materials: Instructional materials adopted and paid for by the District for use by all teachers with all students as appropriate.

Supplemental Adopted Instructional Materials: Instructional materials adopted and paid for by the district, in addition to the Core Adopted Instructional Materials. These may be adopted during the regular adoption window or adopted later in response to student performance data. These materials are selected by teachers for use based upon the needs of their students and their professional judgment.

In combination, the Core Adopted Instructional Materials and Supplemental Adopted Instructional Materials will provide a sufficient resource to support a range of options for teachers to differentiate instruction as they address the district learning targets.

Teacher-selected additional instructional materials: Instructional materials selected by teachers for use in individual classrooms, in addition to the district-adopted instructional materials.

Selection of Adopted Instructional Materials

While the specific procedure may vary depending upon the particular subject area under study, the following elements shall be present:

1. As a part of the district's curriculum review process, a committee, hereby known as the project team, consisting of teachers, administrators, students, community members, and parents will be established. The Board shall affirm the list of members of the project team. The project team shall be given the charge to determine the necessary characteristics of instructional materials to be selected for a particular subject area of discipline. Such characteristics must be consistent with:
 - existing state and district board policies and administrative regulations
 - state achievement standards for students
 - the curricular and instructional philosophy of the district
 - state and district selection criteria (See page 3-3) for instructional materials
 - any guidelines unique to the curricular area which are established through the review process by the project team
2. The project team will oversee the review of available materials and recommend materials which meet the developed criteria;
3. The materials under consideration shall be available for a period of time for interested residents to review, study and make suggestions if they wish. Comments and recommendations from community residents will be given thorough consideration by the project team. In addition, appropriate notices will be placed in district publications sent to area residents concerning the curriculum review process and timeline;
4. The project team shall prepare a budget for purchase of the recommended materials. Costs shall reflect the per pupil expenditure needed to provide the materials that are essential, in line with the state recommendation. In the event that an independent adoption is recommended, the above detailed cost guidelines still apply.
5. The deputy superintendent will review materials recommendations submitted by the above committee for recommendation to the Board.
6. The Board will review, discuss and approve the instructional materials to be used in schools during the ensuing adoption cycle for each curricular area;
7. If applicable, the superintendent shall notify ODE within 30 days of the Board independently adopting instructional materials.

8. Teachers will choose instructional materials for use from among the materials approved by the Board;
9. Every student must have access to the adopted materials necessary for instruction and be able to access such materials at home as needed.
10. Parents shall have access to all adopted instructional materials for review.
11. The district may revise learning targets between state adoption years, prompted by changing state standards, emerging research, or program changes. Should the district find that adopted materials and staff development do not adequately facilitate student learning as evidenced by lack of achievement growth on state standards and district learning targets, the deputy superintendent for Teaching and Learning may:
 - a. Authorize further data gathering and analysis.
 - b. Authorize further targeted staff development.
 - c. Form a committee to consider potential additional supplemental materials adoptions that address learning targets based upon data gathered and analyzed.
12. Should a school or program within a school find that adopted materials are not meeting the needs of students as evidenced by lack of achievement growth on state standards, the school or program may, after the initial two years of implementation using adopted materials, apply for a waiver to use alternative materials.

Waiver Process: The process for obtaining such a waiver will involve the principals submitting a request to the deputy superintendent for Teaching and Learning.

The request needs to cite the following:

- a. Student data showing evidence of need;
 - b. History of the school's implementation efforts (including staff development) of the adopted materials;
 - c. The proposed alternative materials (including a checklist demonstrating their compliance with state and district selection criteria and their suitability for the target population and goals); budget information demonstrating the school's ability to purchase and sustain use of the alternative selection; and
 - d. A statement of impact on other levels of schooling (including plans for articulation with other levels and agreements between levels for nonduplication of materials in use). Costs of purchasing and maintaining use of those alternative materials are the school's responsibility. Only district-adopted textbooks will be purchased using Central Office funding, since providing "equivalent funding" of such alternative materials in year three (or later) of an adoption cycle would be similar to purchasing a new adoption for a school; no other school would have this mid-cycle funding available to them.
13. Principals may delegate the responsibility of selecting library materials to licensed media specialists who will accept input from faculty, students and parents. The librarian shall select materials by examining literary reviews, lists of recommended books and standard

bibliographic tools. The selection of library materials reflects the educational philosophy, instructional goals and the selection criteria for instructional materials. In addition, the district endorses the American Library Association Bill of Rights and the American Association of School Librarians statement of Access to Resource and Services.

14. Principals are responsible to ensure that technological resources purchased are used in accordance with the "electronic Communications" guidelines provided in Board policy IIBGA and administrative regulation IIBGA-AR.

Teacher-Selected Additional Instructional Materials

Teachers may use their professional judgment to select additional learning materials in accordance with Selection Criteria for Instructional Materials contained within this document to supplement and enrich the instructional program. All Teacher-Selected Additional materials required by the teacher for student use shall be carefully previewed by the teacher to ensure the instructional value is appropriate to student age level and classroom subject matter. These materials must be used within legal copyright limits and publisher licensing agreements. Parents and guardians are to be informed of the use of supplementary materials, and to the extent possible, all supplementary instructional materials shall be available for inspection by the parents or guardians of the student prior to their use.

The Instruction Department will provide teacher resources to assist with this process. These materials will be posted with other teacher resources on the District website.

When the proposed materials may conflict with district criteria, the teacher shall complete a Teacher-Selected Additional Instructional Materials Approval Form and submit it to their principal or designee. If use of the materials is approved, the teacher will then inform parents regarding the intended use of these additional materials. The teacher shall provide alternative instructional materials at the request of the parent.

Film/Video Use

The showing of movies and videos must be limited to specific educational purposes. A full-length or clip of a movie or video recording may only be shown in school if the content is relevant to the curriculum and specific educational objectives, is appropriate to the age and maturity of the students, is a productive use of class time and will not cause classroom disruption.

1. Compliance with U.S. Copyright law [Section 110(1)] requires that a rented or privately owned movie or video may not be shown in the classroom unless all of the following fair use requirements are met:
 - The movie or video must be shown by the teacher in connection with face-to-face teaching activities in a classroom or area devoted to instruction.
 - The showing of the movie must be directly related to the curriculum and lesson objectives.

- The entire audience must be involved in the teaching activity.
- The teacher has no reason to believe that the videotape was unlawfully made.

Note: Educators who show movies or videos for entertainment purposes may be individually liable for up to \$30,000 in civil statutory damages for copyright infringement, imprisonment of up to five years or criminal fines of up to \$250,000. [17 U.S.D. § 504 - 506]

2. Teachers may only show programs recorded from network and cable television channels according to the following guidelines*:

- A recorded television program may be retained for 45 consecutive calendar days after the date of the recording and must be erased or destroyed at the end of the 45 day period.
- The recording may be shown once within the first ten days of recording for each class. It may be shown once again within this ten-day period when instructional reinforcement is necessary.
- After the first ten consecutive school days, the recording may only be used for teacher evaluation purposes, i.e., to determine whether or not to include a broadcast program in the teaching curriculum and may not be shown to students.
- Copies may be made from off-air recordings as necessary to meet the legitimate needs of teachers. However, all copies are subject to the same provisions listed above.
- * Federal Guidelines for Off-Air Recording of Broadcast Programming for Educational Purposes (Congressional Record, 1981, 127, pt. 18 24049; Talab, 1986: 37-41, 116, 124-125.

Note: The copying or use of programs transmitted via subscription television cable services, such as HBO or Showtime, is illegal. Such programs are licensed for private/home use only and may not be used in public schools.

3. Staff shall follow District Board Policy, INB - *Studying Controversial Issues* before requiring student use of controversial learning resources. PG, PG-13 and R rated films or film clips and TV-Y7, TV-PG, TV-14 and TV-MA television programs or program clips shall be considered controversial within the meaning of this policy and require prior approval of the principal and parent/notification/permission according to the following guidelines:

- PG, PG-13 and R rated films/videos or TV-PG, TV-14 or TV-MA television programs shall be considered controversial at the elementary level
- PG-13 and R rated films/videos or TV-14 and TV-MA television programs shall be considered controversial at the middle level
- R rated films/videos or TV-MA television programs shall be considered controversial at the high school level
- X or NC-17 films/videos shall not be used in the Beaverton School District.

A movie or video recording with a G, TV-Y or TV-G rating may be shown to any grade (K-12) with teacher discretion. An alternative assignment must be provided for any student whose parent or guardian denies consent to view a film/video.

Selection Criteria for Instructional Materials

Materials selected will be carefully evaluated based on the following selection standards and guidelines. In most instances, the selected materials should meet a significant number of the criteria listed below, although a single resource need not meet all the criteria in order to be selected. Materials will be selected for their strengths rather than rejected for their weaknesses. These criteria apply to the selection of new materials for multiple school use, single school use and individual classroom and library use as well as materials donated to the district.

- Standard 1: Materials shall be consistent with and provide both support and enrichment for the district's general educational goals, its selected program goals and the objectives of specific courses.
- Standard 2: Materials shall meet high standards of quality in: factual content, educational significance, readability, artistic quality and/or literary style presentation, physical format and technical quality.
- Standard 3: Materials shall be appropriate for the ability level, learning styles, emotional and social development of the students for whom the materials are selected.
- Standard 4: Materials shall promote growth in factual knowledge and critical thinking.
- Standard 5: Materials shall stimulate growth in the areas of literary appreciation, social and aesthetic values and ethical standards.
- Standard 6: Selected materials shall support a balanced approach to controversial issues that will include representation of various points of view even when those opinions represented are controversial. The inclusion of controversial materials does not imply endorsement of the ideas by district personnel.
- Standard 7: Materials shall represent the contribution of all people regardless of age; gender; belief system (e.g., religious, spiritual, political, social); racial, ethnic and cultural origin; socio-economic background, diverse ability or disability.
- Standard 8: Materials selected will be in compliance with all criteria and procedures as outlined on OAR 581-011-0050 to -0119 and ORS Chapter 337.

RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Although care is always exercised in selecting instructional materials, there will be occasions when a member of the community, staff or a district administrator may find certain classroom or library instructional materials inappropriate and wish to request a reconsideration of their use. In

such an event, the concerned individual shall contact the teacher or librarian in an attempt to informally resolve the issue but should understand that under no circumstances should the materials in question be removed from circulation as a way to reach agreement. Rather the principal shall:

1. Have the parent, resident or staff member complete the form for "Reconsideration of Library and/or Instructional Materials." If the principal is raising the concern, he/she should also complete the form;
2. Acknowledge receipt of all written or verbal requests for reconsideration of the use of instructional materials;
3. Notify all staff members who are directly involved in the request;
4. Contact the individual who made the request to discuss the issue further. Discussion should focus on Board Policy II/IIA - Instructional Resources/Instructional Materials and Administrative Regulation II/IIA-AR - Instructional Materials Selection, both regarding the selection of materials for instructional use. Particular attention should be paid to the selection criteria for instructional materials;
5. Ensure that the materials in question shall continue to be used for their designated purpose as originally intended until the formal procedure is complete.

If the issue is not resolved through discussion of district policy and regulation, the following formal procedures will be followed:

1. The principal will forward the "Request for Reconsideration of Library and/or Instructional Material" and other appropriate correspondence to the deputy superintendent;
2. The deputy superintendent will establish a committee to review the request for reconsideration and appoint a committee chair who will personally contact the individual requesting reconsideration to clarify the issue;
3. Final action on a request shall be taken by the administration no later than 25 school days after the principal receives the completed "Request for Reconsideration of Library and/or Instructional Material";
4. The individual making the request for reconsideration may withdraw the request at any time during the review process.

Establishment of a Review Committee

The review committee will be established by the assistant deputy superintendent and will be composed of an instruction division administrator who will serve as chair, teachers from the same grade level or subject at which the material(s) is being used, local school committee

members and a principal(s). The committee may also include student(s). The specific number of representatives from the various categories will be dependent upon the nature and use of the material in question.

Committee Review Procedure

1. Committee members will receive copies of the statement questioning the instructional material.
2. Opportunity shall be afforded the person(s) or group questioning the material to meet with the committee and to present their opinions. Committee members may ask the presenter(s) questions for the purpose of better understanding or clarifying their presentations.
3. The committee meetings shall be open to other staff or public who wish to observe the deliberations.
4. The committee will review the material in question and form opinions based on the material taken on a whole and not on passages taken out of context. The committee should take into account the applicable instructional objectives and materials selection criteria as well as the age and development of the students using the material.
5. The committee will formulate their recommendations and prepare a written report for the deputy superintendent who will make a final determination for action.

Action Taken

1. Disposition of the request shall be made known to all parties in the action including committee members, the person submitting the request and the principal.
2. The final decision shall be sent to all district administrators.

Play Selection

Pre-Production

1. Theatre Arts specialists will complete the play rationale/comment form and submit it and a copy of the script to the building principal prior to publicizing the production or casting.
2. The building principal may review the rationale/comment form to identify evidence of educational value and any concerns about potential sensitivity of topics in the recommended piece in a timely manner determined by the building administrator and Theatre Arts specialist. If there is mutual agreement of support for the proposed play selection, the process should move ahead to step 4 (see page 9).

3. The building principal and the Theatre Arts specialist may begin a dialogue regarding the educational value of the piece as well as discuss any concerns over its topic and/or content. If concerns exist, the building principal, in consultation with the Theatre Specialist, will invite others into the conversation to assist in the decision making process. Invitees could include representatives from Site Council, classroom teachers, the Local School Committee, the school neighborhood community, District Theatre Arts specialists, and others to be determined by the play selection team at the site. The outcome of the conversations would either be a recommendation to move forward with production, or a recommendation to make another choice of plays to perform. Ultimately, the principal will be responsible for the final decision.
4. Theatre Arts specialists will publicly announce selected play titles two weeks prior to auditions and after step 2 or 3. In the absence of expressed concerns, play production will proceed. Should community members express concerns within that time frame, the site may decide to stop production planning and begin the collaboration process in step 3 (see above).

BSD Play Selection Rational/Comment Form

1. How does the selected play reflect your program's educational theatre philosophy?
2. How does the selected play meet the district adopted learning targets?
3. State the validity of the play as dramatic art.
4. Describe the theme(s) and the directorial concept of the production.
5. Identify any props resembling weaponry to be included as well an educational justification for the item(s) inclusion.
6. How is the material age appropriate for students?
7. Might the production be considered controversial? (Does it contain profanity, sexist, racist, liberal or conservative issues, infringe on the separation of church and state, or include controversial topics?)

REQUEST FOR
RECONSIDERATION OF LIBRARY AND/OR INSTRUCTIONAL MATERIAL

Initiated by _____
Name Telephone

Address

Representing _____
Self Organization or group (name)

Material questioned:

a. Book/Journal Article,
Drama Script, etc: _____
Title

Author Publisher Copyright Date

b. Audio-Visual Material:
(Film, Filmstrip, Record, etc.) _____
Title

c. Other Material: _____
Identify

Please respond to the following questions: If more space is needed, use an additional sheet of paper.

1. Have you seen or read this material in its entirety? _____
2. To what do you object and why: Please cite passages, pages, etc.

3. What do you believe is the main idea of this material? _____

4. What do you believe might result from use of this material? _____

5. What review of this material have you read? _____

6. For what other age group might this material be suitable? _____

7. What action do you recommend that the district take on this material? _____

8. What material do you recommend in its place that would provide adequate information on the subject? _____

Signature Date

PLEASE RETURN THIS FORM TO THE PRINCIPAL.

Received by principal: _____
Signature Date

School



**Sample Parental Permission Form
for
Teacher-Selected Instructional Materials**

Dear Parent or Guardian:

We are currently studying _____ in _____ class. The Beaverton School District encourages teachers to select and use enrichment materials to supplement Board-adopted curricula. To enhance your child’s learning experience and understanding, I selected the following: _____(books, periodicals, web resources, etc.) which have been approved for use by our principal. Because portions of the material contain content of a sensitive nature, I am notifying you of its use.

[The following should also be included in your notification]

- Title of material: _____
- Author: _____
- A brief description of the sensitive content and the significance of the selection material(s) to lesson/course/curriculum objectives.

I would be glad to answer any questions or concerns. I can be reached at_____.
The best time to call is _____.

Please return the attached form **only** if you wish your student to be excused from participating in this part of the lesson. An alternative assignment will be given.

Sincerely,

I do not wish _____ to participate in the use of or
(student name)

viewing of _____ in
(title)

_____’s class.
(teacher)

Signature of Parent or Guardian: _____ Date:

I understand that my student is responsible for completing an alternative assignment.

Please return to school by _____ **only** if you deny permission for your student to
participate. (date)

Sample letter to Parents regarding use of film/video



The letter below is intended as a convenient template to use for showing film/video according to our guidelines:

PG, PG-12 and R rated films and TV-Y7, TV-PG, TV-14 and TV-MA television programs shall be considered controversial within the meaning of District Board Policy INB and require prior approval of the principal and parent notification/permission according to the following guidelines:

- **Elementary:** PG, PG-13 and R rated films/videos or TV-PG, TV-14 or TV-MA television programs
- **Middle School:** PG-13 and R rated films/videos or TV-14 and TV-MA television programs
- **High School:** R rated films/videos or TV-MA television programs
- X or NC-17 films/videos shall not be used in the Beaverton School District

Dear Parent/Guardian:

Your child is currently studying _____ as part of his/her coursework in _____ class. To enhance your child's learning experience and understanding,, I am planning to show the film/film excerpts from _____ on _____ (list date or dates).

The film is rated _____ due to _____ (you might mention how the film was reviewed). I believe in its learning value and assure you the film will be shown in appropriate context including discussion and activities before and after viewing. (Explain the learning goals this film or the specific scenes you plan to show will help you achieve.) The use of this film/excerpt has been reviewed and approved by our principal.

Please complete the form below authorizing or exempting your child from viewing by (date)_____.

If you do not wish to have your daughter/son view this film, I will gladly provide a relevant and appropriate alternative assignment. Feel free to phone or email me if you have any questions.

Sincerely,

Permission slip on next page:

Phone:

Email:

Name of student _____

Film title _____

_____ I grant permission for my son/daughter to view the film/excerpts of the film.

_____ I prefer my son/daughter NOT view the film/excerpts of the film and understand you will provide an alternative assignment.

Signature _____

_____ Date _____

Teacher-Selected Instructional Materials Approval Form



Teachers: This form must be completed and approved by your principal or a designated school administrator prior to classroom use of supplemental readings or film/video that conflict with the District Criteria for Instructional Materials listed on the following page.

The material will be used in this class: _____ Number of students: _____

Date material will be used in the class(es) _____.

Type of material:

Book Magazine/Newspaper Video DVD CD-ROM
 Audio Tape/CD Internet resource Film/Video Television recording
 Other (describe) _____

Title: _____

Author/Distributor/ URL: _____

Copyright date: _____

Source: off air recording rental or purchase public library other

Film/video/TV recording: _____ Show in entirety _____ # of minutes _____ Rating
_____ Excerpt shown _____ # of minutes

Book: Read entire book _____ Reading selection(s) only, list pages _____

Describe relationship to course objectives and curriculum and explain how you will incorporate this instructional material into your classroom activities:

Describe sensitive content:

I previewed the material completely and certify that this is a legally obtained copy of the material.

I checked with our Library Media Teacher and, if available, reviews are attached.

Teacher's Signature: _____ Date: _____

Approved by: _____ Date _____
Administrator

Parent permission required

This material is approved for use only on the dates listed above with the listed class(es).

Beaverton School District - Instructional Materials Selection Criteria

Materials selected will be carefully evaluated based on the following selection standards and guidelines. In most instances, the selected materials should meet a significant number of the criteria listed below, although a single resource need not meet all the criteria in order to be selected. Materials will be selected for their strengths rather than rejected for their weaknesses. These criteria apply to the selection of new materials for multiple school use, single school use and individual classroom and library use as well as materials donated to the district.

Standard 1: Materials shall be consistent with and provide both support and enrichment for the district's general educational goals, its selected program goals and the objectives of specific courses.

Standard 2: Materials shall meet high standards of quality in: factual content, educational significance, readability, artistic quality and/or literary style presentation, physical format and technical quality.

Standard 3: Materials shall be appropriate for the ability level, learning styles, emotional and social development of the students for whom the materials are selected.

Standard 4: Materials shall promote growth in factual knowledge and critical thinking.

Standard 5: Materials shall stimulate growth in the areas of literary appreciation, social and aesthetic values and ethical standards.

Standard 6: Selected materials shall support a balanced approach to controversial issues that will include representation of various points of view even when those opinions represented are controversial. The inclusion of controversial materials does not imply endorsement of the ideas by district personnel.

Standard 7: Materials shall represent the contribution of all people regardless of age; gender; belief system (e.g., religious, spiritual, political, social); racial, ethnic and cultural origin; socio-economic background, diverse ability or disability.

Standard 8: Materials selected will be in compliance with all criteria and procedures as outlined in OAR 581-011-0050 to -0119 and ORS Chapter 337.

Film/Video

Movie or video recordings with a G, TV-Y or TV-G rating may be shown to any grade (K-12) with teacher discretion. According to District Board Policy, INB, *Studying Controversial Issues*, all films, and video or television recordings with the following ratings require prior approval of the principal and parent notification/permission:

- **Elementary:** PG, PG-13 and R rated films/videos or TV-PG, TV-14 or TV-MA television
- **Middle School:** PG-13 and R rated films/videos or TV-14 and TV-MA television programs
- **High School:** R rated films/videos or TV-MA television
- X or NC-17 films/videos shall **not** be used in the Beaverton School District



Guidelines for Teacher-Selected Instructional Materials

Teachers may use their professional judgment to select learning materials in addition to Board-adopted instructional materials in accordance with

Selection Criteria for Instructional Materials to supplement and enrich the instructional program. All instructional materials used as part of the educational curriculum of a student must be:

- selected and used in accordance with District Board Policies II/IIA and INB
- previewed by the teacher to ensure the instructional value is appropriate to student age level and classroom subject matter.
- used within legal copyright limits and publisher licensing agreements
- communicated to parents and to the extent possible, all supplementary materials shall be available for inspection by parents or guardians of the student prior to their use.

When the proposed materials may conflict with District criteria, the teacher shall complete a Teacher-selected Instructional Materials Approval Form and submit it to their principal or designee. If use of the materials is approved, the teacher will then inform parents regarding the intended use of these supplementary materials (see sample letter). The teacher shall provide alternative instructional materials at the request of the parent.

Ratings:

Movie or video recording with a G, TV-Y or TV-G rating may be shown to any grade (K-12) with teacher discretion.

In alignment with District Board Policy, INB, Studying Controversial Issues, all film, video or television recordings with the following ratings require prior approval of the principal and parent notification and permission as detailed above:

Elementary

Film/video: PG, PG-13, R
Television: TV-PG, TV-14, TV-MA

Middle School

Film/video: PG-13, R
Television: TV-14, TV-MA

High School

Film/video: R
Television: TV-MA

No X or NC-17 films/videos may be shown in the Beaverton School District

Film/Video Use

The showing of movies and videos must be limited to specific educational purposes. A full-length or clip of a movie or video recording may only be shown in school if the content is:

- relevant to the curriculum and specific educational objectives
- appropriate to the age and maturity of the students
- a productive use of class time and will not cause classroom disruption

Compliance with U.S. Copyright law [Section 110(1)] requires that a rented or privately owned movie or video may not be shown in the classroom unless all of the following fair use requirements are met:

- The movie or video must be shown by the teacher in connection with face-to-face teaching activities in a classroom or area devoted to instruction
- The showing of the movie must be directly related to the curriculum and lesson objectives
- The entire audience must be involved in the teaching activity
- The teacher has no reason to believe that the videotape was unlawfully made

Legal Note:

Educators who show movies or videos for entertainment purposes may be individually liable for up to \$30,000 in civil statutory damages for copyright infringement, imprisonment of up to five years or criminal fines of up to \$250,000. [17 U.S.C. dd504-5061]

Instructional Materials

These materials are defined in District AR II/IIA as instructional content provided to the student through textbooks, supplemental texts and library books regardless of format, encompassing printed or representational, audiovisual, and electronic or digital materials.

This includes books, periodicals, newspapers, pictures, videos, television recordings, internet resources, software, subscription databases and audio recordings.

Selection Criteria for Instructional Materials

Materials selected will be carefully evaluated based on the following selection standards and guidelines (AR II/IIA).

In most instances, the selected materials should meet a significant number of the criteria listed to the right, although a single resource need not meet all the criteria in order to be selected.

Materials will be selected for their strengths rather than rejected for their weaknesses.

These criteria apply to the selection of new materials for multiple school use, single school use and individual classroom and library use as well as materials donated to the district.

Selection Standards and Guidelines

Standard 1: Materials shall be consistent with and provide both support and enrichment for the district's general educational goals, its selected program goals and the objectives of specific courses.

Standard 2: Materials shall meet high standards of quality in: factual content, educational significance, readability, artistic quality and/or literary style presentation, physical format and technical quality.

Standard 3: Materials shall be appropriate for the ability level, learning styles, emotional and social development of the students for whom the materials are selected.

Standard 4: Materials shall promote growth in factual knowledge and critical thinking.

Standard 5: Materials shall stimulate growth in the areas of literary appreciation, social and aesthetic values and ethical standards.

Standard 6: Selected materials shall support a balanced approach to controversial issues that will include representation of various points of view even when those opinions represented are controversial. The inclusion of controversial materials does not imply endorsement of the ideas by district personnel.

Standard 7: Materials shall represent the contribution of all people regardless of age; gender; belief system (e.g., religious, spiritual, political, social); racial, ethnic and cultural origin; socio-economic background, diverse ability or disability.

Standard 8: Materials selected will be in compliance with all criteria and procedures as outlined in OAR 581-011

