

## Instruction

**SUBJECT: SELECTION OF INSTRUCTIONAL AND LIBRARY MATERIALS**

The BOCES and component districts' instructional programs are enriched and supported by the selection of quality print and non-print instructional materials. Selected instructional materials will align with New York State learning standards, reflect different viewpoints, and meet the varied needs and interests of students, staff, and component districts.

**Definitions**

For purposes of this regulation, the following definitions apply:

- 1) "Instructional material" means any print or non-print material with instructional content or an instructional function that is used to facilitate formal or informal learning either in the classroom, library media center, BOCES regional collection, or elsewhere in the component district or BOCES. Examples of instructional materials include, but are not limited to: textbooks; workbooks; hardcover and paperback books; ebooks; online databases; DVDs; streaming videos; sound recordings; magazines; newspapers; pamphlets; pictures; charts; games; kits; maps; models; microforms; slides; specimens; and transparencies.
- 2) "Library material" means any print or non-print material which is cataloged and processed as part of the BOCES regional collection or library media center for use by students and staff. Examples of library materials include, but are not limited to: hardcover and paperback books; ebooks; online databases; DVDs; streaming videos; sound recordings; magazines; newspapers; pamphlets; pictures; charts; games; kits; maps; models; microforms; slides; specimens; and transparencies.
- 3) "Textbook" means a text, or a text-substitute, that a student is required to use in a particular class or program. Textbooks include:
  - a. Books, or book substitutes, including hardcover or paperback books, workbooks, or manuals; and
  - b. Courseware or other content-based instructional materials in an electronic format.

**Responsibility for the Selection of Instructional Materials**

The Board is responsible for providing the necessary equipment and supplies in the BOCES including the purchase of instructional materials. The responsibility for the selection of instructional materials is delegated through the District Superintendent to the professionally trained personnel employed by the BOCES.

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**SUBJECT: SELECTION OF INSTRUCTIONAL AND LIBRARY MATERIALS (Cont'd.)**

The School Library System Director is responsible for identifying, ordering, and organizing print and non-print library materials for the BOCES regional collection which, in their professional opinion, will implement, enrich, and support the instructional programs of the BOCES and component districts and meet the needs, interests, goals, concerns, and abilities of students.

The curriculum coordinator or designee is responsible for identifying, ordering, and organizing print and non-print textbooks and instructional materials for classroom use which, in their professional opinion, will best facilitate the accomplishment of the goals and objectives of BOCES curriculum. Special education teachers will be included in the review of possible new material.

Where possible, students, instructional staff, component districts, administrators, the Board, and community members will be involved in the evaluation and selection of instructional materials.

**Evaluation Criteria**

The value and impact of any instructional material must be judged as a whole. An instructional material may be purchased if it is the most relevant to fit a given need, even if it does not meet every selection criteria.

Instructional materials should be evaluated on the following criteria:

- 1) The needs of the BOCES programs and component districts which are based upon the:
  - a. Curriculum;
  - b. Existing collection;
  - c. Requests from BOCES and component district staff and students;
  - d. Needs of the students; and
  - e. Interests of students;
- 2) Aligning textbooks and other instructional materials for classroom use with New York State learning standards and curriculum guidance;
- 3) Relevance for the subject area, age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the intended audience;
- 4) Overall purpose, importance of subject matter, and educational significance;
- 5) Authoritativeness, validity, factual accuracy, and objectivity;

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- 6) Timeliness or permanence;
- 7) Reputation and the significance of the author, artist composer, publisher, or producer, etc.;
- 8) Quality of writing/production;
- 9) High degree of readability and/or comprehensibility;
- 10) Clarity, adequacy, and scope of the text or presentation;
- 11) Organization and presentation of contents;
- 12) Artistic quality or literary style;
- 13) Point of view, including unbiased treatment of minorities, ideologies, gender, gender expression, etc.;
- 14) Representation of opposing sides of controversial issues in order to develop critical reading, listening, viewing, and thinking skills;
- 15) Presentation of controversial and/or sensitive topics without promoting misinformation, intolerance, or discrimination;
- 16) Portrayals of different backgrounds and human experiences that are free from stereotypes, caricatures, or other characteristics likely to misrepresent, offend, or defame particular segments of the population;
- 17) Popularity;
- 18) Need and value to the collection for which the material is being evaluated;
- 19) Variety of formats;
- 20) Value commensurate with cost and/or need.

Typically, collections of library resources (databases, streaming videos, ebooks, etc.) are purchased as bundles. When this occurs, it is not possible to review all resources contained in the bundle. Instead, the bundles are evaluated as a whole.

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**SUBJECT: SELECTION OF INSTRUCTIONAL AND LIBRARY MATERIALS (Cont'd.)****Procedures for Identifying, Selecting, and Purchasing Instructional Materials**Textbooks and Other Instructional Materials for Classroom Use

In identifying and selecting textbooks and other instructional materials to be purchased for classroom use, the following should be consulted:

- 1) The objectives for the selection of instructional materials listed in policy #8320 -- Textbooks, Library Materials, and Other Instructional Materials;
- 2) The evaluation criteria;
- 3) Reputable, unbiased, professionally prepared selection aids;
- 4) The Board, students, parents, and other community members when appropriate;
- 5) The actual materials, whenever possible.

To purchase textbooks and other instructional materials for classroom use, the following procedures will be used:

- 1) Instructional staff work with their department heads to identify and select appropriate materials.
- 2) Instructional staff and their department heads complete a request for the materials. The request will include information as to why the material should be purchased.
- 3) The request is then sent to the appropriate curriculum coordinator or designee.
- 4) The curriculum coordinator or designee evaluates the material. If more information is necessary, they may reach out to the instructional staff and their department head.
- 5) The curriculum coordinator or designee forwards the request to the District Superintendent.
- 6) The District Superintendent submits the request to the Board for action.
- 7) The Board will act upon the request as soon as possible following the date of the instructional staff request.
- 8) Affected staff will be informed of the Board's decision as soon as possible following the Board meeting.

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- 9) If approved by the Board, the material will be ordered through the channel that will supply the material in the shortest time and at the least expense. Preference will be given to those vendors who agree to provide instructional materials in alternative formats.

Library Materials

School library system directors are responsible for selecting what BOCES regional collection materials are purchased. Any requests to purchase materials should be given to the School Library System Director who will evaluate the request. In identifying and selecting materials to be purchased, the School Library System Director should consult:

- 1) The objectives for the selection of instructional materials listed in policy #8320 -- Textbooks, Library Materials, and Other Instructional Materials;
- 2) The evaluation criteria;
- 3) The New York State Education Department's School Library Program Rubric which values accessibility, cultural responsiveness, equity, ethics, intellectual freedom, and privacy;
- 4) Reputable, unbiased, professionally prepared selection aids;
- 5) Instructional staff, administrators, the Board, component districts, students, parents, and other community members when appropriate;
- 6) The existing collection to ensure that a broad and varied collection is being created;
- 7) The actual materials, whenever possible.

Free and inexpensive materials should be evaluated and either accepted or rejected using the same process.