

Instruction

Instructional Resources

The CREC Council shall endeavor to assist teachers and students in accomplishing the educational goals of CREC by providing the necessary supporting resources and services within the limits of fiscal constraints. Such resources and services may include, but are not limited to, audiovisual media and print materials, assessment materials, school library media centers, consultant and resource teachers, as well as individual and remedial support services. The CREC Council is responsible for selection and purchase of the instructional resources and services. The CREC Council hereby delegates to the Executive Director or designees the authority for the selection of those instructional resources and services in order to meet the educational objectives of the district.

It is the responsibility of the professional staff to select instructional materials and resources of the highest quality that will support the educational goals of the district.

Equipment, Books, and Materials

The CREC Council shall provide each school with the equipment, textbooks, and other learning materials necessary to meet the needs of instruction. Equipment, books, and materials for a learning area shall be selected by certified staff in that area.

All necessary school and art supplies are furnished to students. In the case of crafts and industrial art classes where projects are made, students may be required to pay the costs of materials.

Adoption of Primary Learning Materials

The review and selection of primary learning materials will be carried on continuously in order to remain current.

Where applicable all materials should present balanced views concerning the international, national and local issues and problems of the past, present, and future, and should:

1. Stimulate growth in factual knowledge, literary appreciation and aesthetic and ethical values.
2. Help students develop abilities in critical reading and thinking.
3. Develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
4. Provide for all students an effective basic education that does not discriminate on

the basis of race, age, color, religion, national origin, gender, or physical abilities.

5. Allow sufficient flexibility for meeting the special needs of individual students and groups of students.

Any textbook or learning material that will serve the function of a textbook must be processed through the schools primary learning material adoption procedure and formally adopted by the CREC Council. This applies to a textbook or material that will be used as a primary learning tool on an ongoing basis with the majority of students in a class, course, or learning group within a class.

Primary learning materials are textbooks, paperback books, audiovisual kits, or other instructional materials which are:

- used for the duration of a course or school year; the majority of assignments are derived from such material.
- used by all students in a class, course, or learning group within a class.

The administration will develop and maintain a procedure for selecting materials which meets the aforementioned criteria. Such procedure shall include the opportunity for professional staff to analyze, evaluate, and recommend primary learning materials for adoption.

Supplemental Materials

Supplemental learning materials are those books, audiovisual kits, and other instructional materials that instructional staff use to complement primary learning materials. The Executive Director shall ensure that each school has in place a plan for the professional review of all learning materials.

Challenged Instructional Materials

The principles of freedom to read and professional responsibility are basic to the selection of instructional materials. Occasional objections to materials selection will be made. The *Request for Reconsideration of an Instructional Resource* form must be completed by complainant. The procedure for processing challenges is as follows:

1. The person making the challenge shall, in writing, sign a statement of challenge and enumerate the reason(s) for complaint.
2. The written complaint shall be submitted to the school principal/program director.

3. A school-based team will review materials under question. The team shall consist of a building administrator and appropriate faculty. (See Guidelines 6160)
4. Values and faults shall be weighed and decision will be based on the materials as a whole and not on passages pulled out of context.
5. A report shall be written by the responsible administrator and submitted to the Executive Director and the complainant within thirty calendar days of the complaint.
6. Challenged instructional materials shall remain in use in the schools pending a final decision.
7. If necessary, the regular appeal process will be followed.

Notification

Parents/guardians have the right to inspect any instructional material, regardless of format, used as part of the educational curriculum. Parents/guardians shall be notified, at the beginning of each school year, of the existence of this policy.

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules.

10-222a Boards to have use of funds derived from repayment for school materials.

10-228 Free textbooks, supplies, materials and equipment.

10-229 Change of textbooks.

Other

President's Council, District 25 v. Community School Board no. 25, 457 F.2d 289 (1972), cert. denied 409 U.S.C. 998 (Nov. 1972)

Minarcini v. Strongsville City School District, 541 F.2d 577 (6th Cir. 1976).

Island Trees Union Free School District Board of Education v. Pico, 457 US 853 (1982).

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

Every Student Succeeds Act (ESSA), Public Law No. 114-95

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CAPITOL REGION EDUCATION COUNCIL
Hartford, Connecticut