

Addressing Challenged Materials in K-12 Education:

Guidance to School Districts



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Note About Update:

One of the most important responsibilities of district and school staff related to teaching and learning is to select high-quality basal (core) instructional materials as well as supplemental and library materials. Many factors play into the selection process, including laws and administrative rules, policies, State Board-adopted academic content standards, and considerations such as intended audience.

In December 2018, the Oregon Department of Education (ODE) first released “Guidance to School Districts: Addressing Challenged Materials in K-12 Education.” **This February 2026 update addresses new requirements outlined by Senate Bill 1098 (2025), known as the Freedom to Read Act**, both in a new section about the bill and within the section titled Recommendations for Addressing Challenged Materials. Additionally, **policy recommendations were moved** from the District-Level Administrators section to the Guiding Principles section. Last, the update **clarifies that teacher-selected material is an example of supplemental material rather than being its own category.**

The goal of this guidance is to help classroom teachers, school library staff, school administrators, and district leaders fulfill their important roles in maintaining a welcoming and enriching learning environment in the context of library and instructional materials.

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Legal Requirements and Local Processes for Instructional Materials

Freedom to Read Act/Senate Bill 1098 (2025) Requirements

[Senate Bill 1098](#), known as the Freedom to Read Act, became law in 2025 and prohibits book bans and other forms of censorship in Oregon public schools if the ban or censorship constitutes discrimination based on race, color, national origin, sex, sexual orientation, gender identity, individuals with disabilities, religion, marital status, and age as defined by [ORS 659.850](#). Key provisions of the Freedom to Read Act include:

- Section 2, codified at [ORS 337.277](#):
 - Specifies that any person responsible for the selection or retention of classroom and school library materials may not prohibit the selection or retention of those materials on the basis that the materials include a perspective, study or story of, or are created by a person or group belonging to a protected class;
 - Prohibits any person who is not responsible for the selection of classroom and school library materials from removing the materials, except as part of a reconsideration process;
 - Requires the following when classroom and school library materials are challenged:
 - The challenger must submit a formal written request for reconsideration. The request can only be submitted by:
 - A parent or guardian of a student of the school, or
 - An employee of the school.
 - The school district must:
 - Ensure the materials remain in circulation throughout the reconsideration process.
 - Form a reconsideration committee at the school or district level to review the request, following district policy or procedure.
 - Ensure the following requirements are met if the reconsideration committee decides to remove materials:
 - Ensure the removal is not occurring because the materials include a perspective, study or story of, or are created by a person or group belonging to a protected class.
 - Provide a public, written explanation for the removal, which must happen *before* materials are removed.
- Section 6, amending [ORS 337.260](#), indicates that all of the above is also true for adopted textbooks and other instructional materials.
- Section 7, amending [ORS 336.082\(3\)](#), prohibits discrimination in the development and implementation of curriculum and program materials.

For additional information, see [Freedom to Read: Frequently Asked Questions](#).

Oregon Laws and Administrative Rules Related to Instructional Materials

Oregon districts and schools strive for all students to graduate career and college ready, with subject matter knowledge related to Oregon's academic content standards and with exposure to a wide range of materials and perspectives that help students learn the content. [OAR 581-022-2030 District Curriculum](#) requires that districts have a planned K-12 instructional program with common curriculum goals and academic standards adopted by the State Board of Education. To teach the standards, districts are required to go through a basal instructional materials adoption process on a regular basis for each of the subject areas listed in OAR 581-022-2030 District Curriculum. The term “core” is also sometimes used instead of “basal.” When conducting basal instructional materials adoptions, districts must comply with all associated [Oregon Revised Statutes \(ORSs\) and Administrative Rules \(OARs\) governing materials adoptions](#), such as [OAR 581-022-2355 Instructional Materials Adoption](#).

Basal instructional, supplemental, and classroom and school library materials support and complement [academic content standards](#), outlined in Division 22 of the Oregon Administrative Rules. In 2019, the Oregon Legislature passed [House Bill 2023](#) amending [ORS 329.045](#), “to ensure textbooks and other instructional materials adequately address roles in and contributions to economic, political and social development of Oregon and the United States by certain classifications of individuals, including individuals who: (i) Are Native American; (ii) Are of African, Asian, Pacific Island, Chicano, Latino or Middle Eastern descent; (iii) Are women; (iv) Have disabilities; (v) Are immigrants or refugees; or (vi) Are lesbian, gay, bisexual or transgender.” Additionally, some academic content standards, such as in English Language Arts and Social Science, specifically require the study of texts that offer multiple perspectives and points of view, often exploring inequities and structural and historic oppression.

When designing district curriculum, districts must also attend to both state and federal nondiscrimination laws. In 2025, the Oregon Legislature passed Senate Bill 1098, which calls attention to existing laws, such as ORS 659.850, which prohibits discrimination against protected classes and adds specific requirements regarding selecting and retaining materials. (See [Senate Bill 1098 \(2025\)](#) for details.) In addition, Oregon’s Division 21 Administrative Rules include [OAR 581-021-0045 Discrimination Prohibited](#) and [OAR 581-021-0046 Program Compliance Standards](#), which prohibit state-funded elementary and secondary schools from engaging in discrimination based on race, color, national origin, sex, sexual orientation, gender identity, individuals with disabilities, religion, marital status, and age. Furthermore, districts must comply with federal laws such as [Title VI](#) and [Title IX](#), which require schools to ensure that their programs and curricula are free of bias and discrimination on the basis of sex (IX) and race, color, and national origin (VI).

Local Policies and Categories of Materials

In addition to following the relevant state and federal laws, schools and districts have published policies and procedures regarding the selection of instructional materials. Often, districts' definition of instructional materials is broader than ODE's definition, which includes only basal instructional materials adopted from the State Board-approved instructional materials list. Ideally, these policies and procedures should define and differentiate categories of materials used to support instruction, such as the following:

- Basal instructional materials (ex: adopted textbooks)
- Supplemental materials (ex: intervention materials; teacher-selected materials, such as novel units)
- Library materials (classroom and school)

For instance, in contrast to basal instructional materials, library materials are not adopted by local school boards or by the State Board of Education, and the purpose of library materials can vary from enhancing and extending learning to simply encouraging reading. As an example, [Beaverton School District's instructional materials policy and procedures](#) identify and define multiple categories of instructional materials.

Each year, educators across the country face challenges to basal instructional, supplemental, and library materials for a variety of reasons. Challenges to materials must be addressed through a local board-adopted policy and/or procedure, which is also known as a reconsideration process ([ALA toolkit](#)). Districts sometimes address the reconsideration process in their instructional materials policies, while other districts have separate policies for each.

Parental and Guardian Rights

Parents and guardians are important partners in their child's education. ODE affirms their right to determine content that is not appropriate for their child and to request an exemption for their child from instructional activities that involve that content on the basis of their child's religious belief or disability, per [OAR 581-021-0009 Exemptions](#).

If parents and guardians object to basal instructional, supplemental, or library materials for a reason other than their child's religious belief or disability, they should first speak with staff who are the most directly involved with the materials in question. If the individual with the concern is not satisfied with the outcome of that discussion, they have the right to file a formal challenge, which would initiate a process for reconsideration of materials, per district policy (ex: view all three tabs on the [Beaverton School District](#) page). Separately, complaints alleging that instructional materials constitute protected class discrimination may be submitted through a district's discrimination complaint policy and procedures

Guiding Principles and Policy Best Practices Related to Instructional Materials

Intellectual and Academic Freedom

Challenges to materials may intersect with principles of intellectual freedom. The National Council of Teachers of English (NCTE) defines intellectual freedom as students having the “right to materials and educational experiences that promote open inquiry, critical thinking, diversity in thought and expression, and respect for others.” In the American Library Association’s (ALA) [Interpretation of the Library Bill of Rights](#), the concept is defined as “the right of every individual to both seek and receive information from all points of view.”

*“When challenges arise, school officials should bear in mind that education is governed by the public because it fulfills an important public purpose. They should recognize the value of citizen participation and respect the right of parents to shape their children’s schooling. At the same time, educators should insist that, as in other fields, professional judgment must not be completely subservient to the popular will. Educators’ primary allegiance must be to the integrity of knowledge and the welfare of students...As stated by the United States Supreme Court in *Pico vs. Island Trees*, materials must never be removed or restricted for the purpose of suppressing ideas.”*

– ASCD Statement on Censorship

A related concept is academic freedom for educators ([NCTE](#)) and students ([ALA](#), [NCTE](#)). In a school setting, best practices for academic freedom would mean that educators and students have the respective freedom to teach and read a diverse set of materials that provides support and enrichment for educational program goals. Correspondingly, the Association for Supervision and Curriculum Development (ASCD) cautions in their [ASCD Statement on Censorship](#) that “[e]ducators’ primary allegiance must be to the integrity of knowledge and the welfare of students...materials must never be removed or restricted for the purpose of suppressing ideas.”

Diverse Materials

In keeping with [ODE's Education Equity Stance](#) and to honor Oregon's diverse student population ([Oregon Statewide Report Card](#)), diversity should be reflected in basal instructional, supplemental, and library materials. Every student needs the opportunity to see themselves reflected in the materials they are exposed to and to have access to materials featuring people, backgrounds, and identities different from their own.

"When children cannot find themselves reflected in the books they read, or when the images they see are distorted, negative, or laughable, they learn a powerful lesson about how they are devalued in the society of which they are a part."

— Dr. Rudine Sims Bishop (*Advancing...Boards*, p.8)

[Oregon's \[Basal\] Instructional Materials Criteria for English Language Arts](#) prioritize elevating cultural responsiveness/relevance and diversity in materials, so students have access to "mirrors, windows, and sliding glass doors" (Rudine Sims Bishop, [video overview](#) from Reading Rockets). In [Advancing Culturally Responsive Curriculum: A Toolkit for School Boards](#), the authors share:

"Curriculum not only prepares students to meet academic standards, it shapes students' understanding of the world. Beyond the stories and books, the classroom activities, assignments and discussion questions in the curriculum play a vital role in preparing students (or not) for engagement in a diverse society. Through the content and skills students acquire, curriculum both reflects and shapes cultural norms and behaviors in the next generations."

The toolkit's definition of curriculum is broad and includes units, books, and other instructional materials used in class and independently. With that in mind, the National School Boards Association (NSBA) has shared that:

"[s]chool boards should provide resources that recognize the needs and strengths of each student and facilitate access to a high-quality, safe, and supportive education that prepares students for success. NSBA urges education professionals and policy makers at all levels of government to promote and support the significant benefits of learning in racially, ethnically, linguistically, and socioeconomically diverse settings by creating and/or adopting an equity policy and associated regulations to promote and support the commitment to equity and excellence for each student" ([NSBA Beliefs](#), Article II, Section 3, 3.1).

Instructional Materials Policy

As part of reviewing the district's school board-adopted instructional materials policy, it is recommended that districts address the following recommendations and requirements:

<i>Instructional Materials Policy Components</i>	<i>Met?</i>
Ensure that district policy complies with the prohibition of discrimination per ORS 659.850.	<input type="checkbox"/>
<p>Identify the types of materials covered by the policy, including having distinct definitions that align with the relevant laws, and using the same terms consistently throughout the policy and related documents. At a minimum, a clear policy should address the following questions:</p> <ul style="list-style-type: none"> • What is the definition for basal (or core) instructional materials, which are formally adopted by the district’s school board, and other materials (ex: library materials), which do not go through a formal adoption process? • Which parts of the policy apply to basal instructional materials vs. supplemental and/or library materials? • Is it clear in the policy that the term library materials applies to school libraries and classroom libraries? <p>Or, address the various types of materials by creating separate policies. For example, some districts have a library materials selection/collection development policy (see ALA toolkit for resources and examples).</p>	<input type="checkbox"/>

Challenge/Reconsideration Policy

It is recommended that districts describe in their school board-adopted challenge/reconsideration policy the process for reconsidering **basal instructional materials, supplemental materials, and classroom and school library materials** that are challenged. See the [ALA toolkit](#) for resources and examples. At a minimum, the policy should address the following recommendations and requirements:

<i>Challenge/ Reconsideration Policy Components</i>	<i>Met?</i>
Include relevant educational philosophies practiced by the district, such as any nondiscrimination and academic freedom statements and equity lenses.	<input type="checkbox"/>
Assert that the challenged materials remain available throughout the reconsideration process, as required by Senate Bill 1098 (2025).	<input type="checkbox"/>
Ensure the consistent use of terms and definitions throughout the policy that align with the terms and definitions for types of materials included in the district’s instructional materials policy.	<input type="checkbox"/>
<p>Address questions such as these:</p> <ul style="list-style-type: none"> • What is the difference between an informal concern and a formal challenge? • How does the policy apply to optional/choice reading vs. assigned reading? • Does the policy limit those who may file a challenge to a staff member or parent/guardian of a student in the school where the challenge occurred, as required by Senate Bill 1098 (2025)? 	<input type="checkbox"/>

Challenge/ Reconsideration Policy Components	Met?
<p>Establish that the complainant should address the initial concern with the staff who are most directly involved with the materials in question. For example, if the concern relates to school library materials, express the concern to the library staff as a first step in seeking resolution. If not satisfied with the outcome of that discussion, the complainant may file a formal challenge at that point.</p>	<input type="checkbox"/>
<p>Provide a request for reconsideration of materials form (see OSBA and ALA sample forms) that includes specific details. At a minimum, ask the complainant to do the following:</p> <ul style="list-style-type: none"> • Read, view, or listen to the entire materials in question. • Review related district policies and procedures. • Identify themselves by name and whether they represent themselves or a group/organization. • Identify the following about the materials in question: <ul style="list-style-type: none"> ○ Title, date of publication, author, publisher, and media type; ○ Whether the materials are part of the curriculum, classroom library, school library, or other (if other, ask for an explanation); ○ Whether the materials are assigned or optional/choice reading; ○ State their objection to the materials and what brought the materials to their attention; and ○ Be clear about a desired outcome or specific remedy. 	<input type="checkbox"/>
<p>Outline a clear timeline for a school or district response to the formal challenge, which includes time for all steps of the reconsideration process.</p>	<input type="checkbox"/>
<p>Establish a process to form a reconsideration committee. The committee members will:</p> <ul style="list-style-type: none"> • Represent a broad sampling of the school community (ex: library staff, parents/guardians, students, etc.) who could be affected by the course of action and outcome. • Review the request for reconsideration (the challenge) and the materials in question. • Recommend whether to retain, restrict, or remove the materials (decision-making tools: Equity Decision Tools for School Leaders from ODE, Reconsideration Committee Guidelines from ALA). • Ensure the following Senate Bill 1098 (2025) requirements are met, if the committee decides to remove the materials: <ul style="list-style-type: none"> ○ Provide a public written explanation for the removal. ○ Post the public written explanation <i>before</i> the materials are removed. 	<input type="checkbox"/>

Challenge/ Reconsideration Policy Components	Met?
<p>Delineate the roles and responsibilities of all participants throughout the reconsideration process. At a minimum, the policy should clearly identify the following:</p> <ul style="list-style-type: none"> • Are these meetings subject to Oregon Public Meetings Law? • Who takes meeting notes or minutes? • Who determines the final outcome? • Who communicates with the complainant? • What is the process for the complainant to appeal the decision? 	<input type="checkbox"/>
<p>Explain a complainant’s options if they are dissatisfied with the outcome of the reconsideration process. Start by following any appeal process outlined in the policy. If dissatisfied with that outcome, the complainant may file a complaint with the school district. If still dissatisfied with the outcome, they may be able to file an appeal with ODE. See Freedom to Read: Frequently Asked Questions for additional information.</p>	<input type="checkbox"/>

Recommendations for Addressing Challenged Materials

District and school staff work together to address challenged materials. However, certain positions have unique responsibilities in the reconsideration process, as outlined below.

Please note: Any requirements related to Senate Bill 1098 (2025) are identified accordingly. Also, all references to the term “library materials” refer to materials found in classroom libraries and in school libraries, unless otherwise indicated.

District-Level Administrators

School board members may also find the majority of these recommendations helpful.

Steps	Complete?
Become familiar with the requirements of the Freedom to Read Act/Senate Bill 1098 (2025) , and account for these requirements in district policies. See the Freedom to Read Act/Senate Bill 1098 (2025) Requirements section for specifics.	<input type="checkbox"/>
Review the district’s school board-adopted instructional materials policy .	<input type="checkbox"/>
Review the district’s school board-adopted challenge/reconsideration policy that outlines the process for reconsidering basal instructional materials, supplemental, and library materials that have been challenged (see the ALA toolkit for resources and examples).	<input type="checkbox"/>
Follow the instructional materials and challenge/reconsideration policies and procedures with fidelity.	<input type="checkbox"/>
Remind administrators about these policies and procedures and about any protocols for responding to media inquiries.	<input type="checkbox"/>
Remind staff who have a personal concern about materials or wish to challenge materials to follow district policies and to initiate the discussion with staff who are most directly involved with the materials in question.	<input type="checkbox"/>

School-Level Administrators

School-level administrators are encouraged to also review the following sections: [Instructional Materials Policy](#), [Challenge/Reconsideration Policy](#), and [District-Level Administrators](#).

Steps	Complete?
Understand, promote, and apply district policies and procedures regarding selection and reconsideration of basal instructional materials, supplemental, and classroom and school library materials.	<input type="checkbox"/>
Instruct staff about how to handle materials challenges and to understand the requirements of Senate Bill 1098 (2025). Remind staff about protocols for responding to media inquiries.	<input type="checkbox"/>
Support the provision of materials that are representative of diverse cultures, including authentic representations of religious, ethnic, cultural, and gender identity groups and authentic authorship (brief video overview from Reading Rockets).	<input type="checkbox"/>
Explain why any materials in question were selected by staff, and speak to the merit of those materials.	<input type="checkbox"/>
Attempt to resolve a concern about materials before it escalates to a formal challenge; seek support as needed. Inform relevant staff of the discussion and outcome (classroom teacher, school library staff, etc.).	<input type="checkbox"/>
Include equity personnel, Civil Rights coordinators, Title IX coordinators, Section 504 coordinators, and/or other relevant staff in discussions about concerns and challenges that relate to protected classes (race, gender identity, religion, sexual orientation, etc.), and refer to the district’s nondiscrimination policies.	<input type="checkbox"/>
Follow the district’s reconsideration policy with fidelity, including the requirements of Senate Bill 1098 (2025), if a concern escalates to a formal challenge.	<input type="checkbox"/>
Be aware of personal biases and preferences when making selection and reconsideration decisions about materials (ODE Equity Decision Tools).	<input type="checkbox"/>
Remind staff who have a concern about materials or who wish to challenge materials to follow district policies and to initiate the discussion with staff who are most directly involved with the materials in question.	<input type="checkbox"/>

Classroom Teachers

Classroom teachers are encouraged to also review the following sections: [Instructional Materials Policy](#), [Challenge/Reconsideration Policy](#), and [District-Level Administrators](#).

Steps	Complete?
Understand, promote, and apply district policies and procedures regarding selection and reconsideration of basal instructional materials, supplemental, and school and classroom library materials.	<input type="checkbox"/>
Work with administrators to understand how to handle materials challenges, the requirements of Senate Bill 1098 (2025), and your role in responding to media inquiries.	<input type="checkbox"/>
Provide materials that are representative of diverse cultures, including authentic representations of religious, ethnic, cultural, and gender identity groups and authentic authorship (brief video overview from Reading Rockets).	<input type="checkbox"/>
Establish a clear connection to educational objectives and academic content standards when choosing supplemental and classroom library materials. Be able to clearly articulate that connection to students, parents/guardians, and administrators.	<input type="checkbox"/>
Attempt to resolve a concern about materials before it escalates to a formal challenge; seek support as needed.	<input type="checkbox"/>
Inform the building administrator if a concern or challenge is shared with you. This is especially important if it is related to protected classes (race, gender identity, religion, sexual orientation, etc.) or to the district’s nondiscrimination policies.	<input type="checkbox"/>
Follow the district’s reconsideration policy with fidelity, including the requirements of Senate Bill 1098 (2025), if a concern escalates to a formal challenge.	<input type="checkbox"/>
Be aware of personal biases and preferences when making selection and reconsideration decisions about materials (ODE Equity Decisions Tools).	<input type="checkbox"/>
Follow district policies and initiate the discussion with staff who are most directly involved with the materials in question, if you, yourself, have a concern about materials or wish to challenge materials.	<input type="checkbox"/>

School Library Staff

School library staff are encouraged to also review the following sections: [Instructional Materials Policy](#), [Challenge/Reconsideration Policy](#), and [District-Level Administrators](#).

Steps	Complete?
Understand and apply district policies and procedures regarding selection and reconsideration of supplemental and school library materials.	<input type="checkbox"/>
Work with administrators to understand how to handle materials challenges, the requirements of Senate Bill 1098 (2025), and your role in responding to media inquiries.	<input type="checkbox"/>
Familiarize yourself with the Oregon Association of School Libraries' Intellectual Freedom Policy Statement and the American Library Association's Library Bill of Rights and its interpretations , and be able to articulate that information to parents/guardians, students, staff, and administrators.	<input type="checkbox"/>
Provide materials that are representative of diverse cultures, including authentic representations of religious, ethnic, cultural, and gender identity groups and authentic authorship (brief video overview from Reading Rockets).	<input type="checkbox"/>
Provide materials that enrich and support the school's curriculum and the district's goals and that appeal to students' reading interests.	<input type="checkbox"/>
Explain why any materials in question were selected.	<input type="checkbox"/>
<i>Licensed Staff:</i> Attempt to resolve a concern about materials before it escalates to a formal challenge; seek support as needed. Inform your building administrator of the discussion and outcome.	<input type="checkbox"/>
<i>Classified Staff:</i> Report concerns to relevant licensed library staff and to the building administrator.	<input type="checkbox"/>
Inform the building administrator if a concern or challenge is shared with you. This is especially important if it is related to protected classes (race, gender identity, religion, sexual orientation, etc.) or to the district's nondiscrimination policies.	<input type="checkbox"/>
Follow the district's reconsideration policy with fidelity, including the requirements of Senate Bill 1098 (2025), if a concern escalates to a formal challenge.	<input type="checkbox"/>
Be aware of personal biases and preferences when making selection and reconsideration decisions about materials (ODE Equity Decisions Tools).	<input type="checkbox"/>
Follow district policies and initiate the discussion with staff who are most directly involved with the materials in question, if you, yourself, have a concern about materials or wish to challenge materials.	<input type="checkbox"/>

Resources

Resources in each section are alphabetized by the name of the organization, and then by the name of the resource. An asterisk (*) indicates that the resource is linked above in the document.

Sample Policies and Guidelines

Please note: District policies listed below did not reflect the Freedom to Read Act/Senate Bill 1098 (2025) requirements as of February 2026, when this update was published, due to the newness of the law at the time.

- [Reconsideration committee](#) guidelines and sample reconsideration report and [reconsideration \[challenge\] form](#)* (American Library Association)
- [Selection & Reconsideration Policy Toolkit for Public, School, and Academic Libraries](#) (ALA)*
- [Instructional materials selection policy, regulations, and supporting documents](#)* (Beaverton School District) [includes a reconsideration form and a conversation guide for principals; click through all tabs at the top of the page]
- [Instructional materials policy \(IIA\) and administrative regulations](#) (La Grande School District)
- [Instructional materials policy \(IIA\) and administrative regulations](#) (Redmond School District)
- [Instructional materials policy \(IIA\) and administrative regulations](#) (Tigard-Tualatin School District)
- Instructional materials policy, administrative regulations, and request for reconsideration [challenge] form templates (Oregon School Boards Association; member districts may request the templates from OSBA at no cost)

Supporting Intellectual Freedom

- [Freedom to Read Statement](#) (American Library Association)*
- [Library Bill of Rights](#) (core tenets) and [interpretations](#) (ALA)*
- [Notable First Amendment Court Cases](#) (ALA)
- [Statement on Censorship](#) (Association for Supervision and Curriculum Development)*
- [Advancing Culturally Responsive Curriculum: A Toolkit for School Boards](#) (Local Progress, HEAL Together)*
- [First Amendment in Schools: A Resource Guide](#) and [FAQ](#) (National Coalition Against Censorship)
- Statements: [Academic Freedom \(revised\)](#)* and [Classroom Libraries](#) (National Council of Teachers of English)
- [The Students' Right to Read](#) (NCTE, Executive Committee)*
- [Beliefs of the National School Boards Association](#), Article II, Section 3, 3.1 (National School Boards Association)*
- [OASL Intellectual Freedom Policy Statement](#) (Oregon Association of School Libraries)*
- [When Books Spark Controversy: Best Practices for Schools and Districts](#) slide deck (OASL, Intellectual Freedom Committee)
- [Oregon Intellectual Freedom Committee](#) (Oregon Library Association)
- [Diverse Books for Children](#), Rudine Sims Bishop video (Reading Rockets)*

- [Oregon Intellectual Freedom Clearinghouse](#), collection of resources concerning intellectual freedom in Oregon schools and libraries (State Library of Oregon)

ODE Resources and Oregon Laws and Administrative Rules

- [Adoption Criteria for \[Basal\] Instructional Materials](#) (Oregon Department of Education)*
- [Complaint and Appeal Process](#) (ODE)
- [Education Equity Stance](#) (ODE)*
- [Equity Decision Tools for School Leaders](#) (ODE)*
- [Freedom to Read: Frequently Asked Questions](#) (ODE)*
- [Instructional Materials Administrative Rules \(OARs\) and Oregon Revised Statutes \(ORSs\)](#)(ODE)*
- [Oregon Statewide Report Card](#), demographic data (ODE)*
- [Standards and Instruction](#), landing page for academic content standards (ODE)*
- [Supporting Gender Expansive Students: Guidance for Schools](#) (ODE)
- [Title VI Civil Rights and Equity Resources](#) (ODE)*
- [Title IX Civil Rights](#) (ODE)*
- [Public Meetings Law](#) (Oregon Government Ethics Commission)*
- [House Bill 2023 \(2019\)](#) (Oregon Legislature)*
- [Senate Bill 1098 \(2025\)](#) (Oregon Legislature)*
- [ORS 329.045](#) Revision of Common Curriculum Goals (Oregon Legislature)*
- [ORS 336.082\(3\)](#) Development of Nondiscriminatory Curriculum (Oregon Legislature)*
- [ORS 337.260](#) Textbooks on American History and Government (Oregon Legislature)*
- [ORS 337.277](#) Prohibition on Discrimination in Selection or Retention of Library Materials; Process for Removal of Library Materials (Oregon Legislature)*
- [ORS 659.850](#) Discrimination in Education Prohibited (Oregon Legislature)*
- [OAR 581-021-0009](#) Exemptions (Oregon Secretary of State)*
- [OAR 581-021-0045](#) Discrimination Prohibited (Oregon Secretary of State)*
- [OAR 581-021-0046](#) Program Compliance Standards (Oregon Secretary of State)*
- [OAR 581-022-2030](#) District Curriculum (Oregon Secretary of State)*
- [OAR 581-022-2355](#) Instructional Materials Adoption (Oregon Secretary of State)*

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- [Complaint and Appeals Resolution Unit](#), Oregon Department of Education