



FREQUENTLY ASKED QUESTIONS ABOUT INSTRUCTIONAL MATERIALS

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Key Terminology

ADOPTION- The approval of instructional materials for use in a district’s classroom. Adoption can refer to action taken by the Oregon State Board of Education and/or the local school board.

CONTENT AREA- A subject area with content standards such as English Language Arts, Mathematics, Science, Social Sciences, Health, Physical Education, The Arts, and World Languages.

DIVISION 22 STANDARDS- The Division 22 Standards are the requirements that the Oregon Legislature or the State Board of Education has determined must be met in order to be a standard school district. These requirements are contained in Chapter 581, Division 22 of Oregon Administrative Rules (OARs). Compliance with the Division 22 Standards ensures every student in Oregon public schools is provided with a standard, or baseline, level of service.

ELP- Abbreviation that stands for “English Language Proficiency.” Also referred to by some as English language development (ELD).

EVALUATION- The process of reviewing and scoring instructional materials using the current instructional materials adoption criteria adopted by the State Board of Education.

INSTRUCTIONAL MATERIAL- According to [OAR 581-011-0050](#) (The Oregon Administrative Rule which provides general guidance about Textbook Adoption), “instructional material” means any organized system, which constitutes the major instructional vehicle for a given course of study. Instructional materials may be supplemented with other resources. Adopted instructional materials refer to the core component of instruction in the classroom.

OAR- Abbreviation which stands for “Oregon Administrative Rule.” Administrative Rules are created by most agencies and some boards and commissions to implement and interpret their statutory authority.

ODE- Abbreviation which stands for “Oregon Department of Education.” The Oregon Department of Education (ODE) oversees the education of over 560,000 students in Oregon’s public K-12 education system. The Oregon Department of Education’s Mission is to foster equity and excellence for every learner through collaboration with educators, partners, and communities.

OER- Abbreviation which stands for “Open Educational Resource. OER are teaching and learning materials that you may freely use and reuse at no cost, and without needing to ask permission.

ORS- Abbreviation which stands for “Oregon Revised Statute.” The Oregon Revised Statutes are the codified laws of the State of Oregon.

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Section 1: Frequently Asked Questions- State Evaluation of Instructional Materials by ODE

How are instructional materials evaluated by ODE?

ODE evaluates and adopts instructional materials on a **seven-year schedule**. The [schedule](#) rotates content areas considered for adoption from year to year. This annual process helps to ensure that quality instructional content is being adopted regularly across all content areas. The adoption process includes:

- **Clear criteria for evaluation** and
- an **independent, third-party review** of potential materials.

The instructional materials adoption process begins with the development or revision of content standards for a specific subject area and proceeds with the following steps:

1. Standards are adopted by the State Board of Education for the content area.
2. ODE forms a Criteria Development Committee to determine the criteria which will be used to evaluate instructional materials.
3. Once the criteria is reviewed and adopted by the State Board of Education, publishers are invited to submit their materials for review.
4. After publishers submit materials, an evaluation committee* is then formed.
5. The evaluation committee uses the developed criteria from step two to create a list of materials for adoption.
6. This list of materials that meet the adoption criteria is then presented to the State Board of Education for adoption.
7. The list is then made public, and districts are able to select instructional materials from that list for their district adoptions if they choose.
8. The district evaluation, adoption, and implementation process are all under local control.

*Evaluation committees are composed of at least 75% practicing classroom teachers in Oregon public schools. This is required by law and considered essential to ODE's evaluation process because it centers educators' voices.

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Who evaluates the instructional materials before they are adopted?

Teachers who are knowledgeable of the grade level and subject area review the materials. This is known as the instructional materials evaluation committee. Committee members are nominated by local districts and educational service districts.

- At least 75% of the evaluation committee must be classroom teachers from Oregon public schools. The other 25% of the committee are typically other experts in the field (e.g., higher education staff, administrators, professionals from relevant community organizations, private school teachers, specialists, etc.)
- The committee membership should reflect the size and geographic diversity of school districts throughout Oregon
- The committee membership should reflect the racial and ethnic diversity of Oregon students and teachers.

What criteria are used to determine if materials are adopted?

In Oregon, materials are **evaluated using the most current [adoption criteria for each content area](#)**. The criteria are developed by teams of trained educators. The criteria development process is typically led by an Oregon Department of Education specialist for the content area in which criteria are being developed.

- Adoption criteria are **updated with each revision of academic content standards**.
- The Oregon Department of Education uses the adoption criteria when reviewing publishers' submissions of instructional materials.
- **Materials that are recommended for adoption to the State Board of Education have been evaluated to ensure they meet the adoption criteria.**
- Districts may select from ODE's recommended list of instructional materials; or,
- Districts may choose to adopt materials that were not evaluated and recommended by ODE. If districts choose instructional materials that are not on ODE's recommended list, they are **required to document how the materials meet with the State Board adopted criteria for that content area.** ([OAR 581-022-2350: Independent Adoption of Instructional Materials](#)).

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What kinds of instructional materials are evaluated by ODE?

Under [OAR 581-011-050: Textbook Adoption](#), only basal materials are currently evaluated for adoption by the State Board of Education.

Basal instructional materials are:

- the materials used as the core component of instruction, also referred to as the major instructional vehicle.
- include assessments, teacher supports, student supports, and more.

Basal instructional materials adopted by a district must be listed on the list approved by the State Board of Education or be formally independently adopted by the district. All adopted instructional materials are required to receive local school board approval before being implemented with students.

Supplemental instructional materials:

- may be used for classroom instruction to supplement or enhance the adopted instructional materials for a content area.
- may include novels, films, articles, video clips, intervention materials, and more.
- are not reviewed by ODE during the evaluation and adoption of instructional materials.
- are not included in the Oregon Administrative rules for evaluation of instructional materials
- are included under local control, meaning that each district is responsible for the policies and processes related to selecting and implementing supplemental materials.

Why hasn't ODE evaluated materials from X publisher?

As a matter of policy, and to maintain a neutral and unbiased review process, **ODE does not solicit submissions from specific publishers.**

Publishers may make the decision to submit or abstain from submitting materials for a variety of reasons. Districts, teachers, parents, and guardians can encourage publishers to submit materials to ODE during the scheduled adoption year for that content area. ODE, however, may not select materials for evaluation or encourage specific vendors to submit for evaluation.

Publishers who are interested in submitting instructional materials should frequently review ODE's [Instructional Materials Announcements and Notices webpage](#), and/ or subscribe to ODE's [publisher listserv](#) to receive communications about Oregon Instructional Materials Adoptions. Updates will be posted as they are available.

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Section 2: Frequently Asked Questions- Requirements around Instructional Materials for School Districts

What are the Division 22 requirements around instructional materials in Oregon?

As outlined in [ORS 337.120: Books and Instructional Materials](#) and Chapter 581, Division 22 of Oregon Administrative Rule (OAR), all school districts in the state of Oregon are required to adopt and implement basal instructional materials for **each program/course** on the State Board of Education’s adoption cycle (which can be found on ODE’s Instructional Materials Toolkit webpage).

Districts can fulfill the Division 22 requirement to adopt materials through one of two options:

- a) They may select from the **State Board of Education’s list of [approved instructional materials](#)**, or
- b) They may choose to conduct an **independent adoption** of instructional materials, as outlined in [OAR 581-022-2350](#).

Districts may also postpone adoption for up to two years and remain Division 22 compliant with the submission of an approved [postponement request](#).

Instructional materials must be accessible, provided in sufficient quantities, and provided in a free and appropriate format. The school district process for selecting and adopting instructional materials shall include opportunities for citizen and parent involvement. **Instructional materials must be adopted by the local school board prior to implementation.**

What is the process for completing an independent adoption of instructional materials?

Oregon school districts may select to adopt materials that are not on the ODE approved list, provided the materials meet the adoption requirements established by the State Board. These types of adoptions are known as “independent adoptions.”

Districts seeking to independently adopt materials must follow the process outlined [OAR 581-022-2350: Independent Adoption of Instructional Materials](#).

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When completing an independent adoption, School Districts must:

- Get assistance from teachers/ administrators in the district in the process
- Involve parents and citizens in the process
- Verify materials meet the State Board approved [adoption criteria](#) for that content area
- Assure that print materials comply with the most current [NIMAS](#) specifications
- Assure that digital materials include an accessibility conformance report for each electronic component that documents adherence to the [Web Content Accessibility Guidelines](#) (WCAG)
- Give proper notification to the local school board that an independent adoption is being made.

Prior to placing the instructional materials into use in the local schools, the administrative head of the district must provide the district school board with information about the materials. This information should be kept on file in case of a parent/guardian complaint. **No further reporting to ODE is necessary.**

Adoption criteria and scoring rubrics are available on the [Instructional Materials Toolkit webpage](#).

For more detailed information about the independent adoption process, please see ODE's [Independent Adoption Tool](#), or reach out to ODE's instructional materials coordinator at ODE.InstructionalMaterials@ode.oregon.gov.

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What does it mean for an instructional material to be “accessible?”

Accessible instructional materials allow students with disabilities the opportunity to acquire the same information, engage in the same interactions, and enjoy the same learning opportunities as students without disabilities, in an equally effective and integrated manner. Accessible instructional materials are designed to “enable and encourage self-sufficiency, participation, and collaboration.”¹

As part of the state evaluation process, the Oregon Department of Education ensures that all State Board adopted instructional materials comply with federal and state requirements regarding accessible instructional materials. Districts seeking to independently adopt instructional materials are responsible for ensuring that materials meet the same federal and state accessibility standards.

- **Federal Policy around Accessible Instructional Materials:**

- **Americans with Disabilities Act (ADA)**- In the context of instructional materials, the [Americans with Disabilities Act \(ADA\)](#) requires that schools and other organizations provide access to course materials and other educational resources in a way that is accessible to individuals with disabilities. This means that materials should be designed in a way that allows individuals with visual, auditory, physical, or cognitive impairments to use them effectively. This can include providing alternative formats for materials, such as audio or braille versions, or using assistive technology to make materials more accessible
- **Individuals with Disabilities Act (IDEA)**- The [Individuals with Disabilities Education Act \(IDEA\)](#) requires public schools to provide accessible formats of print instructional materials to students with disabilities at no cost so they can receive a free and appropriate public education. Accessible Instructional Materials are alternative or specialized formats of textbooks and other instructional materials, such as Braille, large print, audio, tactile graphics, and digital text.

- **Oregon Policy around Accessible Instructional Materials:**

- Districts are required by Oregon law to provide accessible Instructional Materials [under OAR 581-015-2060: Accessible Materials](#) , [OAR 581-022-2355: Instructional Materials Adoption](#), and [OAR 581-022-2350: Independent Adoption of Instructional Materials](#).

¹ “Advancing Digital Equity for All: Community-Based Recommendations for Developing Effective Digital Equity Plans to Close the Digital Divide and Enable Technology-Empowered Learning.” n.d. https://tech.ed.gov/files/2022/09/DEER-ResourceGuide_FINAL.pdf.

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— **Accessibility Requirements for Print Instructional Materials-**

- As per Division 22 requirements, and [OAR 581-015-2060: Accessible Materials](#), school districts must assure the timely provision of print instructional materials, including textbooks, that comply with the [National Instructional Materials Accessibilities Standards \(NIMAS\)](#) for students who are blind or print disabled.

— **Accessibility Requirements for Digital Instructional Materials-**

- On December 7th, 2023, the Oregon State Board of Education approved a revision to [OAR 581-011-0087: Digital Electronic or Web-based Materials and Media](#) which requires an accessibility conformance report (ACR) for digital instructional materials submitted for evaluation and adoption in Oregon:
 - *“A publisher that offers digital, electronic, or web-based materials must provide an accessibility conformance report for each electronic component that documents adherence to the Web Content Accessibility Guidelines (WCAG) identified in the circular of information and technical standards required by the Federal Rehabilitation Act, Section 508. The report must be prepared by an independent third party and be based on an audit testing a random sampling of each different type of electronic component as outlined in each circular of information.”*

What steps do I need to take to assure materials are accessible when conducting an independent adoption?

For information about assuring accessibility of instructional materials during the independent adoption process, please see:

- [ODE’s Independent Adoption Tool-](#) Provides more specific guidance about the independent adoption process in general. Includes resources and guidance for assuring the accessibility of both print and digital instructional materials
- [ODE’s Digital Instructional Materials Toolkit-](#) A supplemental resource to accompany the Independent Adoption Tool. Provides detailed guidance tailored for school districts who are navigating the challenge of adopting digital instructional materials

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What are the requirements around digital instructional materials and student data privacy?

As schools and classrooms continue to evolve with their use of digital instruction and tools, student data privacy takes on added importance. Digital instructional materials platforms, like other educational technology tools, often collect and store a range of personal data about students including names, contact information, academic performance, and behavioral data. Schools are required to protect the personal information of students from being collected, used, or shared without consent.

- **Federal Policy around Student Data Privacy:**

- **Family Education Rights and Privacy Act (FERPA)**- The [Family Education Rights and Privacy Act \(FERPA\)](#) was put into law in 1974, and was designed to protect the privacy of student educational records. FERPA was designed at a time when all curriculum was in paper form, and few could have imagined the impacts on privacy created by the internet and digital instruction. The U.S. Department of Education, [Student Privacy Policy Office](#) provides guidance and training through the Privacy Technical Assistance Center to address today's challenges including [working with Online Educational Service Providers and Applications](#).
- **Children's Online Privacy and Protection Act (COPPA)**- The [Children's Online Privacy and Protection Act \(COPPA\)](#) went into effect in the year 2000 and provided more requirements on digital curriculum providers - specifically when students are under the age of 13. Since then, the world of instructional technology has significantly changed and continues to evolve. At the state level, Oregon provided further clarification on student data privacy in 2013 with the Oregon Student Information Protection Act (OSIPA).

- **Oregon Policy around Student Data Privacy:**

- **Oregon Student Information Protection Act (OSIPA)**- The [Oregon Student Information Protection Act \(OSIPA\)](#) specifically includes prohibitions such as:
 - Disclosing any covered information provided by the operator to subsequent third parties, except in furtherance of kindergarten through grade 12 school purposes of the site;
 - Engaging in targeted advertising on the operator's site, service, or application; and
 - Selling a student's information, including covered information.

More information about student data privacy requirements (including suggestions and resources to support conversations with vendors) can be found in [Oregon's Digital Instructional Materials Toolkit](#).

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What are some of the benefits of adopting materials off the State Board approved list?

Benefit 1: If adopting from the State Board approved list, districts have assurance from ODE that instructional materials:

- Fulfill the adoption criteria for that content area
- Are aligned to the most recent state standards for that content area, *and*
- Meet the legal requirements for instructional materials in Oregon around accessibility/ student data privacy

Districts often find that selecting materials from the State Board approved list is a more efficient process than independently adopting instructional materials. This is because, as part of Oregon Department of Education’s Instructional Materials evaluation process, the state’s instructional materials evaluation team has already done the work of assuring instructional materials fulfill the adoption criteria and meet legal requirements for instructional materials in the state of Oregon.

If completing an independent adoption, districts must **independently verify and assure** that instructional materials fulfill the adoption criteria and all legal requirements before adopting. This independent verification of instructional materials can take considerable time and resources.

Figure 1: Some benefits of adopting off of State Board approved list:

Requirements for Instructional Materials in Oregon	If adopting from the State Board approved list...	If completing an independent adoption:
The instructional materials must meet the criteria established by the State Board of Education	✔	✘
Print Instructional materials comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.	✔	✘
Digital, electronic, or web-based materials include an accessibility conformance report for each electronic component that documents adherence to the Web Content Accessibility Guidelines (WCAG).	✔	✘

Figure 2 Key:

✔- Materials are assured to meet the requirement by Oregon Department of Education

✘- Districts must independently verify that materials meet the requirement before adoption

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Benefit 2- Districts benefit from locked in contract price for the duration of the adoption period

All publishers who are approved for adoption by the Oregon State Board of Education sign a seven-year² contract with the state of Oregon. One of the terms for the contract is that publishers must agree to offer districts instructional materials for the same contract price for the life of the contract (seven years²). As a result, prices are locked in for the duration of the adoption period.

This means that districts using instructional materials from the State Board approved list do not need to worry that the costs of instructional materials will increase over the course of the adoption period.

Benefit 3- Partnership with NW Textbook Depository

All publishers who are approved for adoption by the Oregon State Board of Education agree as part of their contract to partner with NW Textbook Depository. Publishers are contractually required to pay the cost of freight to transport their materials to the depository. As a result of this partnership, districts benefit from **substantial savings on shipping for instructional materials**, as well as:

- One-Stop Ordering / Simplified Invoicing
- Personalized Customer Service
- Pack and Hold Facilities
- Will-Call Services
- Customized Delivery Options
- Economies of Scale Combined with the Service of a Local Company

For more information about NW Textbook Depository, please contact Mark Hansen at mark.hansen@nwttd.com.

² While the contract period for adopted materials typically lasts seven years, it may be shortened or extended based on the adoption period for that content area. For example.

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What are the adoption requirements for AP/ IB instructional materials?

Oregon Department of Education does not evaluate International Baccalaureate (IB) or Advanced Placement (AP) instructional materials. International Baccalaureate or Advanced Placement courses must follow curricular guidelines established by those programs, including guidelines for instructional materials. **Please refer to these organizations for their instructional materials guidelines.**

Does my school district need to adopt ELP materials separately if we use an integrated model?

Districts that utilize an integrated model to teach ELP do not need to adopt ELP materials separately, as long as they verify that the content area materials they are using also address ELP standards for all proficiency levels enrolled in that class.

If a school district uses an integrated model to teach ELP, the district can fulfill the requirements for instructional materials by:

- Providing evidence of the adoption of instructional materials for that content area, **and**
- Providing evidence that these materials address the ELP standards for all proficiency levels for ML/EL students enrolled in that class.

Districts can demonstrate the proficiency level requirement by including **any** of the following:

- Providing evidence of alignment of the ELP standards with the adopted core area materials.
- Independently adopting the content area instructional materials as ELP adopted instructional materials using the [ELP instructional materials criteria](#)

For more information about the adoption requirements of ELP materials in integrated ELP models, please reach out to Kim Miller at kim.miller@ode.oregon.gov.

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What steps do school districts need to take when postponing adoption?

To remain compliant with Division 22 requirements ([OAR 581-022-2360: Postponement of Purchase of State-Adopted Instructional Materials](#)), school districts that seek to postpone an adoption must submit a [Request for Postponement](#) **before the Fall of the school year** following state adoption. As part of this form, districts will need to describe:

- The reason for seeking postponement;
- The subjects or categories for which postponement is sought;
- The projected dates for purchase and implementation of new instructional materials which shall not be later than two years from the beginning of the school year following the state adoption;
- Identification of the instructional materials to be used during the postponement;
- Assurance that the postponement will not delay future purchases in other subject areas; and
- **Local school board approval of the application and the date of such approval.**

School Districts can postpone adoption for no more than two years from the required implementation date. Please see [Figure 1: Instructional Materials Adoption Schedule](#) for information about the postponement window for each content area.

Districts that do not submit a postponement request, and/or do not implement materials within the two-year postponement window, will need to report “out of compliance” on their annual Division 22 assurance report and must submit an approved plan to come back into compliance by the beginning of the next school year. If the district fails to come back in compliance, the Deputy Superintendent “may withhold portions of State School Fund moneys otherwise allocated to the school district for operating expenses until such deficiencies are corrected unless the withholding would create an undue hardship. . . .” ([ORS 327.103](#)).

For more information about Division 22 Standards and Assurance of Compliance, please visit [ODE’s Division 22 Standards webpage](#), or contact Susan Payne at susan.payne@ode.oregon.gov.

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Our school district has found success using our previously adopted instructional materials. Do we still need to re-adopt?

“Adopting” does not always mean the same thing as “purchasing.” If a school district found success using previously adopted materials, and wanted to continue using them, they could do so by:

- a) verifying that the materials appear on the updated State Board of Education approved materials list. If so, the only action required is receiving local school board approval.
- b) completing an independent adoption (provided the materials meet the current adoption criteria for that content area). As part of the independent adoption process, the school district would need to verify and assure that the materials:
 - Meet the **updated (most current) adoption criteria** for that content area, *and*
 - Align to the **updated (most current) State Standards** for that content area.

School Districts must give proper notification that an independent adoption is being made. **Prior to implementing previously used materials in a new adoption period**, the administrative head of the district must provide the district school board with information about the materials. Like with any other independent adoption, this information should be kept on file in case of parent/ guardian complaint.

For further support, resources, and information, please see the [Independent Adoption Tool](#) on the [Instructional Materials Toolkit webpage](#), or reach out to ODE’s instructional materials coordinator at ODE.InstructionalMaterials@ode.oregon.gov.

What are OER?

[OER Commons](#) defines Open Educational Resources (OER) as “teaching and learning materials that you may freely use and reuse at no cost, and without needing to ask permission.” Unlike copyrighted resources, OER have been authored or created by an individual or organization that chooses to retain few, if any, ownership rights.”

OER are instructional materials that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others.

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Does the Oregon Department of Education evaluate Open Educational Resources (OER)?

The Oregon Department of Education evaluates any basal instructional materials that are submitted in accordance with our evaluation process, including Open Educational Resources (OER). While Oregon Department of Education collects fees from publishers as part of its yearly instructional material evaluation process, there is a fee waiver available for OER materials that are provided in their free use format ([OAR 581-011-0090: Assessment of Submission Fees](#)).

For more information about the fee waiver, please see the Circular of Information, which is released in October each year preceding the instructional materials evaluation on the Oregon Department of Education's [Announcements & Notices webpage](#).

How can I get started finding K-12 Open Educational Resources (OER)?

The [Oregon Open Learning Hub](#) is the place to find and share open educational resources (OER) that are curated and created for and by Oregon educators.

Originally launched in May of 2020, [Oregon Open Learning Hub](#) is Oregon's K-12 open educational resource (OER) repository. The Hub continues to grow and now contains over 1,000 resources that have been authored or curated by Oregon educators. In November of 2022, the Hub launched the [Oregon Collections](#) section with the first collection made up entirely of resources created and evaluated by Oregon educators.

This Hub is sponsored by the Oregon Department of Education. However, as materials on Oregon Open Learning Hub are not formally evaluated using the State adoption criteria, specific resources on the Oregon Open Learning Hub are not endorsed by the Oregon Department of Education. Districts using OER are encouraged to conduct their own review of the materials.

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Section 3: Frequently Asked Questions- Exemptions and Opt-Out (Parents and Guardians)

Who decides which instructional materials are adopted and implemented?

Decisions about instructional material are made at the school district level. Instructional materials must be adopted by the local school board prior to implementation.

- Districts may **choose from the state list of [approved instructional materials](#)**, or
- They may choose to do **an independent adoption** of instructional materials.

If a district conducts an independent adoption, then it **must follow the requirements in [OAR 581-022-2350: Independent Adoption of Instructional Materials](#)** which includes using the [state-adopted instructional material criteria](#).

What if I have a concern about instructional materials used in my student's district?

All instructional materials are selected at the local level, and many districts have a procedure for investigating and resolving complaints. Concerns about instructional materials used in a student's classroom should be **directed to the teacher and/or school administrative staff**. If the complaint is not resolved at the school level, it should be **elevated to the district administration or the local school board**.

If a parent, student, or community member believes that a district is not adhering to Division 22 standards related to instructional materials, they may **file a complaint with the district, by following the district's complaint process**. Each district's complaint process should be linked on the main page of the district website. If the complaint is not resolved at the local level, it may then be [appealed to the Oregon Department of Education](#).

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How do I request an exemption from instructional materials for my student?

For state required curriculum, program, or learning activity, the parent or guardian may request an exemption by following the process set out in [OAR 581-021-0009: Exemptions](#). Under that rule, parents and guardians may request that their student be excused from a state required program or learning activity, where necessary, to accommodate a **student's disability or religious beliefs**.

To request an exemption, the **parent or guardian** must:

- Submit a written request to the district **listing the reasons for the request and setting forth a proposed alternative for an individualized learning activity that substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempted.**

School district personnel must evaluate and approve the request. The request is then put to the **local school board for approval**. If approved by the local school board, the district may approve the request and grant credit for the alternative learning activity.

Most district school boards will have local policies about the exemption rule ([OAR 581-021-0009: Exemptions](#)). Refer to your district administration or local school board to learn more about the district's policies.

How do I request an opt-out for content related to comprehensive sexuality education?

For instructional materials related to human sexuality or sexually transmitted infections, **parents and guardians have the opportunity to review materials and opt-out, per [ORS 336.465: Conduct of Schools Generally](#) and [OAR 581-022-2050: Human Sexuality Education](#).**

Parents or guardians shall be informed that their student may not be required to take or participate in any instruction on human sexuality or human immunodeficiency virus.

Additionally, for instructional materials related to required content in the Sex Ed Plan of Instruction, **any parent or guardian may request in writing that his/her child be excused** from that portion of the instructional program. [OAR 581-022-2050: Human Sexuality Education](#), Section 5 explains how opt-out only applies to the materials that a district is using to meet their comprehensive sexuality education plan of instruction.

Key
Terminology

1. State
Evaluation

2. District
Requirements

3. Exemptions
and Opt Out

4. Statewide
Data

Additional
Resources

Section 4: Frequently Asked Questions- Statewide Data

Does ODE have a list of the adopted instructional materials for each Oregon school district?

Data on local adoptions of instructional materials is not reported to ODE. Reporting is limited to districts assuring that they are compliant with the Division 22 standards related to instructional materials each year. **All adopted instructional materials must be approved by the district’s local school board. Documentation should be kept on file at the district office.**

Does ODE have a list of all districts that have conducted an independent adoption of instructional materials?

Data on local adoptions of instructional materials is not reported to ODE. As part of Division 22 standards, districts must complete annual assurances to ODE and to the local school board that the district is following the requirements of the rules that govern the adoption process. Reporting on instructional materials adoption is limited to districts assuring that they are compliant with the Division 22 standards related to instructional materials each year.

All adopted instructional materials must be approved by the district’s local school board.

Additionally, **independent adoptions must be documented as outlined in [OAR 581-022-2350 Independent Adoptions of Instructional Materials](#) and approved by the local school board** prior to implementation of the instructional materials in classrooms.

Key
Terminology

1. State
Evaluation

2. District
Requirements

3. Exemptions
and Opt Out

4. Statewide
Data

Additional
Resources

Appendix: Companion Guidance Documents & Resources

Key Terminology

1. State Evaluation

2. District Requirements

3. Exemptions and Opt Out

4. Statewide Data

Additional Resources

Document

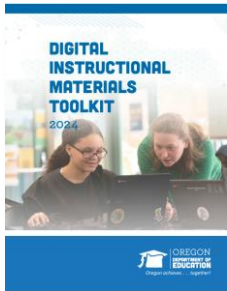


Description

Oregon Instructional Materials Toolkit: This page provides a collection of essential guidance documents to support districts in the process of instructional materials adoptions. These resources cover key areas such as:

- Frequently Asked Questions (FAQs)
- Independent Adoption Procedures
- The Instructional Materials Adoption Schedule
- Adoption Criteria
- Digital Instructional Materials Requirements and Recommendations
- The Value of High-Quality Instructional Materials

Digital Instructional Materials Toolkit: This Toolkit is designed as a comprehensive set of best practices to consider when adopting digital materials and is meant to be an additional, supplemental set of tools to consider alongside the Instructional Materials Toolkit, which can be found on the Oregon Department of Education’s Instructional Materials website. The information included in this toolkit is largely centered around recommendations and best practices. Regulations and requirements are addressed in the Accessibility and Student Data Privacy sections, but this toolkit does not include any new requirements or regulations.



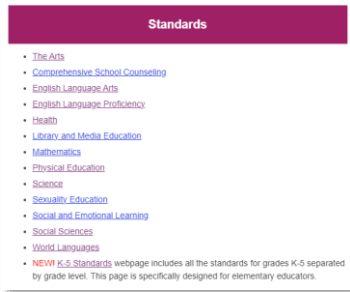
Adopted Materials by Content Area

If you require technical assistance with the adopted materials spreadsheets below, please email Support@ode.or.gov

Mathematics (2023-2030)	+
Science (2024-2031)	+
World Languages (2021-2027)	+
English Language Arts (ELA) and Literacy (2022-2028)	+
English Language Proficiency (2022-2029)	+
Health and Physical Education (2018-2024)	+
Social Sciences (2018-2025)	+

Adopted Materials by Content Area: The State Board of Education adopted instructional materials by content area. Here, you can find the ODE approved list of instructional materials for each subject on the State Board’s adoption cycle.

Document

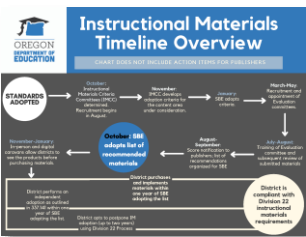


Description

ODE Standards and Instruction: Oregon’s State Standards for each content area.



Northwest Textbook Depository website: Founded in 1965, Northwest Textbook Depository has provided exceptional service to educational and publisher partners for over 50 years. They offer our educational customers an extensive selection of over 100,000 titles marketed by many of the nation's leading educational publishers.



Instructional Materials Timeline Overview: Summarizes the instructional materials adoption cycle.

Key Terminology

1. State Evaluation

2. District Requirements

3. Exemptions and Opt Out

4. Statewide Data

Additional Resources



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