

## Instructional Materials Selection

The district shall maintain collections of instructional media for use in the instructional programs.

### I. Selection of Instructional Materials

- A. The Board is legally responsible for all matters relating to the operation of the district.
- B. The responsibility for the selection of instructional materials is delegated to the professional trained and certificated staff employed by the school system. For these purposes, the term “instructional materials” includes printed and non-print materials, including digital content of software in a format such as electronic and Internet or web-based materials or media (not equipment), whether considered textbooks, supplementary materials or media center materials.
- C. While selection of materials involves many people (principals, teachers, students, supervisors, community persons and media specialists, the responsibility for coordinating the selection of most instructional materials and making the recommendation for purchase rests with certificated media personnel. For these purposes, the term “media specialist” includes librarians, school media specialists or other appropriately certificated persons responsible for the selection of media.
- D. Responsibility for coordinating the selection of text materials for distribution to classes will rest with the appropriate department chair or with the textbook evaluation/curriculum committees. The term “text materials” includes any organized system which constitutes the major instructional vehicle for a given course of study or any major part of the course.

### II. Criteria for Selection of Materials

The Board subscribes to the School Library Bill of Rights statement of the American Library Association<sup>1</sup> and to the Student’s Right to Read, by the National Council of Teachers of English, 1962, as a basis for the selection of all instructional materials. (See Appendix E).

- A. The following criteria will be used as they apply:
  - 1. Materials shall support and be consistent with the general educational goals of the district and the objectives of specific courses;
  - 2. Materials shall meet high standards of quality in content and presentation;

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<sup>1</sup>Adopted by the American Association of School Libraries, a division of the American Library Association, and endorsed by the Council of the American Library Association, 1969.

3. Materials shall be appropriate for the subject area and for the age, emotional development, ability level and social development of the students for whom the materials are selected;
4. Materials shall have aesthetic, literary or social value;
5. Materials shall be chosen to foster respect for minority groups, women and ethnic groups, and shall realistically represent our pluralistic society, along with the roles and life styles open to both men and women. Materials shall be designed to help students gain an understanding of the many important contributions made to our civilization by minority groups, ethnic groups and women;  
Materials shall clarify the multiple forces with their economic, political and religious dimensions, which have had influence on women, minority groups and ethnic groups. These materials shall present and analyze intergroup tension and conflict, placing emphasis upon resolving social and economic problems;  
Materials shall be designed to motivate students to examine their own attitudes and behavior and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in a pluralistic, nonsexist society;
6. Materials shall be selected for their strengths rather than rejected for their weaknesses;
7. The selection of materials on controversial issues will be directed toward maintaining a balanced collection representing various views;
8. Physical format and appearance of materials shall be suitable for their intended use;

### III. Procedure for Selection

#### A. Text Material

District text selection will be made using the Oregon State procedures for textbook adoption as a guide.

1. Text materials committees shall be appointed, by the person designated in charge of textbooks, at the time that text adoption areas are determined. Appropriate subject areas, instructional level and media personnel shall be included in each committee.
2. Criteria for text materials consistent with the general criteria for materials selection shall be developed by teacher committees.
3. The committee shall present its recommendation(s) to the superintendent or designee.
4. The superintendent or designee and the text materials committee shall present the recommendation(s) to the Board.

#### B. Media Materials

1. In purchasing materials for the media center, the media specialist will evaluate the existing collection and the curriculum needs and will consult reputable, professionally prepared selection aids and other appropriate sources. For these purposes, the term “media” includes all materials considered part of the library collection, plus all nontext instructional materials housed in resource centers and classrooms, if any.  
For these purposes, the term “media center” is the space, room or complex of rooms and spaces designated as a library, media center, instructional materials center or similar term. A media center may include units not contiguous to the center. These units would

include but not be limited to resource centers, production centers, televisions studios and computer centers.

2. Recommendations for purchase will be solicited from faculty and student body.
3. Gift materials shall be judged by the Selection of Materials criteria and shall be accepted or rejected by those criteria.
4. Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

#### IV. Procedure for Disposition of Textbooks, Materials and Library Books

The Board recognizes that the various materials and books used in the district for instructional and recreational purposes become outdated, obsolete and unsuitable for use in the regular instructional program. Replacement and updating of materials and books is part of the ongoing administrative and budgetary process.

A. The following procedure is adopted for the disposal of books and other software materials:

1. Materials and books to be disposed of shall be so marked by the Media Specialist having custody of said materials and/or books;
2. The items to be disposed of shall be removed from the school inventory by the media specialist;
3. Items to be disposed of shall be made available to teachers as supplemental materials and then made available to the students of the school involved. If students do not take said items, announcements shall be sent to the other schools of the district stating that the books and/or other materials are available to the teachers and students;
4. Books and materials which are left after students have been given an opportunity to obtain them, shall be sent to the district office for disposal through recycling or other acceptable means as determined by the superintendent;

#### V. Questioned and Challenged Materials

A. Procedures for Objections

1. Any resident of the district may raise objections to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection, followed the proper procedure and observed the criteria for selecting such materials.
2. The district official or staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally.
  - a. The district official or staff member initially receiving a complaint shall explain to the complainant the media center selection procedure, criteria and qualifications of those persons selecting the material.
  - b. The district official or staff member initially receiving a complaint shall explain to the best of his/her ability the particular place the objectionable material occupies in the education program and its intended educational usefulness, or refer the complaining party to someone who can identify and explain the use of the material.

3. In the event that the person making an objection to material is not satisfied with the initial explanation, the person raising the question should be referred to the principal/media specialist. If, after further consideration the complainant still desires to file a formal complaint, a request for Reconsideration of Instructional Materials form will be provided. (See Appendices A, B and C).
4. The individual receiving the initial complaint shall advise the principal of the initial contact no later than the end of the following school day, whether or not the complainant has apparently been satisfied by the initial contact. A written record of the contact shall be maintained by the principal.

B. Request for Reconsideration

1. Any resident or employee of the district may formally challenge the appropriateness of instructional materials used in the district's educational program. This procedure provides a forum for those persons in the schools and the community who are not directly involved in the selection process.
2. Each media center will keep on hand and make available Reconsideration of Instructional Materials form. All formal objections to media materials must be made on this form.
3. The Reconsideration of Instructional Materials form shall be signed by the complainant and filed with the principal. If at this point, the complainant wishes to take the matter further, the principal will then refer the matter to the superintendent.
4. Generally, access to challenged material shall not be restricted during the reconsideration process.

C. The Reconsideration Committee:

1. The superintendent shall arrange for a review committee made up of seven members:
  - a. One teacher designated by the superintendent;
  - b. One school media specialist designated by the superintendent;
  - c. One member of the administrative staff designated by the superintendent. (This position will normally be filled by the supervisor or person responsible for the district's media services.);
  - d. Two members from the community;
  - e. Two high school students, selected from and by the Student Council.
2. The committee shall be appointed with the approval of the Board.
3. The committee will return a written report of its findings within three weeks. The committee will recommend that the challenged material be:
  - a. Removed;
  - b. Retained; or
  - c. Restricted to age-appropriate audiences. (See Appendix D for additional instructions).

- D. The superintendent shall report to the Board immediately after the recommendation of the review committee. The decisions of the Board shall be final.
- E. Appeal to the Board

The patron who requested the reconsideration of instructional materials may appeal the findings of the reconsideration committee. The appeal would follow the process listed below:

1. A written letter to the superintendent requesting the Board to review and reconsider the decision of the reconsideration committee;
  2. If the appeal occurs three weeks prior to the next Board meeting, the superintendent will put it on the Board agenda, providing that copies of the materials are immediately available for all members of the Board;
  3. If multiple copies of the materials are not readily available for Board review, the superintendent will immediately make arrangements for such material to be reviewed by the Board;
  4. The decision of the Board shall be final.
- F. In those cases where the complaint is made by an individual and the complaint concerns only his child, committee action will not be deemed necessary. In such cases, the materials will not be made available to a student on the request of his parent.
  - G. Upon request, a parent may meet with the teacher and administrator and review or inspect the approved instructional materials list.

## VI. Copyrighted Materials

The district will adhere to the provisions of copyright laws. The Board recognizes that unlawful copying and use of copyrighted materials contributes to higher costs for materials, lessens the incentives for development of quality educational materials and fosters an attitude of disrespect for law, which is in conflict with the educational goals of the district. The superintendent is responsible for distributing procedures on educational fair use of copyrighted materials. Use of copyrighted materials is for educational purposes if it furthers noncommercial research, instructional or scholarly activities.

**APPENDIX A**

**Request for Reconsideration of Instructional Materials**

School \_\_\_\_\_

Please check type of material:

- |                                     |                                    |  |                                |
|-------------------------------------|------------------------------------|--|--------------------------------|
| <input type="checkbox"/> Book       | <input type="checkbox"/> Film      | <input type="checkbox"/> Record            | <input type="checkbox"/> Other |
| <input type="checkbox"/> Periodical | <input type="checkbox"/> Filmstrip | <input type="checkbox"/> Kit               |                                |
| <input type="checkbox"/> Pamphlet   | <input type="checkbox"/> Cassette  | <input type="checkbox"/> Computer Software |                                |

Title \_\_\_\_\_

Author \_\_\_\_\_

Publisher or Producer \_\_\_\_\_

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

The following questions are to be answered after the complainant has read, viewed or listened to the school library material in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. To what in the material do you object? (Please be specific, cite pages, frames in a filmstrip, film sequence, etc.) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. Did you read/view the entire item? What parts? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. What do you believe is the theme or purpose of this material? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. What do you feel might be the result of a student using this material? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. For what age group would you recommend this material? \_\_\_\_\_  
\_\_\_\_\_

6. Is there anything good in this material? Please comment. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Are you aware of the judgment of this material by reviewers? \_\_\_\_\_  
\_\_\_\_\_

8. Would you care to recommend other school library/media material of the same subject and format?  
\_\_\_\_\_  
\_\_\_\_\_

9. What would you like your school to do about this material?  
Do not assign to my child  
Other \_\_\_\_\_

\_\_\_\_\_  
Signature of Complainant

\_\_\_\_\_  
Date

Please return completed form to the school principal.

**APPENDIX B**

**Reconsideration Committee**

Checklist for Instructional Material – Nonfiction

Title \_\_\_\_\_

Author \_\_\_\_\_

A. Purpose

1. What is the overall purpose of the material? \_\_\_\_\_  
\_\_\_\_\_
2. Is the purpose accomplished? \_\_\_\_\_ Yes \_\_\_\_\_ No

B. Authenticity

1. Is the author competent and qualified in the field? \_\_\_\_\_ Yes \_\_\_\_\_ No
2. What is the reputation and significance of the author and publisher/producer in the field?  
\_\_\_\_\_  
\_\_\_\_\_
3. Is the material up-to-date? \_\_\_\_\_ Yes \_\_\_\_\_ No
4. Are information sources well documented? \_\_\_\_\_ Yes \_\_\_\_\_ No
5. Are translations faithful to the original? \_\_\_\_\_ Yes \_\_\_\_\_ No

C. Appropriateness

1. Does the material promote the educational goals and objectives of the curriculum of district schools? \_\_\_\_\_ Yes \_\_\_\_\_ No
2. Is it appropriate to the level of instruction intended? \_\_\_\_\_ Yes \_\_\_\_\_ No
3. Are the illustrations appropriate to the subject and age levels? \_\_\_\_\_ Yes \_\_\_\_\_ No

D. Content

1. Is the content of this material well presented by providing adequate scope, range, depth and continuity? \_\_\_\_\_ Yes \_\_\_\_\_ No
2. Does this material present information not otherwise available? \_\_\_\_\_ Yes \_\_\_\_\_ No
3. Does this material give a new dimension or direction to its subject? \_\_\_\_\_ Yes \_\_\_\_\_ No

E. Reviews

1. Source of Review \_\_\_\_\_

Favorably reviewed \_\_\_\_\_ Unfavorably reviewed \_\_\_\_\_

2. Does this title appear in one or more reputable selection aids? \_\_\_\_\_ Yes \_\_\_\_\_ No

If answer is yea, please list title of selection aids: \_\_\_\_\_

Additional Comments: \_\_\_\_\_

\_\_\_\_\_

Recommendation by Reconsideration Committee for Treatment of Challenged Materials: \_\_\_\_\_

\_\_\_\_\_

Signatures of Reconsideration Committee members:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ DATE \_\_\_\_\_

## APPENDIX C

### Reconsideration Committee

#### Checklist for Instructional Material – Fiction and Other Literary Forms

Title \_\_\_\_\_

Author \_\_\_\_\_

#### A. Purpose

1. What is the purpose, theme or message of the material? How well does the author/producer/composer accomplish this purpose?

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2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children?

\_\_\_\_\_ Yes \_\_\_\_\_ No; for young adults? \_\_\_\_\_ Yes \_\_\_\_\_ No. If both are marked no, for what age group would you recommend?

3. Will the reading and/or viewing and/or listening to material result in more compassionate understanding of human beings? \_\_\_\_\_ Yes \_\_\_\_\_ No

4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements and problems of various minority groups? \_\_\_\_\_ Yes \_\_\_\_\_ No

5. Are there any questionable elements of the story an integral part of worthwhile theme or message? \_\_\_\_\_ Yes \_\_\_\_\_ No

#### B. Content

1. Does a story about modern times give a realistic picture of life as it is now? \_\_\_\_\_ Yes \_\_\_\_\_ No

2. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless? \_\_\_\_\_ Yes \_\_\_\_\_ No

3. When factual information is part of the story, is it presented accurately? \_\_\_\_\_ Yes \_\_\_\_\_ No

4. Is prejudicial appeal readily identifiable by the potential reader? \_\_\_\_\_ Yes \_\_\_\_\_ No

5. Are concepts presented appropriate to the ability and maturity of the potential reader? \_\_\_\_\_ Yes \_\_\_\_\_ No

6. Do characters speak in a language true to the period and section of the country in which they live? \_\_\_\_\_ Yes \_\_\_\_\_ No

7. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters?  
 Yes     No
8. Is there preoccupation with sex, violence, cruelty, brutality and aberrant behavior that would make this material inappropriate for children?  Yes     No
9. If there is use of offensive language, is it appropriate to the purpose of the text for children?  
 Yes     No; for young adults?  Yes     No
10. Is the material free from derisive names and epithets that would offend minority groups?  
 Yes     No; children?  Yes     No; young adults?  
 Yes     No
11. Is the material well written or produced?  Yes     No
12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion or philosophy in any adverse way?  
 Yes     No
13. Does the material make a significant contribution to the history of literature or ideas?  
 Yes     No
14. Are the illustrations appropriate and in good taste?  Yes     No
15. Are the illustrations realistic to the story?  Yes     No

Additional comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Recommendation by Reconsideration Committee for Treatment of Challenged Materials: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signatures of Reconsideration Committee Members:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## **APPENDIX D**

### **INSTRUCTIONS TO THE RECONSIDERATION COMMITTEE**

The policy of this district related to the selection of learning materials states that any resident of the district may formally challenge instructional materials used in the district's educational program. This policy allows those persons in the district and the community who are not directly involved in the selection of materials to make their opinions known. The task of the Reconsideration Committee is to provide an open forum for discussion of challenged materials and to make an informed decision on the challenge.

The presence of the committee of a school media specialist and an administrative staff member lend professional knowledge of the selection process. Student members are essential since they are the closest to the student body and may be affected by the decision of the committee.

The reconsideration process, the task of the committee, is just one part of the selection continuum. Material is purchased to meet a need. It is reviewed and examined, if possible, prior to purchase; it is periodically reevaluated through updating, discarding or reexamination. The committee must be ready to acknowledge that an error in selection may have been made despite this process. Librarians and school personnel regularly read great numbers of reviews in the selection process and occasional errors are possible.

The committee should begin by finding items of agreement, keeping in mind that the larger the group participating, the greater the amount of information available and, therefore, the greater the number of possible approaches to the problem.

If the complainant chooses, he/she may make an oral presentation to the committee to expand and elaborate on the complaint. The committee will listen to the complainant, to those with special knowledge, and to other interested persons. In these discussions, the committee should be aware of relevant social pressures which are affecting the situation. Individuals who may try to dominate or impose a decision must not be allowed to do so. Minority viewpoints expressed by groups or individuals must be heard, and observers must be made to feel welcome. It is important that the committee create a calm, nonvolatile environment in which to deal with a potentially volatile situation. To this end, the complainant will be kept continuously informed of the progress of the complaint.

The committee will listen to the views of all interested persons before reaching a decision. In deliberating its decision, the committee should remember that the school system must be responsive to the needs, tastes and opinions of the community it serves. Therefore, the committee must distinguish between broad community sentiment and attempts to impose personal standards. The deliberations should concentrate on the appropriateness of the material. The question to be answered by the committee is, "is the material appropriate for its designated audience at this time?"

The committee's final decision will be a recommendation (1) to remove the challenged material, (2) to retain it, or (3) to restrict use of the educational materials for age-appropriate audiences.

The committee chairperson will convey the committee's decision to the superintendent. The decision should detail the rationale on which it was based. A letter will be sent to the complainant outlining the committee's final decision.

## **APPENDIX E**

### **American Association of School Librarians Statement on Library Bill of Rights**

The American Association of School Librarians endorses the Library Bill of Rights of the American Library Association:

#### **LIBRARY BILL OF RIGHTS**

The American Library Association affirms that all libraries are forums for information and ideas and that the following basic policies should guide their services:

1. Books and other library resources should be provided for the interest, information and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be prescribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948; amended February 2, 1969, June 27, 1967, and January 23, 1980, by the American Library Association Council.

These rights are fundamental to the philosophy of school library media center programs as stated in the Media Programs: District. (Chicago: American Library Association and American Association of School Librarians and Washington, D.C.: Association for Educational Communications and Technology, 1975.)