

Selection and Use of Instructional Materials

1. The administrator shall develop, with staff, a program for the identification of instructional materials and supplies that are needed to implement the educational program and shall use this system as a basis for the purchase of these materials and supplies.
2. The development and use of a media center for the district shall be the result of leadership by administrator and staff and will provide the basis for the selection of items for inclusion in the district budget.
3. The administrator and staff shall develop a clear process for the selection of text, library and other printed materials, and shall also provide a process for dealing with a challenge to the use of such materials. These plans and procedures shall be clearly understood by Board and staff, and shall be announced to, and explained as needed, the public.
4. The basic principles for guiding the selection of books and other materials are as follows:
 - a. Reputable, unbiased and professionally prepared selection aids should be consulted as guides in the collection of educational materials.
 - b. The maintenance of qualitative standards for selection of materials is essential, with all materials carefully evaluated through use of the SWRL evaluation of material before purchase is made. Gift materials shall be evaluated by the same criteria as purchased materials.
 - c. The collection should be continually re-evaluated in relation to changing curriculum content, new instructional methods and current needs of teachers and students.
 - d. The instructional materials collections should be developed systematically so that they are well-balanced and represent coverage in all subjects, in all types materials and in a variety of content.

Procedures

Basic Principles that Guide the Selection of Books and Other Materials

The criteria for the selection of materials are listed below with the recognition that materials will not necessarily meet each individual criterion. Materials, however, should not conflict with any of the criteria:

1. The instructional materials as a collection shall:
 - a. Provide the opportunity for an understanding and appreciation of democratic principles and the American way of life;
 - b. Present all sides of controversial issues;
 - c. Maintain balance and proportion of types of materials.

2. Materials for instructional purposes shall be selected on the basis of presentation and subject matter suitable for the grade and interest level at which they are to be used. Materials are to be considered in relation to both the curriculum and to the personal interest and maturity level of students.
3. Two basic factors, truth and art, will be considered in the selection of books and other media materials. The first is factual accuracy, authoritativeness, balance and integrity. The second is quality of stimulating presentation, imagination, vision, creativeness, style appropriate to the idea, vitality and distinction.
4. Instructional materials shall be chosen for values of interest and enlightenment of all students of the community.
5. There shall be the fullest practical provision of material presenting all points of view concerning problems and issues of our times, international, national and local. Materials of sound factual authority shall not be banned because of partisan or doctrinal disapproval.
6. The following criteria are directly related to the areas of ideologies, religion, sex and profanity, and science:
 - a. Ideologies: The school would, without making any effort to sway user judgment, make available basic factual information on ideologies or philosophies which exerts a strong force in government, current events, politics, education or any other phase of life. Material advocating the overthrow of the government of the United States shall not be considered as basic factual information, and therefore shall not be considered appropriate material.
 - b. Religion: Factual unbiased material which represents all major religions should be included in the school's collection.
 - c. Sex and Profanity: Materials presenting accents on sex or profanity should be subject to a stern test of literary merit and reality. The sensational or over-dramatic should not be included, the decision should be made on the basis of whether the material presents life in its true proportions, whether circumstances are realistically dealt with and whether it is of educational value.
 - d. Science: Medical and scientific knowledge should be available without any unbiased selection of facts.

Sources to be Used in Instructional Materials Selection

Secondary school standards provide 75percent of the books selected for the school library be from approved lists. Approved lists are: *Basic Book Collection for Senior High Schools*; *Basic Book Collection for Junior High Schools*; *Wilson Standard Catalog*; *Children's Catalog*; and *Booklist and Subscription Books Bulletin*. Other sources approved are those recommended by the State Department of Education.

The School Library Bill of Rights

The School Library Bill of Rights is endorsed by the Council of the American Library Association and asserts that the responsibility of the school library is:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
3. To provide a background of information which will enable students to make intelligent judgments in their daily life.
4. To provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.
5. To provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage.
6. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality, in order to assure a comprehensive collection appropriate for the uses of the library.

Keeping the Collection up to Date

Weeding is the selection of materials from the collection to be discarded or transferred to storage and should be a continuous process: During a school year all parts of the collection (print and non-print) should be carefully examined by media staff with teacher input.

What Type of Materials Should be Considered for Weeding?

1. Materials not suitable for the age level or interest level of the users.
2. Textbooks not useful for reference purposes.
3. Teacher-reference materials describing approaches to learning..
4. Books with fine print, missing pages, poor illustrations, worn out covers or other damages.
5. Duplicates of titles no longer popular.
6. Old editions superseded by new and revised editions.
7. Materials on subjects outdated or no longer pertinent.
8. Materials with poor splicing, scratches, cracks or tears.

9. Materials that no longer communicate up-to-date or useful information.

Specific Book Selection Procedures

1. Selection Principles: Criteria governing final reconsideration by the librarian.
 - a. Library book selection shall be a cooperative continuing process between teachers, media specialists, administrators and students. The basic factors influencing the selection shall be the curriculum, the reading interests and the abilities and backgrounds of the students using the libraries.
 - b. The overall purpose of a book is the chief criteria of selection.
 - c. Timeliness or permanence of the book.
 - d. Is the book needed by our school?
 - e. Are its substance and format suitable for the students who might use these materials? All types of readers are considered.
 - f. Does it fulfill the responsibility of the school library as expressed in the School Library Bill of Rights?
 - g. Does it have literary merit?
 - h. Appearance of title in book selection aids.
 - I. Need is the criteria for duplication of material. If a real need is shown for duplicates, they will be purchased.
2. Selection Tools: Content analysis is the most important and most time consuming task of the media specialist. Obviously the complete process cannot be performed on each book, and is unnecessary. The media specialist has available a number of professional tools with which to analyze library materials. As many books as time permits are read and individually evaluated. The quality and effectiveness of library guidance to individual students depends to a great extent on this important factor in the schedule of the media specialist.
3. Responsibility for selection: Ultimate responsibility for book selection rests with the Board. The superintendent and principals operate within the framework of policies determined by the Board. In turn, the administrators delegate responsibilities to the professional media specialists who view all areas of the library and weigh the many demands and needs.
4. Ordering Procedures: Requests from students, teachers or administrators are given to the media specialists where needs is balanced against budget and a central order is processed. This is desirable from a financial angle, and avoids unnecessary duplication. A file recording the basis for decisions should be kept for titles likely to be questioned or that might be considered controversial.
5. Procedure for handling challenged or questioned material. The following procedures will generally be observed in recognizing differences of opinion in an impartial and factual manner.
 - a. All criticism must be presented in writing. All requests must be signed and submitted to the superintendent. The Board of Education will be informed.
 - b. Challenged books or materials are not removed from the library, but reviewed again in the light of the objections raised.

- c. Allegations thus submitted will be considered by a committee of five consisting of an administrator, one classroom teacher from the subject area questioned, the media specialist, a member of the community and a Board member. The challenged book or material will be judged by the committee as to its conformity to the aforementioned principles.

Generally Recognized and Accepted Selective Lists and Reviewing Media

The media specialists will utilize generally recognized and accepted selection and review sources. Additional suggestions may come from exchange of materials with neighboring district school libraries, visits to book exhibits and displays, examination of bookstore stock, publishers' samples, reading lists from other school systems, various courses of study, teachers and students.

Questioned of Challenged Material

1. The following procedures are to be followed when a complaint is received concerning instructional materials.
 - a. Complaints may be received by the superintendent, principal, media specialist or a teacher. If by either of the latter, the principal should be notified immediately. He/She, in turn, will notify the superintendent.
 - b. All challenges shall be in writing on the form prepared for this purpose.
 - c. It is recognized that a complaint may be valid or the result of an honest and sincere difference of opinion.
 - d. No promise of any action other than a review of the challenged material will be made.
 - e. No material need be removed from use pending committee study and final action of the Board.
2. The Review Committee
 - a. The superintendent shall arrange for a review committee of five consisting of an administrator, one classroom teacher from the subject area questioned, the media specialist, a member of the community and a Board member.
 - b. The committee will meet and return a written report of its findings within a reasonable time to the superintendent.
 - c. The superintendent shall report the recommendation of the review committee to the Board, whose decision shall be final.
 - d. The superintendent shall report the decision of the Board to the principal of the school and other professional personnel as appropriate and to the complainant.

Request for Reconsideration of Instructional Materials

Instructions: Please respond to each item. If item is not of concern, write "no opinion" or "not of concern."

If printed give: Author: _____

Title: _____

If audio-visual give: Title: _____

Type of Material: _____

Material in this box will be provided by school personnel:

Hardcover Paperback Producer: _____

Publisher _____

Distributor _____

Copyright Date _____

Your name _____

Telephone _____

Address _____

You represent (check one)

Yourself

Organization _____

Other group _____

1. To what in the material do you object? Please be specific. _____

2. What do you feel might be the result of using this material? _____

3. For what age group would you recommend this material? _____

4. Is there anything good about this material? _____

5. Did you review that material in its entirety? _____

(Read all of the book or see the film and hear the discussions preceding and following the showing.)

If not, what part did you review? _____

6. Are you aware of the judgement of this material by professional critics? _____

7. What do you believe is the theme of this material? _____

8. What would you like your school to do about this material?

Do not assign it to my child

Withdraw it from all students as well as my child

Recommend re-evaluation by school staff

9. In its place, what material of equality and value would you recommend that would be an appropriate substitute in the curriculum subject area involved? _____

Signature of challenger _____

Date _____

Material in this box will be provided by school personnel:

Hardcover Paperback Producer _____

Publisher _____

Distributor _____

Copyright Date _____