

1503 Selection of Educational Materials Policy

1. Selection of Learning Resources

- a. The policy of the Board of Directors is to provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view to meet the needs of students and teachers.

2. Objectives of Selection

- a. For the purposes of this statement of policy, the term “learning resources” will refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes. Learning resources include but are not limited to: textbooks, other books, supplementary reading and informational materials, charts, community resource people, agencies and organizations, dioramas, filmstrips, flash cards, games, globes, kits, machine-readable data files, maps, microfilms, models, motion pictures, periodicals, pictures, realia, slides, sound recordings, transparencies, and videocassettes.
- b. The primary objective of learning resources is to support, enrich, and help implement the educational program of the school through the interaction of professional personnel and other members of the school community. It is the duty of professional staff to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal, and the presentation of different points of view.
- c. To this end, the Board affirms that it is the responsibility of its professional staff:
 - i. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students served;
 - ii. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
 - iii. To provide materials on various sides of controversial issues so that young citizens may have an opportunity to develop under guidance the practice of critical analysis and to make informed judgments in their daily lives;
 - iv. To provide materials representative of the many religious, ethnic, and cultural groups and that contribute to our national heritage and the world community;
 - v. 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 to the school community.

3. Responsibility for Selection of Learning Resources

- a. The Board delegates the responsibility for the selection of learning resources to the designated Curriculum Committee in consultation with the professional staff employed by the school.
- b. While selection of learning resources involves many people (administrators, teachers, students, community persons, resource center personnel) the

responsibility for coordinating the selection of school learning resources and making the recommendation for purchase rests with the Curriculum Committee.

4. Criteria for Selection of Learning Resources

- a. The following criteria will be used as they apply:
 - i. Learning resources shall support and be consistent with the general educational goals of the state and the school and the aims and objectives of specific courses.
 - ii. Learning resources shall be chosen to enrich and support the curriculum and the personal needs of users.
 - iii. Learning resources shall meet high standards of quality in:
 1. artistic quality and/or literary style,
 2. authenticity,
 3. educational significance,
 4. factual content,
 5. physical format,
 6. presentation,
 7. readability,
 8. technical quality
 - iv. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.
 - v. Learning resources shall be designed to provide a background of information that will motivate students and staff to examine their own attitudes and behavior; to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society; and to make informed judgments in their daily lives.
 - vi. Learning resources shall provide information on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis.
- b. The selection of learning resources on controversial issues will be directed toward maintaining a balanced collection representing various views. Learning resources shall clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

5. Procedures for Selection of Learning Resources

- a. In selecting learning resources, the Curriculum Committee will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection and other appropriate sources. Among sources to be consulted are:
 - i. Bibliographies (latest edition available, including supplements):
 1. *American Film & Video Association Evaluations*
American Historical Fiction
Basic Book Collection for Elementary Grades
Basic Book Collection for Junior High Schools

The Best in Children's Books

Booklist

Children and Books

Children's Catalog

Elementary School Library Collection

European Historical Fiction and Biography

Guide to Sources in Educational Media

Junior High School Catalog

Library Journal

Reference Books for School Libraries

Subject Guide to Children's Books in Print

Subject Index to Books for Intermediate Grades

Subject Index to Books for Primary Grades

Westinghouse Learning Directory

and as a part of the vertical file index, other special bibliographies, many of which have been prepared by educational organizations for particular subject matter areas.

ii. Current reviewing media:

1. *AASA Science Books and Films*

Bulletin of the Center for Children's Books

Horn Book

Kirkus Reviews

Booklist

Library Journal

AFVA Evaluations

School Library Journal

Other sources will be consulted as appropriate. Whenever possible, the actual resource will be examined.

- b. Recommendations for purchase involve administrators, teachers, students, district personnel and community persons, as appropriate.
 - c. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.
 - d. Selection is an ongoing process that should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.
6. Procedures for Dealing with Challenged Materials
- a. Statement of Policy
 - i. Any parent or employee of the school may formally challenge learning resources used in the school's educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.
7. Request for Reconsideration
- a. For any parent or employee questioning curriculum selections:

- i. The Director or other appropriate staff shall explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.
 - ii. The Director or other appropriate staff shall explain the particular place the questioned resource occupies in the education program, its intended educational usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource.
 - iii. If the questioner wishes to file a formal challenge, he or she will submit a letter outlining specific concerns to the Director and Board of Directors.
- 8. Response to Request for Reconsideration
 - a. Upon receiving a Request for Reconsideration, the Board will discuss the material under consideration in an open board meeting.
 - i. The Board and Curriculum Committee may choose to consult school support staff and/or community persons with related professional knowledge.
 - ii. The Board and Curriculum Committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the school's Selection of Learning Resources policy.
 - b. Resolution
 - i. The Board and Curriculum Committee shall:
 1. Examine the challenged resource;
 2. Determine professional acceptance by reading critical reviews of the resource;
 3. Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context;
 4. Discuss the challenged resource in the context of the educational program;
 5. Discuss the challenged item with the individual questioner when appropriate;
 6. Decide whether to keep the challenged resource in the school curriculum
 7. Prepare a written report.
 - ii. The written report shall be discussed with the individual questioner if requested.
 - iii. Written reports, once filed, are confidential and available for examination by Board and appropriate school officials only.
 - iv. The decision of the Board is final and binding.
 - c. Guiding Principles
 - i. Any resident or employee of the school may raise objection to learning resources used in a school's educational program, despite the fact that the individuals selecting such resources were duly qualified to make the

selection, followed the proper procedure, and observed the criteria for selecting learning resources.

- ii. The Director should review the selection and objection rules with the teaching staff at least annually. The staff should be reminded that the right to object to learning resources is one granted by policies enacted by the Board of Trustees.
- iii. No parent has the right to determine reading, viewing, or listening matter for students other than his or her own children.
- iv. Access to challenged material shall not be restricted during the reconsideration process.
- v. The major criterion for the final decision is the appropriateness of the material for its intended educational use.
- vi. A decision to sustain a challenge shall not necessarily be interpreted as a judgment of irresponsibility by the professionals involved in the original selection and/or use of the material.

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