

EDUCATIONAL PROGRAM

Selection of Other Instructional Materials

It is the policy of the Board to require the instructional materials selected for the schools be in accordance with the following:

- I. The materials shall be such that they will enrich and support the curriculum and also provide for growth in the individual needs and interests for students.
 - A. Materials selected will provide the appropriate maturity levels of students.
 - B. Materials selected will reflect the ideas and beliefs of the various religious, socio-economic, racial, political, historical, and ethnic groups, and their contributions to the American and world heritage and culture.
 - C. Materials selected will be recognized for their potential in helping students develop ideas of their own on many subjects, including controversial issues. Subjects which require specific definition regarding selection in this area include:
 1. Religious, racial, and ethnic groups. Materials which are representative of the many religious, racial, and cultural groups and their contributions to our society shall be provided. State law requires that a positive effort be made to reflect the achievements of women, minorities, and any others, who, in the past, may have been ignored or overlooked by reason of race, sex, religion, physical disability, or ethnic background.

Materials should be well-written, objective, and when taken as a whole, should not attempt to sway the emotions of the student toward or against any one group. Instead, materials should foster respect for human dignity and lead the students to see the contributions made to our society by many cultures and various groups.
 2. Historical and political views. Historical materials should present a realistic picture of our past, both our strengths and weaknesses, and materials that show the findings of recent historical research should be included. Materials which present a clear picture of any political system are needed if students are to be able to judge it and compare it with other systems.
 3. Problems of a contemporary society. Modern media has made students aware that problems exist in our society and that there are no simple solutions to them. Many contemporary materials for adolescents focus on the real world of young people--drugs, alcohol, smoking, pre-marital sex, differing life styles, divorce, school dropouts, racism, corruption, poverty, violence, and war. Recognizing and dealing with such issues in our society is facing reality.

4. State law requires that schools teach about the effects of alcohol, tobacco, and drugs. Students are to be taught the characteristics of communicable diseases, with this study at the secondary level to include venereal diseases. Factual books of sex information for young people belong on the open shelves. If the books are treated as informative books on other topics, young people have the opportunity to gain sound knowledge on the subject.
 5. If the materials open a clearer vision of life, develop understanding of other people, or break down intolerance, these qualities will be weighed against the possible harm done by some words or passages that may be considered by some to contain language not appropriate to polite classroom discussion.
- D. Those employees of the Anita Community Schools responsible for selection of instructional materials are to place principle above personal opinion and reason above prejudice in selection of materials in order to assure a comprehensive collection appropriate for the users of the library media centers.
- E. The Board of Education has established that all materials must be personally approved by the principal and/or librarian before acquisition.
- II. Selection Aids and Tools for Elementary and Secondary: There are many different types of selection aids and tools available to the media specialist to utilize in making wise material selections and recommendations. The aids and tools listed below are but a few of the more widely used in school media centers.
- A. Print Materials:
- | <u>Elementary</u> | <u>Secondary</u> |
|---|--|
| Booklist | AAAS Science Books and Films |
| Books in Print | Basic Book Collection |
| Children's Catalog | Booklist |
| Core Media Collection for
Elementary Schools | Books and the Teenage Reader |
| Grade Teacher | Books in Print |
| Horn Book | Choice |
| Instructor | Library Journal |
| New York Times Book Review | National Council of Teachers of
English |
| School Library Journal | New York Times Book Review |
| Top of the News | Wilson Catalogues |
| Science and Children | |
| Bulletin of the Center for
Children's Books | |
| Library Book Selection Service | |

B. Nonprint Materials (Recordings, tapes, videos, cd's, etc.)

Audio Visual Instruction	Previews (Library Journal)
AV Guide	Professional journals of special
Booklist	subject interests
Media and Methods	Schwam Catalogue
Media Mix	

III. Periodicals shall be selected to best meet the needs of the curriculum and student interests at the appropriate level.

Magazines will be purchased and presented as published. The appropriateness of the material as a whole will be used to judge the utility and value of the publication. Selection criteria shall be the same for periodicals as for other library materials.

IV. Gifts to the instructional media centers of the Anita Community Schools may be accepted only with the understanding that the disposition of such gifts become the prerogative of the media specialists, school administration, and the Board of Education. Disposition will be made consistent with the objectives of the school, the best interests of the community, and the principles and standards set by the media centers for their collections.

V. The discarding of library books may be done all at one time at the end of the school year or it may be done a few books at a time at intervals during the year. In any case, the librarian must make the decision as to what is no longer needed or valuable.

A. Discard books that have become so badly soiled that using them is distasteful; books that have pages missing; books which have already been rebound and which now need rebinding again.

B. Discard books which cannot be rebound because of narrow margins; books which have small print; unsuitable illustrations or other undesirable features; books which can be replaced for very little more than the rebinding cost.

C. Discard books that are outdated because of new information that has been made available since their publication or because the style or writing or the method of presentation is no longer suitable. When in doubt check older titles against some standard list such as Children's Catalog.

D. Discard books that are unsuitable for grade levels of the building.

E. Discard old editions of works that have been replaced in the collection by new editions, unless the old edition has value of its own.

F. Discard previous editions of those works which appear annually, i.e. World Almanac, unless you wish to keep older copies to circulate while the current edition remains on the reference shelf.

- G. Those titles remaining will either be a) given to teachers to be cut up for use in the classrooms; or b) discarded.
- H. Textbooks withdrawn shall be disposed of in a manner determined by the Superintendent or designee.

Objections:

Any adult resident of the school district may raise objection to instructional materials used in the district's educational program even though the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such materials.

1. The school official or staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally. The materials shall remain in use. The school official or staff member initially receiving a complaint shall explain to the complainant the school's selection procedure, criteria and qualifications of those persons selecting the material.

The school official or staff member initially receiving a complaint shall explain the particular place the objected to material occupies in the education program, its intended educational usefulness, and additional information regarding its use, or refer the complainant to someone who can identify and explain the use of the material.

2. Any adult resident of the school district may formally challenge instructional materials used in the district's educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the school district who are not directly involved in the selection process.

Each attendance center will keep on hand and make available Reconsideration Request Forms. All formal objections to instructional materials must be made on this form. The Reconsideration Request Form must be signed by the complainant and filed with the superintendent or his/her designee. Within 5 business days of the filing of the form the superintendent or his/her designee shall file a sample of the material in question with the Reconsideration Committee for re-evaluation. The committee shall act within 30 days and file a report with the superintendent.

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