

GUIDELINES FOR THE SELECTION OF INSTRUCTIONAL MATERIALS/LIBRARY MEDIA

The term "instructional materials/library media" applies to all materials for student and/or teacher use. These materials include both print and non-print media

A. Objectives of Selection of Instructional Materials/Library Media

The Board believes the primary objective of instructional materials/library media is to enrich and support the educational program of the school. It is the duty of the District to provide a wide range of materials: (a) on all levels of difficulty; (b) with diversity of appeal; and, (c) which present different points of view. The District is concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end, the Board believes the responsibility of the District is to:

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

B. Criteria for the Selection of Instructional Materials/Library Media

All materials selected shall be consistent with the following stated principles of selection:

1. Materials shall be selected to present the sexual, racial, religious and ethnic groups in the community and society in such a way as to build positive images, with mutual understanding and respect. Within this stated principle, materials shall:
 - a. Portray people (men and women, adults and children), whatever their ethnic, religious or social class identity may be, as human and recognizable and as displaying a familiar range of emotions, both negative and positive.
 - b. Place no constraints on individual aspirations and opportunity.
 - c. Give comprehensive, accurate and balanced representation to people in all fields of life and culture.
2. The values and impact of any literary work shall be judged as a whole, taking into account the author's intent.

3. Selection criteria: authority, scope of the material, reliability, language, subject interest, format, special feature and potential use.

C. Instructional Materials/Library Media Often Subject to Criticism

1. Materials which include subjects which are often subject to criticism shall be selected according to the following criteria:
 - a. Religion: Factual, unbiased materials that represent religions shall be included in the media collections.
 - b. Racism: Factual materials should present a diversity of race, custom, culture and belief as a positive aspect of the nation's heritage and give candid treatment to unresolved intercultural problems in the United States, including those which involve prejudice, discrimination and the undesirable consequences of withholding rights, freedom or respect from any individual.
 - c. Sexism: Factual material should reflect sensitivity to the needs and rights of men and women without preference or bias. All materials should respect the claim of each person to all traits regarded as human and not assign them arbitrarily according to preconceived notions of sex roles.
 - d. Political Ideologies: Factual material on an appropriate reading level should be available on any ideology or philosophy of government which exerts an influence, either favorable or unfavorably on government, politics, current events, education or any other phase of life.
 - e. Sex and Profanity: There should be a searching evaluation of the merits of each work (literary quality, truth to life and relevance to the curriculum). Consideration shall be given to the reading public.
2. In all cases, decisions shall be made on the basis of whether the material presents life in its true proportions, whether circumstances are realistically dealt with and whether the material has literary or social value.

D. Procedures and Guidelines for Selection of Classroom Curriculum Instructional Materials (i.e. textbooks)

1. An academic team of teachers, with representatives from the K-12 staff, will review sample curriculum materials and make a recommendation to the Curriculum Oversight Committee.
2. The Curriculum Oversight Committee will review the recommendations of the academic team and either approve or deny the request.
3. The Curriculum Oversight Committee will recommend adoption of instructional materials to the Board of Education.
4. All instructional materials will be made available to the public for review three weeks prior to action by the Board of Education.

E. Procedures for Weeding of Instructional Materials/Library Media

Materials with obsolete and incorrect information and those in poor physical condition and not circulating shall be periodically weeded and disposed of as directed by media center personnel and/or the Curriculum Coordinator.

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