



INSTRUCTION

6161

Selection of Instructional Materials

The Board of Education shall approve the selection of all basic textbooks. New textbooks shall be recommended and submitted to the Education and Evaluation Committee prior to April 1. The E & E Committee shall submit its recommendation (approval or disapproval) to the Board of Education no later than the April meeting.

The Board of Education recognizes that appropriate texts, library resources, facilities, maps and globes, current periodicals, tests and questionnaires, and similar materials are the tools of the teaching profession. Laboratory equipment, art supplies, athletic equipment, computers and related technology equipment also are tools of the teaching profession. The teaching staff will serve on curriculum committees and consult with the administration for the purpose of recommending improvements in curriculum and materials. The Board of Education believes that, at all time, the schools should be as well equipped and maintained as may be possible within existing financial limitations.

The disposition of old and obsolete textbooks shall be accomplished under the direction of the superintendent of schools in accordance with state and district regulations.

Policy Adopted: 4/17/85
Revised: 7/16/91
Revised 6/20/06

INSTRUCTION

Selection of Instructional Materials

Criteria for Selection. Educational goals of the local school district, individual student learning modes, teaching styles, curricula needs, faculty and student needs, existing materials and networking arrangements should be considered in developing the media collection. The Montville Board of Education supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association and the Academic Freedom Policy of the Connecticut State Board of Education. Guidelines for the evaluation and selection of curricula resources are as follows:

Curricula materials should:

- Be relevant to today's world;
- Represent artistic, historic, and literary qualities;
- Reflect problems, aspirations, attitudes and ideals of a society;
- Contribute to the objectives of the instructional program;
- Be appropriate to the level of the user;
- Represent differing viewpoints on controversial subjects;
- Represent significant ethnic, religious and cultural traditions; and
- Provide a stimulus to creativity.

Technical materials should:

- In addition to the above criteria, be of acceptable technical quality.

Procedures for Selection. In selecting materials for school media programs, the certificated library/media personnel, in consultation with the teaching personnel will: evaluate the existing collection; assess curricula needs; examine materials and consult reputable, professionally prepared selection aids. Further recommendations for acquisition will be solicited from faculty and students.

Gift materials should be judged by the criteria listed in the preceding section and should be accepted or rejected on the basis of those criteria.

Procedures for Weeding. Building a resource collection is an ongoing process which includes the removal of materials. The media specialist will weed out material as part of

the total selection and evaluation process to: keep the collection up to date; reflect changes in the curricula; eliminate worn or damaged items; remove items imbedded with sexism or racism; and make space for more contemporary fiction.

Procedures for Reconsideration of Materials. Occasional objections to instructional materials will be made, despite the quality of the selection process. In the event that materials are questioned, the principles of intellectual freedom, the right to access of materials and the integrity of the certificated library/media personnel must be defended rather than the material.

If a complaint is made, the following procedures should be followed:

1. The patron should be directed first to the person who selected the material being questioned (teacher, media specialist) to express his/her concern.
2. Engage in courteous, active, nonjudgmental listening concerning the material in question. If the patron continues to have concerns, continue with the following steps.
3. Inform the patron of the selection procedures and make no commitments.
4. Request the patron to submit a formal "Request for Reconsideration of Instructional Materials". Provide him/her with copies of the ALA Library Bill of Rights and The Academic Freedom Policy of the Connecticut State Board of Education.
5. Inform the superintendent and other appropriate personnel.
6. Keep challenged materials on the shelves during the reconsideration process.
7. Upon receipt of the completed form, the principal requests review of the challenged material by an ad hoc materials review committee within fifteen (15) working days, and notifies the district library coordinator and superintendent of schools that such review is being done. The review committee is appointed by the superintendent of schools, with the concurrence and assistance of the certificated library/media personnel, and includes media professionals, representatives from the classroom teachers, one or more parents, and one or more students.
8. The review committee takes the following steps after receiving the challenged materials:
 - a. reads, views, or listens to the material in its entirety;
 - b. checks general acceptance of the material by reading reviews and consulting recommended lists;
 - c. determines the extent to which the material supports the curriculum;
 - d. completes the appropriate "Checklist for School Media Ad Hoc Committee's Reconsideration of Instructional Material", judging the material for its strength and value as a whole and not in part.
9. Present written recommendation of review committee to the superintendent of schools and the school board.

10. Retain or withdraw challenged materials as mandated by the decision of the school board. (Appointment of committee members and specific procedures to follow should be made in accordance with local policy).
11. Inform the patron of the decision and express appreciation for his/her participation the process of public education.

Request for Reconsideration of Instructional Materials

School _____

Please check type of material:

Book

Video/DVD

Periodical

Cassette

Other

Title _____

Author _____

Publisher or Producer _____

Request initiated by _____

Telephone _____ e-mail _____

Address _____

City _____ State _____ Zip _____

The following questions are to be answered after the patron 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, passages, film sequence, etc.)

2. What do you believe is the theme or purpose of this material?

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

4. For what age group would you recommend this material?

5. Is there anything good in this material? Please comment.

6. Would you care to recommend other material that would provide responsible information on the subject or serve the same educational purpose?

Signature of Patron _____ Date _____

PLEASE RETURN COMPLETED FORM TO THE SCHOOL PRINCIPAL.

Checklist for School Media Ad Hoc Committee's Reconsideration
of 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?

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 clearer understanding of human motivation or empathy? ____ 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 any questionable elements of the story an integral part of a 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 readers? ____ 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; for young adults? ____ 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 humanity regarding ethnicity, gender, sexual orientation, class, 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 in relations to the story? ___ Yes ___ No

Additional Comments:

Recommendation by School Media Ad Hoc Committee for Treatment of Challenged Materials:

Date: _____

Signature of Media Ad Hoc Review Committee:

Checklist for School Media Ad Hoc Committee's
Reconsideration of Instructional Material--Nonfiction

Title _____

Author _____

A. Purpose

1. What is the overall purpose of this 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 and retellings 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 yes, please list title of selection aids:

Additional Comments:

Recommendation by School Media Ad Hoc Committee for Treatment of Challenged Materials:

Date _____

Signature of Media Ad Hoc Review Committee:

Policy Adopted: 4/17/85
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