

MATERIALS SELECTION POLICY
PRENTICE SCHOOL DISTRICT

I. INTRODUCTION

The human worth that democratic societies seek to protect and develop rest up commitment to educational programs which meet the individual purposes and developmental needs of students and prepare them to resolve the problems that continually confront them. Social, economic, and political issues, national and international as well as the changing expectations of individuals and groups, represent the human concerns to which education must respond if it is to perpetuate and improve the society that it supports.

Those who would create better educational opportunities must strive to develop comprehensive systems that meet the needs of students of differing abilities, backgrounds, and interests, enabling them both to adjust to and influence the changing society in which they live. Media programs which reflect applications of educational technology, communicative theory, and library and information science contribute at every level, offering essential processes, functions, and resources to accomplish the PURPOSES OF THE SCHOOL. (1).

Statements of Policy for Selection of Instructional Material

The Prentice School Board hereby declares it is the policy of the Prentice School District in accordance with Wisconsin Statutes, Section 118, to provide a wide range of instructional material on all levels of difficulty, with diversity of appeal, and the presentation of different points of view and to allow the review of allegedly inappropriate instructional materials the established procedures.

II. SELECTION OF INSTRUCTIONAL MATERIAL

Objectives of Selection

In order to assure that the school media program is an integral part of the educational program of the school, the following selection objectives are adopted:

To provide material that will enrich and support the curriculum and personal needs of the users, taking into consideration their varied interests, abilities, and learning styles.

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.

To provide a background of information which will enable pupils to make intelligent judgment in their daily lives.

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(1.) American Association of School Librarians, ALA and Association for Educational Communication and Technology, Media Programs: District and School (Chicago: ALA, 1975), p. 1.

To provide materials on opposing of controversial issues so that users may develop under guidance the practice of critical analysis.

To provide materials which realistically represents our pluralistic society and reflect the contributions made by these groups and individuals to our American heritage.

To place principle above personal opinion and reason above prejudice in the selection of material of the highest quality in the order to assure a comprehensive media collection appropriated for the users.

Responsibility for selection

Educational goals of the local school district, individual student learning modes, teaching styles, curricula needs, faculty and student needs, existing materials and interlibrary loan arrangements should be considered in developing the media collection. Guidelines for the evaluation and selection of curricula resources are listed.

- A. Overall purpose
- B. Timeliness or permanence
- C. Importance of the writing or production
- D. Quality of the writing or production
- E. Total value, impact, and intent of the author/artist/producer
- F. Readability and popular appeal
- G. Authoritativeness
- H. Reputation of the publisher/producer
- I. Format and price

Controversial issues shall be covered from all points of view as fully as possible. Material of sound factual authority shall not be removed for partisan or doctrinal disapproval. Materials shall be chosen for values of interest and enlightenment for all the students of the community.

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An item shall not be excluded because of the race, nationality, political or religious views of the writer. Censorship of materials shall be challenged in order to maintain the school's responsibility to provide information and enlightenment.

In formulating this policy, the Board considers these subjects which have been topics of criticism:

Religion: Material on religious subjects should be available and should be factual, unbiased, and broadly representative.

Political Ideologies. The media center should, without making any effort to sway reader judgment, make available factual information (on appropriate reading level) on those ideologies which exert strong influence on government, current events, politics, education or any other phase of life.

Sex. Materials presenting accents on sex should be subjected to a stern test of literacy merit and reality by the personnel responsible for materials selection who must consider the age and classroom level of the students for which the specific materials are selected. The materials selected shall conform to the Statement of Policy for Selection of Instructional Materials as defined in paragraph I, INTRODUCTION, of this policy. Materials that include sexual incidents or profanity should be avoided when the educational subject can be taught without specific or explicit reference to sexual incidents or profanity. Within the guidelines the decision should be made based on whether the materials present life in its true proportions, whether circumstances are realistically dealt with and the specific item must have literary value.

Profanity. Where possible, materials employing profanity should be avoided. While the sensational or over-dramatic would not in any case be included, the fact of profanity appearing should not automatically disqualify an item.

Science. Medical and scientific knowledge should be made available without any biased selection of facts.

In conjunction with the above-mentioned criteria, two basic factors must be regarded at all times: Truth (factual accuracy, authoritativeness, balance and integrity), and ART (quality of stimulating presentation, imagination, vision, creativeness, style appropriateness to idea, vitality and distinction).

All materials will be shelved and displayed according to appropriate age level and suitability of subject matter.

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Procedures for Selection

In Selecting materials for school media programs, the certified library media personnel will evaluate the existing collection, assess curricula needs, examine materials and consult the following reputable, professionally prepared selection aids: Booklist, American Libraries, School Library Journal, Top of the News, Voice of Youth Advocates, Previews AV Software Reviews, Instructional Innovator, Media & Methods, Children's Catalog, Junior High School Library Catalog, Instructor, Teacher, School Media Quarterly, Bookfinder, Media Review, Wis. Library Bulletin, New York Books for the Teen-Age, University Press Books for Secondary School Libraries, Wis. A-V Dispatch, Wis. School Library Assn. Communique, Division for Library Services Channel, Baker and Taylor Selection Guide and various publishing house catalogs.

Recommendations for acquisition will also be solicited from faculty and students. Gift materials will be judged by the criteria listed in the preceding section and will be accepted or rejected on the basis of those criteria.

It is also understood that competent selection is an ongoing process which includes the removal of materials no longer appropriate and the replacement of lost, worn, or outdated materials still of educational value.

III. RECONSIDERATION OF MATERIALS

Occasional objections to instructional materials will be made, despite the quality of the selection process. The Prentice School Board supports the principles of the 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 Students' Right to Read of the National Council of Teachers of English. In the event that materials are questioned, the principles of intellectual freedom and the right to access of materials must be considered in accordance with local community standards.

If a complaint is made, the following procedure will be followed:

- (1) Inform the complainant of the selection procedures and make no commitments.
- (2) Request the citizen to submit a formal "Request for Reconsideration of Instructional Materials" (See Appendix A).
- (3) Inform the building principal and the superintendent.
- (4) Keep challenged material on the shelves during the reconsideration process.
- (5) Upon receipt of the completed form and the challenged material, the principal will request review of the challenged material by a standing materials review committee

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within twenty working days or as soon as practicable. The principal will notify the superintendent that such a review is being done. The review committee is appointed by the superintendent with Board approval and shall consist of 4 parents and/or citizens and 3 certified employees. The President of the School Board or his/her designee will act as chairperson and a non-voting member of the meeting shall be from committee members only.

(6) The review committee takes the following steps after receiving the challenged material:

- (a) reads, views, or listens to the material in its entirety.
- (b) checks general acceptance of the material by reading professional reviews and consulting recommended lists.
- (c) determines the extent to which the material supports the curriculum.
- (d) completes the appropriate “Checklist for School Media Advisory Committee’s Reconsideration of Instructional Material” (See Appendices B and C), judging the material for its strength and value as a whole and not in part.
- (e) present written recommendation of review committee to the superintendent and the school board.
- (f) retain or withdraw challenged materials as mandated by the decision of the school board.

Guidelines for Showing Films in the Classroom

The School District of Prentice supports the strategic use of media to enhance the instructional program. Federal legal guidelines have been established to facilitate appropriate selection and utilization of the medium. Individual faculty/staff members and building administrators have the responsibility for implementing these guidelines.

By law, when a teacher shows any film that does not include “public performance rights” he or she must comply with the “Fair Use” provision and Chapter 1, Section 110 of the U.S. Copyright Act. The following is a summary of the guidelines from those documents. Films shown in school must:

- Be used by teachers in the course of “face to face” instruction with students

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- Be directly related to the curriculum and the current instruction
- Be correlated to instructional objectives
- Be shown in the normal instructional setting
- Be “lawfully” made: the teacher has not duplicated a copy in violation of Fair Use, without the permission of the copyright holder.
- Not be used for extra-curricular, reward, recreation, or before or after school use.
- Not be used for fund-raising. No admission should be charged for a film showing.

Films other than those from the school library media center, grade level/department collections, or School District of Prentice video collection must have prior approval from the principal or designee before broadcast for student viewing.

What does this mean for my classroom?

In regards to films borrowed from the school library media center, grade level/department collections, privately purchased, or rented by teachers:

- Follow the above Fair Use provisions.
- Use of feature films, not originally intended for educational use, can cause problems even when they are used appropriately in the school setting. Movies not rated G have some material to which a parent may object. You should consider the content of the film, the age and maturity of the students, its importance to the curriculum and the preparation the students have had beforehand. If all students meet the age requirement but the content is controversial, permission slips are recommended. Extreme care should be used when you consider showing films rated PG-13 or R.
- Remember to send a parent permission letter prior to showing a film for the following:
 - Elementary: Any film that does not have a G rating
 - Middle/High: Any film in which all students do not meet the age requirement of the MPAA rating.

In regards to off-air taping:

- If you tape a video from a regular, commercial, or “free” network, you must apply the Fair Use guidelines. The video may be shown once within ten consecutive school days, and may be repeated once within the same ten-day period.
- There are no fair use rights for exclusively cable channels (A&E, Disney, History channel, etc.). Taping of these programs must be researched on the basis of granted rights for each program. (program rights may found at Cable in the Classroom Online <http://www.ciconline.org>)

In regards to effective instructional use of films and other media:

- Select titles that are aligned with the curriculum.

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- Carefully choose segments of a film that are applicable to the instructional content. It is not recommended to show a film in its entirety.
- Introduce the film and explain the curricular connection.
- Pause to stop the film to emphasize points and to encourage interaction.
- Provide a culminating or follow-up activity to reinforce the instructional content.

In regards to persons other than School District of Prentice instructional staff:

Parents, students, or guest speakers showing a film in the classroom must also complete the Prior Approval form and co-sign with the teacher and principal or designee.

REQUEST FOR PRIOR APPROVAL To Show Films in School

Films other than those from the school library media center, grade level/department collections, or School District of Prentice central video collection must have prior approval from the principal or designee before broadcast for student viewing.

Teacher: _____

Date Request _____

Title of Film: _____

Source of Film:

Video Rental Store

Taped Off-Air (Date taped _____)

Privately owned by Teacher

Other

MPAA Rating: _____

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Learning Objective: (Correlated to curriculum)

Amount of the movie/video to be shown _____ entire film _____ minutes

Film Contains (check all that apply) Excerpt Contains (check all that apply)

__ objectionable language

__ objectionable language

__ sexuality

__ sexuality

__ violence

__ violence

__ other _____

__ other _____

__ none of the above __ none of the above

Will a parent permission form be sent out?

_____ Yes _____ No

(Attach copy of letter to send to parents)

I have previewed this video in its entirety and find it appropriate to my classroom instructional program.

Teacher's Signature

_____ Prior Approval Granted

_____ Prior Approval Denied

Principal or Designee's Signature

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Sample Permission Letter to Parents for Showing Films

Dear Parent/Guardian:

Your child is currently studying _____ as part of his/her coursework in _____ class. To reinforce your child's learning experience/understanding of _____, I am planning to show (the film / excerpts of the film) _____ on _____.

Though the film is rated (fill in rating), I am convinced of its learning value. The (PG, PG-13, R) rating is due to _____. (The excerpts I will be showing ___ do ___ do not contain the objectionable material.) I can assure you that the film will be shown in appropriate context, including discussion and activities before and after viewing.

Please complete the form below either authorizing or exempting your child from viewing the film. Students who do not view this film will be given a relevant and appropriate alternative assignment.

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Feel free to phone or email if you have questions.

Sincerely,

Email:

Phone:

Please complete the following:

Name of Student _____

___ My child may participate in this activity

___ My child may not participate in this activity

Signature: _____

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

7. In its place, what material of equal quality would you recommend (of the same subject and format)?

Signature of Complainant

Date

Please return to:

Principal
Prentice High & Middle School
Prentice, WI 54556

or

Principal
Prentice Elementary School
Prentice, WI 54556

Materials Challenge Review Committee

I. Criteria to be considered in selection of challenge review committee membership.

The items listed below are not set in order of importance but should be considered in total when reviewing candidates for this committee

- A) Area of residence within school district.
- B) Amount of personal reading done by candidate.
- C) Attitude toward books and intellectual stimulation.
- D) Ability to verbalize feelings and attitude.
- E) Interest and attitude toward education as a positive and motivating force in society.
- F) Number of children or interest in young people.
- G) An understanding of the maturation process of young people.
- H) Understanding of the interest and concerns of students.
- I) Recognition of the need for diversification in literature.
- J) Understanding and commitment to the values and morals of the community as a whole.

II. Length of Appointment.

The materials challenge review committee should be a perpetual standing committee appointed by the Board. To insure the continuing of this committee, the members' term of office will be as follows: Permanent membership will be limited to the position of principals and librarians; the schools junior and senior high English Department will have permanent representation with the member from that department serving on a rotating two-year term.

APPENDIX B

Checklist for School Media Advisory Committee's Reconsideration of Instructional Material

Title _____

Author _____

A. Purpose1. What is the overall purpose of the 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/or 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 the title appear in one or more reputable selection aids? ___ Yes ___ No

If yes, please list titles of selection aides. _____

Additional Comments _____

Date _____

Signature of Media Advisory Review Committee:

APPENDIX C

Checklist for School Media Advisory Committee's Reconsideration of Instructional Materials

FICTION AND OTHER LITERACY 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 is 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 more compassionate understanding of human beings? ____ Yes ____ No

4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problem of various minority groups? ____ Yes ____ No

B. Content

1. Is the story true to life? Does it give a realistic picture of life at the time?

____ Yes ____ No

2. Does it have vitality and consistency in character depiction? Valid psychology? In sight into human nature ____ Yes ____ No

3. Is the plot original? Is the style clear and polished? ____ Yes ____ No

4. Is dramatic interest sustained? Does it stimulate? Provoke thought? Satisfy? Inspire? Amuse? ____ Yes ____ No

5. When factual information is part of the story, is it presented accurately?

____ Yes ____ No

6. Are concepts presented appropriate to the ability and maturity of the potential readers?
___ Yes ___ No

7. If there is offensive language, is it appropriate to the purpose of the text?
___ Yes ___ No

8. Are the illustrations appropriate, in good taste and realistic in relation to the story
___ Yes ___ No

9. Does the material make a significant contribution to the history of literature or ideas?
Is it likely to endure as a permanent contribution to literature? ___ Yes ___ No

10. What are the author's qualifications, education, experience? Has he/she used reliable
source material? ___ Yes ___ No

Additional Comments _____

Recommendation by School _____

Date _____

Signatures of Media Advisory Review Committee:

APPEN

