

Section 6: SELECTION

Selection of Materials

The library media specialist, with the support and the assistance of the faculty is responsible for the selection of resource materials. These materials should implement, support, and enrich the educational programs of the Mansfield ISD schools. The library media specialist must have a thorough knowledge of the student body, the strengths and weaknesses of the collection and must consider both curriculum needs as well as needs of the faculty in selecting materials.

The following criteria should be considered when selecting new materials:

1. Curriculum
2. Literary and artistic quality for the item
3. Authority
4. Publication or production date
5. Appropriateness of level for intended user
6. Appropriateness of format
7. Overall appeal
8. Value commensurate with cost
9. Balanced viewpoint
10. Favorable review sources (if available)

The selection of library media center materials and equipment is a primary responsibility that should be assumed with care and judgment. The library media specialist is guided by the principles for selection and reconsideration of materials established in the Mansfield ISD Board Policy Manual, Section EFA (Local) that is excerpted in this section.

MISD INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION POLICY

Mansfield ISD 220908 Instructional Resources Instructional Materials Selection and Adoption	EFA (Local)
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The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although trained professional staff are afforded the freedom to select instructional resources for their use in accordance with this policy and the state mandated curriculum, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

In this policy, “instructional resources” refers to textbooks, library acquisitions, supplemental materials for classroom use, and any other materials, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to deliver, support, enrich, and assist in implementing the District’s educational program. [See EFAA for selection and adoption of state-adopted textbooks]

The Board shall rely on District professional staff to select and acquire instructional resources that:

1. Enrich and support the curriculum, taking into consideration students’ varied interests, abilities, learning styles, and maturity levels.
2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.
3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.
5. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.

In the selection of instructional resources other than textbooks, especially library acquisitions and supplemental materials for classroom use, professional staff shall ensure that materials:

1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.
2. Meet high standards in presentation, format, readability, content, accuracy, artistic or literary quality, and educational significance.
3. Are appropriate for the subject and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.
4. Are designed to provide information that will motivate students to examine their own attitudes and behavior, to understand their rights, duties, and responsibilities as citizens, and to make informed judgments in their daily lives.

Recommendations for library acquisitions shall involve administrators, teachers, other District personnel, and community representatives, as appropriate. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected accordingly. Selection of materials is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of materials still of educational value.

Parent Notification:

At the beginning of each course or grade, each language arts teacher shall provide to parents a reading list of books other than textbooks that all students will be required to read and/or study during the course or grade. A copy of the reading list for each teacher on any campus shall be maintained in the campus library for parent and community review.

Controversial Issues:

The selection of library acquisitions on controversial issues shall endeavor to maintain a balanced collection representing various views. Library materials shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]

Challenged Materials:

A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness.

Informal Reconsideration:

The school receiving a complaint about the appropriateness of an instructional resource shall try to resolve the matter informally using the following procedure:

1. The principal or other knowledgeable professional staff shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned material.
2. The principal or other knowledgeable professional staff shall explain the role the questioned material plays in the educational program, its intended educational usefulness, and any additional information regarding its use.
3. If appropriate, the principal may offer a concerned parent another resource to be used by that parent's child in place of the challenged material.
4. If the complainant wishes to make a formal challenge, the principal shall provide the complainant a copy of this policy and a Request for Reconsideration of Instructional Materials form.

Formal Reconsiderations:

All formal objections to instructional resources shall be made on the Request for Reconsideration of Instructional Materials form. The form shall be completed and signed by the complainant and submitted to the principal or designee. Upon receipt of the request, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who either has experience teaching the challenged material or is familiar with the challenged material. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and others deemed appropriate by the principal.

All members of the committee shall review the challenged material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy. The committee shall then prepare a written report. Copies of the report shall be provided to the principal, the Superintendent or designee, and the complainant.

Appeal:

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at Level Two. The appeal shall contain a copy of the original complaint, the reconsideration committee's report, and dates of conferences with the principal or designee.

The following principles shall guide the Board and staff in responding to challenges of instructional resources:

1. A parent of a District student, any employee, or any District resident may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.
 2. A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own children.
 3. When instructional resources are challenged, the principles of the freedom to read, listen, and view must be defended as well.
 4. Access to challenged material shall not be restricted during the reconsideration process.
- The major criterion for the final decision on challenged materials is the appropriateness of the material for its intended educational use. No challenged library material shall be removed solely because of the ideas expressed therein.

Electronic Resources:

The principal shall be responsible for supervising the use of electronic resources. All electronic resources shown in the classroom must be directly related to the subject matter of that class. Any deviation must be approved in writing by the building principal and the title included in the teacher's daily lesson plan. All electronic resources must be previewed by the teacher.

MANSFIELD ISD REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

The following forms should be used in a formal challenge of a library material:

INSTRUCTIONAL RESOURCES
INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION

EFA
(EXHIBIT)

EXHIBIT A

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Name _____ Date _____

Address _____

City _____ State _____ Zip _____

Phone _____

Do you represent yourself? _____ an organization? _____ (If an organization, please identify: _____)

Resource on which you are commenting:

____ Book ____ Magazine ____ Audio Recording

____ Textbook ____ Library Program ____ Newspaper

____ Video/DVD ____ Electronic information/network (please specify)

____ Display ____ Other _____

Title _____

Author/Producer _____

1. Have you reviewed the materials in their entirety? If not, please do so before completing and submitting this form.
2. To what in the material do you object? (Please be specific: cite pages, etc.)

3. What do you believe might be the result of using this material?

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

5. In its place, what material of equal quality would you recommend that could be used to teach similar subject matter?

6. What do you believe should be done with the material in question?
 - Remove it from the curriculum.
 - Do not allow my child to use this material.
 - Use it as resource material or a choice selection.

Complainant signature _____ Date _____

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UPDATE 68
EFA(EXHIBIT)-A

1 of 1

EXHIBIT B

CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Type of resource _____

Title _____

Author/Producer _____

1. Purpose
 - a. What is the overall purpose of the material or resource?
 - b. Is the purpose accomplished? Yes No
2. Authenticity
 - a. Is the author or presenter competent and qualified in the field?
 Yes No
 - b. What is the reputation and significance of the author or publisher/producer in the field? _____
 - c. Is the material or resource up-to-date? Yes No
 - d. Are information sources well documented either in the resource or in guides?
 Yes No
 - e. Are translations and interpretations faithful to the original?
 Yes No
3. Appropriateness
 - a. Does the resource promote the educational goals and objectives of the curriculum of District schools? Yes No
 - b. Is it appropriate for the level of instruction intended? Yes No
 - c. Are the illustrations appropriate for the subjects and age levels?
 Yes No
4. Content
 - a. Is the content of this material or resource well presented by providing adequate scope, range, depth, and continuity? Yes No
 - b. Does it present information not otherwise available? Yes No
 - c. Does it give a dimension or direction that is new or different from others available for the subject? Yes No

5. Review/Evaluations

a. Source of review/evaluation _____

Favorably reviewed

Unfavorably reviewed

b. Does this title or resource appear in one or more reputable selection aids?

Yes No

If answer is "yes," please list titles of selection aids.

Additional Comments:

Recommendations by review committee for treatment of questioned resource

Signatures of review committee:

Chairperson _____

Date _____