Instruction

Equipment, Books, Materials: Provisions/Selection

It is the policy of the Board of Education to provide educational materials and equipment that support and enrich the curriculum and further the achievement of the district's instructional goals.

Section 10-220 of the General Statutes of Connecticut states: "No Board of education shall change any textbooks used in the public schools except by a two-thirds vote of all the members of the Board, notice of such intended change having been previously given at a meeting of such Board held at least one week previous to the vote upon such change."

The selection of instructional material will be carried on continuously in order to keep up with the great expansion of knowledge and the rapid changes going on in our world today.

Where applicable, all instructional materials should present balanced views concerning the international, national and local issues and problems of the past, present and future.

Instructional materials

1.   Should stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values.

2.   Will help students develop abilities in critical reading and thinking.

3.   Will develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.

4.   Will provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, or physical disabilities.

5.   Will allow sufficient flexibility for meeting the special needs of individual students and groups of students.

The administration will develop and review administrative rules outlining a procedure to select instructional equipment/textbooks/instructional materials which meet the above criteria. This process shall include analysis, evaluation and recommendation by professional staff.

However, individual teachers and/or teams are not authorized to adopt textbooks/instructional materials without following the established procedure.

The Board of Education, et.al. Superintendent/Administration, by statute will make the final selection decision relevant to instructional equipment/textbooks/instructional materials.

Instruction

Equipment, Books, Materials: Provisions/Selection

(cf. 1220 - Citizens' Advisory Committees)
(cf. 1312 - Public Complaints)
(cf. 4118.21 - Academic Freedom)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6144 - Controversial Issues)

Legal Reference: Connecticut General Statutes

10-182 Contents of textbooks and other general instructional materials.

10-220 Duties of boards of education.

10-221 Boards of education to prescribe rules.

10-228 Free Textbooks, Supplies, Materials and Equipment.

10-229 Change of textbooks.

Policy adopted: May 20, 2014   WOODBRIDGE PUBLIC SCHOOLS
                                                           Woodbridge, Connecticut

Adoption of New Learning Materials
Request and Recommendation Form

Subject _____

Title _____

Author _____

Publisher _____

Copyright Date _____ Edition _____

Reasons for desiring material: _____

_____

_____

Cost of the new material: _____

Per Volume _____

Total cost _____

Estimate of how long material will serve the needs of the program: _____

_____

_____

Report on any "piloting," trial use, or other evaluation that led to recommendation: _____

_____

_____

_____

Description of steps taken to ensure new materials are integrated appropriately within or among schools:

_____

_____

_____

Reading level of new materials (if applicable): _____

Reading consultant should analyze readability level whenever possible.

Attach a scope and sequence of current curriculum and a scope and sequence of proposed materials to this form.

Reviewed and Recommended by:

_____
Principal

Selection Policy For School Library Media Center Collections

School Library Media Specialists are responsible for the review, evaluation, and selection of the school library media collection. School Library Media Specialists work cooperatively with administrators and teachers to provide resources which represent diverse points of view, stimulate growth in thinking skills, and promote the overall educational program. Library media collections are developed to meet both curricular and personal needs. To ensure that these needs are met, Library Media Specialists apply selection criteria and use recommended selection tools. All purchases, including gifts, shall meet the same selection standards.

This selection policy reflects the philosophy and goals of the school system and supports the principles of intellectual freedom described in *Information Power: Guidelines for School Library Media Programs, the Library Bill of Rights (ALA), Students' Right to Read (NCTE),* and other statements on intellectual freedom from the American Library Association and the American Association of School Librarians.

Selection Criteria for Library Media Materials

- **Appropriate for recommended levels**
  Library media materials shall be accessible to students of varied abilities, and meet informational and interest needs of all students.

- **Pertinent to the curriculum and the objectives of the instructional program**
  Library media materials shall be selected on the basis of assessed curricular needs. Materials shall reflect the identified learning outcomes of the instructional program.

- **Accurate in terms of content**
  Library media materials shall present facts in an objective manner. Authority of the author, organization, publisher/producer shall be a consideration in selection. Materials concerning human development and family life shall contain facts which are presented in a manner appropriate to the level of the students.

- **Reflective of the diverse nature of a global society**
  Library media materials shall provide a global perspective and promote diversity as a positive attribute of our society. It is important to include materials by authors and illustrators of all cultures.

- **Recognizing bias and avoids stereotype**
  Materials shall reflect the basic humanity of all people and be free of stereotypes, caricatures, distorted dialect, sexual bias, and other offensive characteristics. Library materials concerning religious, social, and political content shall inform rather than indoctrinate.

- **Representative of differing viewpoints on controversial subjects**
  Students have the right to information on both sides of a controversial issue. By having access to a variety of resources students will have the knowledge base to develop critical thinking and problem solving skills. The school library media center provides free and equitable access to all information.

- **Appropriate format to effectively teach the curriculum**
  Library media materials shall be available in variety of formats, e.g., print, non-print, electronic, multimedia, to meet the needs and learning styles of a diverse student population.

- **Recent copyright date as appropriate to the subject**
  Library media materials shall be assessed for currency of the information as it relates to the content and purpose of the item.

- **Acceptable in literary style and technical quality**
  Literary quality, technical merit, physical arrangement, and aesthetic characteristics shall be considered as integral components in the evaluation of all media formats.

- **Cost effective in terms of use**
  Library media materials shall be evaluated for cost effectiveness in terms of accessibility, projected use, and durability.

- **Appropriate for students with special needs**
  Library media materials shall be provided to meet curricular needs and the individual needs, interests, and learning styles of all students at all levels.

Implementing the Selection Policy

The objective of the selection policy is to increase the awareness of educators of the many considerations one must apply when making decisions about information resources available to students and teachers. The proliferation of knowledge as characteristic of the "Information Age" brings with it many challenges. According to John Naisbitt, "We have for the first time an economy based on a key resource (information) that is not only renewable, but self generating. Running out of information is not a problem, but drowning in it is."

Library media specialists play a leadership role in communicating to the educational community the purpose and scope of the selection policy. The responsibility for coordinating the selection of library materials rests with the library media specialist who seeks faculty, student, and parent recommendations for purchase of library media materials. Favorable reviews from professional review journals and authoritative selection references shall be used when developing library media collections. Wherever possible, direct examination of materials is advisable to ensure that they meet selection criteria.

Essential Curriculum and Collection Development

The major emphasis of collection development shall be to provide materials which meet curricular needs. It is recommended that a copy of each curriculum guide be housed in the library media center. The library media specialist needs to be familiar with changes and additions to the curriculum and how they effect collection development.

Teacher Recommendations

Communication with teachers to assess curriculum needs and recommendations for purchase is an important part of the selection process. Since the library media collection is an integral part of the instructional and learning process, the strength and value of the collection are ensured when teachers are actively involved in the selection process. A sample form is included at the end of this document.

Student and Parent Recommendations

Suggestions from students and parents is also an important part of the selection process. As students seek information for curricular purposes or use the library media center for personal interests, students and parents are encouraged to make recommendations of specific resources or subject areas where information is needed. A sample form is included at the end of this document.

Professional Review Journals

American Library Association
Selection & Reconsideration Policy Toolkit for Public, School, & Academic Libraries
https://www.ala.org/tools/challengesupport/selectionpolicytoolkit/reviewresources

Recommended Reading: Librarian/Professional Resources
A collection of ALA's literature award winners and various notable reading lists.
https://libguides.ala.org/recommended-reading/professional-resources

Copyright for Libraries: Fair Use
A resource to help librarians understand copyright issues.
https://libguides.ala.org/copyright/fairuse

Core Collection Tools

Core collection tools are authoritative selection references to help assess the quality of the media collection and the availability of resources from various publishers/producers. Unlike review journals which are published monthly/bi-monthly, core collection references are updated annually.

Considerations For Selection of Print Materials

Vendor Catalogs

Publisher and jobber catalogs can be useful in preparing orders and determining the availability of materials. It is recommended that a Publisher & Producer file be kept only for those catalogs which are most useful and appropriate for the collection. Some catalogs list review sources, but they may not necessarily be positive ones. Also, some jobbers will prepare upon request subject specific bibliographies of materials, e.g., multicultural with reference to reviews. These lists can be used to facilitate preparation of purchase requisitions. The library media specialist shall keep in mind that these are marketing tools, not selection tools.

There are general selection criteria which apply to all library media materials. The following media formats require additional considerations.

Books

Due to the high cost of materials, it is important to examine books with the following additional criteria in mind before purchasing:

- Illustrations and layout
- Type style and text density
- Paper quality
- Durability of bindings
- Readability and interests levels
- Indexing

Paperbacks

Paperbacks are an inexpensive way to supplement the library media collection for duplication of titles, in-depth studies, special projects, and leisure reading. It is recommended that first copies of picture books be hardcover.

When deciding whether to purchase paperback books or hardbound books consider the following:

* Curricular demand placed on these books in the individual school
* Use of these materials for research, independent reading, duplication of classics, and popular fiction
* Cost and use of paperback books as compared to the cost of hardback books

Periodicals

Periodicals support the curriculum and provide leisure reading for students. Professional review journals and library periodicals for instruction may be considered for purchase. Consider access to full text online periodical databases.

Newspapers

Newspapers may be ordered as needed. Consider access to full text online newspaper databases.

Pamphlets

Pamphlets that support the curriculum may be added to the collection. It is recommended that they be organized in an information file by subject rather than fully cataloged. Apply general selection criteria.

Reference

Reference materials in both print and electronic formats provide comprehensive information in both general and subject-specific areas. They also serve as access tools to information from other sources including school, public, academic, and electronic collections.

The following points need to be considered:

* Cost effective in terms of projected use
* Authority
* Arrangement and indexing
* User-friendly

Considerations for Selection of Non-print Materials

The criteria for selection of non-print materials are essentially the same as for print materials. The quality of auditory and visual presentation shall be considered as well as accuracy of information and the appropriateness of format.

Non-print materials shall:
* Promote instructional goals and support the curriculum
* Provide a variety of media formats to meet the needs of the curriculum
* Present content in appropriate format and acceptable technical quality
* Avoid dense text and graphics

Considerations for Selection of Electronic Resources

The criteria for selection of electronic resources are essentially the same as for print materials. Electronic resources such as streamed content, computer software, and online services provide greater access to information. Availability of network versions and site license agreements may be a factor in selection.

Electronic resources shall:

* * Provide learner control through flexible pacing, variable difficulty, and optimal branching and linking
* * Information is accurate and reliably maintained
* * Organization, searching capabilities, and navigation tools enhance information retrieval
* * Provide record keeping and management options, if applicable
* * Provide readable text, attractive graphics, and an appealing layout
* * Have easy-to-understand, comprehensive documentation
* * User friendly

Collection Development

The school library media program is an integral part of the instructional process. As part of the instructional process, the collection development is based upon the belief that all students, teachers, administrators, and support staff shall have open access to all forms of information relevant to learning and teaching the curriculum. To ensure access to quality library media collections, a systematic process for assessing and building library media collections is essential.

Collection development is the ongoing process of identifying strengths and weaknesses of library media collections in terms of student needs. Collection development demonstrates that funds are being spent wisely and that library media collections meet the informational needs of the curriculum as well as independent reading and viewing needs of students. The three components involved in the collection development process are:

Analysis of the School Community

In order to be responsive to the unique needs of each school, a collection development process must be based upon an analysis of student needs at that particular school. There will be some similarities among library media collections across the system, but the profile provided by this analysis will ensure that the specific needs of each school are addressed.

Assessment of the Library Media Collection

Collection assessment is needed to determine the quality of the existing library media collection. It is an organized method for collecting statistics on the age of the collection, the number of titles in the collection, and the ability of the collection to meet curricular needs.

Selection and Acquisition of Materials

The selection and acquisition of new library media materials will be based upon the needs of each library media center as determined by the collection assessment process and upon the availability of funding. The Board policy shall be followed when selecting all library media materials.

Assessment and Inventory Process

An essential step in collection development is assessment of the needs of the curriculum and student population with regard to library media resources. Library media specialists will develop yearly and long-range plans to assist in ongoing assessment.

Assessment of the collection includes taking inventory of existing materials, assessing materials in relation to needs of instructional units, and weeding outdated and inappropriate materials.

The inventory is a process by which holdings are checked against the conventional or automated cataloging system and the actual item to determine if the resource is still part of the collection and still meets selection criteria. The objective of this inventory is to ensure that the cataloging system accurately reflects the collection which is the key access point for students and teachers to locate information within the library. This procedure shall not disrupt the library media program. Some library media specialists may prefer to complete an inventory annually; others may prefer to use a two or three-year cycle.

Consideration File

Library media specialists shall maintain a Consideration File for future purchases. This file shall reflect school needs, staff recommendations, and reviews. Create a database to input ordering information for resources which are recommended for purchase and to output a list of resources to order. Some suggested database fields are: Title, author, publisher, copyright, review source, price.

Deselection (Weeding) Policy For School Library Media Center Collections

Weeding of Materials

The Public Schools maintains an active policy of withdrawal based on the elimination of outdated material, books no longer of interest or in demand, duplicates, and worn or mutilated copies. Frequency of circulation, community interest, and availability of newer and more valid materials are of prime consideration. Local history, genealogy, and material of local industry are an exception. Fiction, once popular, but no longer in demand, is discarded as are nonfiction books which were purchased to meet demands no longer existing.

Systematic weeding of the collection is required of every Library Media Specialist in order to keep the collection responsive to patrons' needs, to insure its vitality and usefulness to the school community, and to make room for newer materials. Weeding identifies damaged items, ephemeral materials which are no longer used, out-of-date materials, and extra copies which are not being used. Weeding also helps the Library Media Specialist evaluate the collection by identifying areas or titles where additional materials are needed, older editions that need to be updated, and subjects, titles, or authors that are no longer of interest to the community. If a Library Media Specialist is uncertain about a title to be withdrawn, standard bibliographic tools in the subject will be consulted to see if the title has historical or literary value.

Guidelines

* **Record of use:** has the item circulated in the past five years? Shelf-time periods (or the length of time an item remains on the shelf between circulations) can reflect a declining or non-existent pattern of use. Remember that seasonal, monthly or some similar patterns of use exist in school libraries and these patterns must be taken into consideration when establishing shelf-time and cut-off periods for weeding. Many consider the shelf-period criterion to be accurate, valid, and by far the best since it does not reduce circulation.

* **Currency of content:** Is the subject matter out-of-date, factually inaccurate, or no longer relevant to the educational program? Are illustrations outmoded; or do they perpetuate sexual, racial, or cultural stereotypes? Has the material been superseded by better or more up-to-date materials, even though it is only a year or two old? Has the curriculum changed to the point where the material is no longer pertinent? Is it obsolete in content, style, or theme? Is the approach no longer appropriate (word choice and style of writing of a generation or two ago leave today's youngsters guessing instead of helping them to understand)?

* **Technical quality:** in non-print materials, are visuals poor, faded, off color, or scratched; if black and white, have they been superseded by a clear color edition? Are sound reproductions faulty or inferior?

    *   **Physical condition:** is it worn, torn, soiled, or generally ragged? Are pages or parts missing? Do the pages have very fine print or yellowed paper? Classics with such make-up have no place on school library shelves. Weigh the cost of repairing and rebinding against the cost of replacement. Better no mending than poor mending as any mending takes time and care, plus supplies.

    *   **Dispensability:** is it a duplicate copy? Does it duplicate materials no longer needed in the collection? If a textbook, is it no longer useful for reference?

To indicate when an item should be removed from the collection, use the acronym MUSTY:

* **M** Misleading and/or factually inaccurate
* **U** Ugly-worn, and beyond mending or rebinding
* **S** Superseded by a truly NEW edition or by a much better book
* **T** Trivial-of no discernible literary or scientific value
* **Y** Your collection has no use for this material, irrelevant to the needs of your community

* **What not to weed.** There are also valid reasons for **NOT** discarding materials even if the above criteria are met.

  * It is a work of historical significance in the field of children's literature.
  * It has unusual illustrations, or illustrations done by a well-known artist.
  * It is a work by a local author, illustrator, or editor
  * It describes local history or personalities.
  * It is a memorial gift.
  * It bears a significant relationship to other materials on the same subject.
  * There is little or no money available for more satisfactory titles.
  * It has possible usefulness to some special group or individual in the school.