

# **Classroom and Library Media Center Material Selection Policy**

## **DISTRICT MISSION STATEMENT:**

*LEARNING FOR LIFE*

## **MATERIAL SELECTION AND COLLECTION DEVELOPMENT POLICY AND OBJECTIVES:**

It is the policy of the Southgate Community School District's Board of Education to provide a broad range of educational materials to enrich and support the curriculum and to meet the needs of its individual students and teachers. Toward this objective the professional staff will provide students with a wide range of materials of diverse appeal. These materials will be available in a variety of formats and represent varying levels of difficulty and varying points of view. When selecting these materials, their quality and appropriateness will be considered and principles of intellectual freedom will outweigh personal opinion.

The selection policy applies to the acquisition of all forms of instructional and recreational materials, including the following resources used in classrooms and library media centers:

1. Textbooks: Books used as a standard work for the formal study of a particular subject.
2. Curriculum resources: Any resource used to supplement the formal curriculum. Examples of resources include but are not limited to: print material, films, video, audiotapes, compact discs, digital video discs, online resources graphic displays, computer software, speakers.
3. Learning resources: Resources used to support the educational goals of each subject area.
4. Recreational material: Resources used by students for the purpose of reading, listening, or viewing for personal enjoyment.

## **PART 1: SELECTION OF LIBRARY MEDIA CENTER RESOURCES**

## **RESPONSIBILITY for Selection of Library Media Center Materials and Collection Development :**

1. The Board of Education assumes legal responsibility for the selection of materials in the district's library information centers.
2. Responsibility for the selection of all library materials is delegated to the professional library staff.. Where there is no professional staff, responsibility for selection is delegated to the staff member designated by the principal, in consultation with district professional library staff. The selection process involves open opportunity for consultation with administrators, faculty, supervisors, and students. Selection is based upon evaluation
  - a. by the professional library staff
  - b. in professional library tools and other review media
  - c. by other responsible professionals
3. In selecting materials, library staff, administrators, and faculty are guided by the principles incorporated in the *School Library Bill of Rights* (Appendix A) and the *Freedom to Read Statement* (Appendix B) adopted by the American Association of School Librarians.
4. The collection will be developed systematically, ensuring a well-balanced coverage of subjects, opinions, and formats. It will include a wide range of materials at various levels of difficulty supporting the diverse interests, abilities, needs, viewpoints and maturity levels of students in the school community.

## **CRITERIA for selection of materials to be included in the Library Media Center collection:**

1. Materials will support and be consistent with the district's general educational goals and the educational goals and objectives of our individual schools and specific courses.
2. Materials will be selected to enrich and support both the curriculum and the personal needs of our students and faculty, taking into consideration diverse interests, abilities, socioeconomic backgrounds, maturity levels, and students' extracurricular interests.
3. Care will be taken to select materials meeting standards of high quality in
  - a. presentation
  - b. physical format
  - c. educational significance
  - d. readability
  - e. authenticity/accuracy
  - f. artistic quality or literary style
  - g. factual content
  - h. technical quality
4. Selected materials will support needs in the content areas and be appropriate to the variety

of ages, developmental stages, ability levels, and learning styles represented by the building for which they are chosen.

5. Materials will be selected representing opposing points of view on controversial issues, encouraging individual analysis.
6. Materials will be purchased in a variety of formats with efforts made to incorporate emerging technologies when they meet the criteria outlined above.
7. The value of any work must be examined as a whole. The impact of an entire work will be considered, transcending individual words, phrases, and incidents.
8. Materials will be selected in order to encourage an appreciation for both informational and recreational reading, viewing, or listening.
9. In addition, care will be taken to select materials in which there is
  - a. treatment of a subject that is clear, comprehensible, skillful, convincing, well-organized, and unbiased
  - b. a collection of special features, such as useful illustrations, photographs, maps, charts, graphs, etc.
  - c. technical production/construction that is well-crafted, durable, manageable, and attractive
  - d. a high degree of potential user appeal
  - e. a contribution to the curriculum and to the interests of students
10. The literary style of a work should be appropriate and effective for the subject matter and for its intended readers or viewers.
11. Resource sharing will be considered in purchasing decisions. Materials may be purchased or not purchased based on networking and collaborative relationships with other area collections and depending upon extent of need.
12. Gift materials will be evaluated by the criteria outlined above and shall be accepted or rejected in accordance with those criteria used for purchased materials.

**PROCEDURES for selection and collection development:**

Procedures are an important part of the selection policy. They clarify the types of materials collected, why they are needed, and how they are obtained.

1. Building library media center materials selection will be coordinated by the building media specialist, or by the staff member designated by the principal, where there is no professional staff. Materials for library media centers are selected by the appropriate staff with due regard to suggestions from the faculty, parents, and students. Final selection is made by the media specialists of the school in which the center is housed. Professionally recognized reviewing periodicals, standard catalogs, and other selection aids are used by the media specialists and the faculty to guide them in their selection.

See **APPENDIX C** for a list of selection aids.

2. Recommendations for purchase involve administrators, teachers, students, district personnel, and community persons, as appropriate.
3. Gift materials shall be judged by the selection criteria and shall be accepted or rejected by those criteria.
4. Selection is an ongoing process that includes the removal of materials no longer appropriate (weeding) and the replacement of lost and worn materials still of value.

### **WEEDING:**

The collection of the library media center will be continually reevaluated in relation to evolving curriculum, new formats of materials, new instructional methods, and the current needs of its users. Materials no longer appropriate will be removed. Lost and worn materials of lasting value will be replaced. Weeding is essential to maintaining a relevant, attractive collection. Materials considered for weeding should include items

- in poor physical condition
- containing obsolete subject matter
- no longer needed to support the curriculum or student/faculty interests
- superseded by more current information
- containing inaccurate information

### **PART 2: SELECTION OF CLASSROOM RESOURCES**

## **RESPONSIBILITY FOR SELECTION OF CLASSROOM RESOURCES**

The Southgate Community School District's Board of Education delegates the responsibility for the selection of learning resources to the professional staff employed by the school system, and declares that selections made shall be held to have been made by the School Board.

While selection of classroom resources involves many people (administrators, teachers, students, community persons, library media center personnel) the responsibility for coordinating the selection of school learning resources and making the recommendation for purchase rests with the professional teaching and administrative staff, under the direction of the curriculum director.

The responsibility for reviewing and recommending to the Southgate Community School District's Board of Education materials and methods dealing with Reproductive Health and Sex Ed rests with the district's appointed Sex Education Advisory Board under Public Acts 165 and 166 of the 2004 Michigan Compiled Laws. There will be two public hearings for all changes to curriculum materials and methods in these subjects, and formal approval by the Southgate Community School District's Board of Education is required.

## **CRITERIA FOR SELECTION OF CLASSROOM RESOURCES**

The following criteria will be used as they apply:

1. Classroom resources shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses. Basic materials(texts) should address goals, objectives and content based on Michigan Curriculum standards, benchmarks, GLCEs 'HSCEs.
2. Classroom resources shall be chosen to enrich and support the curriculum and the personal needs of users. Supplemental materials should enhance teaching of the subject and include multi-media offerings.
3. Classroom resources shall meet high standards of quality in:
  - a. presentation
  - b. physical format
  - c. educational significance
  - d. readability
  - e. authenticity/accuracy
  - f. artistic quality or literary style
  - g. factual content
  - h. technical quality
4. Classroom resources shall be appropriate for the subject area and for the age, emotional

development, ability level, learning styles, and social development of the students for whom the materials are selected.

5. Classroom resources shall be designed to provide a background of information that will motivate students and staff to examine their own attitudes and behavior; to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society; and to make informed judgments in their daily lives.
6. Classroom resources shall provide information on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis.
7. The value of any work must be examined as a whole. The impact of an entire work will be considered, transcending individual words, phrases, and incidents.
8. Materials will be selected in order to encourage an appreciation for both informational and recreational reading, viewing, or listening.

The selection of classroom resources on controversial issues will be directed toward maintaining a balanced collection representing various views.

Classroom resources shall clarify historical and contemporary forces by presenting and analyzing inter-group tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

### **PROCEDURES FOR SELECTION OF CLASSROOM RESOURCES**

1. In selecting classroom resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection and other appropriate sources.

See **APPENDIX D** for a list of selection procedures and forms.

2. Recommendations for purchase involve administrators, including the curriculum director and the technology coordinator, teachers, students, library media specialists, other district personnel and community persons, as appropriate.
3. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.
4. Selection is an ongoing process that includes the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

### **PART 3: POLICY ON CONTROVERSIAL MATERIALS and PROCEDURES FOR DEALING WITH CHALLENGED MATERIALS:**

## **STATEMENT OF POLICY**

The Southgate Community School District's Board of Education subscribes in principal to the statements of policy on library philosophy as expressed in the American Library Association's *Library Bill of Rights* (Appendix A), and the *Freedom to Read Statement* (Appendix B), a joint statement of the American Library Association and the Association of American Publishers, subsequently endorsed by The Children's Book Council, the National Council of Teachers of English, The National Coalition against Censorship and other organizations.

When learning resources are challenged, the principles of the freedom to read/listen/view must be defended as well.

No parent has the right to determine reading, viewing, or listening matter for students other than his or her own children.

The principal should review the selection and objection rules with the teaching staff annually. The staff should be reminded that the right to object to learning resources is one granted by policies enacted by the Southgate Community School District's Board of Education.

A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection and/or use of the material.

### **OBJECTIVES of the Policy on Controversial Materials and Procedures for Dealing with Challenged Materials.**

Any resident or employee of the school district may formally challenge classroom and library media center resources used in the district's educational program on the basis of appropriateness despite the fact that the individuals selecting such resources were duly qualified to make the selection, followed the proper procedure, and observed the criteria for selecting learning resources.

The objective of this policy and procedure is to provide a means of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.

### **RESPONSIBILITY in upholding the Policy on Controversial Materials and Procedures for Dealing with Challenged Materials.**

It is the responsibility of all parties, including the complainant, the principal, the library media center personnel, the superintendent, the curriculum director, and the members of the reconsideration committee, to follow the procedures for dealing with requests for reconsideration of materials, in accordance with the policies put forth in this document.

### **CRITERIA for invoking the Policy on Controversial Materials and Procedures for Dealing with Challenged Materials.**

The procedures of this policy will be put into practice whenever any resident or employee of the school district wishes to formally challenge classroom or library media center resources used in the district's educational program on the basis of appropriateness.

### **PROCEDURES FOR DEALING WITH AN OBJECTION TO CLASSROOM OR LIBRARY MEDIA CENTER MATERIALS.**

No duly selected materials whose appropriateness is challenged shall be removed from the school except upon the recommendation of a reconsideration committee with the concurrence of the Superintendent or, in the case of an appeal to the finding of the reconsideration committee, upon the Superintendent's recommendation, the concurrence of the Board of Education, or upon formal action of the Board of Education.

### **REQUEST FOR INFORMAL RECONSIDERATION**

1. The school receiving a complaint regarding a learning resource shall try to resolve the issue informally.
2. The principal or other appropriate staff shall explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.
3. The principal or other appropriate staff shall explain the particular place the questioned resource occupies in the education program, its intended educational usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource.
4. If the complainant wishes to file a formal challenge, a copy of the district's *Classroom and Library Media Center Selection Policies* and a *Request for Reconsideration of Materials* shall be handed or mailed to the party concerned by the principal, the curriculum director, or other appropriate personnel. The forms are also available on the district's website.

See **APPENDIX E** for sample letter to complainant

### **REQUEST FOR FORMAL RECONSIDERATION**

1. Each school will keep on hand and make available on the district's website the Request for Reconsideration of Materials forms (Appendix F)  
All formal objections to learning resources must be made on these forms.
2. The Request for Reconsideration of Materials form (Appendix F) shall be signed by the complainant and filed with the principal or someone so designated by the principal.
3. The curriculum director shall be informed of the formal complaint received.
4. The request for reconsideration shall be referred to a reconsideration committee at the school level for reevaluation of the resource.

### **THE RECONSIDERATION COMMITTEE**

1. Upon receipt of a request for formal reconsideration of a classroom or library resource, the principal, the curriculum director, or designee shall:
  - a. Appoint a reconsideration committee including the following membership as appropriate:
    - Curriculum Director
    - School Principal
    - One member of the school teaching staff chosen by the school staff;
    - One parent belonging to the PTO, PASTA or School Improvement Committee, chosen by the principal.
    - Two students chosen by the student council, as appropriate.
    - In the case of library media center materials, the library media specialist of the school involved or designated for schools without media specialists  
or  
in the case of classroom materials, the Department head of department affected by the complaint.
  - b. Name a convener of the reconsideration committee.
  - c. Arrange for a reconsideration committee meeting within 10 working days after the complaint is received.
2. The reconsideration committee may choose to consult district support staff and/or community

persons with related professional knowledge.

3. The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the district's Classroom and Library Media Center Material Selection Policy

## **RESOLUTION**

1. The reconsideration committee shall:
  - a. Examine the challenged resource;
  - b. Determine professional acceptance by reading critical reviews of the resource;
  - c. Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context;
  - d. Discuss the challenged resource in the context of the educational program;
  - e. Discuss the challenged item with the individual complainant when appropriate;
  - f. Prepare a written report.
2. The written report shall be discussed with the individual complainant if requested.
3. The written report shall be retained by the school principal, with copies forwarded to the district curriculum office.
4. The decision of the reconsideration committee is binding for the individual school or schools within the district.
6. Notwithstanding any procedure outlined in this policy, the complainant shall have the right to appeal any decision of the reconsideration committee to the Southgate Community School District's Board of Education as the final review panel.

## **INSTRUCTIONS TO RECONSIDERATION COMMITTEE:**

Bear in mind the principles of the *Freedom to Read Statement* (Appendix B) and base your decision on these broad principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.

Study thoroughly all materials referred to you and read available reviews. The general acceptance of the materials should be checked by consulting standard evaluation aids and local holdings in other schools.

Passages or parts should not be pulled out of context. The values and faults should be weighed against each other and the opinions based on the materials as a whole.

Your report, presenting both majority and minority opinions, will be presented by an authorized library review team member to the complainant at the conclusion of your discussion of the questioned material.

Complete the *Evaluation Form for Materials Under Reconsideration* (Appendix G)

## **ADMINISTRATIVE GUIDELINES and PROCEDURES**

1. Challenged materials will remain in circulation until the process is completed.
2. Complainant will be asked to complete a *Request for Reconsideration of Materials*. This report will be forwarded to the superintendent or designee, who will then inform the school board.
3. The Citizen Request will be forwarded to a reconsideration committee, consisting of the curriculum director, school principal, one member of the school teaching staff chosen by the school staff, One parent belonging to the PTO, PASTA or School Improvement Committee, chosen by the principal. Two students chosen by the student council, as appropriate. the library media specialist of the school involved or designated for school without media specialists or the Department head of department affected by the complaint.
4. A meeting of the reconsideration committee will be scheduled within 10 working days of receipt of the Citizen Request.
5. Material will be judged by the committee as to its conformance with the criteria for selection listed in the districts selection policy.
6. The written decision of the committee will be forwarded to the superintendent, who will inform the school board and complainant of the committee's decision.
7. If the complainant is dissatisfied with the decision, a request may be submitted to the superintendent for a review of all proceedings by the school board, who will render a final decision as to the appropriateness of the materials in question.

## **APPENDIX A - SCHOOL LIBRARY BILL OF RIGHTS**

The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles and to provide maximum accessibility to these materials

To provide materials that will support the curriculum, taking into consideration the individual's needs, varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served

To provide materials for teachers and students that will encourage growth in knowledge and that will develop literary, cultural and aesthetic appreciation and ethical standards

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments

To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers

To provide qualified professional personnel to serve teachers and students

## **APPENDIX B - THE FREEDOM TO READ**

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings. The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953; revised January 28, 1972, January 16, 1991, July 12, 2000, June 30, 2004, by the ALA Council and the AAP Freedom to Read Committee.

*A Joint Statement by:*

American Library Association  
Association of American Publishers

*Subsequently endorsed by:*

American Booksellers Foundation for Free Expression  
The Association of American University Presses, Inc.  
The Children's Book Council  
Freedom to Read Foundation  
National Association of College Stores  
National Coalition Against Censorship  
National Council of Teachers of English  
The Thomas Jefferson Center for the Protection of Free Expression

## Appendix C

### Selection Aids for Library Media Center Resources

<b>Abbreviations key:</b>	AASL	American Association of School Librarians
	ALA	American Library Association
	ALSC	Association for Library Service to Children
	CODES	Collection Development and Evaluation Section (of ALA)
	IRA	International Reading Association
	PLA	Public Library Association
	RUSA	Reference and User Services Association
	YALSA	Young Adult Library Services Association

#### **Review sources and awards:**

##### ***Alex Award*** –

(<http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/alexawards/alexawards.cfm>) The Alex Awards are given annually by YALSA to ten books written for adults that have special appeal to young adults.

***The Amelia Bloomer Book List*** – (<http://libr.org/ftf/bloomer.html>) This is an annual booklist of the best feminist books for young readers, ages birth through 18. Published by the Feminist Task Force of the Social Responsibilities Round Table of the American Library Association.

##### ***Andrew Carnegie Medal for Excellence in Children's Video*** –

(<http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/carnegiemedal/carnegieabout/index.cfm>) The Carnegie Medal honors the producer of the most outstanding video production for children released during the preceding year. Awarded by ALSC.

##### ***Best Books for Young Adults*** –

(<http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/bestbooksya/bbyahome.cfm>) Through 2010, this list compiles the current year's best books with proven or potential appeal to teens. Beginning 2011, this list evolved into the Best Fiction for Young Adults list. This list compiles the best fiction written for teens in the previous sixteen months. The first list will be published in January 2011. Published by YALSA.

***Book Links: Connecting Books, Libraries and Classrooms*** – ([www.ala.org/BookLinks](http://www.ala.org/BookLinks)) A magazine designed for teachers, librarians, library media specialists, booksellers, parents, and all other adults interested in connecting children with high quality books. Published by ALA.

***Booklist*** – ([www.ala.org/booklist](http://www.ala.org/booklist)) The librarian's leading choice for reviews of the latest books and (more recently) electronic media. Published by ALA.

***Bulletin of the Center for Children's Books*** – (<http://bccb.lis.illinois.edu/>) The *Bulletin*, founded in 1945, is devoted entirely to the review of current books for children. It provides concise summaries and critical evaluations to help you find the books you need. Each review gives you information on book's content, reading level, strengths and weaknesses, and quality of format, as well as suggestions for curricular use. Most books are reviewed from publisher's galley proofs. Published by the Johns Hopkins University Press.

##### ***Caldecott Medal/Honor*** –

(<http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal.cfm>) The Caldecott Medal honors the artist of the most distinguished American picture book for children. Awarded by ALSC.

***Children's Core Collection*** – (<http://www.hwwilson.com/print/childcat.cfm>) Published by H. W. Wilson Co. Each volume is arranged in Dewey Decimal Classification with sections for fiction,

short stories, and picture books; and each has author, title, and subject indexes. It is also available in an online version.

**Children's Choices** – (<http://www.reading.org/Resources/Booklists/ChildrensChoices.aspx>) This list is cosponsored by the Children's Book Council and the IRA. The list includes brief reviews of approximately 100 titles, each of which has been recommended by children themselves.

**Choice** – (<http://www.ala.org/ala/mgrps/divs/acrl/publications/choice/index.cfm>) *Choice: Current Reviews for Academic Libraries* is the premier source for reviews of academic books, electronic media, and Internet resources of interest to those in higher education. Published by ALA.

**Coretta Scott King Award/Honor** –

(<http://www.ala.org/ala/mgrps/rts/emiert/ckbookawards/index.cfm>) Given to African American authors and illustrator for outstanding inspirational and educational contributions, the Coretta Scott King Book Award titles promote understanding and appreciation of the culture of all peoples and their contribution to the realization of the American dream of a pluralistic society. Awarded by ALA.

**Fabulous Films for Young Adults** –

(<http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/fabfilms/fabfilms.cfm>) This list presents select films especially significant to young adults from those currently available for purchase based on a chosen theme. Published by YALSA.

**Great Graphic Novels for Teens** –

(<http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/greatgraphicnovelsforteens/gn.cfm>) This annual list offers recommended graphic novels that have teen appeal. Published by YALSA.

**Great Interactive Software for Kids List** –

(<http://www.ala.org/ala/newspresscenter/news/pressreleases2009/april2009/alscgisk.cfm>) This list recognizes high-quality computer programs and digital media for children 14 years of age and younger. Published by ALSC.

**Horn Book** – (<http://www.hbook.com>) The Magazine includes feature articles and book reviews. The Guide includes reviews and ratings for hardcover children's trade books. Published by Horn Book Publications.

**John Steptoe Award** – (<http://www.ala.org/ala/mgrps/rts/emiert/ckbookawards/johnsteptoe.cfm>)

The award is established to affirm new talent and to offer visibility to excellence in writing and/or illustration which otherwise might be formally unacknowledged within a given year within the structure of the two awards given annually by the Coretta Scott King Task Force. Awarded by ALA.

**Kirkus Reviews** – (<http://www.kirkusreviews.com>) This publication was founded in 1933, is published biweekly and reviews, 2 to 3 months before the publication date, approximately 5,000 titles per year: fiction, mysteries, sci-fi, translations, nonfiction, and children's and young-adult books. The reviews are reliable and authoritative, written by specialists selected for their knowledge and expertise in a particular field.

**Laura Ingalls Wilder Award** –

(<http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/wildermedal/wilderabout/index.cfm>) The Wilder Medal honors an author or illustrator whose books, published in the United States, have made, over a period of years, a substantial and lasting contribution to literature for children. Awarded by ALSC.

**Library Journal (LJ)** – (<http://www.libraryjournal.com/>) *LJ* is the single-most comprehensive publication for librarians, with groundbreaking features and analytical news reports covering technology, management, policy, and other professional concerns. Its hefty review sections evaluate nearly 7000 books annually, along with hundreds of audiobooks, videos, databases, web sites, and systems that libraries buy. Published by Reed Business Information.

**Library Media Connection** – (<http://www.linworth.com/lmc>) Reviews of books and media are written by other school librarians. Published by Linworth Publishing, Inc.

**Margaret Edwards Award** –

(<http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/margaretaedwards/margaretedwards.cfm>)

The Edwards Award honors an author and a specific work for significant and lasting contribution to writing for teens. Awarded by YALSA.

**Michael L. Printz Award/Honor** –

(<http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/printzaward/Printz.cfm>) This award honors excellence in literature written for young adults. Awarded by YALSA.

**Mildred L. Batchelder Award/Honor** –

(<http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/batchelderaward/batchelderabout/index.cfm>)

The Batchelder Award is given to an American publisher for a children's book considered to be the most outstanding of those books originally published in a language other than English in a country other than the United States, and subsequently translated into English and published in the United States. Awarded by ALSC.

**Middle and Junior High School Library Core Collection** –

(<http://www.hwwilson.com/print/mjhscat.cfm>) Published by H.W. Wilson Co. Each volume is arranged in Dewey Decimal Classification with section for fiction and short stories; and each has author, title, and subject indexes. It is also available in an online version.

**Multicultural Review** – (<http://www.mcreview.com/>) The only publication of its type that is solely dedicated to reviews of a better understanding of diversity. It focuses on differences in ethnicity, race, spirituality, religion, disability, and language. Published by The Goldman Group.

**Multimedia and Internet@School** -- (<http://www.mmischools.com>) This title reviews new multimedia titles, hardware, and software, as well as providing technical advice and troubleshooting tips. Published by Information Today, Inc.

**Newbery Medal/Honor** –

(<http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/newberymedal/newberymedal.cfm>)

The Newbery Medal honors the author of the most distinguished contribution to American literature for children. Awarded by ALSC.

**Notable Books for Adults List** –

(<http://www.ala.org/ala/mgrps/divs/rusa/awards/notablebooks/index.cfm>) Since 1944, the goal of the Notable Books Council has been to make available to the nation's readers a list of 25 very good, very readable, and at times very important fiction, nonfiction, and poetry books for the adult reader. Published by RUSA.

**Notable Children's Videos** –

(<http://www.ala.org/ala/newspresscenter/news/pressreleases2009/february2009/alscncv.cfm>) The list includes videos for children 14 years of age and younger that exhibit especially commendable quality, show respect for children's intelligence and imagination and reflect and encourage the interests of children in exemplary ways. Published by ALSC.

***Outstanding Books for the College Bound –***

(<http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/outstandingbooks/outstandingbooks.cfm>)

Updated every five years, this comprehensive list provides reading recommendations to students who plan to continue their education beyond high school. The most recent list was released in 2009. Published by YALSA.

***Outstanding Reference Sources –***

(<http://www.ala.org/ala/mgrps/divs/rusa/awards/outstandingreferencesources/index.cfm>)

Established in 1958, the Outstanding Reference Sources award recognizes the best reference publications for small and medium-sized libraries. Published by RUSA.

***Popular Paperbacks for Young Adults –***

(<http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/popularpaperback/popularpaperbacks.cfm>)

) This list encourages young adults to read for pleasure by presenting them with popular or topical books with teen appeal, built around up to four themes.

***Publishers Weekly*** – (<http://www.publishersweekly.com/>) *Publishers Weekly* is the international news website of book publishing and bookselling including business news, reviews, bestseller lists, commentaries and more. Published by Reed Business Information.

***Pulitzer Prize*** – (<http://www.pulitzer.org/>) The Pulitzer Prize has been awarded by Columbia University since 1917. The awards are given on the recommendations of a board of jurors for Journalism, Letters, Music and Drama. The awards for Letters include Fiction, Nonfiction, Poetry, Biography or Autobiography, and History.

***Pura Belpré Award/Honor –***

(<http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/belpremedal/belpreabout/index.cfm>)

The Belpré Medal honors a Latino/Latina writer and illustrator whose works best portray, affirm, and celebrate the Latino cultural experience in an outstanding work of literature for children and youth. Awarded by ALSC.

***Quick Picks for Reluctant Young Adult Readers –***

(<http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/quickpicks/qphome.cfm>) This list suggests items for recreational reading that have wide appeal to teens who, for whatever reason, do not like to read. Published by YALSA.

***Rainbow Project Book List*** – (<http://rainbowlist.wordpress.com/>) The Gay, Lesbian, Bisexual, and Transgendered Round Table and the Social Responsibilities Round Table of the American Library Association have releases the annual Rainbow Project Bibliography of recommended titles for youth from birth to age 18 that contain significant and authentic gay, lesbian, bisexual, transgender, queer, or questioning (GLBTQ) content.

***The Reading List*** – (<http://www.ala.org/ala/mgrps/divs/rusa/awards/readinglist/index.cfm>)

Established in 2007 by the CODES section of RUSA, The Reading List seeks to highlight outstanding genre fiction that merit special attention by general adult readers and the librarians who work with them.

***Reference and Research Book News*** – ([http://www.booknews.com/reference\\_and\\_research.html](http://www.booknews.com/reference_and_research.html))

Reference & Research Book News focuses on reference and scholarly works in the social sciences and the humanities. Each quarterly issue carries over 3,000 titles (from several hundred publishers), arranged by subject (according to the Library of Congress classification scheme). Published by Book News, Inc.

**Robert F. Sibert Award/Honor –**

(<http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/sibertmedal/sibertabout/index.cfm>) The Sibert Medal honors the author(s) and illustrator(s) of the most distinguished informational book published during the preceding year. Awarded by ALSC.

**Science and Children –** (<http://www.nsta.org/publications/ostb/>) The books that appear in these lists are selected as outstanding children's science trade books. They are selected by a book review panel appointed by the National Science Teachers Association (NSTA) and assembled in cooperation with the Children's Book Council (CBC).

**Science Books & Films –** (<http://www.sbsonline.com/pages/ReviewsHome.aspx>) Published by the American Association for the Advancement of Science (AAAS), SB&F is an online global critical review journal devoted exclusively to print and nonprint materials in all of the sciences for all age groups (K-college, teaching and general audience).

**School Library Journal –** (<http://www.schoollibraryjournal.com>) This journal is filled with articles and reviews of interest to school library media specialists. Selected content is available online. Published by Reed Business Information.

**Schneider Family Book Award –**

(<http://www.ala.org/ala/awardsgrants/awardsrecords/schneideraward/schneiderfamily.cfm>) The Schneider Family Book Awards honor an author or illustrator for a book that embodies an artistic expression of the disability experience for child and adolescent audiences. The book must emphasize the artistic expression of the disability experience for children and or adolescent audiences. The book must portray some aspect of living with a disability or that of a friend or family member, whether the disability is physical, mental or emotional. Presented by ALA.

**The Science Teacher –** (<http://www3.nsta.org/advscienceteacher>) Journal of the National Science Teachers Association.

**Senior High Core Collection –** (<http://www.hwwilson.com/print/srhscat.cfm>) Published by H.W. Wilson Co. This has four levels of recommended sources: highly recommended, core, supplementary, and archival. It is helpful for reader's advisory work as well as collection development. It is also available online.

**Teacher Librarian –** (<http://www.teacherlibrarian.com/>) Professional journal for school librarians which includes reviews of books at all reading levels.

**Teachers' Choices –** (<http://www.reading.org/Resources/Booklists/TeachersChoices.aspx>) This list from the IRA identifies approximately 30 books rated by teams of teachers, librarians, and reading specialists as outstanding for curriculum use.

**Teens' Top Ten –**

(<http://www.ala.org/ala/mgrps/divs/yalsa/teenreading/teenstopten/teenstopten.cfm>) This list allows teens to choose their ten favorite books from a list of current titles nominated by teen book groups. Nominations are listed in April. Teens vote for their favorite books each Teen Read Week. The votes are tallied and the list is available every October. Published by YALSA.

**Theodor Seuss Geisel Award/Honor –**

(<http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/geiselaward/geiselabout/index.cfm>) The Theodor Seuss Geisel Medal honors the author(s) and illustrator(s) of the most distinguished contribution to the body of American children's literature known as beginning reader books published in the United States during the preceding year. Awarded by ALSC.

**Voice of Youth Advocates (VOYA) –** (<http://www.voya.com>) VOYA includes articles, special bibliographies, and book and media reviews for young adult resources. Published by Scarecrow Press.

***William C. Morris YA Debut Award*** –

(<http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/morris/morrisaward.cfm>) The Morris Award honors a book written for young adults by a first-time, previously unpublished author. The first award will be given in 2009. Awarded by YALSA.

***YALSA Award for Excellence in Nonfiction for Young Adults*** –

(<http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/nonfiction/nonfiction.cfm>) YALSA's newest award will honor the best nonfiction book for young adults; the first winner will be named in 2010.

***Young Adults' Choices*** – (<http://www.reading.org/Resources/Booklists/YoungAdultsChoices.aspx>)

This list from the IRA provides descriptions of approximately 30 books selected by teenage reviewers.

## APPENDIX D – Selection Procedures and forms for Classroom Resources

### Textbook or other Resource Alignment /Adoption Analysis

Thank you for your willingness to review materials for your grade level subject area or course. Some things to keep in mind in the review process---

1. Basic materials (text) should address goals, objectives and content based on Michigan Curriculum Standards, benchmarks, GLCE's/HSCE's. Supplemental materials should enhance teaching of the subject and include multi-media offerings.
2. Textbooks should be judged by how well they reflect state and district curricula and or essential skills objectives. Rated in the following criteria: organization, currency of subject content, correlation with grade level expectations for subject, adaptability for students with different abilities, backgrounds, and experiences, types of teacher's aids provided, physical features and cost.
3. We are using the textbook change process as a vehicle to improve instruction and learning, review curriculum, and create a structure to ensure that the curriculum, not the textbook, is taught and learned.
4. There is no such thing as a "perfect" textbook. We may need to remold and adapt the selected publisher's product in order to meet our unique student and faculty needs. This may mean omitting chapters, adding multiple copies of trade books or designing specialized units supported by other resources. Sections of tests might be rewritten to more closely match instruction, content, expectations or state tests. Workbooks and photocopied materials may be substituted with student projects and papers.
5. The series we adopt must tie into the Scope and Sequence of the curriculum. Therefore, please also be thinking and looking for how aligned the texts you review are to this curriculum as briefly described here.
6. Please consider purchase of classroom set plus a few extra copies only especially when there is an on-line version available.

In the textbook alignment analysis, you'll be collecting data to determine the answer to a simple question: *Does this recommended textbook adequately support the teaching of the standards and content expectations for this course and grade level?*

For the data collection related to textbook alignment, please have a copy of the state standards and benchmarks and GLCE's/HSCE's, the district curriculum and the textbook for which you're checking the alignment. Use the attached forms to complete the analysis and return to your building contact/department chair and principal for signatures.

Under the column, GLCE's/HSCE's, simply list the standards/GLCE's/HSCE's to which you're aligning the textbook. (To save time, please just refer to the printed standard narrative and place the **number and key word description** in the state standards column.)

Under the column, **Textbook References**, list specific pages in the book that support each of the standards. As you're doing this, also make note of a very important issue: *Does the textbook include enough information so that a teacher can teach the standard and a student can learn the standard?* This is called tight alignment.

When you have finished checking the pages of the textbook for each selected standard, then review the list of standards/content expectations and make a professional judgment about the tightness or looseness of the text to the standard. Use the chart (rubric) below to determine the level of alignment the book has toward the standards.

***Tight***

**You could teach this**

standard with information provided in the text. You wouldn't need any other texts to fill in the gaps.

***Loose***

**The textbook has parts**

that help teach standards but you would need other resources to do this well.

**\_\_\_\_\_ *None***

**The book doesn't**

cover this standard.

**Resource Adoption**

**Southgate Community School District  
Completed**

**Resource Study**

***I. Subject***

**Area** \_\_\_\_\_

**Date** \_\_\_\_\_

**Department/Grade**

**Level** \_\_\_\_\_

**Course Name** \_\_\_\_\_ **Contact Person**

\_\_\_\_\_

Study Committee Members: When possible and appropriate, please have a member from both preceding and subsequent grade level or course in sequence and include at least one special education teacher.

	<u>Name</u>	<u>Building</u>	<u>Signature (Required)</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____

**II.A Needs Assessment**

- A. Present text/material used: \_\_\_\_\_  
Publisher: \_\_\_\_\_ Copyright Date: \_\_\_\_\_
- B. When was material adopted? \_\_\_\_\_  
Purchased? \_\_\_\_\_ (if known)
- C. Condition of present materials: \_\_\_\_\_
- D. Number of copies/amount of material on hand: \_\_\_\_\_
- E. Reasons for review of new material/text: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**II.B Review Documentation**

- A. Recommended purchase:  
Title: \_\_\_\_\_ Copyright: \_\_\_\_\_  
Publisher: \_\_\_\_\_
- B. Describe briefly how his purchase is aligned with the curriculum it supports.  
Please attach completed Textbook Alignment Analysis (Form 2) and Analysis (Form 3) –  
(One per review team)
  
- C. Describe the review process used.
  
  
- D. State the reasons resource is being recommended. Include comparisons to other reviewed/possible resources.

- E. List resources reviewed (the recommended purchase should appear on the first line).  
Must have 3.

Resource	Company/Vendor	Copyright Date
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

### III. Adoption Budget Summary

- A. Resource Name/Title: \_\_\_\_\_  
 Company Sales Representative: \_\_\_\_\_ Phone: \_\_\_\_\_
- B. Unit Cost Per Student Text: \_\_\_\_\_
- C. Number needed: \_\_\_\_\_
- D. Shipping/Handling Costs: \_\_\_\_\_ (add 10% if no agreed upon price)
- E. Total Cost: \_\_\_\_\_
- F. Support Material: (Complete in detail or attach price proposal from vendor.)

	<u>Unit Cost</u>	<u>#Units</u>	<u>Total</u>
Supplemental Text	\$ _____	_____	\$ _____
Software	\$ _____	_____	\$ _____
Media Materials	\$ _____	_____	\$ _____
Other (specify)	\$ _____	_____	\$ _____
G. Teacher Edition:	\$ _____	_____	\$ _____

#### H. Training Cost:

Substitute Costs:	_____	_____
Consultant Fees:	_____	_____
Miscellaneous:	_____	_____

I. Anticipated Full Cost for Adoption \$ \_\_\_\_\_

IV. **Signatures:**

Date

Teacher

\_\_\_\_\_

\_\_\_\_\_

Department Chair

\_\_\_\_\_

\_\_\_\_\_

Principal

\_\_\_\_\_

\_\_\_\_\_

Curriculum Director

\_\_\_\_\_

\_\_\_\_\_

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**Central Office Use Only**

V. Board Approval Date: \_\_\_\_\_



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Textbook Alignment Analysis (1 each for minimum 3 resources)

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Textbook Name \_\_\_\_\_

Publisher \_\_\_\_\_ Copyright Date \_\_\_\_\_

Content Area \_\_\_\_\_ Grade Level \_\_\_\_\_

Reviewer's Name \_\_\_\_\_ Date \_\_\_\_\_

Building Name \_\_\_\_\_

State Standards/GLCE's/HSCE's  
(Select 10, standards & Benchmarks, essential and core,  
GLCE's/HSCE's using keywords)

Textbook References  
(Page Numbers or Chapters with title)

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_

9. \_\_\_\_\_

\_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

**PLEASE RETURN THIS FORM WITH THE TEXTBOOK ANALYSIS FORM**

Now that you've gone through the textbook to determine which parts of the text are aligned to the state standards, benchmarks, GLCE's/HSCE's and district curriculum, use the data you've collected to answer the following questions and return with forms 1 and 2 for all texts reviewed.

1. How many of the 10 standards, GLCE's/HSCE's have a tight alignment to the textbook? \_\_\_\_\_
2. How many of the standards, GLCE's/HSCE's have low or no alignment of the textbook? \_\_\_\_\_
3. Do graphics/pictures "highlight, clarify or complement" the concepts or ideas being presented? \_\_\_\_\_.
4. Is the book durable with a sturdy binding and quality paper and cover? \_\_\_\_\_
5. Is the copyright date within one or two years and recent enough to be reliable in the field? \_\_\_\_\_
6. Are there provisions in the teacher guide to account for individual differences for teachers and their suggestions/ideas for enrichment and reinforcement? \_\_\_\_\_
7. Does the guide provide independent activities and adjust for different learners at different levels including students with special needs, ELL, reading difficulties? \_\_\_\_\_
8. Is the program easy to use with easy to follow, organized lesson plans and directions for each selection with clear alignment to Michigan Standards? \_\_\_\_\_
9. Is the reproduction of the pupil page on the same page in the teacher manual? \_\_\_\_\_
10. Are students told what they are to learn and why it is important? \_\_\_\_\_
11. Do examples clearly demonstrate the skill being presented with adequate examples for students? \_\_\_\_\_
12. In your opinion, will this series fit with the scope and sequence of the content or grade level curriculum? \_\_\_\_\_
13. Are unit/chapter assessments included? \_\_\_\_\_
14. Is pertinent vocabulary highlighted? \_\_\_\_\_

What is your overall recommendation about this textbook as it relates to alignment? (Remember it doesn't matter how pretty the pictures are or how big or beautiful the book and supplemental materials are. If it's not aligned, it's not going to do the job for you or your students.) Give any comments here.

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Please include your name: \_\_\_\_\_ Grade: \_\_\_\_\_ Bldg.: \_\_\_\_\_ in case I have questions for you.

# APPENDIX E

## SAMPLE LETTER TO COMPLAINANT

Date:

Dear :

We appreciate your concern over the use of \_\_\_\_\_ in our school district. The district has developed procedures for selecting materials, but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of the district's:

1. Instructional goals and objectives
2. Classroom and Library Media Center Material Selection Policy statement
3. Procedure for Handling Objections

If you are still concerned after you review this material, please complete the Request for Reconsideration of Material form and return it to me. You may be assured of prompt attention to your request. If I have not heard from you within two weeks, we will assume you no longer wish to file a formal complaint.

Sincerely,  
Principal

# APPENDIX F

## REQUEST FOR RECONSIDERATION OF MATERIAL

The School Board of the Southgate Community Schools, has delegated the responsibility for selection and evaluation of classroom and library resources to the appropriate professional staff as outlined in the Classroom and Library Media Center Material Selection Policy. It has established reconsideration procedures to address concerns about those resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of a classroom or library resource, please return the completed form to the principal of the building which houses the material in question, or to the curriculum director if the material is used across the district.

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

Do you represent self? \_\_\_\_ Organization? \_\_\_\_ If so, what organization? \_\_\_\_\_

1. Resource on which you are commenting:

Title \_\_\_\_\_

Author/Producer \_\_\_\_\_

2. Type of resource

\_\_\_\_ Book \_\_\_\_ Textbook \_\_\_\_ Video \_\_\_\_ Display \_\_\_\_ Magazine \_\_\_\_ Library Program

\_\_\_\_ Audio Recording \_\_\_\_ Newspaper \_\_\_\_ Electronic information/network (please specify):

\_\_\_\_ Other \_\_\_\_\_

2. What brought this resource to your attention?

\_\_\_\_\_

3. Have you examined the entire resource?

\_\_\_\_\_

4. What concerns you about the resource? (use other side or additional pages if necessary)

\_\_\_\_\_

5. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

---

**Please keep in mind that the following procedures will be followed throughout the challenge:**

1. Challenged materials will remain in circulation until the process is completed.
2. Complainant will be asked to complete a *Request for Reconsideration of Materials*. This report will be forwarded to the superintendent or designee, who will then inform the school board.
3. The Citizen Request will be forwarded to a reconsideration committee, consisting of the curriculum director, school principal, one member of the school teaching staff chosen by the school staff, One parent belonging to the PTO, PASTA or School Improvement Committee, chosen by the principal. Two students chosen by the student council, as appropriate. the library media specialist of the school involved or designated for school without media specialists or the Department head of department affected by the complaint.
4. A meeting of the reconsideration committee will be scheduled within one week of receipt of the Citizen Request.
5. Material will be judged by the committee as to its conformance with the criteria for selection listed in the districts selection policy.
6. The written decision of the committee will be forwarded to the superintendent, who will inform the school board and complainant of the committee's decision.
7. If the complainant is dissatisfied with the decision, a request may be submitted to the superintendent for a review of all proceedings by the school board, who will render a final decision as to the appropriateness of the materials in question.

# APPENDIX G

## Evaluation Form for Materials under Reconsideration

1. Were appropriate selection procedures followed?
  
2. According to standard professional sources is the work appropriate to the grade level of students with which it is being used?
  
3. If it is a classroom resource, does the work in question support state standards for the subject and grade level?
  
4. What is the level of acceptance of the work in standard evaluation aids?  
(Consult at least 3 sources)
  
5. Is the work in use at other area schools?  
(Contact at least three schools outside our district.)  
  
If so, which schools?
  
6. What are the values and faults of the work as a whole?
  
7. Is the material appropriate for its intended educational use?