

625 MEDIA AND BOOK SELECTION

I. OBJECTIVE OF SCHOOL EDUCATION MEDIA CENTER

The primary objective of the school and educational media center is to enrich and support the educational program of the school. It is the policy of the school district to provide a wide range of media materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view. The media staff is responsible for organizing and arranging materials to provide easy access, and for a continual evaluation of the collection to keep it relevant.

A. Selection of Material for the Media Center Collections

While selection of media materials involves many people, the responsibility of coordinating the selection of most media materials and making recommendations to Principals for acquisition rests with licensed media personnel. Critical reviews, recommended lists, publishers' announcements, reading and previewing are all to be used to varying degrees in the selection process.

Since the primary objective of the media center is to enrich and support the educational program of the school, criteria for media materials selections should reflect this objective. Materials for purchase are considered on the basis of:

1. Overall purpose
2. Authenticity
3. Timeliness
4. Degree of permanence
5. Importance of the subject matter
6. Quality of the writing/production
7. Readability and popular appeal
8. Authoritativeness
9. Reputation of the publisher/producer
10. Format and price
11. School board values

Suggestion from faculty, students and citizens are given consideration.

The school may accept gift materials and integrate them into the general collection if they meet selection criteria.

The media center is to contain collections of materials that support the current school curriculum. The center is not designed to become an archive or storehouse of all recorded wisdom. Frequent weeding of materials is necessary to keep the collections current and provide shelf space for more useful materials. Materials that are no longer suitable for media collections will be offered to teachers for classroom use or disposed of.

B. Teacher Selected Materials

Materials selected for classroom use may include both print and non-print formats as well as fiction and nonfiction. Classroom materials have as their primary justification the support of the curriculum. Although a textbook may contain the entire curriculum content of a course of study, more commonly, a variety of materials are used. Assumptions underlying the latter practice include the following:

1. People usually are better informed for having considered a subject from various points of view.
2. Students in any subject at any given grade level have wide range of skills and abilities. An equally wide range of materials is needed to match these individual differences.
3. Access to adequate collections of materials is essential to programs that provide students with independent study time.
4. Because the curriculum may not include items of personal relevance of students, access to a wide range of materials is essential.
5. Teachers can be more flexible and creative if a wide variety of materials are available.

C. Philosophy of Selection

Materials are selected to support curriculum. Every effort is made to select the best from all the materials that are available. Works chosen on the basis of their strengths rather than rejected on the basis of their weaknesses. Most materials are biased to some extent. Young people must learn how to deal with this situation.

If a controversial issue is covered at all in the curriculum or in the media center materials representing all sides of that issue are to be included. Since controversy is a major component of modern life, an enlightened citizenry learns to cope with it. Untested beliefs, dogma, and value structures are likely neither to be as valid nor as durable as those which have been challenged by conflicting ideas.

A mission of the school is to expose children to ideas – not restrict them; to encourage the study of problems – not to hide them. If an increasing portion of the curriculum is to be devoted to issues of real importance to students, many controversial materials will have to be provided. These are the issues about which students seem most to need and want information.

No child will be prevented from reading or viewing any school materials in which he/she has an interest. However, reasonable efforts will be made to comply with requests from parents that certain materials be withheld from their children. On the other hand, no child shall be forced to read or view any materials to which he/she objects based on a genuinely held belief.

II. RECONSIDERATION OF MEDIA AND BOOK SELECTIONS

- A. Occasional objections to materials will be made, despite the quality of the selection process. The school board supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights of the American Association of School librarians, the Library Bill of Rights of the American Association, and the Students' Right to Read of the National Council of Teachers of English.
- B. The school district shall provide a process for members of the school district community to seek reconsideration of the use of media and book selections.
- C. The Director of Teaching and Learning shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of the use of media and book selections.

Policy Adopted: June 10, 2002
Independent School District No. 110
Waconia, MN 55387

CITIZENS REQUEST FOR RECONSIDERATION OF MATERIALS
INDEPENDENT SCHOOL DISTRICT #1110

Creator/Author _____ Type of Material _____

Title _____

Publisher/Producer, Source _____

Request initiated by _____ Phone _____

Complainant represents himself/herself _____

And/or (organization or other individuals)

1. In which class(es) is this material being assigned?

2. To what in the material do you object? (Please be specific; cite portions)

3. What do you feel might be the result of the students' continued exposure to this material?

4. For what are the good portions of this material?

5. What are the good portions of this material?

6. Did you read, view, listen to, or observe the entire material? Yes _____ No _____

If not, what parts? _____