

ADMINISTRATIVE REGULATION

CENTENNIAL SCHOOL DISTRICT

APPROVED: April 12, 2016

REVISED:

109-AR-0. SELECTION OF RESOURCE MATERIALS

The Board provides resource materials recommended by the Superintendent for use in District schools, in accordance with Board policy.

The Director of Teaching and Learning shall be responsible for coordinating the curricular materials selection process, including:

1. Appointment of a Materials Selection Committee for selecting curricular materials.
2. Informing the Superintendent of the creation of the Materials Selection Committee and, through the Superintendent, inviting participation of Board members in the Materials Selection Committee.
3. Providing the Materials Selection Committee with specific charges and responsibilities, including a timeline.
4. Providing the Materials Selection Committee with guidelines for review with consideration for the content and organization, methods and activities, tests and assessment, and readability.

Materials Selection Committee recommendations shall be forwarded to the Director of Teaching and Learning who will present the recommendations to the Superintendent and Education Committee for review and approval.

The Superintendent shall then present recommendations to the Board for adoption.

Materials Selection Committee

1. The Director of Teaching and Learning will oversee the formation of a Materials Selection Committee.
2. The Materials Selection Committee shall be comprised of, where applicable: curriculum teacher leaders, from each school for the curriculum area being considered, one (1) administrator, one (1) librarian, one (1) reading specialist, one (1) teacher of special education.
3. When materials that have implication for technology usage are being reviewed, the Director of Technology shall be involved in the review process.

4. Under the direction of the Director of Teaching and Learning, the Materials Selection Committee will prepare a proposal for the Education Committee.

Selection Criteria

Selectors shall take into consideration:

- 1. The intrinsic quality of materials: their authority, organization, clarity, literary and artistic merit, and the compatibility of content and format.**
- 2. The appropriateness of the content to the ages, interests, and skills of the students served by the library.**
- 3. The timeliness and validity of materials and whether the content reflects current knowledge, issues or viewpoints.**
- 4. The responsibility and/or fairness of a presentation, which treats controversial ideas or positions.**
- 5. Sensitivity to diversity in materials being selected.**

Selectors shall refer to authoritative reviews and bibliographies as an essential step in determining the value of materials. Where materials are curriculum-related, they shall also refer to approved planned course outlines of study.

Selectors shall preview materials when possible. Nonprint materials must be previewed and evaluated before purchase.

ADMINISTRATIVE REGULATION

CENTENNIAL SCHOOL DISTRICT

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109-AR-1. SELECTION OF SOFTWARE RESOURCE MATERIALS

Software is a key component of learning and complements teacher instruction, the curriculum and classroom management. Software should be chosen to best match the planned instruction for each subject. Software provides for the learning reflected in the curriculum and academic standards, as well as in materials that supplement and extend the core learning.

During the materials selection phase of the curriculum renewal cycle, the Materials Selection Committee shall recommend computer software that supports the goals of the curricular area being renewed.

Outside of the curriculum renewal cycle, the curriculum resource teachers shall submit software request(s) to the Director of Teaching and Learning who shall review all recommendations for purchase with the Director of Technology.

Criteria for Evaluation/Selection

In selecting **software** resource materials, the technology and professional staff will select materials meeting high standards, based on the following criteria:

1. Educational significance and relevance.
2. Developmentally appropriate for a particular age group.
3. Provision for both horizontal and vertical learning by supplementing, enhancing and extending the core curriculum.
4. Relevance of the subject matter to the curriculum and to the interest and maturity level of students.
5. Favorable professional recommendations based on preview and examination of materials by professional personnel.
6. Reputation and background of the software publisher.
7. Factual content and presentation.
8. Quality and variety of format.

9. Content is applicable for multi-level ability and use.
10. Value commensurate with cost and/or need.
11. Compatibility with current software and systems.
12. Need balanced with District's budgeted resources.
13. Technical excellence.

The technology staff will select software using the established criteria. Software orders must be reviewed by the designated administrator and approved by the building principal before being submitted to the Superintendent.

Software given to the District will be judged by the established criteria and will be accepted or rejected based on that criteria.

Upgrading is the process of removing software that has outlived its usefulness. Software that is obsolete, inaccurate or damaged may be upgraded.

ADMINISTRATIVE REGULATION

CENTENNIAL SCHOOL DISTRICT

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109-AR-2. WEEDING OF RESOURCE MATERIALS

Weeding is the process of clearing the collections in the library/media center of materials that have outlived their usefulness.

Weeding is essential to maintaining an attractive, relevant collection. Weeding is a continuous process, and the current collection of resource materials will be continually evaluated in relation to evolving curriculum, new formats of materials and resources, new instructional methods, and the current needs of users.

All weeding decisions will be made and executed by the professional staff of each school library/media center. The same review and evaluation used for selection of materials will be applied to weeding of resource materials.

Criteria for Removal of Materials

Resource materials will be removed from a collection when they are determined to be:

1. Outdated because the content is obsolete, inaccurate, or misleading.
2. Unnecessary to support and/or enrich the curriculum or student/faculty needs or interests.
3. Superseded by new or revised editions or more current information.
4. Duplicates of titles no longer in heavy demand.
5. In poor physical condition.
6. Seldom circulated.

Discarded books may be given to staff members and/or donated to public libraries.

ADMINISTRATIVE REGULATION

APPROVED: April 12, 2016

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CENTENNIAL SCHOOL DISTRICT

109-AR-3. REQUEST FOR RE-EVALUATION OF INSTRUCTIONAL/RESOURCE MATERIALS

A resident of the District may formally request re-evaluation of instructional or resource materials used in the District's school library/media center program or classrooms. This administrative regulation is made available for the purpose of considering the opinions of those individuals in the school community who are not directly involved in the selection process. Instructional and resource materials may include textbooks, supplementary materials, library books and publications, audiovisual media, software and technology.

Informal Challenges

When the Principal receives a request for re-evaluation regarding instructional or resource materials, s/he will attempt to resolve the issue informally.

The Principal will explain to the individual making the request the District's selection procedure, criteria, and qualifications of the staff selecting the resource.

The librarian and/or classroom teacher involved will explain the particular value of the questioned material in the educational program, its intended educational purpose, and additional information regarding its use, or will refer the individual to staff members who can identify and explain the use of the material.

If the individual decides to file a formal challenge, a copy of relevant Board policy and administrative regulations and a Request Form for Re-Evaluation of Instructional/Resource Materials will be provided by the Principal.

Formal Challenges

The District **form** must be completed and signed by the complainant and **submitted to the Director of Teaching and Learning.**

The Superintendent will be informed of the formal request received.

The request for re-evaluation will be referred to a Review **Committee** at the affected school level for **review of the challenged material.**

109-AR-3. REQUEST FOR RE-EVALUATION OF
INSTRUCTIONAL/RESOURCE MATERIALS - Pg. 2

Review Committee

Upon receipt of a written request for formal re-evaluation of instructional or resource materials, **the Director of Teaching and Learning** will appoint a Review Committee that may include any of the following, as appropriate to the specific request:

1. Superintendent.
2. **Principal.**
3. **Librarian.**
- 4.
5. **Reading Specialist**
6. **Two (2) members** of the school **staff** whose subject area is affected.
7. District administrator.
8. Two (2) parents/guardians.
9. **A student, as appropriate.**

The Review Committee will be chaired by the Principal.

The Review Committee will meet within ten (10) working days after the complaint is received.

The Review Committee may decide to consult District staff and/or community persons with related professional knowledge.

The Review Committee will review the challenged material and judge whether it conforms to the District's established criteria for materials selection.

The Review Committee will:

1. Review the specific written request.
2. Read and/or examine the material in question.
3. Determine professional acceptance by consulting critical reviews of the materials and use in other districts.
4. Discuss the request and merit of the challenged material; make a value judgment based on the materials as a whole rather than on passages or sections taken out of context.
5. Discuss the challenged material in the context of the educational program and planned instruction.

109-AR-3. REQUEST FOR RE-EVALUATION OF
INSTRUCTIONAL/RESOURCE MATERIALS - Pg. 3

6. Discuss the challenged material with the complainant, when appropriate.
7. Determine the merit of potential alternative instructional materials.
8. Prepare a recommendation for disposition of the re-evaluation request.

The major criterion for the final decision is the appropriateness of the material for its intended educational use and conformance with established criteria for materials selection.

The principal will prepare a written report explaining the Review Committee's decision, and the written report will be submitted to the Director of Teaching and Learning, if requested.

The citizen's written complaint, together with the recommendation of the Review Committee, to retain the material, restrict its use, or remove it from the school shall be submitted to the Director of Teaching and Learning for review:

- 1. The Director of Teaching and Learning shall notify the Committee and the complainant of his/her decision, in writing.**
- 2. If the Director of Teaching and Learning questions the recommendation of the Committee, s/he shall reconvene the Committee for further discussion. In the event that agreement is not reached, the Director shall determine the disposition of the material and shall notify the Committee and the complainant of his/her decision, in writing.**
- 3. Should either the complainant or the Committee disagree with the disposition of the materials as determined by the Director of Teaching and Learning, an appeal for reconsideration may be made to the Superintendent.**

Challenged material shall remain in use during the review process unless the Director of Teaching and Learning feels that the nature of the complaint warrants its suspension.

Guiding Principles

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

The Board of School Directors supports the First Amendment to the Constitution of the United States, the Library Bill of Rights, adopted by ALA (American Library Association), and Access to Resources and Services in the School Library Media Program: an Interpretation of the Library Bill of Rights, adopted by AASL (American Association of School Librarians). When instructional materials and resources are challenged, the principles of the freedom to read/listen/view must be defended, as well.

Access to challenged material by students will not be restricted during the reconsideration process.

ADMINISTRATIVE REGULATION

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CENTENNIAL SCHOOL DISTRICT

109-AR-4. **REQUEST FORM FOR RE-EVALUATION OF INSTRUCTIONAL/RESOURCE MATERIALS**

Date: _____

Author: _____

Type of material (book, video, etc.): _____

Title/Source: _____

Publisher: _____

Re-evaluation requested **by:** _____

Telephone: _____ **Address:** _____

City: _____ State: _____ ZIP: _____

Email address: _____

Requester **represents:**

Self: _____

Organization (Name): _____

Other (**Identify**): _____

1. How did you learn about the material in question?

2. To **what in** the material do you object? (Please be specific, cite pages, etc.)

109-AR-4. REQUEST FORM FOR RE-EVALUATION OF
INSTRUCTIONAL/RESOURCE MATERIALS - Pg. 2

3. What do you feel might be the result of students reading, seeing or listening to this material?

4. Is it suitable for some grade levels? If yes, state grade level(s). _____

5. Is there anything worthwhile in the material?

6. Did you **read**/review **the entire** material? If no, to what extent?

7. If a book, are you aware of the judgment of literary critics? If yes, please cite source.

8. What do you believe is the theme of the material?

9. What **would you like us to** do about the **material (do not allow my child to read/view it, require parental permission, withdraw material from school/library, etc.)**?

10. What substitutes would you recommend to replace this material?

Requester's **Signature**

Date

ADMINISTRATIVE REGULATION

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109-AR-5. CHECKLIST FOR REVIEW COMMITTEE

Type of Supplemental Resource:

- Fiction book/novel Nonfiction book Magazine (electronic or print)
 Instructional software Multimedia resource Visual aide (i.e. maps, manipulative)
 Other _____

Title of Resource Material: _____

Publisher/Vendor: _____ Publication Date: _____

Version: _____

Course/Subject: _____ Grade(s): _____

Reviewer: _____ Date: _____

Purpose:

Explain how this supplemental resource will be used: _____

Complete this rubric for supplemental resources, except for instructional software.

Criteria	Exceeds Expectations	Meets Expectations	Below Expectations
The supplemental resource provides students with additional content material in a format that supports differentiated instruction.			
The supplemental resource extends students' understanding of the content and/or concept.			
The supplemental resource is appropriate for diverse learners.			
The supplemental resource is appropriate for the age and grade level of the students.			
The supplemental resource does not adversely include bias and stereotypes.			
The supplemental resource is developmentally appropriate for students.			

Comments:

Other Supplemental Resources Reviewed:

Title of Resource Material: _____

Publisher/Vendor: _____ Publication Date: _____

Version: _____

Title of Resource Material: _____

Publisher/Vendor: _____ Publication Date: _____

Version: _____

Title of Resource Material: _____

Publisher/Vendor: _____ Publication Date: _____

Version: _____

Title of Resource Material: _____

Publisher/Vendor: _____ Publication Date: _____

Version: _____

This supplemental resource is recommended: Yes No

ADMINISTRATIVE REGULATION

CENTENNIAL SCHOOL DISTRICT

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109-AR-6. REVIEW FORM FOR INSTRUCTIONAL SOFTWARE

Title of Software: _____
 Publisher/Vendor: _____ Publication Date: _____
 Version: _____
 Course/Subject: _____ Grade(s): _____
 Reviewer: _____ Date: _____

Instructional Criteria	Exceeds Expectations	Meets Expectations	Falls Below Expectations
Organization			
The software interface is user-friendly for students. It includes directions that are grade and age appropriate.			
The software content that supports the subject area's goals for learning.			
Structure			
The software provides tiered access for student users, parents, teachers, and administrators.			
The software user agreement subscribes to the District's policy regarding the security of individual and identifiable student information.			

Comments: _____

Technology Criteria	Yes	No
Technology Support		
The software is web-based and can functionally operate using current bandwidth.		
The software requires installation on servers or local devices.		
The software can be managed by District technology personnel.		
The software requires the installation of add-ins or other software to operate.		
The software requires the purchase of additional hardware to operate.		

Comments: _____

Reviewer: _____ Position: _____

ADMINISTRATIVE REGULATION

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CENTENNIAL SCHOOL DISTRICT

109-AR-7. INSTRUCTIONAL SOFTWARE RECOMMENDATION FORM

A committee of teachers is requesting Board approval for the adoption and purchase of the following textbook/instructional resources:

Title: _____

Publisher/Vendor: _____

Publication Date: _____

Version: _____

Course/Subject: _____ Grade: _____

Purpose:

Explain how this textbook/instruction resources will be used with students (core instruction, supplemental instruction, special populations).

Selection Process:

Describe the need for this textbook/instructional resource (alignment to curriculum/PA standards, antiquated resources in use, accommodate and/or differentiate for students, change in course goals/objectives, etc.).

Describe how this textbook/instructional resource was selected (teacher review process, full or limited pilot with students, consultation with other teaching professionals, etc.).

Number Requested:

List the number of student and teacher units to be purchased for the upcoming school year. This should equal the number of students who will be enrolled in the course for the following year. On-going purchases will be assumed by the building budget.

On-going Purchases:

List any consumable or license costs associated with this resource after the initial purchase. These costs will be assumed by the building budgets.

Recommending Committee:

List the names and teaching assignments of all resource reviewers. Include the Textbook Approval Rubric.

Quote:

Summarize in a table cost be unit for this purchase. Include the purchasing quote form the vendor with this proposal.