

LIBRARY MATERIALS SELECTION AND ADOPTION

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Material selection is a continuing process and is primarily the responsibility of the district and individual building professional staff. The basic factors influencing selection shall be the curriculum as approved by the Board of Education, maturity level of the students, reading interests and the abilities and background of pupils using the library. All materials selected for purchase shall be recommended based on staff recommendations and personal knowledge, and approved by the building administrator. Recognized reviewing aids shall be used in the selection of library materials. One or more reviewing aids may be consulted in selection of library materials.

Materials in library/media services may be placed on reserve when, in the judgment of the building principal, one or more of the following factors exist:

1. Limited quantities are available to meet specific programmatic or instructional needs;
2. Use to be limited to the instructional staff;
3. Resource material designed for a specific course or independent study project;
4. Materials deemed too mature or inappropriate for specific grade levels;
5. Special collections of high interest materials; and/or
6. Materials made available through inter-library loan.

Print and non-print library instructional materials shall enrich and support the educational goals and objectives of the District and shall meet an appropriate variety of the following criteria:

- A. Provide a diversity of:
 - 1) viewpoints
 - 2) artistic qualities
 - 3) literary qualities and
 - 4) styles.
- B. Provide for varied interests and enjoyment;

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- C. Stimulate creative and/or critical thinking;
- D. Provide factual knowledge;
- E. Stimulate growth in aesthetic and ethical values; and/or
- F. Stimulate the intellectual and social development of students.

Library instructional materials shall be appropriate for the level at which they are placed (elementary, middle school or high school). Materials may be placed "on reserve" according to procedures approved by the Superintendent of Schools.

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- a. American Library Association
- b. National Council of Teachers of English
- c. H.W. Wilson, *The Children's Catalog* and *Standing Catalog for High School Libraries* with supplements
- d. Arbuthnot
- e. Basic book collection for elementary, middle and senior high school libraries
- f. Publications of professional organizations
- g. American Library Association book list and *Subscription Books Bulletin*
- h. *Book Review Digest*
- i. Professional magazines from subjected departments
- j. Current magazines of recognized merit

Librarians may refer to other reliable review sources to assist in book selection.

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5. Special collections of high interest materials; and /or
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Library media materials have an important role in re-enforcement of instruction at all levels. In recognition of the vital place of both print and non-print media materials, the District supports library media centers in all buildings.

I. Centralized District Library Media Collection

Materials available from Library Media Services shall include video materials. These materials shall be distributed to the schools from Library Media Services and shall be purchased in accordance with policy and regulation IJL.

In addition, the District shall maintain in the central collection, curriculum pilot materials, including kits, art slides, prints and objects and microcomputer software, for check-out to the buildings. These materials shall be purchased in cooperation with the Division of Equity in Learning with input from individual teachers and curriculum councils. Preview materials will be made available to curriculum councils and individual teachers.

A. Video Materials

Film and video materials shall be cataloged according to subject and grade level recommended for use. The District shall maintain video materials by level in order to reduce the multi-level use of such materials.

A centralized video collection relieves buildings of the expenditure of funds for such materials. This allows funding available to go to other needed and more individual-type material purchases.

II. Building Library Media Collections

Each school building shall have a library media center to house its centralized collection of educational materials exclusive of text and supplementary text materials.

These collections shall consist primarily of building level materials which include: filmstrips, kits, slides, videos, DVDs, reference, fiction and non-fiction books, computer software, maps, globes, charts and audio recordings.

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A. Video Materials

Collections of video materials selected from the educational offerings of Public Broadcast Stations such as KRMA-Channel 6 can be maintained. Re-recorded, off-air/off-cable video materials can be used in compliance with the terms of the Copyright Act of 1976 and must be erased or destroyed as provided in this act.

B. Computer Materials

Great care needs to be exercised in the purchase of reference computer materials in support of instruction. To assist buildings in this effort, the Division of Equity in Learning and Technology Training Services shall develop lists of approved computer materials.

C. Kit Materials and Related Materials

Due to the high cost and the absence of adequate review materials for many kits and related materials, it is frequently desirable to bring these materials to the building for preview. When this is done, the building must do so on a purchase request submitted to the Division of Equity in Learning through the library media staff or principal.

D. Cataloging

Building level supplementary library media materials, regardless of their location in the building, shall be cataloged in the District's central library media catalog. This will allow all staff members and students to have access to materials in the building. Instructional materials will be purchased in accordance with policy and regulation IJL. All materials, without regard for the fund from which they are purchased, shall be cataloged. Designated text or supplementary text materials, as specified in the curriculum guides of the District, will not be cataloged.

E. Elementary Reading Resource Collections

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Building level collections of fiction and non-fiction trade books, to be used for reading instruction, may be purchased based on teacher discretion with the following limitations.

1. They contain no content that would fall under the adopted health/human growth and development curriculum.
2. They contain no sexually explicit content.
3. They do not contain controversial issues as defined by policy IMB, Teaching About Controversial/Sensitive Issues.

In the case a book may contain one of the elements listed above, it is the teacher's responsibility to bring the issue to the attention of the building principal and the building principal's responsibility to determine the appropriateness of the book considering instructional need, maturity level of students, and availability of alternate titles. The principal may call on the Instructional Materials Review Committee for independent evaluation.

The principal has discretion to require teachers to notify parents prior to the use of a book if he/she deems appropriate.

III. Entertainment-Type Material

Caution needs to be observed in utilization of entertainment-type video materials in the school environment. These materials may well be utilized for instruction, but special consideration needs to be given to the value of the materials in relation to the length of time which is consumed in its showing. This is especially true of feature-length materials. Following is a statement which principals may find of value as a guide when considering use of feature-length materials in the classroom.

A. Principal Monitoring

Responsibility for monitoring classroom materials which are used by teachers is

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assigned to principals (see policy IJJ/IJK). The comparative ease in obtaining video material makes this an area which needs attention. Some feature-length films and videos relate well to curriculum and may be very useful aids in instruction. Others are poor substitutes for quality instruction.

B. Considerations

The following should be considered when using feature-length video materials in the classroom.

1. **Copyright** - feature-length video materials are copyrighted and generally contain the notation "*For Home Use Only*". However, use of the video materials in "face-to-face teaching activities" is exempted from the exclusive rights of the copyright holder per Section 110(1) of Copyright Law. This means that these materials can be used *for instructional purposes*. Video materials should never be used for entertainment in the classroom. The use of these video materials for entertainment or recreation is a copyright violation. Anyone who shows feature-length video materials in schools for entertainment or recreational purposes may be personally liable if a copyright infringement suit is brought by the copyright owner.
2. **Film rating** - any feature-length or entertainment film *must* be previewed by the teacher before use in the classroom. Films rated "*PG*" or "*R*" must have careful teacher, library media staff and administrator review as to suitability for a classroom setting. Films should be consistent with the age, maturity and interest level of the student. *Principal review and approval is necessary before showing of "PG" and "PG-13" rated video materials. "R" rated video materials require parental permission prior to showing.*
3. **Selection** - all films or video materials shall be selected to meet specific objectives of the curriculum. Teachers must be able to articulate this relationship and should do so in communicating with students, parents, colleagues and administrators.

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4. **Instructional time** - most feature-length video materials are one and one-half (1 1/2) to two and one-half (2 1/2) hours in length, requiring a significant portion of instructional time. Teachers and administrators must weigh the appropriateness of the time required for showing with other types of instructional activity.
5. **Instructional techniques** - good instructional techniques are required for successful use of films or video materials. Among these are:
 - a) Required pre/post-showing discussion; b) stopping and starting of the film for emphasis and analysis; c) only using pertinent parts of the material; d) presentation of background information to emphasize the purpose of viewing; e) follow-up activities and discussion to summarize the concepts learned.

IV. Classroom Book Collections

Recognizing that good instruction often occurs in a print-rich environment, teachers are encouraged to create collections of books for instructional purposes within their grade level (elementary) or content area (secondary). Book collections purchased with District or building level money are the property of the school and are to remain at the school when the teacher leaves. The library media staff will be responsible for re-distribution of classroom book collections.

A Principal Monitoring

Teachers should report inventories of their books to the building principal as part of their end-of-year checkout.

B. Considerations

Books selected for classroom collections should reflect a wide variety of reading topics and levels of difficulty, but all should support adopted curriculum and/or the District literacy continuum. Books should not contain topics in Human Growth and Sexuality unless they have formal approval as a basic instructional material by the Board. If any

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book's content is questionable in regard to Policy IJJ/IJK, the principal is responsible for the decision to require (or not require) formal adoption.

C. Classroom book collections are to be used as "free reading" material by students. Only adopted curriculum materials (basic or supplementary) may be used for required reading. The Division of Equity in Learning shall maintain a database of trade books adopted for required reading.