

**DISTRICT ADOPTED PROCEDURES TO
IJ-R - RECONSIDERATION OF INSTRUCTIONAL RESOURCES**

EVALUATION CHECKLIST

Name of Program _____
Date of review _____

Person reviewing _____

Checklist for Evaluating Instructional Materials and Programs

	Strongly Agree (5)	Agree (4)	Not Applicable (3)	Disagree (2)	Strongly Disagree (1)
I. Content					
Reflects the learning standards of the Curriculum Framework					
Is accurate					
II. Features					
Provides descriptions of achievements of historically important subject related people					
Contains illustrations of contemporary children and adults that reflect the diversity of our society					
Material has intellectual merit and is free of simplistic and demeaning generalizations as well as bias, discrimination and stereotyping on the basis of race, color, gender identity, national origin, age, sex, disabilities or homelessness, religion, and sexual orientation					
Includes clear instructions on using tools, equipment, and materials					
Includes a master source of materials and resources					
Provides student texts, booklets, or printed material and accompanying teacher manuals					

	Strongly Agree (5)	Agree (4)	Cannot Judge (3)	Disagree (2)	Strongly Disagree (1)
Provides coherent units that build conceptual understanding					
Provides in-depth investigations of major concepts					
Incorporates applications of subject content					
Highlights connections with other subject areas					
III. Learning Activities					
Involve students in active learning, inquiry, and problem solving					
Involve the use of appropriate models					
Clarify appropriate use of instructional technology					
Show how instructional technology can help students visualize complex concepts, analyze, and refine information, and communicate solutions					
Provide multiple ways for students to explore concepts and communicate ideas and solutions					
Are developmentally appropriate and provide for different abilities and learning paces					
Encourage discussion and reflection					
Draw on a variety of resources (trade manuals, manipulatives, internet, primary sources etc.)					
IV. Teacher Support Materials					
Provide a clear conceptual framework for the concepts and skills taught					
Offers ideas for involving parents and community and keeping them informed about the programs					
Give suggestions for a variety of pedagogical strategies, such as open-ended questioning, direct instruction, practice, discussion, and cooperative learning					

	Strongly Agree (5)	Agree (4)	Cannot Judge (3)	Disagree (2)	Strongly Disagree (1)
Reference materials, such as appropriate videos, file clips, reference books, software, video laser disk, distance learning, CD-ROM, and electronic bulletin boards					
Suggest how to adapt materials for students with differing levels of achievement					
Suggest enrichment and skill reinforcement activities for extended learning					
Include suggestions for a variety of assessment approaches such as portfolios, journals, projects, and informal and formal tests					
V. Student Assessment Materials					
Are free of inappropriate or derogatory material					
Contain a balance among activities that assess conceptual understanding, procedural skill, and problem solving ability					
Occur throughout the unit, not just at the end					
Incorporate multiple forms of assessment, such as oral presentations, written reports, teacher observations, performance assessments, quizzes, and pre- and post-tests					
Focus on acquisition of skills and concepts as well as on the learning process					
VI. Program Development and Implementation					
Have field test data showing positive effects on student learning					
Are adaptable to local curriculum and/or school					
Offer training and long-term follow up for teachers					

Total Score _____

SELECTION CRITERIA

CRITERIA FOR SELECTION OF LIBRARY MATERIALS

The following general selection criteria will apply to all library materials, including electronic, print, and non-print resources:

1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.
5. Library material shall meet the curriculum needs of students and staff.
6. Physical format of library material shall be suitable for their intended use.
7. Library materials shall be current and up-to-date.
8. Library materials shall be selected to help students gain an awareness of our diverse society.
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.

LIBRARY BILL OF RIGHTS

The Library Bill of Rights of the American Library Association

The American Library Association affirms that all libraries are forums for information and ideas and that the following basic policies should guide their services.

Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Material should not be excluded because of the origin, background, or views of those contributing to their creation.

Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

Libraries should challenge censorship in the fulfillment of their responsibilities to provide information and enlightenment.

Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948, by the American Library Association Council. Amended February 2, 1961; June 27, 1967; and January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

PROCEDURE FOR FILING

PROCEDURE FOR FILING A REQUEST FOR REVIEW OF MATERIALS AND BOOKS

1. Procedure:

- A. If a person has a reason to believe that some curriculum material or book is objectionable, biased, misleading, or false, the person should contact the appropriate principal. If informal discussion does not resolve the question, the person making the request shall be required to fill out a request for review form. Once the request has been filed, it will be forwarded to the Assistant Superintendent who will convene the appropriate committee.

The questioner and the Standards Committee shall be requested to review the entire book or material and evaluate it in light of the criticism presented. (Many times a questioner has not looked at the complete book or material, but rather has taken something out of context.)

A meeting will be called at a time convenient to all. The questioner may present information relating to the review request. Other pertinent facts and information will be considered and the committee will make a decision. A majority vote of the Standards Committee will decide the issue.

- B. If the decision is not satisfactory, an appeal may be made to the Superintendent who will meet with the questioner and render a decision.
- C. If the Superintendent's decision is unsatisfactory, it may be appealed to the School Committee. The School Committee will hear the question and review the previous proceedings and will render a decision at that time. All decisions will be confirmed in writing.

2. Standards Committee:

The Committee will consist of:

1. School Committee members
2. Assistant Superintendent
3. Principal or Assistant Principal
4. Teacher using material or book
5. Appropriate subject area coordinator from the District

Note: Members 4 and 5 may change due to the nature of the material or area where it is used. This could include librarians or teachers.

3. Since the diversity and range of materials are greatest in the libraries, the selection process for library materials is attached for informational purposes.

**Approved at the Joint School Committee Meeting of October 25, 2012.
Source: Adopted by the Old Rochester Regional School District/Massachusetts
Superintendency Union #55 on November 26, 1979**

Cross Ref. KE

REVIEW REQUEST FORM

CITIZEN'S REQUEST FOR REVIEW OF A BOOK OR CURRICULUM MATERIAL

Author/Producer _____ Type of Material _____

Title _____

Publisher (if known) _____

Request Initiated By _____

Telephone _____ Address _____

Town _____

Request represents:

_____ Oneself

_____ Name Organization _____

_____ Identify Other Group _____

1. To what in the material/book do you object? (Please be specific; cite pages, etc.)

2. What do you feel might be the result of being exposed to this curriculum/book?

3. For what age group would you recommend this curriculum material/book?

4. Is there anything good about this curriculum material/book?

5. Did you review the entire curriculum material/book? _____

What parts? _____

6. Are you aware of any outside reviews/literary criticisms of this curriculum material/book?

7. What do you believe is the theme of this curriculum material/book?
8. What would you like your school to do about this curriculum material/book?
- Do not assign to my child
 - Withdraw it from all students as well as from my child
 - Send it back for reevaluation
9. In its place, what curriculum material/book of equal quality would you recommend that would convey as valuable a picture and perspective of our civilization?
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Signature of Person Requesting Review

Date

Please submit this form to the Building Principal and/or Assistant Superintendent

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