

Selection Policy

The purpose of this selection policy is to define the philosophy, objectives, criteria and procedures to be followed by those groups that function as agents of the Board of Education for acquiring print and non-print materials for instructional programs.

Selection Philosophy

The Lafayette School Corporation educational system will allow free access to the full range of instructional materials that ensure the realization of freedoms granted under the Bill of Rights.

The basic objective of materials selection is to provide students and faculty with learning resources that are intrinsic to the implementation of curriculum and that have value for diversified interests, abilities and maturity levels. Selected materials should:

1. stimulate thinking, provide facts, and contribute to student growth;
2. contain ideas and information that enable students to make judgments and decisions relating to their daily lives;
3. present a diversity of viewpoints on controversial issues;
4. include the thinking and contribution of the many cultural, ethnic, and religious groups which constitute society in the United States;
5. portray a variety of lifestyles with which students can identify;
6. represent the variety of communication formats to provide for individual learning styles and to provide students the opportunity to analyze various media formats critically;
7. encourage students to read, view, and listen for pleasure and recreation, fostering a life-long appreciation of such activities;
8. for materials used in direct instruction, represent the curriculum standards adopted by the State of Indiana and the Lafayette School Corporation.

Selection Criteria

Instructional materials shall support and be consistent with the general educational goals of the district. All materials should be selected on the basis of an identified need and suitable to the abilities of those who will use them. Professional evaluation sources are consulted for guidance in the selection of materials. Materials will be previewed whenever possible. In potentially sensitive areas (e.g., race, sex, religion, political theory and ideology), materials should be selected for their strengths and/or significance rather than rejected for their weaknesses.

Consideration of the criteria below, where relevant, shall also provide a basis for selection of instructional materials. The criteria are not arranged in any particular order of importance.

1. Relation to Curriculum

All materials used in direct instruction must be consistent with curriculum standards adopted by the State of Indiana and the Lafayette School Corporation.

2. Relation to Existing Collection

The materials should make a contribution to the balance of the individual school collection of materials for which they are selected. The material should be of lasting value and/or should be of widespread current interest or concern.

3. Interest and Appeal

The content and style of the materials should appeal to the interests of those who will use them.

4. Accuracy and Authenticity

The content of materials should be valid, reliable, and complete. Imaginative materials should encourage worthwhile appreciations, attitudes, understandings and insights. In certain subject areas (science and technology, for example), materials should be examined for the currency of the information presented. Copyright date should be used as one indicator of the currency of the material.

5. Authority

Consideration should be given to the qualifications, reputation, and significance of those responsible for creating the materials (the author, producer, publisher).

6. Comprehension

The material should be clearly presented in a well-organized fashion. The nature of concepts being developed should be appropriate both to the intended users and the depth of coverage. In print materials, the readability should correspond to the reading ability of the intended users. In non-print materials, audiovisual representations should correspond to the comprehension level of the intended users. The materials should catch and hold the user's interest and stimulate further learning.

7. Whole Versus Part

Each item should be approached from a broad perspective, looking at the work as a whole and judging controversial elements in context rather than as isolated parts. Periodicals, for example, should be selected and purchased for their overall reputation and should not be rejected because of an occasional article which may be offensive.

8. Format

The medium selected to present the material should be appropriate to the content. For example, a series of still photographs of works of art might appropriately be presented in a filmstrip, slide program, or book rather than in a film or video tape. However, these latter media are appropriate when it is important to show motion or present a dramatization.

9. Quality of Writing/Production

The material should be acceptable mechanically and artistically with each element combining to form an aesthetically pleasing whole. The materials should stimulate

growth in a factual knowledge and/or literary appreciation. The content should provide adequate scope, range, depth, and continuity while maintaining user interest.

10. Technical and Physical Qualities

Print material should be attractively presented with suitable illustrations and graphics. The size and style of type should be appropriate to the intended age level. Audio material should use sound creatively and be clear and free of distortion. Original art work should be reproduced faithfully. There should be sufficient durability to meet the demands of the intended user.

11. Treatment of Controversial Issues

Materials on controversial issues should be selected to represent the fullest possible range of contrasting points of view, to provide a balanced collection of materials on such subjects.

12. Treatment of Religion

Materials about religion should be chosen to explain, not to indoctrinate.

13. Treatment of Human Development

Materials on human physiology, physical maturation, or personal hygiene should be accurate and objectively presented.

14. Treatment of Profanity, Sex, and Violence

The use of profanity, sexual incidents, or violence in a literary work should not automatically disqualify such material. The decision should be made on the basis of the work's general literary value, rather than on some isolated parts, and on whether it deals with situations realistically, presenting life in its true proportions.

15. Treatment of Biased Materials

Materials which unfairly, inaccurately, or viciously treat a particular race, sex, ethnic group, age group, religion, etc., shall not be selected unless there exists a legitimate educational purpose – interpretation – for the use of such materials.

16. Gift and Sponsored Material

Gift materials and sponsored materials must meet the same criteria as those selected for purchase. They are accepted with the understanding that, if not suitable, they may be disposed of at the discretion of the school staff members who have received the materials.

Board Adopted: July 13, 1987

Revised: March 11, 2002; August 9, 2010