

TEXTBOOK AND INSTRUCTIONAL RESOURCES SELECTION AND USE LIBRARY MEDIA AND VIDEO RESOURCES

Authority for textbook and instructional resources selection in libraries is delegated to each individual school's library media specialist. Library selection committees, working under the leadership of the manager of library services, are formed each year to review materials and make recommendations for purchases for library media centers. Library media centers are an integral part of the curriculum. The Board does not intend its library media centers to constitute "open forums" or "limited forums."

The selection process will be based on the following objectives:

- To provide materials which support the curriculum and learning
- To provide equitable access to a variety of information materials, taking into consideration individual needs, interests, abilities, diverse socioeconomic backgrounds, variance in language, and maturity levels of the students served
- To provide materials which reflect all sides of issues, beliefs, and ideas for the purpose of guiding students in becoming critical thinkers who can understand varying perspectives
- To develop a collection of popular print/non-print materials of high interest that attract students to reading for recreation and personal interest as well as learning.

Criteria for Selecting Instructional Materials

Instructional materials, including classroom libraries, shall support and be consistent with the District's written curriculum. Selection emphasis is placed on providing a wide range of fiction and nonfiction materials that promote a life-long love of reading, support the school's curriculum, and contribute to the professional goals of the faculty. Materials are selected to reflect cultures, beliefs, and viewpoints of our diverse community. Tulsa Public Schools supports the principles outlined in the American Association of School Librarians interpretation of the *Library Bill of Rights*. The following criteria are considered in the selection process:

- Relevance to the local curriculum, state, and national standards
- Literary merit including quality of writing and/or illustrations
- Authority and accuracy of content
- Social significance and representation of diversity
- Timeliness
- Reading level
- Popular user appeal
- Format
- Reputation and standards of the publisher or producer
- Representation of differing viewpoints
- Cost

Library media specialists will select and order materials based on a number of factors including, curriculum needs, staff requests, and state of the current library collection.

- Special consideration will be given to award winning titles.
- Materials sometimes considered controversial will be included after careful consideration following standard selection criteria.
 - Religion: Factual unbiased materials representing all major religions may be included. Bibles and other sacred writings are acceptable. Publications from religious bodies may be selected if they have general value or appear in standard indexes.
 - Ideologies: Factual information about ideologies or philosophies of current or continuing interest may be included.
 - Science: Medical and scientific knowledge suitable to the developmental stage of the students should be made available.
 - Fantasy: Both modern fantastic fiction and traditional fantasy and folklore are part of our culture's rich storytelling tradition and will be evaluated and may be included in collections using the same criteria as other forms of fiction.
- Textbooks will not be included in the general collection.
- Professional materials may be housed within the library's professional collection.
- Supplementary classroom sets are not purchased with library funds but may be maintained by the library for circulation purposes.
- Lost materials will be replaced under the discretion of the library media specialist.

Selection Tools

- Standard review sources such as Booklist, Horn Book, School Library Journal, Publishers Weekly, The Digest of Software Reviews: Education, and AFVA Evaluations.
- Suggestions from patrons including staff and students
- Professional and trade journals
- Lists of recommended titles
- Publishers' preview copies, catalogs and promotional materials

Elementary Level Selection Procedures

A committee of library media specialists, working under the leadership of the manager of library services, reads, and reviews new publications provided by publishers.

A listing and ranking of reviewed materials is compiled and distributed to library media specialists. Titles may be ordered by the library media specialist after evaluation through personal information or published reviews in standard selection aids and current professional journals.

Orders will be placed with the approval of the principal or the manager of library services.

Library media specialists serving on the selection committee are eligible to receive one hour of continuing education credit for this service.

Secondary Level Selection Procedures

A library book review committee functions under the leadership of the Director of Instructional Media and Library Services and provides some guidance in approved and appropriate materials.

A limited number of publishers submit current titles for evaluation. A listing and ranking of reviewed materials is compiled and distributed to library media specialists. The library media specialist may make additional selections based on personal evaluation, published reviews and evaluations from standard selection aids and current professional journals.

Orders will be placed with the approval of the principal or the manager of library services.

Library media specialists serving on the selection committee are eligible to receive one hour of continuing education credit for this service.

Deaccessioning

In compliance with American Library Association guidelines, the collection of the library information center will be continually reevaluated in relation to evolving curriculum, new formats of materials, new instruction methods, and the current needs of its users. Materials no longer appropriate should be removed. Lost and worn materials of lasting value should be replaced. Deaccessioning or weeding is essential to maintaining a relevant, attractive collection. Materials considered for weeding should include items:

1. in poor physical condition
2. containing obsolete subject matter
3. no longer needed to support the curriculum or student/faculty interests
4. superseded by more current information
5. containing inaccurate information
6. with low circulation
7. offering stereotypical images and characterizations

Note: Special consideration should be given to retaining materials of local interest including those relating to Oklahoma and Tulsa history.

Use of Video Instructional Resources

Quality video material for instructional purposes is available from the school library media center as well as a variety of outside sources. While the selection of video material is primarily the responsibility of the principal/teacher, the Board recognizes some video material may not be appropriate for certain students.

Therefore, when considering video material for student viewing, the principal/teacher will exercise caution as follows:

- Video material must directly support and be integrated into curriculum standards and benchmarks.
- Video material should be appropriate for the maturation level of students.
- Within the context of 1 and 2, any Video material from the District Video Library may be used.
- The principal/teacher will evaluate, before use, any material, i.e. film, video tape, digital file, video disc, television program, etc., a staff member plans to use with students not previously approved and/or purchased by the District.
- Video presentations of classic literature and historical events may contain objectionable language or depiction of violence. While the Board recognizes material of this type has a valid educational purpose, it cautions teachers to use discretion and be sensitive to parental concerns.
- It is important to note that parents/guardians should have the right to request their child be excluded from viewing material they consider objectionable. Prior to showing videos which contain language or scenes some may consider objectionable, permission slips should be sent out to allow parents/guardians the opportunity to exclude their child from participation.
- The use of taped video material should not be in violation of copyright law.

Each principal, along with appropriate staff members, shall develop a procedure governing the use of video material consistent with the parameters of this policy.

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Cross Reference: 3303, Curriculum and Instruction
3405, Controversial Issues and Materials
3406, Academic Freedom
6701, Copyright Compliance