

Selection of Instructional Resources

Purpose

The purpose of this policy and the related rules is to provide directions for selection of print and non-print instructional materials deemed appropriate to achieve the curricular program.

Responsibility of Selection

The District recognizes the expertise of the staff and the vital need for such staff to be primarily involved in the selection of instructional resources. Within each school building the principal assumes final authority in resolving conflicts among staff.

Policy

The primary objective for the selection of instructional materials is to implement and enrich the curriculum and further the achievement of the district's instructional goals. It is the district's desire to provide a wide range of materials on appropriate levels of difficulty, with diversity of appeal, and the presentation of different points of view. The following general considerations will be used in selecting materials in libraries and classrooms, and for extra and co-curricular activities:

General Considerations for Instructional Material Selection

1. The material ensures accurate and up-to-date content and provides for the needs of a wide range of learners including learning styles, abilities, and interests.
2. The material is aligned to district-adopted standards and contributes to the mastery of grade or course level expectations.
3. The material is not obscene as defined by the Miller test (Miller v. California, 1973). Specifically, obscene material is that which:
 - a. Taken as a whole, appeals to the prurient interest when applying contemporary community standards.
 - b. Depicts or describes, in a patently offensive way, sexual conduct specifically defined by applicable law.
 - c. Taken as a whole, lacks serious literary, artistic, political, or scientific value.
4. The material provides a fair representation of the many religious, ethnic, and cultural groups and their contributions to our country and world. There will be no discrimination or bias or prejudice on the basis of sex, race, religion, age, disability, national origin, color, ancestry, or other status protected by law.
5. The material presents a balance of opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical thinking and informational literacy skills.

Consideration will be given to readability and levels of difficulty, appropriateness of content, skills or prior learning required of students, skills or training required of teachers, provisions for ascertaining mastery of content by students, and aesthetic quality of materials.

Citizen Input and Review Opportunity

The District provides a process for parents, guardians, and other citizens to read, review, and provide comments and suggestions on resources selected for instructional use by the school district. Refer to Administrative Rule GAAC-AR for the request process.

End of Bismarck Public School District Policy GAAD

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