

# **FAYETTEVILLE SCHOOL DISTRICT POLICIES**

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## **AR 6.16 – ADMINISTRATION REGULATIONS FOR POLICY 6.16 - INSTRUCTIONAL MATERIALS AND CLASSROOM LIBRARIES SELECTION POLICY**

### **DISTRICT-WIDE INSTRUCTIONAL MATERIALS**

District-wide instructional materials are defined as those used across the district in the teaching and learning of a specific course or subject. Primary district-wide instructional resources (e.g., textbooks) are adopted per the Arkansas Department of education textbook adoption schedule. Textbook adoption committees are created to coordinate the textbook adoption process within Fayetteville Public Schools. Recommendations for textbook adoption are made to appropriate district level committees.

Other primary district-wide instructional resources, such as required readings (fiction/nonfiction, literary/informational selections) or media selections are chosen through collaboration of appropriate teachers within the curriculum development process and are specified within the curriculum maps for the particular course/subject. Others involved with the identification and selection of district-wide instructional resources are curriculum specialists, principals, students, and parents where applicable.

The Board of Education has final approval of all district-wide instructional materials. Teachers are expected to use district approved instructional materials and follow all copy right laws.

### **CLASSROOM LIBRARIES**

Classroom libraries are defined as collections of novels, books, articles, publications, DVDs, etc. that are kept in the individual teacher's classroom for supplemental use with individual students as appropriate. Items found within the classroom libraries have been purchased with district funds, building funds, teacher personal funds, grant funds, or incentives from vendors.

#### **Criteria for Selection of Instruction Materials in Classroom Libraries**

Materials for purchase are considered on the basis of the following criteria:

- Overall purpose
- Timeliness or permanence
- Importance of subject matter
- Quality of writing/production
- Readability and popular appeal
- Authoritativeness
- Reputation of publisher/producer
- Reputation and significance of the author/artist/composer/producer, etc.
- Format and price
- appropriateness to ages, developmental stages, abilities and learning styles of audience
- Collection should represent multiple points of view and reflect the culturally diverse nature of the modern world

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## **Procedure for Selecting**

Teachers are encouraged to use a variety of sources when selecting instructional materials such as:

- Reviews from professional sources such as School Library Journal and Booklist
- Award lists and recommended titles from professional organizations such as the American Library Association and the National Council of Teachers of English
- Reviews and summaries from online databases such as Novelist and Wilson Web
- Reviews and summaries on the online catalog for titles already in the collections of FPS libraries

## **Reconsideration of a Work**

If a parent objects to an item in the classroom library collection, the teacher will follow the Reconsideration of a Work Process as outlined in the “Administrative Regulations for Policy #6.16.

## **Managing the Collection**

In order to maintain the collection, the following procedures are recommended:

- A system for weeding based on selection criteria
- A system for identifying the classroom library to which the materials belong
- A system for indicating source of funding\* (personal, building, district, grant)
- A system for checking out materials and monitoring their return
- When a teacher leaves the district, all items not purchased with personal funds must remain with the classroom.

## **INSTRUCTIONAL USE OF VIDEO RECORDINGS**

- Video recordings include but are not limited to DVDs, videocassettes, and streaming videos.
- Video recordings shown at schools must be relevant to the curriculum being studied and appropriate for the ages and maturity levels of students being taught.
- As a general rule, video recordings with a G rating are appropriate for elementary students and video recordings with a PG rating are appropriate for middle school and junior high students.
- Video recordings with a PG rating may be used in elementary schools with the prior notification to parents/guardians. Teachers may use portions of video recordings with a PG or higher rating provided the clips are relevant to the curriculum, devoid of content that earned it the higher rating, and parent/guardians are notified.
- Video recordings with a PG-13 rating may be used in middle and junior high schools with the prior notification to parents/guardians. Teachers may use portions of video recordings with a PG-13 or higher rating provided the clips are relevant to the curriculum, devoid of content that earned it the higher rating, and parent/guardians are notified.
- Video recordings without an MPA rating, foreign movies, or R rated movies may be used at the high school and, if they contain potentially objectionable material, teachers will give prior

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notification to parents/guardians. Under no circumstances is a video rated NC-17 or higher to be shown in school.

- When using video recordings that may be objectionable to some parents, teachers should refer to the guidelines outlined in the Required Reading/Text Selections section.
- Any video requiring parental permission should not be shown over a public viewing system unless access can be limited to the students who have been given parental permission.

### REQUIRED READING/TEXT SELECTIONS

When a teacher has reasonable cause to believe that approved instructional materials found within the appropriate curriculum maps may conflict with the values or beliefs of some students or their parents, in a manner or to a degree that either may object to the student being exposed to the materials, the following procedures should be used:

1. Discuss the materials with the principal who will advise in one of the following ways:
  - He/she does not believe reasonable cause exists to believe that the materials meet the criteria requiring notice to students and parents.
  - He/she believes reasonable cause exists to believe that the materials meet the criteria requiring notice to students and parents set out in item 2 below.
2. Give advance notice to students, parents and principal of the intent to use such material. The notice shall include the following items:
  - Information about the nature of the materials to be studied (language, sexual references, religious theme, general topic, etc.).
  - A rationale for the inclusion of the materials in the curriculum.
  - An opportunity for parents to review the materials, if possible.
  - An opportunity for the student or the parent to request, in writing, alternate materials.
3. In the case of a high-school elective where the teacher(s) of the course (at the time the course catalog is prepared) believe reasonable cause exists to believe that a substantial part of the materials may meet the criteria requiring notice to students and parents, the teacher(s) shall request that the principal include in the course catalog
  - A warning that a substantial portion of the materials used in the course may conflict with the values or beliefs of some students or their parents to a degree that either may object to the student being exposed to the materials,
  - A statement informing parents and students that it may be impractical to provide alternative materials for a substantial portion of the materials used in the course,
  - A statement informing students and parents that more information concerning the materials may be obtained from the principal.

In such case the teacher(s) shall prepare a notice that includes the items described in item #2 of this procedure and an invitation to students and parents concerned about exposure to the materials to discuss the degree to which alternate materials may be considered practical by the teacher(s). If the

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procedures set out in this item (#3) are carried out, the notice described in item #2 is not required for individual works as they are used.

The procedure is intended to acknowledge the fact that Fayetteville Public Schools serve a diverse clientele and that, from time to time, materials chosen to serve the needs of most students may conflict with the values or beliefs of individual students or their parents. At such times, staff members are expected to make appropriate accommodations, within the bounds of professional responsibility.

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## Reconsideration of a Work Process Work Flow Appendix A

- I. If a patron has a concern:
  - A. Teacher shares rationale for selection of the material and notifies building principal of patron's concern.
  - B. If a patron is not satisfied with the selection criteria or assigned reading and viewing, teacher shares copy of Policy #6.16 and notifies building principal of patron's concern.
  - C. If a patron wishes to request reconsideration of the materials, the principal will notify the Associate Superintendent and begin the process for reconsideration using the form in Appendix B.
  
- II. If a patron files Request for Reconsideration of a Work:
  - A. Building Principal forms Reconsideration Committee.
  - B. Associate superintendent initiates oversight of the process.
  - C. Reconsideration Committee completes work using the checklist in Appendix C and the Report Form in Appendix D. Associate Superintendent advises parents of the outcome.
  
- III. If a patron wishes to escalate, he/she may appeal to Board through the Superintendent
  - A. The Board may accept or reject the appeal. If rejected, no further action is necessary.
  - B. If the Board accepts the appeal, they will review the decision of the committee and will make a decision regarding reconsideration of the work and notify the Superintendent who will ask the Associate Superintendent to notify the building principal and patron.

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## Patron's Request for Reconsideration of a Work (At Patron's Request, the Principal Will Provide the Patron With This Form) Appendix B

Attach extra pages if needed to complete statements

Author, composer, producer, artists, etc.: \_\_\_\_\_

Title: \_\_\_\_\_

Publisher & copyright date: \_\_\_\_\_

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_

Patron represents

\_\_\_\_\_ Self

\_\_\_\_\_ Group/Organization Name \_\_\_\_\_

1. Did you read, view, or listen to the entire work? \_\_\_\_\_

If not, what pages or sections did you review? \_\_\_\_\_

2. Have you discussed this work with the librarian or teacher who used it? \_\_\_\_\_

3. What do you understand to be the general purpose for including this work in the library collection or for using it in the classroom? \_\_\_\_\_  
\_\_\_\_\_

4. Did the general purpose for the use of this work, as described by the librarian or teacher, seem a suitable one to you? \_\_\_\_\_

If not, please explain: \_\_\_\_\_  
\_\_\_\_\_

5. To what in the work do you object? Please be specific and cite exact parts. \_\_\_\_\_  
\_\_\_\_\_

6. What reviews have you read about this work? \_\_\_\_\_

7. Would you like to be provided with copies of reviews? \_\_\_\_\_

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8. What do you feel might be the result of reading, viewing or listening to this work? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. What would you like for the library/school to do about this work?

\_\_\_\_\_ Remove material from curriculum

\_\_\_\_\_ Remove from library

\_\_\_\_\_ Other (specify): \_\_\_\_\_

10. Please recommend another work or works that, in your opinion, would convey as or more valuable a picture and perspective of the subject treated.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Received a copy of the Reconsideration of a Work Process Work Flow? \_\_\_\_\_yes \_\_\_\_\_no

Signature of Patron:

\_\_\_\_\_

Date:

\_\_\_\_\_

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## Checklist for Reconsideration of a Work Appendix C

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Source of material (circle one)                      Library                      Classroom Online

### A. PURPOSE

1) What is the overall purpose of the material? \_\_\_\_\_  
\_\_\_\_\_

2) Is the purpose accomplished?                      Yes                      No

3) Comments: \_\_\_\_\_  
\_\_\_\_\_

### B. AUTHENTICITY

1) Is the information authored or otherwise sourced? \_\_\_\_\_

2) What is the reputation and significance of the author and publisher/producer in the field? \_\_\_\_\_

3) Is the material up-to-date?                      Yes                      No

4) Are translations and retelling faithful to the original?                      Yes                      No

5) Are information sources well documented?                      Yes                      No

6) Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### C. APPROPRIATENESS

1) Does the material promote the educational goals and objectives of the curriculum?  
Yes                      No

2) Is it appropriate to the level of instruction intended?                      Yes                      No

3) Are the illustrations appropriate to the subject and age levels?                      Yes                      No

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## D. CONTENT

- 1) Is the content of this material well presented by providing adequate scope, range, depth and continuity?      Yes      No
  
- 2) Does this material present information not otherwise available?      Yes      No
  
- 3) Does this material give a new dimension or direction to its subject?      Yes      No
  
- 4) Does the material give a realistic picture of life?      Yes      No      NA
  
- 5) Is factual information presented accurately?      Yes      No      NA
  
- 6) Are concepts presented appropriate to the ability and maturity of the intended audience?      Yes      No
  
- 7) Do characters speak in a language true to the geographic location or the time period in which they live?      Yes      No
  
- 8) Is there a preoccupation with sex, violence, cruelty, brutality or aberrant behavior that would make this material inappropriate for the intended audience?      Yes      No
  
- 9) If there is use of offensive language, is it appropriate to the purpose of the text for the intended audience?      Yes      No
  
- 10) If there are graphics or photographic reproductions, are they appropriate to the purpose of the text for the intended audience?      Yes      No
  
- 11) Does the material give a broader understanding of human behavior without stressing in any unfavorable way the differences of class, race, color, sex, education, religion or philosophy?      Yes      No
  
- 12) Is the material well written or produced?      Yes      No
  
- 13) Does the material make a significant contribution to the history of literature or ideas?  
Yes      No

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## RECONSIDERATION COMMITTEE REPORT FORM

### Appendix D

(Attach extra pages if needed to complete statements)

Physical description of challenged material: (author, title, publisher, copyright, producer, etc.)

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Justification for inclusion of material (include theme and purpose)

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Critics judgment of material: (if possible include copies of reviews indicating the source)

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Review Committee's decision and comments: (include statement from majority and minority positions)

- Recommend retention of material
- Recommend removal of material from this school
- Recommend removal of material at district level

Date \_\_\_\_\_

Signatures of Committee Members:

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Copies sent to:

- Principal
- Associate Superintendent
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- Patron
- Classroom Teacher