

SELECTION OF SUPPLEMENTARY MATERIALS AND PARENT INVOLVEMENT PROCEDURE

Regulation Code: **3200-R**

The primary objective of each school's library media and technology program is to enrich and support the instructional program of the school. The media and technology program makes available through the school's collections, a wide range of print, nonprint, and technology on varying levels of difficulty based upon different needs, interests, and viewpoints. This procedure is intended to provide staff with guidance in determining whether the addition of supplementary materials are appropriate. This procedure is subject to Board policy 3200, Selection of Instructional Materials and Supplementary Materials.

In addition, the school district recognizes and respects the essential role of parents and legal guardians in the education and development of their student(s). This procedure also addresses parent resources and parent rights with regards to supplementary materials.

School Media Coordinators are responsible for aligning the selection of resources relevant to the school's media collection and purchasing plans. District media and/or curriculum personnel will review selections for consistency with the curriculum, media collection and purchasing plans, and the grade and developmental levels of the students for whom the resources will be available. If a resource is challenged under Policy 3210, it shall be reviewed in a manner consistent with this Policy 3210 and Procedure 3200-R. If a resource is challenged, per Policy 3210, the school **Media and Technology Advisory Committee (MTAC)** will evaluate the resource using the following factors and criteria.

Factors

1. Does the resource enrich and support the curriculum? (In answering, take into consideration the varied interests, abilities, socio-economic backgrounds, learning styles, and developmental levels of the students served.)
2. Does the resource stimulate growth in factual knowledge, literary appreciation, aesthetic value, and ethical standards?
3. Does the resource take into consideration the individual needs and varied interests, abilities, socio-economic backgrounds, learning styles and developmental levels of the students served?
4. Does the resource provide a background of information enabling students to comprehend their role as citizens in society and make intelligent judgments in their daily lives?

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5. Does the resource provide a balanced perspective of controversial issues that is grade and developmental level appropriate so that students may develop, under guidance the practice of critical thinking and of critical analysis?
6. Does the resource provide an educational representation of the many religious, ethnic, and cultural groups in our nation and the contributions of these groups to our American heritage?
7. Does the inclusion of the resource enrich student learning by placing educational benefit above personal opinion and reason above prejudice?
8. Is the resource of the highest quality to assure a comprehensive collection appropriate for all users?
9. Is the cost of the resource within budget constraints and reasonable when weighed against its contribution or need?

Applying the factors above, the committee shall determine that the supplementary material, on balance, supports student learning by directly addressing each of the criteria below in its discussions and final determination.

Criteria

PURPOSE

Overall purpose and its direct relationship to instructional objectives/curriculum and the factors listed above

RELIABILITY

Accurate, authentic, up-to-date, authoritative treatment: Clear, skillful, well-organized, comprehensive, well-balanced

SUITABILITY (CONTENT BALANCE, WORTHINESS, APPROPRIATENESS)

Work's inclusion of profanity, racial slurs, and/or sexual content, if any, is ancillary to purpose of the work and is consistent with the factors listed above

TECHNICAL QUALITY

Relevant to content, sound and visuals consistent with state-of-the-art capabilities

FORMAT

Well-organized, attractive, appropriate

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CONSTRUCTION

Durable, manageable

POSSIBLE USES

Individual, small group, large group, introduction, in-depth study, remediation, enrichment

Adopted: **September __, 2022**