

SELECTION OF INSTRUCTIONAL MATERIALS

It is the policy of the Board of Education of the Clinton Community School District to provide educational materials which enrich the curriculum and further the achievement of the District's instructional goals.

Instructional materials shall reflect the elements of cultural diversity present in our pluralistic society within the United States – race, color, age, sex, national origin, gender orientation, religion, and handicap. The materials shall also promote an understanding and appreciation for the contributions of men and women to society, as well as the variety of roles open to each.

The recommendation for the adoption of all instructional materials is delegated to the professional personnel of the District, who shall utilize policies and procedures approved by the Board of Education.

The Superintendent has established the following considerations to govern the selection and purchase of instructional materials used in the Clinton Community School District.

A. Selection Process – General considerations

1. Materials selected are those that most closely align with the District adopted curriculum.
2. The validity, accuracy, objectivity, timeliness, and appropriateness of material must be considered.
3. Consideration must be given to the organization and presentation of content, the clarity, adequacy, and the scope of material, and the readability for the intended user.
4. Materials selected should reflect, as appropriate, to career education and technology integration.
5. Materials selected should reflect, as appropriate, global education, including local, national, and international perspectives.
6. Consideration must be given when differentiation of information is provided.
7. Materials shall be appropriate for the subject area and for the age, emotional development, ability level, and social development of the students for whom the materials are selected.
8. Materials shall be chosen to motivate students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in a pluralistic, non-sexist, global society.

B. Selection Process – Multicultural (MCGF) Considerations

Self-Image/Self Esteem – Materials should present a diverse of persons with whom a variety of readers can identify. These persons should be presented in a natural, real manner that will encourage positive self-image. Characterizations should represent a variety of all types of people in all walks of life.

Sensitivity - Material will reflect sensitivity to the needs, rights, traits and aspirations of people of without preference or bias to race, color, creed, gender, sexual orientation, ethnic/national origin, religion, age, socio-economic status or disability. Resources will present a diversity of race, custom, culture, and belief as a positive aspect of the nation's heritage and give candid treatment to unresolved intercultural problems, including those which involve prejudice, discrimination, and the undesirable consequences of withholding rights, freedom, or respect of an individual.

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Contributions – Materials need to show various groups (race, color, creed, gender, sexual orientation, ethnic/national origin, religion, age, socio-economic status or disability) at work and play and illuminate the contributions they make to society. Students should be shown how the cultures of other countries and groups within these countries have provided important contributions to our lives.

Historical - Material will present basic primary and factual information on an ideology or philosophy of government which exerts or has exerted a strong force, either favorably or unfavorably, over civilization or society, past or present. This material will not be selected with the intention to sway reader judgment and is related to the maturity level of the intended audience. Materials should help the student look objectively at the past. Myths about the past tend to glorify that past in ways that give the student an unrealistic picture of history.

Profanity and Sex Considerations - Material is subjected to a test of literary merit and reality by the media specialists and licensed staff who will take into consideration their reading of public and community standards of morality. Preferably, the material would be free of profanity and sexual references; however, if it has literacy or historic value and is developmentally appropriate it will remain as an instructional resource.

Controversial or Contemporary Issues - Materials should depict bona fide problems in a realistic manner. Students need to learn and accept the existence of these problems and should develop their own ideas about dealing with controversial or contemporary issues. Materials should be written in a way that promotes discussion and allows critical analysis of the information by bringing out student ideas and views.

Gifts of library or instructional materials may be accepted if the gift meets existing criteria for library and instructional materials. The acceptance and placement of such gifts is within the discretion of the board.

In order to provide a current, highly usable collection of materials, media specialists will provide for constant and continuing renewal of the collection, not only the addition of up-to-date materials, but by the judicious elimination of materials which no longer meet school district needs or find use. The frequent process of weeding instructional materials will be done according to established and accepted standards for determining the relevance and value of materials in a given context.