

# **Lisbon School Department Selection Policy of Library Materials**

## **INSTRUCTIONAL AND LIBRARY-MEDIA MATERIALS SELECTION**

The Lisbon School Committee is legally responsible for all matters relating to the operation of the schools, including the provision of instructional materials and maintenance of library-media resources that support the school system's curriculum. While the School Committee retains its authority to approve the selection of instructional materials, it recognizes the educational expertise of its professional staff and the need for such staff to be involved in the recommendation of instructional materials. The School Committee delegates responsibility for the selection of instructional materials and library- media resources to the professionally trained personnel employed by the school system, subject to the criteria and procedures for selection and the School Committee's policy on challenged materials as described below.

With the assistance of professional staff, the Superintendent shall establish a system for the selection of instructional materials, including procedures to establish an orderly process for the review and recommendation of instructional materials. The Superintendent will be responsible for overseeing the purchase of instructional materials within budgetary parameters set by the School Committee. The School Committee expects the Superintendent to report on progress made in aligning instructional materials with curriculum development and evaluation in support of the content standards contained in Maine's system of Learning Results.

Each school shall maintain a library-media program that includes books and other print materials, multimedia materials, online Internet resources and information technology that support the curriculum. A certified library-media specialist will be responsible for overseeing the school system's library-media program, under the supervision of the Superintendent. As with instructional materials, the School Committee delegates responsibility for selection of library-media materials and technology and Internet resources to the school system's professionally trained staff, subject to the criteria and procedures for selection and the School Committee's policy on challenged materials described below.

### **Definitions**

**"Instructional materials"** include textbooks and other print materials, software and other electronic materials, online/Internet resources (including access), and supplies and other materials to support instruction in subject areas and implementation of the system of Learning Results.

**"Library-media resources"** include books, print materials, online/Internet resources (including access), multimedia materials and information technology that, as part of the library-media program, support the school system's curriculum.

### **Objectives of Selection**

The School Committee recognizes that it is the primary objective of instructional materials to implement and support the curriculum, and of library-media resources to extend and enrich the educational programs of the schools. Quality instructional materials and library-media resources are essential to student learning. In preparing students to meet the content standards of the Learning Results, in

supporting the achievement of the school unit's educational goals and objectives, and in providing enrichment opportunities that expand students' interests and contribute to a desire for lifelong learning, it is the responsibility of the instructional program and the library-media centers of the schools to provide a wide range of materials on all levels of difficulty, with diversity of appeal and the presentation of different points of view.

### **Criteria for Selection**

Instructional and library-media materials selected should:

- A. Support achievement of the content standards of the Learning Results;
- B. Support the goals and objectives of the school system's educational programs;
- C. Enrich and support the curriculum;
- D. Take into consideration the varied interests, abilities, and maturity levels of the students served;
- E. Foster respect and appreciation for cultural diversity and varied opinions;
- F. Give comprehensive, accurate and balanced representation to minorities and women in history, science, leadership and the arts and acknowledge the contributions of ethnic, religious and cultural groups to our American heritage;
- G. Present a balance of opposing sides of controversial issues to enable students to develop a capability for critical analysis;
- H. Stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
- I. Provide a background of information that will enable students to make intelligent decisions in their daily lives; and
- J. Respect the constraints of the school unit's budget.

Other factors that should be considered are accuracy and currency of material; importance of the subject matter; scholarship; quality of writing and production; and reputation and significance of the author, artist or composer.

In evaluating software, multimedia materials and online/Internet resources, additional factors that should be considered include purpose for use; content; format (degree of interactivity or student involvement); appropriate use of graphics, sound and animation; feedback provided; and ease of use.

### **Procedures for Selection**

Meeting the needs of the individual schools, based on knowledge of the curriculum and the existing collections of instructional and library-media materials, shall be the highest priority. Basic learning materials, i.e., those that are the predominant instructional materials used by most members of the class, are used for a significant portion of the course or receive major emphasis during a course, or are essential to student achievement of content standards of the Learning Results are to take priority in the selection process.

Before recommending materials for purchase, professional staff should evaluate the existing collection, consulting reputable, unbiased, professionally prepared selection aids and specialists from all departments and/or all grade levels.

Social studies and science textbooks should not be older than five years unless up-to-date supplemental instructional materials are also available.

Whenever possible, purchase of non-print materials and multimedia, Internet and technology resources shall be made only after personal evaluation by the librarian/media specialist and/or other appropriate professional staff. Reviewing aids

may be used in lieu of personal evaluation.

Multiple copies of outstanding and much-in-demand materials should be purchased as needed. Worn or missing standard items should be replaced periodically. Out-of-date or no-longer-useful materials should be withdrawn from the collection/circulation.

### **Donated Materials**

Gift materials are to be evaluated by the same criteria as purchased materials, and are to be accepted or rejected by those criteria and in accordance with School Committee policy on gifts and donations.

### **Parental Authority**

A student's parent/guardian may inspect, upon request, any instructional material used as part of the curriculum. The Superintendent will be responsible for developing and implementing procedures for providing access to instructional material within a reasonable time after such a request is made.

The School Committee recognizes that the final authority as to what materials an individual student will be exposed rests with that student's parents or guardians. However, at no time will the wishes of one child's parents to restrict his/her reading or viewing of a particular item infringe on other parents' rights to permit their children to read or view the same material.

Library-media center materials will not be removed from the collection because of criticism except in accordance with School Committee policy.

### **Challenged Materials**

Despite the care taken to select materials for student and teacher use and the qualifications of the persons who select the materials, the School Committee recognizes that objections may be raised occasionally by students, parents, school staff or community members.

In the event a complaint is made, the following procedures will apply:

- A. The complaint shall be heard first by the person providing the materials in question.
- B. If the complaint is not resolved, the complainant shall be referred to the building Principal and requested to fill out the "Instructional and Library- Media Materials Challenge Form." A copy of the form will be forwarded to the Superintendent.
- C. The Superintendent shall appoint a committee composed of the following persons to review the complaint: one Principal at the appropriate grade level; one librarian/media specialist; one classroom teacher; the curriculum team leader in the subject area of the challenged materials; one community member.
- D. The review committee shall: read and examine the materials referred to them; check general acceptance of materials by reading reviews; weigh values and faults against each other and form opinions based on the material as a whole and not on passages or portions pulled out of context; meet to discuss the material and to prepare a written report on it.
- E. The report of the committee shall be forwarded to the Superintendent who will inform the complainant of the results.
- F. No materials shall be removed from use until the review committee has made a final decision.

G. The review committee's decision may be appealed to the School Committee. The School Committee may set aside a portion of a regular meeting or call a special meeting for the purpose of receiving testimony from representatives of the various points of view. The material in question shall be:

1. Reviewed objectively and in its full content;
2. Evaluated in terms of the needs and interest of students, school, curriculum and community;
3. Considered in the light of differing opinions; and
4. Reviewed in light of the criteria for initial selection and purpose as provided herein.

The School Committee will announce its decision in writing not later than the conclusion of the next regular meeting of the School Committee following its receipt of said testimony.

Adopted: January 13, 2003 Reviewed: March 12, 2007 Reviewed: April 12, 2010

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**CITIZEN'S CHALLENGE OF EDUCATIONAL MEDIA FORM**

Type of Material: \_\_\_Book \_\_\_Magazine/Periodical \_\_\_Film \_\_\_Recording  
\_\_\_Software \_\_\_Other (Please specify)\_\_\_\_\_

Author (if known)\_\_\_\_\_

Title\_\_\_\_\_

\_\_\_ Publisher (if known)\_\_\_\_\_ Person

making complaint:\_\_\_\_\_

Telephone\_\_\_\_\_ Street  
Address\_\_\_\_\_ Town\_\_\_\_\_

Complainant represents: \_\_\_Him/herself  
\_\_\_Organization\_\_\_\_\_

- 1. 2.
- 3. 4. 5.
- 6. 7.

\_\_\_ Other group\_\_\_\_\_

To what portion of the material do you object? (Please be specific, cite pages, scenes, etc.)\_\_\_\_\_

What do you feel might be the negative result of reading/viewing/hearing this material?\_\_\_\_\_

For what age group would you recommend this material?\_\_\_\_\_

Is there anything good about this material?\_\_\_\_\_

Did you read/view/hear all of the material? \_\_\_ If not, what parts did you read/view /hear?\_\_\_\_\_

Are you aware of the professional reviews/judgment of this material? \_\_\_\_\_

What do you believe is the theme and/or intention of this material?\_\_\_\_\_

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8.

What would you like the school to do about this material?

\_\_\_\_\_  
Do not assign it to my child. Do not assign it to any students. Withdraw it from the library and/or instructional program. Refer it to the Educational Media Review Committee for evaluation.

9.

\_\_\_\_\_  
In its place, what material would you recommend?\_\_\_\_\_

\_\_\_\_\_  
Signature of Complainant

\_\_\_\_\_  
Date

Adopted: December 11, 2000 Reviewed: January 13, 2003 Reviewed: March 12, 2007 Reviewed: April 12, 2010



## **STUDENT COMPUTER AND INTERNET USE**

Lisbon School Department computers, network, and Internet access are provided to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff. This policy and the accompanying rules also apply to laptops issued directly to students, whether they are used at school or off school premises.

Compliance with Lisbon School Department's policies and rules concerning computer and Internet use is mandatory. Students who violate these policies and rules may have their computer privileges limited, suspended, or revoked. The building principal is authorized to determine, after considering the circumstances involved, whether and for how long a student's computer privileges will be altered. The building principal's decision shall be final.

Violations of this policy and Lisbon School Department's computer and Internet rules may also result in disciplinary action, referral to law enforcement, and/or legal action.

Lisbon School Department computers remain under the control, custody, and supervision of the school unit at all times. The school unit monitors all computer and Internet activity by students. Students have no expectation of privacy in their use of school computers, whether they are used on school property or elsewhere.

Lisbon School Department uses filtering technology designed to block materials that are obscene or harmful to minors, and child pornography. Although Lisbon School Department takes precautions to supervise student use of the Internet, parents should be aware that the Lisbon School Department cannot reasonably prevent all instances of inappropriate computer and Internet use by students in violation of Board policies and rules, including access to objectionable materials and communication with persons outside of the school. The school unit is not responsible for the accuracy or quality of information that students obtain through the Internet.

In the interest of student safety, Lisbon School Department also educates students [OR: students and parents] about online behavior, including interacting on social networking sites and chat rooms, and issues surrounding cyberbullying awareness and response.

The Superintendent is responsible for implementing this policy and the accompanying "acceptable use" rules and for documenting student Internet safety training. The Superintendent/designee may implement additional administrative procedures or school rules consistent with Board policy to govern the day-to-day management and operations of the school unit's computer system.

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Students and parents shall be informed of this policy and the accompanying rules through student handbooks, the school website, and/or other means

selected by the Superintendent.

Legal Reference: Cross Reference:

47 USC § 254(h)(5) (Children's Internet Protection Act)

EGAD - Copyright Compliance GCSA - Employee Computer and Internet Use

IJNDB-R - Student Computer and Internet Use Rules IJND – Distance

Learning Program

Adopted: June 9, 2003 Reviewed: April 9, 2007 Revised: April 12, 2010

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# STUDENT COMPUTER/INTERNET USE ACKNOWLEDGMENT FORM

No student shall be allowed to use school computers or the Internet until the student and parent/guardian have signed and returned this acknowledgment to the school.

Student:

I have read policy IJNDB — Student Computer/Internet Use and IJNDB-R — Student Computer/Internet Use Rules and agree to comply with them.

\_\_\_\_\_  
Student Date Signature of

Parent/Guardian:

I have read policy IJNDB — Student Computer/Internet Use and IJNDB-R — Student Computer/Internet Use Rules and understand that my son/daughter's use of school computers is subject to compliance with these rules.

\_\_\_\_\_  
Signature of Parent/Guardian Date

Adopted: June 9, 2003

Date

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