<table>
<thead>
<tr>
<th>Section</th>
<th>Content</th>
</tr>
</thead>
</table>
| 1. | Authority  
SC 801, 803  
Pol. 006  
The Board shall, by an affirmative vote of a majority of the full Board, provide resource materials that implement, support and enrich the educational program of district schools. |
| 2. | Definition  
Resource materials shall include nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital materials, software and instructional material. |
| 3. | Delegation of Responsibility  
SC 803  
The Superintendent shall be responsible for the recommendation of all resource materials. No adoption or change of materials shall be made without the Superintendent's recommendation, except by a two-thirds vote of the Board.  
The Superintendent or designee shall establish administrative regulations for the selection of resource materials.  
Pol. 105.1  
A list of resource materials provided by the district shall be maintained by the Superintendent and shall be available to Board members, district staff, students, parents/guardians and community members. |
| 4. | Guidelines  
Challenges/Reconsideration Of Resource Materials  
Any parent/guardian, resident, or district employee may formally challenge resource materials used in the district's educational program in accordance with Board policy and administrative regulations established by the district. |

References:  
School Code – 24 P.S. Sec. 801, 803, 807.1  
Board Policy – 000, 006, 105.1, 610, 906
APPENDIX A

SELECTION AIDS

American Historical Fiction
A Basic Book Collection for Elementary Grades
The Best in Children’s Books
Books in Print: Authors & Titles
Children & Books
Children’s Catalog
Elementary School Library Collection
European Historical Fiction & Biography
Guide to Reference Books for School Media Centers – Wynar
Guide to Sources in Educational Media
Junior High School Library Catalog – Wilson
Magazines for Young Adults – ALA
Reference Books for School Libraries
Reference Source for Small and Medium Sized Libraries – ALA
Reference & Subscription Books Review – ALA
Senior High School Library Catalog – Wilson
Subject Guide to Children’s Books in Print
Subject Index to Books for Intermediate Grades
Subject Index to Books for Primary Grades

CURRENT REVIEWING MEDIA

AAAS Science Book List for Children
AASA Science Books and Films
American Film & Video Association Evaluations
Booklist
Bulletin of the Center for Children’s Books
Horn Book
Kirkus Review
Library Journal
New York Times Book Review
School Library Journal
The Educational Software Selector (TESS)
Wilson Library Bulletin
EVALUATION OF CURRICULUM SERIES

Dated: _______________________

PRINCIPAL’S SIGNATURE INDICATES APPROVAL: ______________________________________

NAME OF REVIEWER ____________________________________ SCHOOL _________________

TITLE OF BOOK EVALUATED ________________________________________________________

AUTHOR(S)_______________________________PUBLISHER _____________________________

INSTRUCTIONS: Teachers are to complete all sections of the evaluation tool for all new curriculum materials. A minimum of three (3) comparisons must be completed and submitted to the building principal for approval. Materials recommended must have been exposed to rigorous evaluation in meeting the district’s standards. All faculty members in a grade level and department are expected to use the materials. Department chairpersons oversee the evaluation process. All new purchases must be added to the textbook inventory for final Board of Education approval prior to use with students. COMPLETED FORMS ARE TO BE SUBMITTED TO THE ASSISTANT SUPERINTENDENT FOR CURRICULUM AND INSTRUCTION BY JUNE 1.

(Underline One):    HARDBACK   /   PAPERBACK   /   WORKBOOK

PURPOSE OF BOOK (Underline One):  BASIC TEXT   /   REFERENCE   /   SUPPLEMENTARY   /   OTHER

(Underline One): PRESENT BOOK   /   BOOK UNDER CONSIDERATION

TO BE USED IN COURSE ____________________________________ GRADE _______________

COPYRIGHT DATE_____________ IS THIS THE LATEST COPYRIGHT?____  UNIT COST____

<table>
<thead>
<tr>
<th>RATING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>Not at All</td>
</tr>
</tbody>
</table>

Using the above rating scale, please assign a numerical rating (1-5) for each of the characteristics listed below:

CONTENT

_____ 1. Clearly stated objectives are provided

_____ 2. Includes all phases of the subject
3. Account of subject matter is accurate
4. Stresses main ideas; subject matter divided logically and proportionate to significance
5. Fits in with present curriculum
6. Interrelation of chapters provides adequate sequence, coherence, and articulation
7. Suggested activities, experiments, problems, and exercises amplify the text
8. Format is colorful, interesting -- appeals to youngsters
9. Bibliography, index, glossary, appendix are appropriately provided
10. Supports previous grade's sequence
11. Prepares students for next grade level sequence

READABILITY
1. Vocabulary level is appropriate
2. Theories and subjects are understandable
3. Interesting to pupils

METHOD
1. Scope and sequence is provided -- skills organization
2. Sufficient subject background provided for the teacher
3. Suggested teaching schedules provided
4. Supplementary materials needed are minimal
5. Provides a variety of approaches
   1. Reading experiences
   2. Discussion -- applicable to life situations
   3. Enrichment and/or exploration activities suggested
   4. Reinforcement opportunities -- summaries or review; drill
   5. Individual and/or group projects

GENERAL
1. Subject matter current
2. Teacher's manual adequate
3. Fair treatment of ethnic/racial/sex material; lack of social bias
4. Training program provided -- consultants
5. Ease of instructional materials
6. Staff requirements are minimal
7. Cost is minimal
8. Time required for implementation is minimal
9. User experience data available
10. Reporting component (school/community) available

STANDARDS
1. Clearly supports state, national, and local standards for subject
2. Will assist in delivering current essential content in the curriculum
3. Textbook stresses relationship with unit lesson outcomes
4. Information in the textbook represents current research and supports best practices

ASSESSMENT
1. Assessment component included -- appropriate self-tests
2. Textbook permits diagnostic testing
3. Format is conducive to formative evaluation tools
4. Establishes summative testing format
5. Supports district standardized testing
6. Shows a direct relationship to supporting the Pennsylvania System for School Assessment (PSSA) in:
   6.1 Reading
   6.2 Writing
   6.3 Mathematics
7. Supports other standardized testing:
   7.1 PSAT
   7.2 SAT
   7.3 ACT
   7.4 AP
   7.5 Other:__________________________________________
TECHNOLOGY

1. Suggested use of technology and supplementary teaching aides provided

2. Promotes an integrated approach with technology:
   2.1 Computer-aided instruction for remedial assistance
   2.2 Computer-aided instruction for enrichment assistance
   2.3 Visual technology integration
   2.4 Audio technology integration
   2.5 Other:___________________________________

GENERAL EVALUATION

In the overall evaluation, this book rates (1-5):__________

(Underline One): UNACCEPTABLE / POOR / FAIR / GOOD / EXCELLENT

Please List Specific Strengths
_________________________________________ _____________________________________
_________________________________________ _____________________________________
_________________________________________ _____________________________________
_________________________________________ _____________________________________
_________________________________________ _____________________________________
_________________________________________ _____________________________________

Please List Specific Weaknesses
_________________________________________ _____________________________________
_________________________________________ _____________________________________
_________________________________________ _____________________________________
_________________________________________ _____________________________________
_________________________________________ _____________________________________

COMMENTS:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
APPENDIX C

Factors to be Considered in Selecting Trade Books

For trade books the following criteria are of primary importance:

A) Literacy Quality

- Literary quality relates to style of writing or the arrangement of words and sentences that best expresses the dominating theme. It includes sentence structure, dialogue and vocabulary. Literary quality is not affected by format or illustration.
- Characterization is an aspect of literary quality. An effectively realized character acts quality. An effectively realized character acts and speaks in a way that is believable for that character.
- Plot is another aspect of literary quality. The incidents of a story must be interrelated and carry the reader along to its climax.
- Still another aspect of literary quality is a story’s theme, in which the philosophy of the author is expressed in the meaning of the story and often reflects developmental values in the growing-up process.

B) Appropriateness

- Factors to be considered in assessing the appropriateness of books are children’s interests, the age level and/or maturity of children in relation to the book being considered and the content, format and illustrations. While the format and illustrations are not directly related to the elements considered under literary quality, they should complement the text as well as be evaluated on the basis of artistic standards.

C) Usefulness

- An important aspect of usefulness is the purpose for using books in relation to curriculum objectives.
- Basic to the selection of any book is the suit-ability of the text; by no means is this to be construed to mean controversial materials will not be used.
- Accuracy is important in non-fiction and in fiction in regard to theme, setting, characters and incidents.
- Authenticity is important in fiction and biography, especially in those books with a historical background.
D) Uniqueness

- All books are unique. Their uniqueness may be a result of their theme, plot, style of writing, characterization, format or illustration. Such books may have a special place and use in the classroom and library. Teachers must know what it is about a book that makes it unique, and must share this information with others.

E) Breadth of Coverage

- Books may present problems of stereotyping with respect to sex and to race. Religion, politics, and questions of morality or patriotism are issues about which there are considerable differences of opinion. The importance of such books may lie mainly, or only, in their historical viewpoint and should be presented as such to children who read them. Teachers and librarians should be aware of these considerations and should make every effort to provide materials which present alternate points of view. Historically there have always been those who have recognized the offensive of these materials. Children, like adults exposed to new ideas, can accept or reject them, based on input from all viewpoints. All opinions require protection under the First Amendment.

Language Arts, February 1978, NCTE
Quality literature is the foundation of the instructional program. Literature for students lends insight into their own lives, as well as those of others, and gives children a new way of looking at the world. The language of quality literature is rich and fresh. It delights, informs, and surprises. It instructs even as it entertains. Literature is the best model of our language.

But what makes a particular novel worthy of being included in the instructional program? As you review and select literature, have two or more persons complete the following checklist to ensure a standard of literacy excellence and appropriateness for the literature utilized in the instructional program. Forward completed copies of these checklists to your department chairperson who will then forward copies to the individuals listed at the end of the document.

Quality literature carries an important message and/or provides useful information. What message or information did you get from reading this literature? How will this literature enhance your unit of study?

**EVALUATION CRITERIA**

<table>
<thead>
<tr>
<th>Response scale:</th>
<th>Strongly Agrees (1)</th>
<th>Agree (2)</th>
<th>Disagree (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Circle One)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3</td>
<td>1. The literature can be used effectively as part of a unit, author, or genre study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3</td>
<td>2. The literature promotes both discussion and written response.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3</td>
<td>3. The literature theme, content, and concepts are developmentally appropriate for my grade level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3</td>
<td>4. The literature contains vocabulary developmentally appropriate for my grade level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3</td>
<td>5. The literature contains information that greatly increases the reader’s experience and/or knowledge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3</td>
<td>6. The literature contributes to the readers’ literacy by providing a basis for understanding our cultural commonality and/or difference.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3</td>
<td>7. The literature enables students to develop and reinforce skills and strategies of the unit of study.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Comments/Concerns: (if you scored any of the seven Evaluation Criteria with “3,” please comment here.)

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

List any potentially objectionable features in this literature.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

It is my judgement that the literature is satisfactory/unsatisfactory and should be included in/excluded from the instructional program because:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

List any recognition, honors, and/or reviews received by the literature.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Evaluator’s Name: ___________________________________________ Date: ______________________

School: ___________________________ Position: ______________________ Grade: ______

Interpretation of Checklist Criterion: A piece of literature should receive a satisfactory recommendation from three or more evaluators to be included in the instructional program.

cc: Building Librarian
    Building Principal
    Department Chairperson
    District Library Coordinator
109-AR. GUIDELINES FOR USING MOVIES AND VIDEO IN THE CLASSROOM

A. “Dos” for Using Movies in the Classroom:

1. *Do* discuss the movie with students before, during, and after airing. Conduct a pre-discussion in order to connect the movie explicitly to course content and to prepare students for certain themes or plot points. Discussing the film with students before they have completed viewing it allows them to voice any concerns about the film or ask about anything they may have missed or didn’t understand. At the end, there should be a wrap-up discussion about the film.

2. *Do* provide students with a viewing guide and/or a series of questions to answer about the film. If students have a list of characters, a few main plot points, and some questions to address about the film, they will be less likely to drift off or let their attention wander while viewing.

3. *Do* design an assignment or project that explicitly connects the film to course content. For example, students could write a paper discussing a theory covered in class and explain how that theory was used (or could have been used) by a character in the movie.

4. *Do* obtain parental permission as is required, using the appropriate form.

B. “Don’ts” for Using Movies in the Classroom:

1. *Don’t* feel that showing the entire film during a class period or multiple class periods is necessary. If the school library owns the film, teachers may be able to put the movie on reserve for students to watch on their own time, freeing up class time to discuss assigned portions of the film or do a class activity related to the film. Teachers can also show pertinent scenes during class time and require that students watch the entirety of the film on their own.

2. *Don’t* violate copyright* law. Even if a teacher owns a copy of a film, making a digital copy of that film, putting it on a school-owned computer server, and then linking to the film copy through a course-management system shell runs the risk of violating copyright protections. Teachers should make sure that they understand copyright laws regarding the use of film in the classroom in both the online and face-to-face formats.
3. **Don’t** view the film as a one-shot assignment in the course. As students may be more impacted by what they have viewed in the film than by anything else in the course, refer to instances from the movie (when relevant) periodically throughout the semester. Not only does referencing the film periodically emphasize to students that the film was more than just a “fun” assignment, but it also reinforces the movie’s connection to course content. Teachers could also ask students if they see course concepts present in additional movies or other media after the film assignment.

4. **Don’t** show a film as a reward without the express written permission of the owner if it does not connect to course content. This is a direct violation of copyright law.

C. **Approval**

1. All materials that are listed as part of the applicable grade level curriculum do not require administrative pre-approval, but may require parental consent, dependent upon rating.

2. Regardless of rating, materials not listed as part of the applicable grade level curriculum must be pre-approved by the principal and/or designee.

D. **Parental Consent**

Instructors must obtain parental consent for viewing movies/videos as follows:

1. Signed parental consent is required prior to viewing for students in grades K-7 when using materials that are rated PG, PG-13, and R.

2. Signed parental consent is required prior to viewing for students in grades 8-12 when using materials that are rated PG-13 and R.

3. All non-rated material must be viewed with an administrator (principal and/or designee) prior to showing. A determination as to whether parental consent is required will be made in collaboration with the administrator.

*Note: “Live feed” viewing activities must be either approved as part of the curriculum or pre-approved by an administrator.*

*For more information regarding copyright considerations, please refer to Board Policy No. 814.*

Movie/Video Permission Request Form

Teacher Name: __________________________ Request Date: ____________

Name of Movie/Video: __________________________

Rating of Movie/Video (Circle one of the following):  G  PG  PG-13  R

Proposed Date of Parental Consent Form Issuance (as per No. 109-AR guidelines): ______________

Proposed Date of Viewing: __________________________

Reason for showing the Movie/Video: __________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Relationship to PCCG/State Standards: ________________

________________________________________________________________________

________________________________________________________________________

Teacher Signature: __________________________ Date: ____________

Administrator Signature: __________________________ Date: ____________