

Guidelines for Selection of Learning Resources
Board of Education Policy 4600

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Section 1: Novels

Novels used in instruction (all content areas) should be selected from a course's approved novel list. The Blue Valley district has a process in place for novel titles to be added to or removed from a course's approved reading list. For a new title to be added to the list, it must be reviewed and recommended by no fewer than four educators who have examined the text for its adherence to Policy 4600, including its connection to the curriculum, its benefits to the course, and its appropriateness for the targeted student. Titles are then presented to the Executive Director of Curriculum and Instruction for district-level approval. Information about titles on the final approved novel lists is available for parents on the district website.

(Specific note about communication arts titles: All titles in the CA curriculum prior to the 2004-2005 school year were reexamined by a committee of educators during the 2004-2005 school year to insure their adherence to the newly revised Policy 4600 and their relevance to the current course offerings. The review of information included their connection to the curriculum, benefit to the course, and appropriateness for the targeted student.)

When using a novel for whole class or small group instruction, a teacher must use a novel from the course's approved list. Parents will receive a letter with the teacher's novel selections at the beginning of the course. The following guidelines will assist teachers in using novels in the classroom:

Guideline 1: Whole Group Instruction with a Novel

Any novel used for whole group instruction **must** be selected from the appropriate course's approved list. Whole group instruction occurs when a teacher assigns one title for the class to read.

Guideline 2: Small Group Instruction with a Novel

Any novel used for small group instruction **must** be selected from the appropriate course's approved list. For this purpose, small group instruction will be defined as any instance where more than one student is reading the same title and/or the students must select one title from a set list of more than one title. This situation might occur during literature circles or other small group study methods.

Guideline 3: Self-Selected Novel Reading (With Instruction or Class Participation)

Novels used for students' outside reading **do not** have to be on the approved list. For this purpose, outside reading will be defined as a novel that is not taught in the classroom but is used, rather, for supplemental or other reading purposes. Outside reads, whether selected through the school library or an extensive list of possible authors to consider, must allow the student choice over the title. Students may share information about their outside read selections through oral presentations or small or large group settings if only

one student has selected a particular title. (When multiple students are reading a title for the same purpose, please see Guideline 2 regarding small group instruction.) Teachers will advise students to share their selected titles with their parents. Notification to parents should be included in the course syllabus/class directives that outlines how and when students may be selecting their own titles throughout the year. No further notification of student choices is necessary unless requested by an individual parent.

Guideline 4: Required Summer Reading (Novels)

If a teacher makes a summer reading assignment, reading choices for a course **must** be selected from the appropriate course's approved list. This includes required titles and titles offered as choices from a short list (fewer than ten; also see guideline 5A), as these titles will be used for instruction (small or whole group) when students begin classes. (See Guidelines 1 and 2 regarding whole and small group instruction.)

Guideline 5: Exceptions to Using the Approved Novel List

Suggestions of titles not on the approved list may be made by a teacher or building in three specific situations:

- A. when a student has choice over the title (see Guideline 3) AND the list is extensive (10 or more titles) or open-ended (such as selecting a book from the library for outside reading). This situation may be, for example, to suggest authors from a particular literary movement or historical period, additional reading over a theme, authors or novels from a selected genre or time period, authors recommended by the College Board. This choice may occur more frequently in a course such as reading lab where instruction is individualized with several titles.
- B. when providing a list of titles for students to consider reading on their own. These are typically known as suggested reading lists that provide titles for students to consider as they select their own reading. Parents and students often request these lists to help students prepare for college or to encourage reading over the summer.
- C. when a grade is not attached to the assignment (either for required or extra credit; both are considered grades). The exception to the extra credit situation would be if a student is able to read other titles of his/her choosing for extra credit. This situation will be governed by Guideline 5A concerning student choice.

Guideline 6: Alternate Novel Title Requests

Any parent or student may request an alternate title for any required reading assignment. Teachers will follow the "Guidelines for Providing an Alternate Novel." This set of guidelines outlines the process for acknowledging a request, selecting an alternate title, and providing instruction with an alternate title.

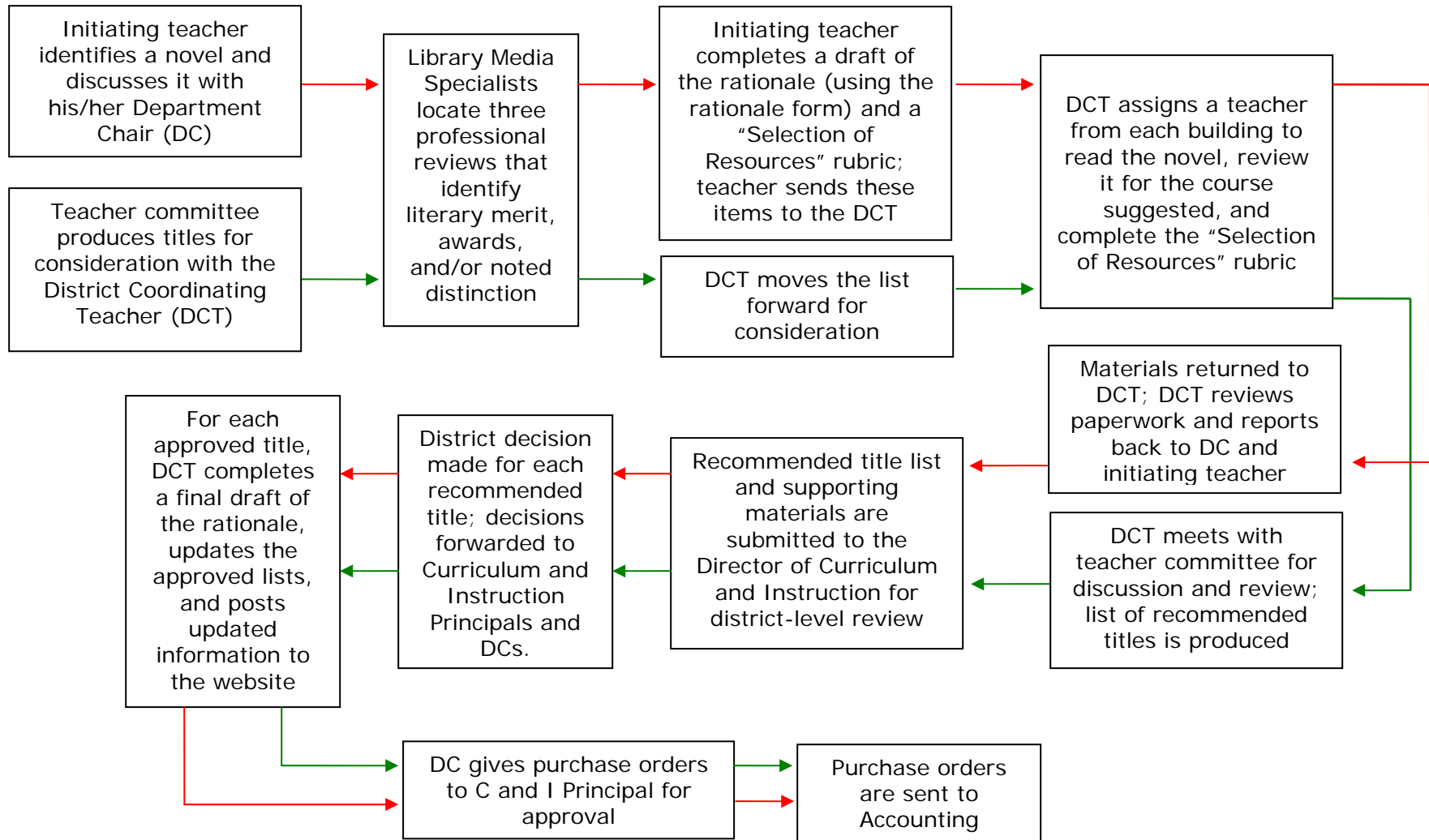
If a parent or student wishes to request an alternate title for any novel assigned in a class, he/she should contact the teacher. The parent or student should communicate the reasons for requesting an alternate title so the teacher can select a suitable alternate.

The teacher will select a title that teaches the same objectives as those taught through the original title. The teacher will send an Alternate Request Form to the parent that includes information about the title and requests input on how much the parent would like the student to be present in the classroom during discussion of the original novel. Working together, the teacher and parents will mutually agree on an alternate title. When an alternate novel has been determined, the student is required to read that novel.

The alternate policy for Blue Valley students was not designed to be a punitive situation for either the student or the teacher. All parties involved will work together to provide quality instruction.

At the beginning of the school year, the teacher will send parents a list of approved novels that he/she plans to use in the classroom. This will give parents the opportunity to review the materials and request an alternate before instruction begins. Information about each title can be found on the Blue Valley Communication Arts Website at www.bv229.k12.ks.us/BVcurriculum/commarts.

Book Approval Process: Blue Valley School District



Section 2: Plays

The Blue Valley School District performing arts department maintains an approved play inventory from which instructors of Beginning Acting, Beginning Forensics, Stagecraft, Advanced Acting, Advanced Forensics, Advanced Stagecraft, and Repertory Theatre may select materials to read and discuss.

This inventory contains a variety of play types and addresses a variety of subjects. Some of the plays on the list may contain strong language and address issues that some parents may not want their son/daughter to read. Those plays are indicated on the inventory with an asterisk.

Materials about the plays in the inventory are available for parent review through the drama room, school library, or publishers' play catalogues (available online). Parents are provided the Internet address for this information with a letter sent home at the beginning of the course.

Guideline 1: Using Plays in Instruction

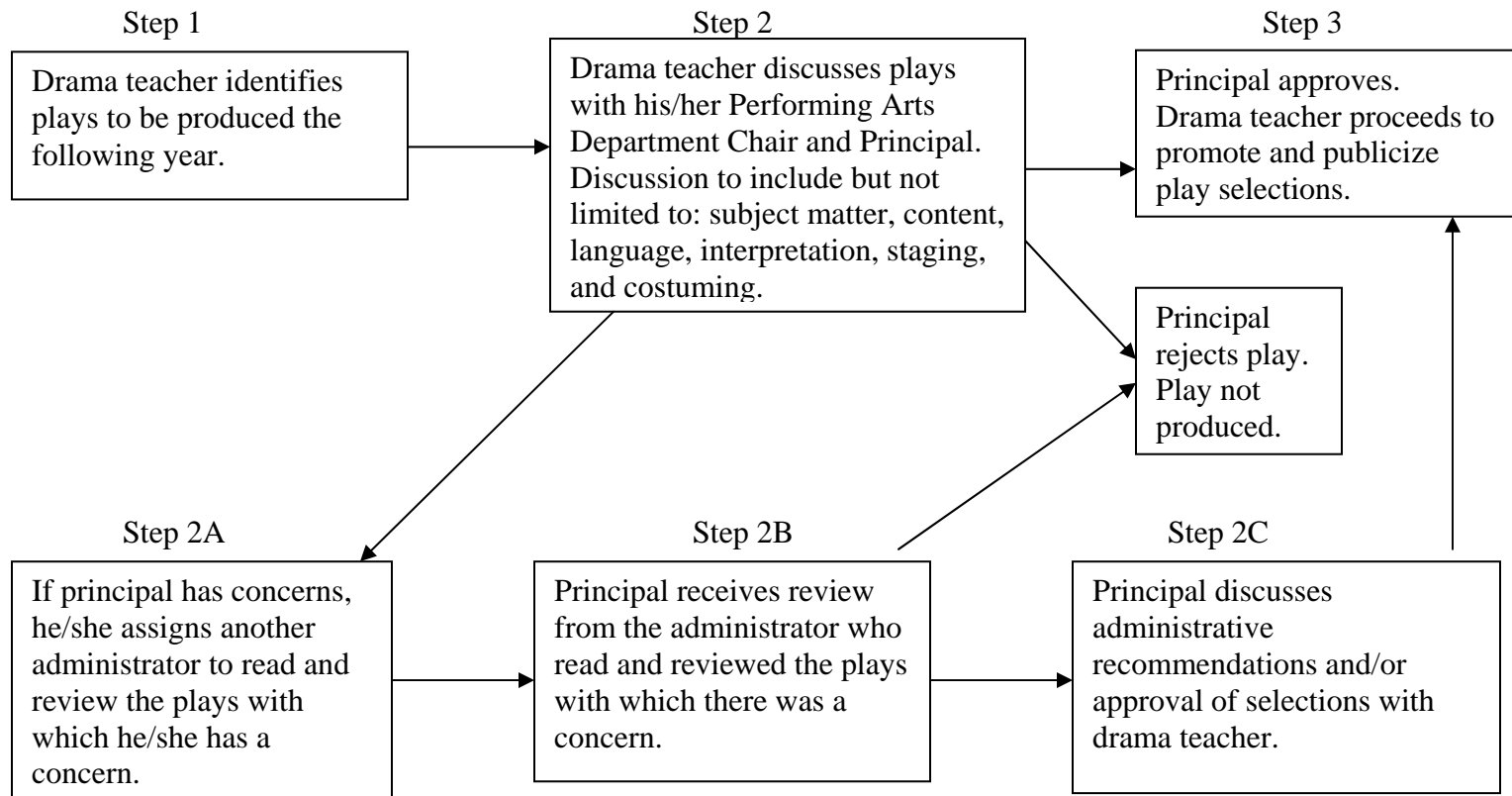
From the approved play inventory, students will select materials to read, discuss, and/or direct student performances. Students and parents are asked to review the inventory to indicate (at the beginning of the course) any titles they do not want their son/daughter to read.

If a teacher uses a play for whole group or small group instruction (see approved novel guidelines for definitions; Section 1, Guidelines 1 and 2), the play must be from the approved inventory. Any student or parent may request an alternate title. (See the alternate novel guidelines; Section 1, Guideline 6.)

Guideline 2: Play Selection for High School and Repertory Theatre Productions

Drama teachers will follow the established steps for identifying any high school play to be used for a public performance.

High School Plays and Repertory Theatre Productions Approval Process



Section 3: Videos, DVDs, and Other Electronic Media

Guideline 1: Copyright and Video Use

Teachers must use videos that are legal and adhere to all copyright guidelines: The key to using videos or DVDs legally in a school setting lies in meeting all four tests of acceptable “fair use”:

1. Face-to-face teaching
(Teachers must be engaged in teaching, not conferencing with parents or students, etc. The content of the video must be tied to curricular standards.)
2. Presented by teachers or pupils
(Parents or others may not provide the video as reward or for entertainment.)
3. In a classroom or similar setting of a nonprofit educational institution
4. With a legally acquired copy of the work

(The video or DVD may be owned by the school, district, or teacher or it may be rented. Off-air tapes from VHF and UHF channels may be used if all fair use guidelines are met. Cable channels have some exclusive rights that must be researched before a recording can be made or used. Contact a library media specialist or the audio/video assistant at the district office for assistance with licensing information.)

Guideline 2: Ratings of Videos

In addition to meeting copyright guidelines, teachers should refer to the established video rating when selecting **full-length** commercially-rated videos for instruction.

- Kindergarten through fifth-grade classrooms may view only G-rated videos for instructional purposes without parent permission. Fourth- and fifth-grade classrooms may use PG-rated videos for instructional purposes *only* with principal and parent permission.
- Sixth- and seventh-grade classrooms may view G-rated videos without parent permission and PG-rated videos with parent permission for instructional purposes.
- Eighth-grade classrooms may view G-rated videos without parent permission and PG- and PG13-rated videos with parent permission for instructional purposes.
- Freshman and sophomore classrooms may view only G-, PG- and PG 13-rated videos for instructional purposes.
- Junior and senior classrooms may view G-, PG- and PG 13-rated videos without parent permission; R-rated videos may be used for instructional purposes *only* with principal and parent permission. Use of R-rated videos is discouraged.

If a rating is not assigned to the video, DVD, or other electronic media, the teacher should use the Criteria Checklist for Learning Resources before using the resource. (See the Checklist in Section 4 of these guidelines.)

Guideline 3: Excerpts or Segments of Videos or DVDs

Teachers may use clips or segments of videos or DVDs for instructional purposes. If the rating is beyond the age/grade of the students as outlined in Guideline 2, teachers should notify parents in advance of showing the segment or clip. Parent notification rather than written permission is acceptable as long as the clip/segment does **not** contain those elements that warrant the higher rating.

Use of video/DVD clips or segments, rather than full-length video, is the recommended and most effective use of video for instruction.

Guideline 4: Effective Use of Video/DVD in the Classroom

Teachers should refer to the following tips for effective video use when selecting video clips or videos for instructional use:

- Preview and prepare any video or clip that will be used with students.
- The video or clip (see Guideline 3 concerning the effectiveness of clips or segments) must be linked to the district curriculum with specific learning targets identified.
- The district provides a collection of videos and DVDs in addition to a subscription to United Streaming for access to content-related video clips.
- Videos shall be used in classroom instruction only when they are an effective means for teaching specific grade-level indicators.
- Instruction should occur along with the viewing of the video; teachers might use a focused viewing assignment to facilitate the learning. Teachers should pause often, encourage feedback, and check for understanding.
- When leaving a video to show during an absence, the teacher must leave the instructional plan for the substitute and viewing activities/instructions for the students.
- Videos used by teachers shall be chosen far enough in advance to allow for meeting the needs of deaf students in the classroom, such as by captioning.
- Appropriately licensed videos may be used as a means of entertainment for students only with the prior approval of the principal. (Appropriately licensed means it must be licensed for public performance use. Most videos in the library do not have public performance licenses. Please check with your library media specialist for licensing information. Personally-owned videos and rented videos primarily do not have public performance licenses. See copyright guidelines for additional information.)

Section 4: Music, Art, News, and Additional Media

Guideline 1: Teacher Use of Multimedia

Teachers may select various types of multimedia to enhance instruction. These materials/resources must be linked to the district curriculum.

These resources may include but are not limited to the following:

- Sculptures
- Paintings
- Photographs, images
- Diagrams
- Cultural/historical documents, images
- Artifacts
- Articles, advertisements, images from print media
- Online resources
- Music
- Music lyrics
- Excerpts from longer works

Teachers should be aware that students in the classroom are a captive audience. All resources must adhere to Board policy. When selecting this type of media for use in the classroom, the teacher should consider all copyright guidelines and applicable criteria from BOE Policy 4600.

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When selecting video, DVD, music, art, new, and additional media that fall outside of established formal protocols, the teacher will use the “Criteria Checklist for Learning Resources.” (Note: A reminder that all *novels* and *plays* used for whole and small group instruction must be on the district approved lists.)

Criteria Checklist for Learning Resources

YES	NO	Contribution to standards-based curriculum and to interests of the students
YES	NO	Contribution to breadth & depth of representative viewpoints on controversial issues
YES	NO	Contribution of representative viewpoints, including, but not limited to, multicultural, disability awareness, and gender-fair concepts
YES	NO	Appropriateness for age, emotional development, ability level, learning style, and social development of students; and absence of vulgar language, sexual explicitness or violent imagery that is gratuitously employed
YES	NO	Appropriateness for the circumstances of use
YES	NO	Favorable reviews found in reputable professionally prepared sources
YES	NO	Favorable recommendations based on preview and/or examination of materials by District certified staff
YES	NO	Reputation and significance of the author, producer, and/or publisher
YES	NO	Potential user appeal
YES	NO	Artistic quality and/or literary style
YES	NO	Quality and variety in format, content, and production
YES	NO	Overall strengths
YES	NO	Timeliness or permanence
YES	NO	Integrity and accuracy of content in works of nonfiction
YES	NO	Value commensurate with cost and/or need
<i>--from BOE Policy 4600</i>		

Guideline 2: Student Use of Multimedia

Students choosing to use multimedia in any type of performance assessment or public project must adhere to copyright guidelines and the criteria set in Policy 4600. Teachers should make students aware of the criteria and guide them in their decision-making processes.