

COMPLAINTS ABOUT CURRICULA OR INSTRUCTIONAL MATERIALS

Public complaints regarding curriculum and/or instructional materials received by the school district will be directed to the Superintendent of Schools. Complaints should be in written form if not settled at the initial level. All complaints should be resolved at a level as close as possible to where the complaint is directed. The Superintendent has the authority to adopt such administrative procedures, in consultation with the instructional staff, as are necessary to determine selection criteria and to address potential inquiries and complaints.

Cross-ref: 4511, Textbook Selection and Adoption
4513 Materials Selection Policy for Library Media Centers

Re: Education Law §§701; 1709(4)(5); 1711; 3205(5)

Adoption date: December 2, 2008

COMPLAINTS ABOUT CURRICULA
OR
INSTRUCTINOAL MATERIALS EXHIBIT

Request for Re-evaluation of Instructional Material

Request initiated by:

Date _____ Telephone _____

Address _____

Complainant represents: self Other, specify:

TITLE: _____

AUTHOR: _____

Book _____ Film _____ Other, specify _____

Publisher or Producer: _____

Classroom: _____ Teacher: _____

Where material is being used:

1. To what in the book or material do you specifically object? Please cite specific passages, pages, etc. _____
2. Is your objection to the material itself or its use by a particular group?

3. Is your objection to this material based upon your personal exposure to it, upon reports you have heard, or both? _____
4. Have you read/heard/seen the material in its entirety? _____
5. What do you believe is the theme or purpose of the material?

6. What do you feel might be the result of reading/hearing/viewing this material?

**COMPLAINTS ABOUT CURRICULA OR INSTRUCTIONAL MATERIALS
EXHIBIT 2**

Selection of Instructional Materials for NCCS District

INSTRUCTIONAL MATERIALS EVALUATION FORM

1. Title of book or material _____
2. Author (s) _____
3. Publisher _____
4. Name of Teacher(s) Reviewing _____

Check List: Rate from poor to excellent on a 1-5 basis. 5 equals poor, 1 equals Excellent, U equals unable to evaluate, N?A equals not applicable.

- | | | |
|------|--|-----------------|
| I. | General Nature | (Circle One) |
| | A. Is appropriate to child development level | 1 2 3 4 5 U N/A |
| | B. Stresses participatory active learning | 1 2 3 4 5 U N/A |
| | C. Integrates knowledge, attitudes, skills | 1 2 3 4 5 U N/A |
| | D. Is concept based | 1 2 3 4 5 U N/A |
| II. | Style of Writing | |
| | A. Concrete, relevant to child | 1 2 3 4 5 U N/A |
| | B. Appealing to student | 1 2 3 4 5 U N/A |
| | C. Realistic in vocabulary and comprehension | 1 2 3 4 5 U N/A |
| | D. Reading level as determined by reading formulas | 1 2 3 4 5 U N/A |
| III. | Organization and content | |
| | A. Content compatible to State syllabus | 1 2 3 4 5 U N/A |
| | B. Emphasis on concrete leading to abstract experience | 1 2 3 4 5 U N/A |
| | C. Units, chapters appropriate in scope, length
readability | 1 2 3 4 5 U N/A |
| | D. Clearly organized skill development | 1 2 3 4 5 U N/A |
| | E. Is free from discrimination | 1 2 3 4 5 U N/A |
| IV. | Appearance | |
| | A. Visually appealing to children | 1 2 3 4 5 U N/A |
| | B. Well organized pages, chapters | 1 2 3 4 5 U N/A |
| | C. Involving, active, visual format | 1 2 3 4 5 U N/A |

V. SPECIFIC FEATURES

A.	Concept development focus	1	2	3	4	5	U	N/A
B.	Skill development focus	1	2	3	4	5	U	N/A
C.	Content development	1	2	3	4	5	U	N/A
D.	Attitude development	1	2	3	4	5	U	N/A
E.	Citizenship emphasis	1	2	3	4	5	U	N/A
F.	Student participation focus	1	2	3	4	5	U	N/A
G.	Maps	1	2	3	4	5	U	N/A
H.	Charts	1	2	3	4	5	U	N/A
I.	Student activity/project focus	1	2	3	4	5	U	N/A
J.	Differential to meet special needs	1	2	3	4	5	U	N/A

VI. Compatibility with State Syllabus

VII. Comments:

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