

**HUDSONVILLE
PUBLIC SCHOOLS**

**SCHOOL BOARD
WORK SESSION**

SLIDE RESOURCES

**BOOK GUIDELINES
PRESENTATION**

SEPTEMBER 27, 2021


BOOK GUIDELINES PRESENTATION



Book Guidelines

Board Work Session
September 27, 2021


BOOK GUIDELINES PRESENTATION



Core Beliefs

1. Literacy is a key skill for all students. Strong reading skills and habits contribute to academic achievement, success in college or career, and lifelong learning.
2. In an age of easy access to reading shortcuts, many students read very little. This hinders students in the development of strong reading skills.
3. Students are more engaged in what they read when they are able to choose books that appeal to them.
4. When students choose their own books, their reading experience is tailored to their own needs and reading levels. Students learn better when they are reading books that offer reasonable challenges.
5. We believe that it is important for parents to have a voice regarding literature choices for their child.
6. We seek to serve all students. In a student body with varying needs, life experiences, and social identities, students need access to a wide range of books.
7. We employ a mixed model of reading instruction. We use choice reading to drive student engagement and build reading stamina. We also include book clubs to build independent reading comprehension and analysis within a collaborative culture. We study books as a whole class in order to push students into deeper understandings of challenging texts.
8. In participating in this reading model, we also support a coherent K-12 choice-driven reading approach throughout Hudsonville Public Schools. This model is also employed by many other successful middle schools both locally and nationally.


BOOK GUIDELINES PRESENTATION



Document Overview

- Classroom Mentor Texts, Read alouds, and Whole-Class novels
 - Book Clubs
 - Choice Reading
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- Book Donations
 - Concerned Parent Book Review Process

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Overview of Guidelines: Mentor Texts/Whole Class Novels/Read- Alouds

Mentor Texts

- K-5: part of the Board approved Units of Study
- MS: piloting Units of Study (not yet Board approved)


Whole Class Novels - Board approved

- Mainly at secondary level

Read-Alouds

- All utilize the Read-Aloud Lens (Content, Appropriateness, Context) - Appendix III

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Overview of Guidelines: Book Clubs

Elementary:

- Book Clubs start in 4th and 5th
- Teachers share options of possible books
- 4th grade - List of book titles and authors shared with families
- 5th grade - Information from Vetting Key provided to families (See Appendix II)


Middle School:

- Information from Vetting Key provided to families (See Appendix II)
- Permission slip goes home for parents to sign with list of student-chosen texts to verify approval

High School:

- Teachers share books with students
- Permission slip goes home for parents to sign with final student choice of text (see Appendix V)


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Overview of Guidelines Choice Reading/Classroom Libraries

- The choice reading policy and district belief statement will be shared with all families at the beginning of the year (See Appendix)
- The district will encourage all parents to stay engaged with what their child is reading
- Teachers are strongly encouraged to use the Book Vetting tool and the Read-Aloud Lens to guide new purchases for their classroom libraries

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Donations

Donations from an organization or group:

- If requests comes to an individual teacher, principal should be notified.
- If the organization wishes to donate specific, purchased books, a building book committee must use Appendix II to catalog and gather data on the books.
- Book list and data from Appendix II is shared with Curriculum Office Representative, who cross-checks the information.
- Curriculum Office Rep communicates final approval and placement.

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Donations

Family Donations to teachers:

- Teachers should use Book Vetting Tool (Appendix II) before placing any unfamiliar texts on their shelves.

Teacher Wishlists:

- Donations are property of the school/district, not the individual teacher.
- Teachers must use guidelines in Appendix II to verify appropriateness.
- Teachers must review lists with content teams, departments, and administrators before posting on public forums.

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Concerned Parent Book Review Process

1. A parent submits concerns in writing (Appendix I) to the teacher and principal.
2. Principal, teacher and their grade level/content team review.
 - a. If agree - book is moved or removed.
 - b. If disagree - the book will continue to be used.
3. If the parent chooses to appeal this decision they must schedule an in-person meeting with the building admin to review the initial objection paperwork and request an appeal.
4. Building administrator and teacher will meet with the GL chairs or Dept. Team to reach a decision on book placement (Vetting Key completed).
5. If parent chooses to appeal this decision, a formal committee of stakeholders will be convened to read and review the book to determine placement in the district.
6. A parent who disagrees with findings of the appeal review committee of stakeholders may appeal further to the Assistant Superintendent of Curriculum and Instruction. The decision of the Assistant Superintendent of Curriculum and Instruction is final and cannot be appealed, however, parents always retain the right to restrict their own student's access to a book.