

Guidelines

Program ~ Selection & Challenge of Library/Media Center Materials Policy 2522

Library/Media Center Materials

Selection Criteria

Instructional materials shall support and be consistent with the general educational goals of the district. All materials should be selected on the basis of an identified need for the materials and the general suitability of the materials to the needs and abilities of those who will use them. Materials will be selected that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

In potentially sensitive areas, (e.g., race, sex, religion, health issues, political theory, and ideology), materials should be selected for their strengths and/or significance rather than rejected for their weaknesses. Consideration of the criteria below, where relevant, shall provide the basis for selection of instructional materials. The criteria are not arranged in any particular order of importance.

- 1) Authority
Consideration should be given to the qualifications, reputation, and significance of those responsible for creating the material (the author, producer, publisher).
- 2) Accuracy and Authenticity
The content of nonfiction materials should be valid, reliable, and complete. Fiction materials should encourage worthwhile appreciations, attitudes, understandings, and insights.
- 3) Permanence and Timeliness
The material should be of lasting value and/or should be of widespread current interest or concern. It should be examined carefully for the currency of the information presented.
- 4) Comprehension
Material shall be appropriate for the subject area or for the age, emotional development, ability level, and social development of the students for whom the materials are selected.
- 5) Quality
The material should be acceptable in terms of high standards of quality in factual content and presentation. The material should also represent artistic, historic, and literary qualities. Materials should be attractively presented with suitable illustrations and graphics. There should be sufficient durability to meet the demands of the intended use.
- 6) Format
The medium selected to present the material should be suitable for their intended use and appropriate to the content.

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- 7) Whole vs. Part
The values and impact of any literary work will be judged as a whole, taking into account the author's intent rather than individual words, phrases, or incidents taken out of context.
- 8) Relation to Existing Collection/Curriculum
The materials should make a contribution to the balance of the individual school collection of materials for which they are selected and implementation of the school's curriculum.
- 9) Cultural Pluralism
Materials shall be chosen to foster respect for all persons and groups that realistically represent our pluralistic society. Materials shall be selected to help students gain an awareness and understanding of the many important contributions made to our civilization by all persons and groups.

These materials shall be designed to motivate students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in a pluralistic society.

- 10) Treatment of Controversial Issues
The selection of materials on controversial issues will be directed toward maintaining a balanced collection representing various views so that young citizens may develop under guidance the practice of critical thinking.
- 11) Treatment of Profanity, Sex, and Violence
Inclusion of profanity, sex, or violence should not automatically disqualify materials. There should be a searching evaluation of the merits of each work. The decision should be made on the basis of the work's general value such as literary quality, truth to life, and relevance to the curriculum, rather than on some isolated parts.
- 12) Treatment of Sexism
Factual materials should reflect a sensitivity to the needs and rights of men and women without preference or bias. All materials should respect the claim of each person to all traits we regard as human, and not assign them arbitrarily according to preconceived notions of sex roles.
- 13) Treatment of Racism
Factual materials should present a diversity of race, custom, culture, and belief, as a positive aspect of our nation's heritage and give candid treatment to unresolved intercultural problems in the United States, including those which involve prejudice, discrimination, and the undesirable consequences of withholding rights, freedom, or respect from any individual.
- 14) Treatment of Religion
Factual, unbiased material which represent all religions shall be included in the media collections. Materials about religion should be chosen to explain, not to indoctrinate.
- 15) Treatment of Political Ideologies
Factual material on an appropriate reading level should be available on any ideology or philosophy of government which exerts an influence, either favorably or

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unfavorably, on government, politics, current events, education, and any other phase of life.

16) *Treatment of Human Development*

Materials on human physiology, physical maturation, sexual orientation, health issues, or personal hygiene should be accurate and objectively presented.

Procedures for Selection

Media Center Materials

Selection of materials will be made by the professional media personnel through reading, viewing, listening, careful examination, and by use of reputable, unbiased, professionally prepared selection aids. Examples are:

Standard Catalog for Senior High School Libraries
Standard Catalog for Middle School Libraries
Standard Catalog for Elementary School Libraries
American Library Association Booklist
Bulletin from the Center of Interracial Books for Children
The School Library Journal

1. Recommendations for purchase should be solicited from faculty and students.
2. Gift materials are judged by basic selection standards and are accepted or rejected by these standards.
3. Multiple copies of outstanding and high demand materials are purchased as needed.
4. Selection is an ongoing process which should include the removal of materials and no longer appropriate and the replacement of lost and worn materials still of educational value.

Challenged Materials

The School Board has adopted the following policy for dealing with the challenge of appropriateness of instructional materials:

1. The final decision for controversial instructional material shall rest with the School Board after careful examination and discussion of the material with school officials or anyone else the School Board may wish to involve.
2. No parent or group of parents has the right to determine the reading matter for students other than for their own children.

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3. The School Board does, however, recognize the right of an individual parent to request that his/her child not have to use a given material provided a written request is made to the appropriate building principal.
4. Any resident of the school district may express concern about the appropriateness of selected materials. All such concerns will be handled in an orderly manner. The following approved procedure will be implemented.
5. All concerns must be directed to the building principal, building librarian, or teacher at which time a meeting date will be set up for an informal discussion.
 - a. The concerned citizen, principal, librarian, and/or teacher will be present at the meeting.
 - b. The philosophy, objectives, criteria, and selection procedures will be carefully explained to the citizen.
 - c. The usefulness of the challenged material will be discussed in the relation to the educational program.
 - d. The proper procedure for registering an official challenge will be discussed with the citizen using the form Request for Reconsideration of Educational Material (Administrative Guidelines).
 - e. This form will be completed by the citizen if he/she wants to file a formal challenge against the material.
 - f. The principal, librarian, or teacher must complete the School Response to Concerns form (Administrative Guidelines) and put it on file in the principal's office.
6. A committee composed of district library media director, school library media specialist, faculty representation, building principal, or other representatives as deemed appropriate will be appointed by the Superintendent. This committee will review the material and submit a report in writing to the District Administrator. The committee's decision shall be conveyed to the person who filed the Request for Reconsideration of Educational Materials.
7. An appeal of the committee's findings may be made to the Superintendent. A letter to the Superintendent to request an appeal must be filed within ten days from the time the committee decision was conveyed. The Superintendent's 's decision shall be conveyed to the person who filed the Request for Reconsideration of Educational Materials.
8. Appeals of decisions of the Superintendent may be made to the Board of Education. A letter to the Board of Education to request an appeal must be filed within ten days from the time the Superintendent 's decision was conveyed.

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