

SECTION 290 SCHOOL LIBRARY MEDIA AND TEXTBOOK SELECTION

I. Definitions

LIBRARY MEDIA:

The broad range of printed, digital, and audiovisual materials and equipment related to their use.

LIBRARY MEDIA SERVICES:

Includes, but is not limited to, evaluation, selection, organization, production, and use of these materials and equipment.

INSTRUCTIONAL MATERIALS:

All materials, both print and non-print, housed in and/or circulated from the school library media center for student and/or teacher use. These materials include both print and non-print media; i.e., books, pamphlets, magazines, computer hardware and software, audio tapes, video tapes, DVDs, transparency materials, etc. Instructional materials also include access to digital resources used to support the curriculum.

BASIC TEXT:

The book or set of instructional materials that serve as the foundation for more than fifty percent of the course content.

SUPPLEMENTAL MATERIALS:

Materials not included in the basic text used to expand the opportunities for student mastery of subject matter.

II. Responsibility for Selection of Instructional Materials

The School Board of the Portage Community Schools, as the governing body of the school district, is legally responsible for all educational materials relating to the operation of the school district.

The elected School Board shall delegate to the District Administrator the authority and responsibility for selection of all print and non-print materials. Responsibilities for actual selection shall rest with appropriate professionally trained personnel who shall discharge this obligation consistent with the Board's adopted selection criteria and procedures. Selection procedures shall involve representatives of the professional staff directly affected by the selections, and persons qualified by preparation to aid in wise selection.

III. Goals and Objectives of Media/Instructional Materials Policy

The Portage Community School District prohibits discrimination in the selection of audio visual, other library materials, or instructional materials in compliance with Wisconsin Statute 121.02 (1)(h) and the Department of Public Instruction Code PI 8.01 (2)(h).

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The goal of all Portage Community School District library media centers is to implement, enrich and support the educational curricula and programs of the district. With the acceptance of this goal, the following objectives should be adopted.

- A. To consider the varied interests, abilities, and maturity levels of the users when selecting materials to enrich and support the curricula.
- B. To provide materials that will stimulate growth of factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- C. To provide materials which aid in the understanding opposing sides of controversial issues so that users may develop the practice of critical analysis.
- D. To provide a background of information which will enable pupils to make intelligent judgments in their daily lives.
- E. To provide materials which are representative of the many religions, ethnic, and cultural groups and their contributions to our American heritage.
- F. To place principle above personal opinion, and reason above prejudice, in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the users of the library media center.

IV. Criteria for Selection

It is the policy of this district to encourage exploration of ideas from many points of view and this belief is reflected in the materials selection policy. The Portage Community School District supports the First Amendment of the United States Constitution (Appendix A) and subscribes in principle to the statements of policy on library philosophy as expressed in the American Library Association's Library Bill of Rights (Appendix B).

Intellectual freedom is a basic requirement of a democracy and necessary for an informed citizenry. Portage Community Schools will not censor or restrict access to materials within the collection. Parents/guardians have the right and responsibility to monitor and limit the information accessed by their minor children and should help them find appropriate materials.

- A. Learning resources shall support and be consistent with the general educational goals of the state and district and the aims and objectives of individual schools and specific courses.
- B. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of the students for whom the materials are selected.
- C. Learning resources shall meet high standards of quality in factual content and presentation.
- D. Physical format and appearance of learning resources shall be suitable for their intended use.
- E. Learning resources shall be designed to motivate students to gain an awareness of our pluralistic society.
- F. Learning resources 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 our society.
- G. Learning resources shall be selected for their strengths rather than rejected for their weaknesses.
- H. Materials that include subjects in which criticism most frequently occurs shall be selected according to the following criteria.

RELIGION:	Materials on religion should be factual, unbiased, and representative of all major religions.
RACISM:	Materials should be selected which are factual and present a diversity of race, custom, culture and belief as a positive aspect of our nation's heritage. These materials should present realistically the unresolved inter-cultural problems in the United States, including those which involve prejudice, discrimination, and the undesirable consequences of withholding rights, freedom or respect from any individual.
SEXISM:	Materials should be selected which are factual and reflect a sensitivity to the needs and rights of men and women without preference or bias. Materials should respect the claim of each person to all traits we regard as human, and not assign them arbitrarily according to preconceived ideas of sex roles.
POLITICAL IDEOLOGIES:	Factual materials should be selected on an appropriate reading level and should be available on any ideology or philosophy of government which exerts an influence, either favorable or unfavorably on government, politics, current events, education, or any other phase of life.
PROFANITY AND SEX:	Materials which include profanity or frank treatment of sex shall be considered and evaluated on the merits of the individual work as a whole, including the literary quality, truth to life, relevance to the curriculum, and the values of the community.

V. Procedures for Selection

The responsibility for coordinating the selection of educational materials and making the recommendation for purchases rests with the professionally trained personnel.

A. Library Media Center Materials

Selection of materials will be made by the library media personnel through reading, viewing, listening, careful examination, and by use of reputable, unbiased, professionally prepared selection aids. The media personnel will select materials with the cooperation of principals, teachers, supervisors, and students.

In specific areas the media personnel follow these procedures:

1. Gift materials are judged by basic selection standards, and are accepted or rejected by these standards.
2. Multiple items of popular materials are purchased as needed.
3. An annual systematic review will be made of the collection to replace obsolete material. The collections will be continuously re-evaluated in relation to the changing curriculum content, new instructional methods, and current needs of teachers and students. Appropriate materials will be obtained for these new developments. This process of re-evaluation also will lead to the replacement of outdated materials with those that are up-to-date, the discarding of materials no longer useful, and the replacement of materials in poor repair.

B. Textbook and Supplementary Materials

All materials, print and non-print, to be used in the Portage School District to support and implement the written curriculum will be selected by the professional personnel through reading, listening, viewing, careful examination, the use of reputable, unbiased professionally prepared selection aids and/or selection checklist/guidelines available to the district.

1. Elementary/Secondary Basic Text Adoption

- a. Textbooks will be selected after examination by a representative committee of grade level/subject area teachers, an administrator, curriculum specialists, and others who have professional expertise in objective evaluation of materials.
- b. Requests of current text samples will be made to the textbook companies. Sales representatives from companies whose textbooks receive major consideration may be permitted to appear at committee meetings.
- c. Decisions for textbook adoptions will be made by the committee and filed in the Instructional Services Office along with copies of the specific selection criteria used.

2. Elementary/Secondary Supplementary Materials

Supplementary books and materials will be selected as needed.

- a. An examination copy of any supplementary print or non-print materials should be available before any item is ordered; ordering by title only should be avoided. This will insure that those making the decision to order the materials have an opportunity to exercise their own judgment as to its suitability.
- b. Supplementary print and non-print materials are recommended to the principal and/or Director of Instruction for purchase as needed by individuals or groups of teachers responsible for a particular curricular area. School media staff will be involved when appropriate to provide professional reviews of the materials being considered and to avoid duplication of materials which may already be available in the school library media center.

VI. Challenged Materials

A. Statement of policy

1. Occasional objections to instructional materials will be made, despite the quality of the selection process. The Portage School Board supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States (Appendix A) and expressed in the Library Bill of Rights of the American Library Association (Appendix B) and the Student's Right to Read of the National Council of Teachers of English. In the event that materials are questioned, the principles of intellectual freedom, the right to access of materials and the integrity of the certified teaching and library media personnel must be defended rather than the materials.

2. If an individual challenges an instructional material, the following considerations must be observed:

The protective right of the parent/guardian to guide the education of their own child.

The duty to protect other children's rights to participate in educational experiences over the objection of an individual or group of citizens of the community.

B. Procedures for Reconsideration of Challenged Materials

1. The person expressing a concern over instructional materials should meet with the instructor/media person who supplied the material in order to resolve the issue. The individual or group registering the complaint will be given a copy of the Portage School District's "Material Selection Policy".
2. If the person expressing a concern is not satisfied with the outcome of this meeting, he/she will be requested to complete the "Request for Re-evaluation of Instructional Material" which is available in the school office or on the district website and file a signed copy with the building principal.
3. The building principal will inform the superintendent of schools and the director of technology, director of instruction, and district library media specialists of the challenge.
4. Circulation of challenged materials shall not be restricted during re-evaluation proceedings but requests of individual parents for alternative materials for their child shall be honored without penalty.
5. Upon receipt of a request for formal reconsideration of an instructional material, a reconsideration committee shall be formed (at all levels) consisting of the following members.
 - a. An administrator chosen by the District Administrator. This person will serve as chair of the committee.
 - b. The building principal. This person shall serve as secretary of the committee.
 - c. A teacher of the appropriate grade level/subject area chosen by the building principal.
 - d. A library media professional chosen by the administration.
 - e. One citizen representative from the District curriculum committee.
 - f. One community member (with children attending the school where the material is being challenged) chosen by other members of the committee.
 - g. A student council member from either the Junior/Senior High level.
6. Upon being named, the reconsideration committee chair shall schedule the meeting date and time within 30 days and provide copies of the following to committee members:
 - a. Request for re-evaluation of instructional material form
 - b. Copy of the challenged resource
 - c. Copy of critical reviews
 - d. Copy of School Library Media and Textbook Selection policy
7. At the reconsideration committee meeting, the following will occur:
 - a. Listen to a presentation from the complainant. This person may speak for no more than 15 minutes and can be asked

for clarification before being excused for the remainder of the meeting.

- b. Examine the challenged resource;
- c. Determine professional acceptance by discussing critical reviews of the resource;
- d. Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context;
- e. Discuss the challenged resource in the context of the educational program;
- f. Discuss the challenged item with the individual questioner when appropriate;
- g. The committee shall vote to retain or remove the material from the school environment.
- h. Prepare and submit a written report to the superintendent within 10 days.
- i. The written report shall be discussed with the individual questioner if requested.
- j. The written report shall be retained by the building principal and District Administrator.
- k. The decision of the reconsideration committee is binding for the individual school for a period of two years.
- l. Notwithstanding any procedure outlined in this policy, the questioner shall have the right to appeal any decision of the reconsideration committee to the School Board of the Portage Community Schools as the final review panel.

1st Reading – December 10, 1990
2nd Reading – February 11, 1991
Approved – February 11, 1991
Revised – June 27, 2005

REQUEST FOR RE-EVALUATION OF INSTRUCTIONAL MATERIAL

Date _____

PLEASE COMPLETE THE FOLLOWING:

Format: _____ library book _____ paperback _____ reference book
 _____ text _____ computer software _____ magazine
 _____ tape (audio) _____ video /DVD _____ web page

Title: _____

Author: _____

Publisher/Producer: _____

Copyright date: _____

Where was this material used?

School _____

Class or LMC _____

Grade Level _____

PERSON REQUESTING RE-EVALUATION

Name: _____

Phone: _____

Address: _____

City: _____ Zip Code: _____

Person making this request represents: _____ Self _____ Organization or group

Name of organization or group: _____

PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. To what in this material do you object? (Please be specific, cite pages, etc.)

2. Did you review the entire item? _____

3. In your opinion what harmful effects upon students might result from use of this instructional material?

APPENDIX A

**The Bill of Rights
The First 10 Amendments to the
Constitution as Ratified by the States
December 15, 1791**

Congress OF THE United States begun and held at the City of New York, on Wednesday the Fourth of March, one thousand seven hundred and eighty nine.

THE Conventions of a number of the States having at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best insure the beneficent ends of its institution

RESOLVED by the Senate and House of Representatives of the United States of America, in Congress assembled, two thirds of both Houses concurring, that the following Articles be proposed to the Legislatures of the several States, as Amendments to the Constitution of the United States, all or any of which Articles, when ratified by three fourths of the said Legislatures, to be valid to all intents and purposes, as part of the said Constitution; viz.:

ARTICLES in addition to, and Amendment of the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the several States, pursuant to the fifth Article of the original Constitution.

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

The School Library Bill of Rights For School Library Media Programs

The American Association of School Librarians reaffirms its belief in the Library Bill of rights of the American Library Association. Media Personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

To provide a comprehensive collection of instructional materials selected in compliance with basic, written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop integrity in forming judgments.

To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

Adopted by the American Association of
School Librarians Board of Directors
Atlantic City, 1969