

Instruction**Administrative Procedure - Library Media Program****Part 1: SELECTION OF LEARNING RESOURCES****I. STATEMENT**

The policy of the Board of Education of Kankakee School District # 111 is to provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view to meet the needs of students and teachers, supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served. The Board of Education shall allocate financial resources for learning resources and supplies to meet students' needs.

II. OBJECTIVES OF SELECTION

- A. For the purposes of this statement of policy, the term "learning resources" will refer to any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes. Learning resources include textbooks, other books, supplementary reading and informational materials, artifacts, charts, community resource people, agencies and organizations, dioramas, flash cards, games, globes, kits, machine-readable data files, maps, data bases, models, periodicals, pictures, slides, sound recordings, transparencies and videocassettes, DVD's, CD's, and electronic files. Learning resources also refers to individuals with special expertise and/or experiences who come to the School District and instruct students.
- B. The primary objective of learning resources is to support, enrich and help implement the educational program of the school through the interaction of professional personnel and other members of the school community. It is the duty of professional staff to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal, and the presentation of different points of view.
- C. To this end, the Board of Education of School District # 111 affirms that it is the responsibility of its professional staff:
 1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of the students served;
 2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
 3. To provide materials on various sides of controversial issues so that young citizens may have an opportunity to develop under guidance the practice of critical analysis and to make informed judgments in their daily lives;
 4. To provide materials representative of the many religious, ethnic, and cultural groups and that contribute to our national heritage and the world community.
 5. 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 school community.

6. To provide equitable access to learning resources to students in all grades served.
7. To allow students to freely select library resource center materials as well as receive guided selection of materials appropriate to specific planned learning experiences.

III. RESPONSIBILITY FOR SELECTION OF LEARNING RESOURCES

- A. The Board of Education delegates the responsibility for the selection of learning resources to the professional staff employed by the Board of Education qualified according to Illinois State Board of Education rule, and declares that selections made shall be held to have been made by the Board of Education of School District #111.
- B. While selection of learning resources involves many people (administrators, teachers, students, community persons, and resource personnel) the recommendation for purchase rests with the principal and professional personnel.

IV. CRITERIA FOR SELECTION OF LEARNING RESOURCES

- A. The following criteria will be used as they apply:
 1. Learning resources shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses.
 2. Learning resources shall be chosen to enrich and support the curriculum and the personal needs of users.
 3. Learning resources shall meet high standards of quality in:
 - Artistic quality and/or literary style
 - Authenticity
 - Educational significance
 - Factual content
 - Physical format
 - Presentation
 - Readability
 - Technical quality
 4. 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.
 5. Learning resources shall be designed to provide a background of information that will motivate students and staff to examine their own attitudes and behavior; to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society; and to make informed judgments in their daily lives.
 6. Learning resources shall provide information on opposing sides of controversial issues so that users may develop through instruction the practice of critical analysis.
- B. The selection of learning resources on controversial issues will be directed toward maintaining a balanced collection representing various views.

V. PROCEDURES FOR SELECTION OF LEARNING RESOURCES

- A. In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable professionally prepared aids to selection and other appropriate sources. Valuable sources to be consulted include but are not limited to:

Audio file
ALA Booklist
ALA Notable Book for Children
ALA/YALSA Best Book For Young Adults
Caldecott Award/Honor
Curriculum Connections
Bulletin of the Center for Children's Books
Criticas
Coretta Scott King Award/Honor
Horn Book
IRA-CBC Children's Choice Award
IRA-CBC Teacher's Choice Award
IRA-CBC Young Adult's Choice Award
Kirkus Reviews
Library Journal
Michael L. Printz Award
Newberry Medal/Honor
National Book Award
National Council For Social Studies Notable Children's Trade Book in the Field of Social Studies
National Science Teachers Association Outstanding Science Trade Book for Children
New York Times Book Review
Pura Belpre
Pulitzer Prize
Publishers Weekly
ALA/YALSA Quick Picks for Reluctant Young Adult Readers
Reading Rainbow Book
Robert F. Sibert Award
Science Books and Films
Schneider Family Book Award
School Library Journal
National Council Teachers of English
Theodore Seuss Geisel Award
National Council of Teachers of English Adventuring With Books
National Council of Teachers of English Books For You
National Council of Teachers of English High Interest-Easy Reading
National Council of Teachers of English Your Reading
University Press Books
Voices of Youth Advocates
Wilson's Children's Catalog
Wilson's Fiction Catalog
Wilson's High School Catalog
Wilson's Junior High Catalog
Wilson's Public Library Catalog
Wilson's Public Library Catalog 12th Edition

- B. Recommendations for purchase involve administrators, teachers, students, district personnel and community persons as appropriate.
- C. Gift materials shall be judged by the criteria in Section IV and shall be accepted or rejected by those criteria.
- D. Selection is an ongoing process than should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

Part 2: PROCEDURES FOR DEALING WITH CHALLENGED MATERIALS

I. STATEMENT OF POLICY

Any resident or employee of the school district may formally challenge learning resources used in the district's educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.

II. REQUEST FOR INFORMAL RECONSIDERATION

- A. The school receiving a complaint regarding a learning resource shall try to resolve the issue informally.
 - 1. The principal or other appropriate staff shall explain to the questioner the district's selection procedure, criteria and qualifications of those persons selecting the resource.
 - 2. The principal or other appropriate staff shall explain the particular place the questioned resource occupies in the education program, its intended educational usefulness and additional information regarding its use, or refer questioned resource to someone who can identify and explain the use of the resource.
 - 3. If the questioner wishes to file a formal challenge, a copy of the district *Selection of Learning Resources* policy and a Request for Reconsideration of Learning Resources form shall be handed or mailed by the principal or other appropriate staff to the party concerned.

III. REQUEST FOR FORMAL RECONSIDERATION

A. Preliminary Procedures

- 1. Each school will keep on hand and make available Request for Reconsideration of Learning Resources forms. All formal objections to learning resources must be made on these forms.
- 2. The Request for Reconsideration of Learning Resources form shall be signed by the questioner and filed with the Assistant Superintendent of Instructional Programs.
- 3. The request for reconsideration shall be referred to a reconsideration committee at the school level for reevaluation of the resource.

4. Requests for reconsideration of materials in district collections shall be referred to the district reconsideration committee for reevaluation of the resource. This committee may involve additional personnel as appropriate.

B. The Reconsideration Committee

1. Upon receipt of a request for formal reconsideration of a learning resource, the principal shall:
 - a. Appoint a reconsideration committee including the following membership as appropriate:
 - One member of the district staff chosen by the Assistant Superintendent of Curriculum and Instruction;
 - One member of the school's teaching staff chosen by the school staff;
 - One member of the Library Media Center's professional staff chosen by the LMC professional staff;
 - One member of the School Improvement Committee chosen by that committee;
 - Two students chosen by the principal (i.e., members of Beta Club, National Honor Society and/or student council).
 - b. Name a convener of the reconsideration committee.
 - c. Arrange for a reconsideration committee meeting within 10 working days after the complaint is received.
2. The reconsideration committee may choose to consult district support staff and /or community persons with related professional knowledge.
3. The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the district's *Selection of Learning Resources* policy.

C. Resolution

1. The reconsideration committee shall:
 - a. Examine the challenged resource;
 - b. Determine professional acceptance by reading critical reviews of the resource;
 - c. Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context;
 - d. Discuss the challenged resource in the context of the educational program;
 - e. Discuss the challenged item with the individual questioner when appropriate;
 - f. Prepare a written report.
2. The written report shall be discussed with the individual questioner if requested.
3. The written report shall be retained by the school principal, with copies forwarded to the assistant superintendent of curriculum services and the area assistant superintendent. A minority report also may be filed.

4. Written reports, once filed, are confidential and available for examination by trustees and appropriate officials only.
5. The decision of the reconsideration committee is binding for the individual school.

D. Guiding Principles

1. Any resident or employee of the school district may raise objection to learning resources used in a school's educational program, despite the fact that the individuals who selected such resources were duly qualified to make the selection, followed the proper procedure and observed the criteria for selecting learning resources.
2. The principal shall make the selection and objection rules available to the teaching staff.
3. No parent has the right to determine reading, viewing or listening matter for students other than his or her own children
4. Kankakee School District #111 supports the *Library Bill of Rights*, adopted by the American Library Association. (A copy of the *Library Bill of Rights* is attached to this policy.) When learning resources are challenged, the principles of the freedom to read/listen/view must be defended as well.
5. Access to challenged material shall not be restricted during the reconsideration process.
6. The major criterion for the final decision is the appropriateness of the material for its intended educational use.
7. A decision to sustain a challenge shall not necessarily be interpreted as a judgment of irresponsibility by the professionals involved in the original selection and/or use of the material.

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information

and enlightenment.

- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

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