

# Selection for Learning Resources Policy for Eastbrook Community Schools

## Marion, Indiana

(adopted by the Eastbrook Board of School Trustees on July 26, 2004;  
Revised February 14, 2022)

### **Part 1: Selection of Learning Resources**

#### **I. Statement of Policy**

The policy of the Board of Trustees of Eastbrook Community School Corporation 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.

#### **II. Objectives of Selection**

##### **A. For the School Corporation**

Instructional materials are selected by the school corporation to implement, enrich, and support the educational program for the student. Materials must serve both the breadth of the curriculum and the needs and interests of individual students. The district is obligated to provide for a wide range of abilities and to respect the diversity of many differing points of view. To this end, principles must be placed above personal opinion and reason above prejudice in the selection of materials of the highest quality and appropriateness.

##### **B. For the Library Media Center**

The main objective of our selection procedure is to provide students with a wide range of educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view.

The objective of the media center is to make available to faculty and students a collection of materials that will enrich and support the curriculum and meet the needs of the students and faculty served.

#### **III. Goals for Selection of Materials in the Library Media Center**

A. Materials selected for use in the library media center will include those things that meet individual learning needs, abilities, and learning styles.

B. Materials selected for use in the library media center will provide background materials to supplement classroom instruction.

C. Materials selected for use in the library media center will provide a broad range of materials on issues to help students develop critical analytical skills. To this end, materials selected should:

- i. Stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards
- ii. Reflect differing viewpoints so that students may develop, under guidance, the practice of critical analysis.
- iii. Represent the many religious, ethnic, and cultural groups and their contributions to our American heritage

#### IV. Responsibility for Selection

- A. The Board of Trustees delegates the responsibility for the selection of learning resources to the professional staff employed by the school system and declares that selections made shall be held to have been made by the Board of Trustees of Eastbrook Community Schools Corporation.
- B. Responsibilities for the actual selection of school library media center materials shall rest with the certified school library media specialists who shall discharge this obligation consistent with the Board's adopted selection criteria and procedures. The school library media specialist will work cooperatively with staff members to interpret and guide the application of the policy in making day-to-day selections.

#### V. Criteria for Selection of Learning Resources

- A. The following criteria will be used as they apply:
  - i. 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.
  - ii. Learning resources shall be chosen to enrich and support the curriculum and the personal needs of users.
  - iii. Learning resources shall meet high standards of quality in: artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
  - iv. 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.
  - v. 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.
  - vi. Learning resources shall provide information on opposing sides of controversial issues so that users may develop under guidance 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.

- C. Learning resources shall clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

## VI. Procedures of 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. Among sources to be consulted, but not limited to, are:
  - i. Bibliographies (latest edition available, including supplements):
    1. *American Film & Video Association Evaluations*
    2. *American Historical Fiction*
    3. *Basic Book Collection for Junior High Schools*
    4. *The Best in Children's Books*
    5. *Booklist*
    6. *Children and Books*
    7. *Children's Catalog*
    8. *Elementary School Library Collection*
    9. *European Historical Fiction and Bibliography*
    10. *Guide to Sources in Educational Media*
    11. *Junior High School Catalog*
    12. *Library Journal*
    13. *Reference Books for School Libraries*
    14. *Subject Guide to Children's Books in Print*
    15. *Subject Index to Books for Intermediate Grades*
    16. *Subject Index to Books for Primary Grades*
    17. *Westinghouse Learning Directory*
    18. *Wilson Catalogs*
  - ii. Current reviewing media
    1. *AASA Science Books and Films*
    2. *Bulletin of the Center for Children's Books*
    3. *Horn Book*
    4. *Kirkus Reviews*
    5. *Booklist*
    6. *Library Journal*
    7. *AFVA Evaluations*
    8. *School Library Journal*
  - iii. Other sources will be consulted as appropriate. Whenever possible, the actual resource will be examined.
  - iv. Recommendations for purchase involve administrators, teachers, students, district personnel, and community persons, as appropriate.
  - v. Gift materials, which shall be considered to include sponsored material, ephemeral material, free and inexpensive material,

and professional material, shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.

- vi. Selection is an ongoing process that should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

VII. Position on Intellectual Freedom

The Eastbrook Board of School Trustees subscribes in principle to the statements of policy on library philosophy as expressed in the Library Bill of Rights of the American Library Association, a copy of which is at the end of this policy. The principles of intellectual freedom expressed in the Library Bill of Rights are inherent in the First Amendment of the Constitution of the United States. In the event library materials are questioned, the principles of intellectual freedom shall be defended.

**Part Two: 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 first.
  - i. The principal, library media specialist, or other appropriate staff shall explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.
  - ii. The principal, library media specialist, 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 the party to someone who can identify and explain the use of the resource.
  - iii. 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 to the party concerned by the principal.

III. Request for Formal Reconsideration

- a. Preliminary procedures
  - i. 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 and filled out in its entirety.
  - ii. The Request for Reconsideration of Learning Resources form shall be signed by the questioner and filed with the principal or someone so designated by the principal.

- iii. The superintendent shall be informed of the formal complaint received.
  - iv. The request for reconsideration shall be referred to a reconsideration committee at the school level for reevaluation of the resource.
- b. The Reconsideration Committee
  - i. Upon receipt of a request for formal reconsideration of a learning resource, the principal shall:
    - 1. Appoint a reconsideration committee including the following membership as appropriate:
      - a. one member of the corporation staff chosen by the superintendent;
      - b. the principal;
      - c. the library media specialist;
      - d. one member of the school teaching staff chosen by the Eastbrook Education Association;
      - e. one member of the resource center professional staff recommended by the resource center professional staff and chosen by the Eastbrook Education Association;
      - f. a parent or community representative
    - 2. The principal or library media specialist shall be named the convener of the reconsideration committee.
    - 3. Arrange for an initial reconsideration committee meeting within 10 working days after the complaint is received.
    - 4. Questioned materials will not permanently be removed from use pending a final decision. However, access to questioned materials may be temporarily restricted.
  - ii. The reconsideration committee may choose to consult district support staff and/or community persons with related professional knowledge.
  - iii. 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 and is within community standards.
- c. Resolution
  - i. The reconsideration committee shall:
    - 1. Examine the challenged resource by using Instructions to Reconsideration Committee as a guide to meeting procedures.
    - 2. Determine professional acceptance by reading critical reviews of the resource;
    - 3. Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context;

4. Discuss the challenged resource in the context of the educational program;
  5. Discuss the challenged item with the individual questioner when appropriate;
  6. Prepare a written report.
- ii. The written report shall be discussed with the individual questioner if requested.
  - iii. The written report shall be retained by the school principal, with a copy forwarded to the superintendent. A minority report also may be filed.
  - iv. Written reports, once filed, are confidential and available for examination by Trustees and appropriate officials only.
  - v. The decision of the reconsideration committee is binding for the individual school.
  - vi. Notwithstanding any procedure outlined in this policy, the questioner shall have the right to appeal any decision of the reconsideration committee to the Board of Trustees as the final review panel.

#### IV. Resolution

- a. Any resident or employee of the school district may raise an objection to learning resources used in a school's educational program, despite the fact that the individuals selecting such resources were duly qualified to make the selection, followed the proper procedure, and observed the criteria for selecting learning resources.
- b. The principal should review the selection and objection rules with the teaching staff at least annually. The staff should be reminded that the right to object to learning resources is one granted by policies enacted by the Board of Trustees.
- c. No parent has the right to determine reading, viewing, or listening matter for students other than his or her own children.
- d. Eastbrook Community Schools Corporation 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
- e. The major criterion for the final decision is the appropriateness of the material for its intended educational use.
- f. 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.

### **Part Three: Procedures for Weeding Resources from the Library Media Center**

#### **I. Statement of Policy**

Eastbrook Community Schools recognizes the importance of maintaining a collection of current, appropriate, and useful materials. Therefore, periodic evaluation of the collection will be performed in order to remove or replace materials that are no longer useful.

#### **II. Objectives for Library Media Center**

- A. Weeding the media collection of worn, obsolete, and unused materials is equally as important as selecting new acquisitions. Both are essential to maintaining a balanced collection useful to students and staff. These guidelines have been developed to aid in the weeding process; however, the final decision concerning the removal or replacement of material rests with the library media specialist.
  - i. Materials in poor physical condition--badly worn, defaced, or soiled
  - ii. Materials are no longer appropriate to the span of reading and comprehension level of the designated school.
  - iii. Materials whose context (text or illustrations) is dated--copyright date should be considered but should not be the sole criterion for discard
  - iv. Duplicate copies of materials that are no longer in great demand
  - v. Materials that are seldom circulated because they are no longer relevant to curriculum or student interest (or have not circulated in the past 5 years)
    - a. Destiny Follett Library Manager should be utilized to determine this information.
  - vi. Encyclopedias and atlases should be considered for replacement if they are more than five (5) years old. None should be kept longer than (7) seven years.
  - vii. Magazines having research/reference use may be retained for three(3) years. No magazines should be kept longer unless there is a specific reason for doing so.

#### **III. Guidelines for Weeding**

- A. Resources chosen for weeding should be documented in a report and sent to the administration.
- B. The report should be presented to the board for final approval, voted upon, and deemed "worthless."

### **Instructions to Reconsideration Committee**

1. In typical situations, usually, only one copy of the resource is available for review. After the initial resolution hearing, the committee will have 45 days, as a whole, for each member to review the resource being reconsidered.
2. At the onset of the second meeting, members will be given:
  - a. The complainant's Request for Reconsideration of Learning Resources forms with identification redacted.
  - b. Information on how the library media specialist and/or administration has responded to the challenge informally
  - c. The library collection development policy
  - d. A copy of the Library Bill of Rights of the American Library Association
3. A member of the committee will be named as the reporter. During the meeting they will:
  - a. Record the minutes/discussion
  - b. Each member will be designated with a letter to keep identities private
  - c. Both minority and majority opinions will be included
4. The meeting shall last no longer than 1 hour in total.
5. At the conclusion of the meeting, the members of the committee will vote by secret ballot as to their determination.
  - a. The majority rule determines the reconsideration of the resource.
6. The minutes will be used to write the formal reconsideration report.
  - a. This should be finalized by either the principal or the library media specialist.



## **The Library Bill of Rights of the American Library Association**

Adopted June 18, 1948, by the American Library Association Council. Amended February 2, 1961; June 27, 1967; and January 23, 1980. The history of this statement with interpretative documents appears in the Intellectual Freedom Manual (4<sup>th</sup> edition, American Library Association, 1992). Reprinted with permission of the American Library Association and the Office for Intellectual Freedom (50 E. Huron St., Chicago, IL 60611) from Intellectual Freedom Manual, 4<sup>th</sup> edition, c1992.

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

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Material should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibilities to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. 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.

## Request for Reconsideration of Learning Resources

The school board of Eastbrook Community Schools has delegated the responsibility for selection and evaluation of library/educational resources to the school library professional staff/curriculum committee and has established reconsideration procedures to address concerns about those resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of school or library resources, please return the completed form to the coordinator of library media resources (or principal).

Date \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Email: \_\_\_\_\_

Phone \_\_\_\_\_ Do you represent self or organization ? (circle one)

Name of Organization? \_\_\_\_\_

1. Resource on which you are commenting:

\_\_\_\_\_ Book \_\_\_\_\_ Audiovisual/Media \_\_\_\_\_ Magazine \_\_\_\_\_ Newspaper

Title: \_\_\_\_\_

Author/Producer: \_\_\_\_\_

2. What brought this resource to your attention?

3. Have you read or viewed the entire resource? If not, what sections did you view?

4. Please comment on the resource as a whole, as well as, be specific on those matters which concern you. Please, be specific. (use other side or additional pages if necessary)
5. What do you feel might be the consequence of a student using this resource in a learning context?
6. Are you aware of any professional evaluation of this material? (Please, list references when possible.)
- 7 What do you believe is the theme of the material?
8. What resource(s) do you suggest to provide additional information on this topic?
9. What would you like the school to do about this material?
  - Change shelving/location/level of the resource
  - Cease using the material for instructional purposes
  - Remove the material completely

Signature of Complainant \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_