

LIBRARY MATERIALS SELECTION

It is the policy of the Ticonderoga Central School District 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.

Objectives of Selection

1. For the purposes of this statement of policy, the term “learning resources” will refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or information teaching/learning purposes. Learning resources include textbooks, other books, supplementary reading and informational materials, charts, community resource people, agencies and organizations, compact discs, computer software, digital video discs, dioramas, electronic databases, filmstrips, flash cards, games, globes, kits, machine-readable data files, maps, microfilms, microforms, models, motion pictures, periodicals, pictures, realia, slides, sound recordings, transparencies, and videocassettes.
2. The primary objectives of learning resources is to support, enrich, and help implement the education 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.
3. To this end, the Board of Education of the Ticonderoga Central School District affirms that it is the responsibility of its professional staff:
 - a. To provide materials that will enrich and support curriculum taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students served;
 - b. To provide materials that will stimulate growth in factual knowledge, library appreciation, aesthetic values, and societal standards;
 - c. 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 judgements in their daily lives;
 - d. To provide materials representative of many religious, ethnic, and cultural groups and that contribute to our national heritage and the world community
 - e. 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.

Responsibility for Selection of Learning Resources

1. The Board of Education delegated the responsibility for the selection of learning resources to the professional staff employed by the school district, and delegates that selections made shall be held to have been made by the Board of Education of the Ticonderoga Central School District.
2. While selections of learning resources involves many people (administrators, teachers, students, community persons, resource center personnel), the responsibility for coordinating the selection of school learning resources and making recommendation for purchase rests with the principal and professional personnel.

Criteria for Selection of Learning Resources

1. The following criteria will be used as they apply:
 - a. Learning resources shall support and be consistent with the general education goals of the State and the district and the aims and objectives of individual schools and specific courses.
 - b. Learning resources shall be chosen to enrich and support curriculum and the personal needs of users.
 - c. Learning resources shall meet high standards of quality in:
 - i. Artistic Quality and/or literary style
 - ii. Authenticity
 - iii. Educational significance
 - iv. Factual content
 - v. Physical format
 - vi. Readability
 - vii. Technical Quality
 - d. 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.
 - e. Learning resources shall be designed to provide a background of information that will motivate students and staff to examine their own attitudes and behaviors; to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society; and to make informed judgements in their daily lives.
2. The selection of learning resources on controversial issues will be directed toward maintaining a balanced collection representing various views. Learning resources shall clarify historical and contemporary forces by presenting and analyzing inter-group tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

Procedure for Selection of Learning Resources

1. In selection learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professional prepared aids to selection and other appropriate resources.
2. Among sources to be consulted are:
 - a. Bibliographies (latest edition available, including supplements):
 - i. *American Film & Video Association Evaluations*
 - ii. *American Historical Fiction*
 - iii. *Basic Book Collection for Elementary Grades*
 - iv. *Basic Book Collection for Junior High Schools*
 - v. *The Best in Children's Books*
 - vi. *Children's Catalog*
 - vii. *Elementary School Library Collection*
 - viii. *Guide to Sources in Education Media*
 - ix. *Junior High School Catalog*
 - x. *Library Journal*
 - xi. *Reference Books for School Libraries*
 - xii. *Senior High School Library Catalog*
 - xiii. *Subject Guide to Children's Books in Print*

- xiv. *Subject Index to Books for Intermediate Grades*
 - xv. *Subject Index to Books for Primary Grades*
 - xvi. And as part of the vertical file index, other special bibliographies, many of which have been prepared by educational organizations for particular subject content.
- b. Current reviewing media:
- i. *AASA Science Books and Film*
 - ii. *AFVA Evaluations*
 - iii. *The ALAN Review*
 - iv. *The Book Report*
 - v. *Booklist*
 - vi. *Bulletin of the Center for Children's Books*
 - vii. *Horn Book*
 - viii. *Journal of Youth Services in Libraries*
 - ix. *Kirkus Reviews*
 - x. *School Library Journal*
 - xi. *Science Books and Films*
 - xii. *VOYA: Voice of Youth Advocate*
 - xiii. Other sources will be consulted as appropriate. Whenever possible the actual resource will be examined.
3. Recommendations for purchase involve administrator, teacher, student, district personnel, and community persons, as appropriate.
4. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.
5. 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.

Part 2: Procedures for Dealing with Challenged Materials

1. Statement of Policy

Any resident or employee of the school district may formally challenge resources used in the district's educational program on the basis of appropriateness. The 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.

2. Request for Individual Consideration

- a. The school receiving a complaint regarding a learning resource shall try to resolve the issues informally.
- i. The principal 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 or other appropriate staff shall explain the particular place the questioned resource occupies in the educational 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's 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.

3. 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.
 - ii. The Request for Reconsideration of Learning Resources form shall be signed by the questioner and filed with the principal or someone designated by the principal.
 - iii. The district's curriculum coordinator 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.
 - v. Requests for reconsideration of materials in district collections shall be referred to the school resource center consultative committee for reevaluation of the resource. This committee may involve additional personnel as appropriate.
- 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 members as appropriate:
 - a. One member of the district staff chosen by the curriculum coordinator;
 - b. One member of the school teaching staff chosen by the school staff;
 - c. One member of the resource center professional staff chosen by the resource center professional staff;
 - d. One member of the school consultative committee chosen by the school consultative committee;
 - e. Two students chosen by the student body
 - 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.
- c. Resolution
 - i. The reconsideration committee shall:
 - 1. Examine the challenged resources;
 - 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 of the educational program.
 - 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 copies forwarded to the curriculum coordinator and the Superintendent of Schools
 - iv. Written reports, once filed, are confidential and available only for examination by the Board of Education Members and appropriate officials only.
 - v. 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 Education as the final review panel.
- d. Guiding Principles
- i. Any resident or employee of the school district may raise objections 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 selection learning resources.
 - ii. 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 Education.
 - iii. No parent has the right to determine reading, viewing, or listening materials for students other than his or her own children.
 - iv. The Board of Education of the Ticonderoga Central School District, mindful of the *First Amendment to the United State Constitution* - "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 to grievances" - subscribes in principle to 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.
 - v. Access to challenged material shall not be restricted during the reconsideration process.
 - vi. The major criterion for the final decision is appropriateness of the material for its educational use.
 - vii. 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 material

Adopted: April 26, 2005

Request for Reconsideration of Learning Resources

The Board of Education of the Ticonderoga Central School District, has delegated the responsibility for selection and evaluation of library/educational resources to the school library media specialist/curriculum committee, and has established reconsideration procedure to address concern 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 building principal, Ticonderoga Central School District, Ticonderoga, New York, 12883.

Name: _____

Address: _____

City: _____

State: _____

Zip Code: _____

Phone: _____

Email: _____

Do you represent: _____ Yourself _____ Organization

1. Resources on which you are commenting:

- Book
- Textbook
- Video
- Display
- Magazine
- Library Program
- Audio Recording
- Newspaper
- Electronic Information/Network (please specify
-
- Other: _____

2. What brought this resource to your attention?

3. Have you examined the entire resource?

4. What concerns you about this resource? (Use other side or additional pages if necessary)

5. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

Signature: _____ Date: _____

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.

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

Inclusion of "age" reaffirmed January 23, 1996.