



ADDISON NORTHWEST SCHOOL DISTRICT PROCEDURE

PROCEDURE	Selection of Library Materials		
SECTION	Instruction	CODE	D22R

Last Updated: 10/2022

Administrative Procedures

The Addison Northwest School District will provide a wide range of materials at all reading levels, for both instructional and personal use. Librarians are responsible for maintaining a library collection with broad appeal and diverse points of view, that is both representative of students and allows students to learn about the wider world around them. ANWSD libraries will allow the review of allegedly inappropriate materials through established procedures (outlined below). The responsibility of selecting library materials is delegated to professionally trained and certified library/media specialists employed by the school district. Librarians are licensed educators who must be aware of the school curriculum, teaching methodologies and best practices, and the individual needs and differences of students. Librarians make purchasing decisions based on reviews and other professional criteria, and are also aided by purchase suggestions from administrators, faculty, students, and parents. Wide participation is encouraged. The final evaluation, coordination, and selection of materials for the school library is the responsibility of the librarian.

D22 states that the superintendent or designee(s) will develop the following procedures:

A. Selection of Materials

In developing a collection aligned with the mission of ANWSD’s libraries, the librarian will:

1. Assemble, preserve, and administer an organized collection of educational and recreational materials# in order to promote the communication of ideas, to develop an enlightened and informed citizenry, and to encourage personal growth and enrichment.
2. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
3. Provide materials that will stimulate growth of factual knowledge, literary appreciation, aesthetic values, and ethical standards.
4. Provide materials from various perspectives so that young citizens may develop, with support and guidance, the practice of critical reading and thinking.

5. Continually seek to identify school needs, to provide programs of service to meet such needs, and to cooperate with other organizations, agencies, and individuals in providing such programs.
6. Provide materials that reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contributions to American and world history and culture, thereby enabling students to develop intellectual integrity in forming judgements.
7. 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.
8. Use professional review journals, standard lists of basic works, collection development guides, recommendations of other professionals, and bibliographic essays prepared by specialists in the field for the selection of materials (resources include, but are not limited to, *School Library Journal*, *The Horn Book*, *Kirkus*, *NSTA*, *NCTE*, and *Booklist*)
9. Solicit requests and recommendations from students and faculty.

B. Deselection of Materials

As part of maintaining library collections that reflect accurate, up-to-date, and relevant materials, librarians will occasionally remove and/or replace items from the collection. In removing or replacing materials, the librarian will:

1. Apply the same criteria used in selecting materials for the systematic removal or replacement of outdated, no longer useful, seldom used, or worn items. Removal or replacement, also referred to as “weeding,” is a continuous, ongoing process.
2. Judge each withdrawal or replacement individually, with reference to professionally accepted standards and the library collection as a whole.

C. Donations of Materials

In accepting or declining materials donated by community members and/or other parties, the librarian will:

1. Use the same selection process as outlined in **Section 1**. Donated material is not automatically added to the library collections. Librarians will use their professional judgment when considering a donated item for the collection.
2. Use the same deselection criteria for previously donated items that may have been added to the collection in the past.

D. **Reconsideration Procedure**

Occasionally, objections to library materials may be made by parents or guardians of current ANWSD students, despite the selection process. The Addison Northwest School District supports the principle of intellectual freedom inherent in the First Amendment of the Constitution of the United States, and further expressed in the **Library Bill of Rights** (Appendix A).

It is encouraged to resolve concerns through free and informal communication, and it is preferred that complaints be resolved through this informal process. In the event that this fails to satisfying the complainant, the following procedures shall be followed:

School Level

1. The librarian shall inform the complainant of the selection procedures and make no commitments.
2. If the complainant wishes further consideration of their objections to the materials under reconsideration, they will be requested by the librarian to submit a formal **Request for Reconsideration of Library Materials** (Appendix B).
3. The librarian will inform the principal within one school day of the receipt of a written formal **Request for Reconsideration of Library Materials** by providing them with a copy of that request form.
4. The challenged material shall remain in the collection during the recommendation process.
5. The appointment of an ad hoc review committee is the responsibility of the principal. The appointment of the committee shall be within five (5) school days, following written notification to the principal. The committee, made up of *up to* 9 members, shall include the principal (serving as chair), a library/media specialist, at least one classroom teacher, at least one parent, and *may include* one or more students. This committee's review shall be completed within twenty (20) school days.
 - a. The committee will take the following steps after receiving the challenged materials:
 - i. Read, review, or listen to the material in its entirety
 - ii. Consider critical reviews, as outlined in the **selection criteria**, and consult recommendation lists
 - iii. Determine the value of the material to the collection
 - iv. Complete the appropriate "**Checklist for Reconsideration of Library Materials**" (Appendix C and/or D), *judging the material for its strength and value as a whole, not in part*
 - b. The chair of the committee shall present the written recommendation of the committee to the superintendent within twenty-five (25) school days *from the date*

of the appointment of the committee.

Timeline:

- I. Receive written complaint. Notify principal of complaint within one (1) day.
- II. Appoint committee within five (5) school days of receiving written complaint.
- III. Committee recommendation is due twenty (20) school days following the appointment of the committee.
- IV. A written recommendation is sent to the superintendent within five (5) school days following the committee's decision.
- V. The superintendent must inform the complainant within five (5) school days following the receipt of the written recommendation of the committee.
- VI. The total process shall take no more than thirty-six (36) school days from the receipt of the written complaint.
- VII. The complainant, upon receiving the written recommendation, may appeal the decision to the Office of the Superintendent within twenty (20) school days.
- VIII. Upon receipt of an appeal, the superintendent (or designee) shall present the appeal to the school board requesting the board accept, reject, or amend the decision.
- IX. During the summer, school days shall be interpreted as calendar days.
- X. Decisions on individual works, as outlined by this procedure, will not be revisited by the school board for one (1) calendar year.

District/Superintendent (or designee) Level

- A. Refer to step 7 on timeline as outlined above.

Board Level

- A. Refer to steps 8-10 on timeline as outlined above.

Appendices

- A. ALA Guiding Documents: Library Bill of Rights & Freedom to Read Statement
- A. Request for Reconsideration of Library Materials
- B. Checklist for Reconsideration of Library Materials: Nonfiction and/or Non-Print Format
- C. Checklist for Reconsideration of Library Materials: Fiction and Other Literary Forms

Acknowledgements

Portions of this policy have been adapted from the American Library Association, the Vermont School Board Association, the Vermont School Library Association, the South Burlington School District, and other models. We gratefully acknowledge the assistance of other library professionals in drafting these policies and procedures.

Appendix A

American Library Association: Guiding Documents

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.

1. 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.
2. 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.
3. Libraries should challenge censorship in the fulfillment of their responsibility 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.
7. 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.

Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range

and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters' values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society, individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous

variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

Appendix B

Request for Reconsideration of Library Materials

This form and the materials under consideration will be submitted to the committee outlined in [number/section in reconsideration policy] for reevaluation.

Author: _____

Title: _____

Publisher: _____

Type of material: _____

Reconsideration initiated by: _____

Telephone: _____

Address: _____

City: _____

State: _____

Relationship to school community: _____

Are you the parent or guardian of a student currently attending ANWSD? Yes No
Please note that a request for reconsideration will only be considered if the complainant is a parent or guardian of a student(s) currently enrolled in ANWSD.

Please list the ages and grades of your student(s) and what school(s) they attend.

Are you acting as the representative of any group or organization?

1. How did this material come to your attention? _____

2. Why do you object to this work ? (Please be specific)

3. What do you feel might be the result of exposure to this material?

4. For what age group would you recommend this material? _____
5. Is there anything of value in this material? _____

6. Did you read this material in its entirety? _____
If not, what parts did you read? _____
7. What evaluations by literary critics are you aware of? Please attach any reviews you feel are especially relevant. _____

8. What do you believe is the theme and/or purpose of this material? _____

9. What would you like the library to do about this material? _____

10. In its place, what material of equal literary quality would you recommend that would convey as valuable a picture and perspective of the subject treated?_____

Appendix C

Checklist for Reconsideration of Library Materials Non-Fiction and/or Non-Print Format

To be completed by the Committee

Title: _____

Author: _____

A: Purpose

1. What is the overall purpose of this material?
2. What is the reputation and significance of the author and the publisher/producer in the field?
3. Is the material up-to-date? Yes No
4. Are information sources well documented? Yes No
5. Are translations and retellings faithful to the original? Yes No

B. Relevance

1. Is the material consistent with the goals and objectives of the library? Yes No
2. Could the material supplement subject-area curriculum *and/or* is it of personal interest to students? Yes No
3. Is it appropriate for the intended audience? Yes No
4. Are the illustrations appropriate to the subject and age levels? Yes No

C. Content

1. Is the depth of this material well-presented, providing adequate scope, range, depth, and continuity? Yes No
2. Does this material present information not otherwise available? Yes No
3. Does this material give a new dimension or direction to its subject? Yes No

D. Reviews

1. Source of review: _____

Favorably Reviewed? _____ Unfavorably reviewed? _____

2. Does this title appear in one or more reputable selection aids, as outlined in the Selection of Materials procedure? Yes No

If the answer is yes, please list the titles of selection aids: _____

Additional Comments:

Committee Decision:

Date: _____

Signatures of Committee

Appendix D

Checklist for Reconsideration of Library Materials Fiction and Other Literary Forms

To be completed by the committee

Title: _____

Author: _____

A. Purpose

1. What is the purpose, theme, or message of the materials? How well does the author/producer/composer accomplish this purpose?

2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children? Yes No For young adults? Yes No

If both are marked no, what age group would you recommend? _____

3. Will the reading and/or viewing and/or listening to this material result in more compassionate understanding of human beings and/or animals? Yes No

4. Does the material offer an opportunity to better understand and appreciate the lives and problems of various marginalized groups? Yes No

5. Are any questionable elements of the story an integral part of a worthwhile theme or message? Yes No

B. Content

1. Does a story about modern times give a realistic picture of life as it is now? Yes No

2. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet/rosy or ugly/meaningless? Yes No

3. When factual information is part of the story, is it presented accurately? Yes No

4. Is prejudicial appeal readily identifiable by the reader? Yes No

5. Are concepts presented appropriate to the ability and maturity of potential readers?
Yes No
6. Do characters speak in a language true to the period and section of the country in which they live? Yes No
7. Does the material offend in some way the sensibilities of women or a marginalized group by the way it presents either the main character or secondary characters? Yes No
8. Is there a preoccupation with sex, violence, cruelty, or other aberrant behavior that would make this material inappropriate for children? Yes No
For young adults? Yes No
9. If there is use of offensive language, is it appropriate to the text for children? Yes No
For young adults? Yes No
10. Is the material free from derisive names, slurs, or epithets that would offend minority groups? Yes No Children? Yes No Young Adults? Yes No
11. Is this material well written or produced? Yes No
12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion or philosophy in any adverse way?
Yes No
13. Does the material make a significant contribution to the history of literature or ideas?
Yes No
14. Are the illustrations appropriate and in good taste? Yes No
15. Are the illustrations realistic in relation to the story? Yes No

C. Reviews

3. Source of review: _____
Favorably Reviewed? _____ Unfavorably reviewed? _____
4. Does this title appear in one or more reputable selection aids, as outlined in the Selection of Materials procedure? Yes No

If the answer is yes, please list the titles of selection aids: _____

Additional Comments:

Committee Decision:

Date: _____

Signatures of Committee
