

Instructional materials are selected by the school district to implement, enrich, and support the educational program for the students. 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.

The Willow Run School Board delegates the authority and responsibility for the selection of all instructional materials to the Superintendent of schools. Materials for school classrooms and school media centers shall be initially selected by the appropriate professional personnel in consultation with administration and faculty. Decisions on purchases will be the responsibility of the building principal and, if necessary, can be reviewed by the Superintendent. The Superintendent's review may be for the purpose of ensuring that an age appropriate balance of materials is selected.

Internet resources are not subject to this policy. The internet is largely unregulated, and not all of the information it carries is suitable for school children. Although the district subscribes to a filtering service that blocks much inappropriate material, the Technology Use Policy and the Guidelines for Acceptable Use of the Internet represent an understanding on the part of the student and his/her parent(s) or guardian(s) that the Willow Run Community Schools does not control the contents of the internet.

Any resident or employee of the Willow Run Community Schools may formally challenge media center resources on the basis of appropriateness. This shall also be done through administrative procedure.

### **Willow Run Community Schools Reconsideration of Instructional Materials**

The School Board affirms the right of parents to restrict their child's access to material they deem inappropriate. The Board further affirms that no parent has the right to make that decision on behalf of other children.

Any resident or employee of the Willow Run Community Schools may formally challenge instructional materials on the basis of appropriateness. This shall be done through the district's Reconsideration of Instructional Materials procedure, which includes:

- A. A meeting with the building principal who will hear the complaint and explain the reconsideration process.
- B. Completion (by the complainant) of the appropriate *Request for Reconsideration* form.
- C. Formation of a committee to re-evaluate the item challenged materials; the committee shall include but not be limited to building administrators, classroom teachers, and media specialists.

- D. Preparation and submission of a report outlining the decision of the reconsideration committee.
- E. An opportunity for the complainant to appeal the decision to the Superintendent.

## **Guidelines for the Selection of Library Resources Willow Run Community Schools**

### **I. Objectives of Selection**

The media centers provide resources that implement, support and enrich the school curriculum. Media center resources are chosen to provide users with a wide range of educational materials, at appropriate levels of difficulty and in a variety of formats, which reflect diversity of appeal and allow for the presentation of differing points of view.

### **II. Responsibility for Selection of Media Center Resources**

Since the selection of media center resources often involves many people (administrators, media specialists, teachers, instructional assistants, students, parents, community members), the responsibility for coordinating the selection of media center resources and for making recommendation to purchase rests with the media specialists.

### **III. Criteria for Selection of Media Center Resources**

- A. Media center resources will be chosen to support the mission and the academic, social and civic expectations of Willow Run Community Schools; the mission, philosophy, guiding principles and annual goals of the Willow Run Community Schools; and the Standards and frameworks (GLICS) of the State of Michigan.
- B. Media center resources will be chosen to support the existing curriculum, as well as the personal needs and interests of media center users.
- C. Media center resources will meet high standards of quality in factual content and presentation.
- D. Media center resources will be appropriate for the subject area and for the age, emotional development, ability level, learning style, and social development of the students for whom the materials are selected.
- E. Media center resources will be selected to help students gain an awareness of our pluralistic society.
- F. The selection of media center resources on controversial issues will be directed toward maintaining a diverse collection representing various views.
- G. Media center resources will be selected for their strengths rather than rejected for their weaknesses.
- H. The Willow Run Community Schools subscribes to the *School Library Bill of Rights* which epitomizes the freedom to read, view, and listen. Materials selected shall:

1. Enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
2. Stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Provide a background of information which will enable pupils to make intelligent judgments in their daily lives.
4. Provide opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.
5. Represent many religious, ethnic, and cultural groups and their contributions to our American heritage.

#### **IV. Procedures for Selection of Media Center Resources**

- A. In selecting media center resources, the media centers will measure available materials against the above criteria and the emerging needs of the curriculum.
- B. The media specialists will consult reputable, professionally prepared selection guides and other appropriate review sources. Such sources include-but are not limited to-Booklist, Children's Library Catalog, Junior High School Library Catalog, Kirkus Reviews, Reference Books for School Libraries, School Library Journal, Senior High School Library Catalog, VOYA, etc.
- C. Administrators, teachers, para-educators, students, parents and community members will be regularly encouraged to make recommendations for purchase.
- D. When feasible, the resource itself will be examined.
- E. Gift materials will be measured against the above criteria, and will be accepted or rejected accordingly.
- F. Resource selection will include the routine removal of outdated and inaccurate materials, as well as the replacement of lost and worn items still of educational value.

#### **Guidelines for the Weeding of Media Center Resources Willow Run Community Schools**

##### **I. Weeding**

Systematic and ongoing removal of materials by certified professionals is necessary in order to maintain a current, accurate media center collection. Since withdrawing materials from the collection is selection in reverse, many of the same criteria for

selecting materials and the same selection tools are used in the process. In addition, the following criteria may be applied.

- A. Insufficient use.
- B. Obsolete or misleading information.
- C. Irreparable damage to materials.
- D. Changes in local interest.
- E. Shelf space availability.
- F. Existence of duplicate copies.
- G. Existence of new or superseding editions.

Weeding guidelines adapted from the Ypsilanti District Library Selection Policy, Ypsilanti, MI. Permission for use granted by Jill Morey, Director of the Ypsilanti District Library, May, 22, 2006.

### **Guidelines for the Reconsideration of Media Center Resources Willow Run Community Schools**

#### I. Informal Reconsideration

- A. Persons wishing to make a complaint regarding media center resources will be asked to bring their complaint to the principal or the media specialist.
- B. Internet resources are not subject to reconsideration under these guidelines. The Internet is largely unregulated, and not all of the information it carries is suitable for schoolchildren. Although the district subscribes to a filtering service that blocks much inappropriate material, the Technology Use Policy and the Guidelines for Acceptable Use of the Internet represent an understanding on the part of the student and his/her parent(s) or guardian(s) that the Willow Run Community Schools does not control the contents of the internet.
- C. Upon meeting with the complainant, the principal or media specialist will first attempt to resolve the issue informally.
  - 1. The identity of the complainant shall remain confidential during the informal process (only).
  - 2. Commitments should not be made until the issue has been thoroughly explored.
  - 3. The complaint should be treated in a courteous, objective and professional manner.
  - 4. The principal or media specialist will listen to all concerns, and try to resolve the issue informally. This might include explaining the media

center's selection procedures and criteria, the intended audience and educational uses of the item in question, or relevant sections of the American Library Association's Access to Resources and Services in the School Media Program.

5. If the complainant then wishes to proceed with a formal request for reconsideration, the principal will follow up the discussion with a letter. The letter will include:
  - a. the district's *Selection of Instructional Materials and Reconsideration of Instructional Materials* policies.
  - b. the *Guidelines for the Selection of Media Center Resources and Collection Development Plan* for the appropriate school media center.
  - c. the American Library Association's *Access to Resources and Services in the School Media Program*.
  - d. the *Guidelines for the Reconsideration of Media Center Materials and the Request for Reconsideration of Media Center Resources* form.
  - e. In the event that the complainant is the principal, the Superintendent of schools will perform the role of the principal in the above process.

## II. Formal Reconsideration

A. In the event of a formal request for reconsideration, these steps will be taken:

1. Persons wishing to make a formal request for reconsideration must complete the *Request for Reconsideration of Media Center Resources* form and submit it to the principal; in the event that more than one item is involved, a separate form must be completed for each item.
2. The Superintendent of schools will be informed of the request for formal reconsideration.
3. Within ten days of receiving the *Request for Reconsideration of Media Center Resources* form, the school's reconsideration committee will convene to reevaluate the material(s) in question.

B. Reconsideration Committee

1. Upon receipt of a completed *Request for Reconsideration of Media Center Resources* form, the principal will:
  - a. appoint a reconsideration committee, to include the following members:
    - building level administrator

- one member of the school teaching staff of the appropriate subject or grade level
  - certified media specialist
  - one member of the community as appointed by the principal
  - one member of the student body (if challenged material is at the middle or high school level)
- b. Name a chairperson of the consideration committee.
  - c. Arrange for a meeting of the reconsideration committee to take place within 10 working days after the complaint is received by the principal.
2. The reconsideration committee is charged with a thorough review of the challenged resource, and will decide whether or not it conforms to the principles of selection as outlined in the *Guidelines for the Selection of Media Center Resources* and other applicable policies and guidelines.
  3. The reconsideration committee may also consult other district staff and/or community members who have relevant expertise.

#### C. Review Process

1. Members of the reconsideration committee shall:
  - a. Examine the district's *Selection and Reconsideration of Instructional Materials* policies, and the *Guidelines for the Selection of Media Center Resources*.
  - b. Examine the *Request for Reconsideration of Media Center Resources* form.
  - c. Read and evaluate the item(s) in question.
  - d. Read reviews of the item(s) in question.
  - e. Discuss the challenged material in the context of the educational program and intended audience for which it was selected.
  - f. Form opinions based on the resource as a whole, not on passages or selections taken out of context.
  - g. Discuss the challenged item(s) with the complainant as needed.
  - h. Reach a decision:
    - to retain the item,
    - to retain the item with specific restrictions, or

- to remove the item
  - i. Complete the Report on the *Reconsideration of Media Center Resource* form within 15 working days of the first meeting.
  - j. The chairperson of the reconsideration committee will discuss and file the report with the principal, who will forward a copy to the Superintendent of schools.
- 2. The principal will send a copy of the report to the complainant, and will discuss the report further, if requested.
- 3. The principal will also send copies of the report to members of the reconsideration committee.
- 4. The complainant shall have the right to appeal the decision of the reconsideration committee to the Superintendent of schools.

#### D. Guiding principles

1. Any resident or employee of the Willow Run Community Schools may raise objection to media center resources, despite the fact that the individuals who selected them were qualified to make the selection, followed the proper procedure, and observed the criteria for selecting media center resources.
2. The principal should periodically review district policies on *Selection and Reconsideration of Instructional Materials and Guidelines for the Selection of Media Center Resources* with all staff members.
3. The Willow Run Community Schools supports the American Library Association's *Access to Resources and Services in the School Media Program*, a copy of which is attached to this document. When media center resources are reconsidered, the importance of the freedom to read/view/listen will be considered.
4. No parent has the right to control the reading, viewing, or listening materials of other people's children.
5. The item(s) in question will remain in circulation throughout the review process.
6. The major task before the reconsideration committee is to determine the appropriateness of the material in question for its intended educational use.

Selection policy adapted from the Hopkinton Community Schools. Permission for use granted by John E. Phelan, Jr., Ed.D., Superintendent of Hopkinton Community Schools, Hopkinton, MA, May, 22, 2006.

**Access to Resources and Services in the School Library Media Program:  
An Interpretation of the Library Bill of Rights**

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support the curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view on current as well as historical issues.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources which reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permission from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school.

Adopted July 2, 1986; amended January 10, 1990; July 12, 2000, by the American Library Association.

### **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.

Adopted June 18, 1948, by the ALA Council; amended February 2, 1961; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

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### **Forms**

- [\*Request for Reconsideration of Library Resources\*](#)
- [\*Report on the Reconsideration of Library Resources\*](#)
- [\*Decision of the Reconsideration Committee\*](#)

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Approved: Pending Approval

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