

The Center for Creativity, Innovation and Discovery

Learning Resources Selection Policy

Part 1: Selection of Learning Resources

The policy of the Governing Board of the The Center for Creativity, Innovation and Discovery, (“CCID”) 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.

I. Objectives of Selection

- A. 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 informal teaching/learning purposes. Learning resources include textbooks, other books, supplementary reading and informational materials, charts, community resource people, agencies and organizations, dioramas, flash cards, games, globes, kits, machine-readable data files, maps, models, motion pictures, periodicals, pictures, slides, sound recordings, transparencies, and videomedia
- 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 Governing Board of CCID SCHOOL affirms that it is the responsibility of its Administration and 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.

II. Responsibility for Selection of Learning Resources

- A. The Governing Board delegates the responsibility for the selection of learning resources to the Administration and declares that selections made shall be held to have been made by the Governing Board of the CCID SCHOOL. While selection of learning resources involves many people (administrators, teachers, students, community persons, librarians, and Special Education personnel), the responsibility for coordinating the selection of school learning resources and making the recommendation for purchase rests with the Executive Director.

III. 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 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. 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.

IV. **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. Sources to be consulted may include, but are not limited to, the following:

1. Bibliographies (latest edition available, including supplements):

American Film & Video Association Evaluations

American Historical Fiction

Basic Book Collection for Elementary Grades

Basic Book Collection for Junior High Schools

The Best in Children's Books

Booklist

Children and Books

Children's Catalog

Elementary School Library Collection

Junior High School Catalog

Library Journal

Reference Books for School Libraries

Subject Guide to Children's Books in Print

Subject Index to Books for Intermediate Grades

Subject Index to Books for Primary Grades

2. Current reviewing media to be consulted may include, but are not limited to, the following:

Bulletin of the Center for Children's Books

Horn Book

Kirkus Reviews

Booklist

Library Journal

School Library Journal

Other sources will be consulted as appropriate. Whenever possible, the actual resource will be examined.

B. Recommendations for purchases involve administrators, teachers, students, district personnel and community persons, as appropriate.

C. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.

D. 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

I. **Statement of Policy**

Any employee of the school, parent, or student may formally challenge learning resources used in CCID'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. When receiving a complaint regarding a learning resource, CCID shall try to resolve the issue informally.
1. The Executive Director or other appropriate staff shall explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.
 2. The Executive Director 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.
 3. If the questioner wishes to file a formal challenge, the patron should complete a *Request for Reconsideration Form* and submit it to the staff member directly involved as well as the Executive Director.

III. **Request for Formal Reconsideration**

- A. Preliminary Procedures
1. CCID will keep on hand and make available *Request for Reconsideration Forms*. All formal objections to learning resources must be made on these forms.
 2. The *Request for Reconsideration Form* shall be signed by the questioner and filed with the Executive Director.
 3. The request for reconsideration shall be referred to an Administrative Reconsideration Committee appointed by the Executive Director for reevaluation of the resource.
 4. The Reconsideration Committee: Upon receipt of a request for formal reconsideration of a learning resource, the Executive Director shall:
 - a. Appoint a Reconsideration Committee including the following membership as appropriate:
An Administrator;
Two members of the school's teaching staff;
At least one other staff member (Librarian, Special Education Teacher, etc.).
 - b. Arrange for a Reconsideration Committee meeting within 10 working days after the complaint is received.
 5. The Reconsideration Committee may choose to consult support staff and/or community persons with related professional

knowledge.

6. The Reconsideration Committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in CCID's Selection of Learning Resources policy.

B. 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 questioning the resource, if requested.
3. The written report shall be retained by the Executive Director.
4. Written reports, once filed, are confidential and available for examination by **governing board members** and appropriate officials only.
5. The decision of the Reconsideration Committee is binding.
6. Notwithstanding any procedure outlined in this policy, the questioner shall have the right to appeal any decision of the Reconsideration Committee to the Governing Board as the final review panel.

C. Guiding Principles

1. Any resident, employee or patron of CCID may raise 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.
2. The Executive Director 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 Governing Board .
3. No parent has the right to determine reading, viewing, or listening matter for students other than his or her own children.
4. CCID supports the *Library Bill of Rights* adopted by the American Library Association.
5. When learning resources are challenged, the principles of the freedom to read/listen/view must be defended as well.

6. Access to challenged material shall not be restricted during the reconsideration process.
7. The major criterion for the final decision is the appropriateness of the material for its intended educational use.
8. 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.