

**1FRANKLIN NORTHEAST SUPERVISORY UNION
COMMON POLICY MANUAL
For the Enosburg /Richford UUSD, Northern Mountain Valley UUSD
and the Franklin Northeast Supervisory Union**

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G3 SELECTING LIBRARY MATERIALS

Policy

It is the policy of the Franklin Northeast Supervisory Union and its member districts to provide students access to a wide variety of educational materials (i.e. books, periodicals, and non-print materials in variety of formats) in the **library media center** that are suited to support student inquiry learning and enrich the curriculum. The freedom to read is a fundamental right established by the First Amendment and a principle in the formation of this policy.

Responsibility for Selection

The responsibility for the selection of all library materials is delegated to the professionally trained and certified library media specialist [LMS] employed by the school system. The Superintendent has ultimate authority under V.S.A. 563 (14) to preview and approve instructional materials. In selecting materials, the LMS will be guided by the principles incorporated in the American Library Association's "Library Bill of Rights" and the "Freedom to Read" statement.

Objectives for Selection of library materials (i.e. print, non-print, and electronic media)

The LMS will assemble, preserve, and administer in organized collections, educational and recreational materials in order to:

- provide students with a wide range of educational materials, authors, perspectives, and characters 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.
- provide updated factual materials and information that will stimulate growth in factual knowledge, aesthetic values, literary appreciation, ethical standards, and inquiry.
- enrich and support the curriculum and meet the needs of the patrons served for academic, enrichment, and personal interests.
- promote the communication of ideas
- promote an enlightened citizenship
- consider varied interests, abilities, and maturity levels of the students served
- provide materials on opposing sides of controversial issues to develop under guidance, the practice of critical reading and thinking
- provide materials that reflect global ideas, beliefs, and perspectives (i.e. religious, social, political, historical, cultural, ethnic groups, differently abled, gender identities/orientation and sexualities) and their contributions to the American

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and world heritage and culture thereby enabling students to develop an intellectual integrity in forming judgments in our past, present, and future

CRITERIA FOR SELECTION

The selection of materials for the LMS is a continual, year-long process that supports the constantly changing and evolving curriculum and the extremely diverse interests of students and teachers. The needs of the school, based on knowledge of the curriculum and of the current collection, are given first consideration. The LMS will

- use reputable professional selection aids including recommended lists, bibliographies and book review journals such as *School Library Journal*, *Booklist*, ALA's Award Winning book lists: Newbery, Printz, Coretta Scott King, VT Red Clover collection, VT Middle School Golden Dome Book Award, Green Mountain Book Award, etc. and VOYA.
- evaluate the existing collection, assess the school district's curriculum needs, and solicit recommendations from students and staff when appropriate
- 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 appropriate to the users of the library/media center
- provide materials that present various sides of controversial issues, giving students an opportunity to develop analytical skills resulting in informed decisions, while also eradicating hate speech in all its forms, raising awareness of bias assuring that harm is not done to those who have been historically marginalized by the white majority.
- consider materials containing topics, illustrations or language, which may be considered by some to be controversial that may be selected if they meet the evaluative criteria listed within this policy. The overall purpose and impact of the entire work is the deciding factor when purchasing titles in which objectionable features appear. Additional items may be selected to balance opposing sides of controversial issues.

SELECTING MATERIALS ON CONTROVERSIAL TOPICS IN SCHOOL

LIBRARIES CCESS TO MATERIALS

The majority of users served in school libraries are minors, and American society is often very protective of its youth. These two facts create challenges for school librarians selecting materials on a range of perspectives on topics which may be considered controversial by some in the

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school community. Hot button topics that may be deemed controversial and offensive to some range from LGBTQIA-themed resources to politics, race relations, and sexually explicit language. Court decisions including *Tinker v. Des Moines Independent Community School District* (1969) *Board of Education, Island Trees Union Free School District v. Pico* (1982) established that minors do have First Amendment rights in schools including the right to receive information. Ethically, school librarians find guidance for selecting resources which may be considered controversial in the American Library Association's Library Bill of Rights, the American Library Association's Code of Ethics, and the Freedom to Read Statement. Therefore, school librarians are ethically responsible to provide access to resources with varying perspectives for students' curricular and personal information needs.

Selection of materials for the collection including, but not limited to books, periodicals, audio visual materials and computer software are considered on the basis of:

- Overall purpose
- Timeliness and permanence
- Importance of subject matter
- Readability and popular appeal
- Authoritativeness
- Reputation of author and publisher
- Format and price
- Technical quality (AV/CD/DVD)

ACCESS TO MATERIALS

The library will not refuse access to books and other materials to students on the ground of a student's age, sex, race, ethnic group, or religion, nor because of the alleged inappropriateness of the subject matter. Parents/guardians have the opportunity to communicate with the LMS regarding any concerns relating to access to library materials.

GIFTS, DONATIONS, AND MEMORIALS

Gifted materials, although appreciated, will be considered and accepted or rejected in accordance with the selection criteria noted in this policy. This will also include the withdrawal and removal of the item when necessary. Items not selected for addition to the collection may be discarded using the weeding guidelines.

WEEDING OR REPLACING. The LMS will

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1. Apply the same criteria used in selecting materials for the systematic removal or replacement of outdated, no longer relevant or inaccurate, seldom used, or worn items. Removal or replacement is a continuous process.
2. Judge each withdrawal or replacement individually with reference to professionally-accepted standards and the collection as a whole.
3. Consider worn materials that still have educational value.

Withdrawn items may be discarded or offered to classroom teachers first followed by building staff, students, and the community.

RESOURCE SHARING

Resource sharing such as Inter-library Loan (ILL) enhances our collection and will be coordinated by the LMS. Resource sharing will not be considered as a replacement for continued development of individual school library collections. All ILL policies through CLOVER (Collaborative Libraries Of VERmont) will be followed, including the sharing of MACHine-Readable Cataloging (MARC) records, and library use statistics.

1. Requests for ILL materials must be made in advance to provide ample time to locate and arrange shipment to the local School District.
2. It is the responsibility of the borrower to return ILL items in good condition in a timely manner, or incur the replacement cost.
3. Return shipping costs will be paid by the borrower, if the items requested are not for educational use (i.e., faculty personal use).

POLICY REVIEW

This policy shall be reviewed in three years from the date of approval or as needed.

RECONSIDERATION OF MATERIALS

The FNESU supports the principle of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights adopted by the ALA.

Despite the quality of selection process, occasional objections to library materials may be made. If library materials are questioned, the principles of intellectual freedom should be defended rather than the materials. It is most desirable to solve problems through free and informal communication and is preferred. However, in the event this process fails to satisfy the complainant, a formal procedure has been established to respond to a request

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for the reconsideration of materials. Materials that are challenged will not be removed at the moment of challenge; they will remain in circulation until the final decision is determined unless the Superintendent of Schools determines that immediate removal is warranted. These are the particular steps to follow for those individuals wishing to have a book's inclusion in the collection reconsidered:

1. When a member of the school staff receives a complaint regarding materials within the library, the staff member will professionally refer the complainant to the LMS or the Principal.
2. The LMS will inform the complainant of the selection procedures and make no commitments.
3. If the complainant wishes further consideration of his/her objections to the library materials under reconsideration, he/she will be requested by the LMS to submit a formal *Request for Reconsideration of Library Materials*.
4. LMS shall inform the principal within one [school] day of the receipt of a written formal Request for Reconsideration of Library Materials by providing him/her with a copy of that request form.
5. The LMS or the Principal will attempt to resolve the concerns at this level with the complainant, by explaining the selection policy and reinforcing intellectual freedom. Parents have the right to determine what is appropriate for their child only.
6. A formal reconsideration will initiate if the issue is still unresolved and the complainant wishes to pursue removal of materials from the library. The complainant will be given a copy of the selection policy and the "*Request for Reconsideration of Library Materials*" form (see attached), to be fully completed and returned to the Principal within two weeks. If the form is not completed and returned within two weeks, the complaint shall be considered closed.
 - a. The challenged material shall remain in the collection during the reconsideration process.
7. Upon receipt of a completed reconsideration request
 - a. The Principal will notify the Superintendent and call together a Materials Review Committee within five (5) school days of receiving the written complaint. The committee shall consist of an administrator (serving as chair), the school's LMS, at least one classroom teacher, a parent or representative from the community, a LMS from another school within the district, and can include one or more students.
 - b. This committee's review (see *Instructions to Materials Review Committee* below) shall be completed within twenty (20) school days following the appointment of the committee.
8. The Chair of the committee shall present the written recommendation of the committee to the Superintendent within twenty-five (25) school days from the appointment of the committee.

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9. The Superintendent must inform the complainant within five (5) school days following the committee's decision.
10. If the complainant is not satisfied with the decision of the Superintendent, he or she may appeal his/her decision to the local School District Board of Directors through the Office of the Superintendent within ten (10) school days following the receipt of the written recommendation of the committee.
11. The School Board will follow the procedures and principles set forth in this policy to review the materials and make a decision with respect to the complaint. This decision is final. The LMS will report to the Intellectual Freedom Representative of VSLA and the ALA the details and the outcome of this challenge.

The Library Bill of Rights

(Made available by permission of the American Library Association)

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 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 the 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.

Legal Reference: 16 V.S.A. §563 (14)

Cross Reference: D3 Public Complaints about Personnel Policy
H1 Parental Involvement Policy

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INSTRUCTIONS TO THE MATERIALS REVIEW COMMITTEE:

1. Passages or parts of this work should not be pulled out of context. To avoid this, it is the expectation that you study thoroughly all materials referred to you; read, view, or listen to the material in its entirety; consider critical reviews. Your opinion of the resource should be based on the material as a whole.
2. Bear in mind the principles of the '*Freedom to Read*' statement and the Library Bill of Rights. Base your decision on these broad principles rather than on the defense of the individual materials. The freedom of inquiry is vital to our educational process.
3. Complete the appropriate "*Checklist for Reconsideration of Library Materials*" (see appendix), judging the material for its strength and value as a whole and not in part. Determine the value of the material to the collection.
4. Your report and recommendation will be presented by the principal to the complainant at the conclusion of our discussion of the questioned material within twenty-five (25) school days.
5. The Principal shall present the written recommendation of the committee to the superintendent within five (5) school days.

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XIII. REQUEST FORM FOR RECONSIDERATION OF LIBRARY MATERIALS to be completed by complainant

This form and the materials under consideration will be submitted to a committee for reevaluation.

Author / Publisher / Producer _____

Title _____

Reconsideration initiated by _____

Address: _____

City, State, Zip: _____

Phone #: _____

Do you represent yourself? _____ Or an organization? _____

(If organization, please identify: _____)

Type of resource on which you are commenting:

___ Book ___ Magazine ___ AV Resource ___ Other _____

1. To what in the material do you object? (Please be specific: cite pages, explain, etc.)

2. What do you believe might be the result of using this material?

3. For what age group would you recommend this material? _____

4. Is there anything good about this material? _____

5. Did you read this material in its entirety? _____ If not, which parts? _____

6. What judgments by literary critics are you aware of?

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

8. What do you believe should be done with the material in question?

9. In its place, what material of equal literary quality would you recommend to convey as valuable a picture and perspective of the subject treated or teach similar subject matter?

Complainant's Signature _____

Verified Receipt by Principal (initials) _____ Date received _____

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**XIV. CHECKLIST FOR RECONSIDERATION OF LIBRARY MATERIALS
NONFICTION AND/OR NON-PRINT FORMAT**

To be completed by the Committee

Title _____

Author _____

A. PURPOSE:

1. What is the overall purpose of the material? _____

2. What is the reputation and significance of the author and 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. APPROPRIATENESS:

1. Is the material consistent with the goals and objectives of the library? ☐ Yes ☐ No

2. Is it appropriate for the intended audience? ☐ Yes ☐ No

3. Are the illustrations appropriate to the subject and age levels? ☐ Yes ☐ No

C. CONTENT:

1. Is the content of this material well presented by providing adequate scope, range, depth and continuity? ☐ Yes ☐ No

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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

E. REVIEWS:

1. Source of review _____

Favorably reviewed _____ Unfavorably reviewed _____

2. Does this title appear in one or more reputable selection aids?

☐ Yes ☐ No

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

ADDITIONAL COMMENTS:

COMMITTEE DECISION: _____

Date _____

Signatures of Committee _____

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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 a fantasy, is it the type that has imaginative appeal and is it suitable for children? ☐ Yes ☐ No For young adults? ☐ Yes ☐ No

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

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

4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority 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 and rosy or ugly and meaningless? ☐ Yes ☐ No

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3. When factual information is part of the story, is it presented accurately? ☐ Yes ☐ No
4. Is prejudicial appeal readily identifiable by the potential reader? ☐ Yes ☐ No
5. Are concepts presented appropriate to the ability and maturity of the 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 special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters? ☐ Yes ☐ No
8. Is there preoccupation with sex, violence, cruelty, and aberrant behavior that would make this material inappropriate to children? ☐ Yes ☐ No
Young adults? ☐ Yes ☐ No
9. If there is use of offensive language, is it appropriate to the text for children? ☐ Yes ☐ No Young adults? ☐ Yes ☐ No
10. Is the material free from derisive names and epithets that would offend minority groups? ☐ Yes ☐ No Children? ☐ Yes ☐ No
Young Adults? ☐ Yes ☐ No
11. Is the 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

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C. REVIEWS:

1. Source of review _____

Favorably reviewed _____ Unfavorably reviewed _____

2. Does this title appear in one or more reputable selection aids?

☐ Yes ☐ No

ADDITIONAL COMMENTS: _____

COMMITTEE DECISION:

Date: _____ Signatures of Committee members

G3 Selecting of Library Materials		
	Tentative Approval	Final Approval
Enosburgh/Richford UUSD	August 13, 2019	September 10, 2019
Northern Mountain Valley UUSD	April 8, 2019	May 22, 2019
FNESU	January 5, 2017	January 5, 2017