



**NOTICE OF THE MEETING OF THE
INSTRUCTIONAL COMMITTEE MEETING
SCHOOL DISTRICT OF NEW LONDON
Wednesday, March 8, 2023**



PURPOSE:

The purpose of this committee is to continually review efforts with a K-12 lens to gain consistency, efficiency and effectiveness of instruction.

RESPONSIBILITIES:

To support and achieve the purposes of the Instructional Committee, the following responsibilities will be incorporated into its activities and functions:

- Assessment/strategies for Instruction/course content
- Professional development
- Communication/parent outreach
- Technology

Public notice is hereby given, as required by law, that the meeting of the Instructional Committee of the School District of New London will be held on **Wednesday, March 8, 2023, at 2:00 p.m.** at the District Administration Building, 901 West Washington Street, New London, WI 54961.

Matters to be taken up and discussed at this meeting are as follows:

- A. Public Input
- B. Materials Review: Review Policy and Process 361.1 Selection of Educational Materials
 - Review of recent reconsideration of educational materials processing procedures of materials
 - Discussion to Separate Library material from Curriculum Material and add separate process
- C. Update on ARC Implementation
- D. Summer School Packet Review (will be on March 13 agenda)
- E. Set Agenda for Next Meeting
 - April 19 - 3:30 p.m. (requested topic-Home Economics and other elective options K-12)
 - May 31 - 2:00 p.m. (review of educational options)

Notice is hereby given that members of the School Board may be present at this committee meeting. Although this may result in a quorum of the School Board being in attendance and, therefore, constitute a "meeting" of the School Board pursuant to State ex. Rel. Badke v. Greendale Village Board, 173 Wis.2d 553 (1993), the School Board will not take any action at this committee meeting.

Successfully Navigate Book Challenges Using Policy and Procedure

Presented for the Wisconsin State
Education Convention 2023
January 19, 2023



<https://bit.ly/32Ff9jT>

Welcome!



Monica Treptow
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WISCONSIN DEPARTMENT OF
Public Instruction

NEW Website: <https://dpi.wi.gov/libraries/school-libraries>



Panelists



Amy LaPierre
Director of Curriculum
School District of West DePere



Melissa Pfohl
Director of Teaching and Learning
McFarland School District



Angela Wachtel
Director of Curriculum, Instruction,
and Assessment
Little Chute Area School District

Land Acknowledgement



As a representative of the Wisconsin Department of Public Instruction, I acknowledge and honor the inherent sovereignty of each of the twelve American Indian Nations of Wisconsin. The land we are on today is the occupied territory of the Potawatomi people. Please take a moment to acknowledge the land history of the place your home occupies and the value of its continued stewardship.

A responsibility of school librarians, is to provide and promote resources from authentic Native voices illustrating both the past and present, fiction and nonfiction, for all of our students to have the opportunity for both windows and mirrors to the people of the American Indian Nations. See [Teaching Books](#) for helpful resources.

Monica Treptow, School Library Consultant

For more information, please visit WisconsinFirstNations.org

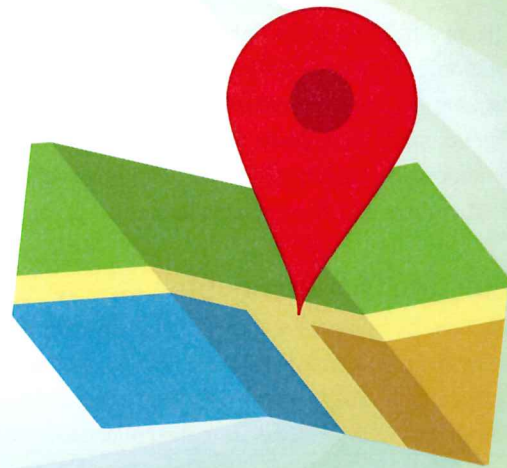
Where Are We?

Total book challenges in 2022 exceed the record set in 2021

Between January 1 and October 31, 2022, ALA documented 781 attempts to ban or restrict library resources, and 1,835 unique titles were targeted.

The majority of attempts to restrict library resources targeted multiple titles. In the past, the vast majority of challenges to library resources only sought to remove or restrict a single book.

[Statistics from Unite Against Book Bans](#)



Objectives and Intention

- Share information, promote understanding, and illustrate connections between Intellectual Freedom, school library collections, and curriculum
- Increase awareness of policies and procedures related to book challenges
- Empower participants with proactive strategies and tools for potential book challenge situations

***“The Wisconsin Department of Public Instruction supports access to library materials and freedom to read for all Wisconsin residents.” -
[Letter to District Administrators on March 1, 2022](#)***

Unpacking Library Language

Intellectual Freedom as defined by the [American Library Association](#):

Intellectual freedom is the right of every individual to both seek and receive information from all points of view without restriction. It provides for free access to all expressions of ideas through which any and all sides of a question, cause or movement may be explored. Intellectual freedom is the basis for our democratic system. We expect our people to be self-governors. But to do so responsibly, our citizenry must be well-informed. Libraries provide the ideas and information, in a variety of formats, to allow people to inform themselves. Intellectual freedom encompasses the freedom to hold, receive and disseminate ideas.

Collection Development

Collection development is the systematic process of selecting, as well as removing, materials in a library. It is guided by policies and procedures to eliminate bias and protect the rights of readers. All activities, including evaluating the collection, determining user needs, analyzing and selecting items to purchase, reviewing and revising procedures, removing or weeding items from the collection, and planning for future usage are all a part of collection development.

Rights, Responsibilities, and Rewards

Intellectual Freedom provides the **RIGHT** to access to information

Intellectual Freedom provides the **RESPONSIBILITY** to choose library materials using professional judgment

Intellectual Freedom provides the **REWARD** of engaged readers with opportunities to develop critical thinking skills

Rights

Intellectual freedom is about the RIGHTS of children and teens to have access to a wide range of reading materials and information in schools and public libraries. Parents/guardians also have the right to guide their own children's use of the library and its resources.

Responsibilities

Intellectual Freedom is about the RESPONSIBILITIES of librarians and teachers to choose materials for their libraries and classrooms using professional judgment and following criteria outlined in board-approved policies and procedures. Parents/guardians also have a responsibility to play an active role in guiding their own child's reading.

Rewards

Intellectual Freedom is about the REWARDS of engagement and achievement that result from offering children and teens a wide range of materials that meet their many individual needs and interests, and provide opportunities to develop analysis and critical thinking skills.

From CCBC Infographic: [Intellectual Freedom 101](#)

School Libraries and Curriculum



and



- School libraries give students a range of voice and choice not offered in the curriculum and classroom libraries
- The intention of a school library is to provide resources for everyone, without all resources being a good fit for all students
- Separate selection and reconsideration of materials policies and procedures are helpful

*From WASB, **The Focus**, March 2022: “The prototype example is that different criteria and standards are often applied to (a) textbook, book/novel, or other resource that serves as required course material as compared to (2) a school library book that students may select (or not select) as a matter of individual preference and self directed exploration.”*

[\(CCBC What IF article\)](#)

Related Legislation

*School libraries and library materials
are directly referenced in:*

- [Wisconsin Administrative Code PI8.01\(2\)\(h\)3](#) - Library Media Services
- [Wisconsin Administrative Code PI9.03\(1\)\(h\)](#) - Pupil Nondiscrimination
- [Wisconsin Statute 121.02\(1\)\(h\)](#) - School District Standards



Policies and Procedures

The most important proactive strategy for dealing with book challenges is reviewing and following district policies and procedures. ([CCBC article](#))

- Where to look
 - Library or Instructional Media Center policies are typically found in categories labeled Program or Instruction
 - Pupil Non-discrimination policies will also mention library materials
 - Policies to address challenges or reconsideration of materials will be in Public Requests or School and Community categories
- Items to look for and review include
 - An outline of the process for reconsideration, including timelines and committee members
 - Forms to submit a formal challenge
 - Selection of materials procedures, specifically for library materials

The screenshot shows a Google Meet interface with a presentation slide. The slide title is "The Landscape - West De Pere" in orange text. The slide content is a bulleted list:

- 10 books challenged during the 2021-22 school year
 - All were YA books, involving our middle school and/or high school
 - 3 were resolved after initial challenge dispositions were shared with complainants; 7 were appealed to the highest level per our Board policy
 - All book objections cited concern with sexual content, race, and/or LGBTQ+ issues
 - Combination of books used in our ELA curriculum, located in our school libraries, located in classroom libraries, or available in eBook or audiobook format through our SORA subscription
 - Topic during open session at many School Board meetings last year (pro and con) and platform topic for last year's School Board elections

The presentation interface includes a "You're presenting to everyone" indicator, "Presentation audio" status, and a "Stop presenting" button. A video feed of the presenter is visible in the bottom right corner. The browser address bar shows a Google Meet URL, and the system tray at the bottom indicates the time is 12:42 PM and the weather is 38°F Cloudy.

Panel Discussion



A Few Helpful Tips

- Connect with your school librarian to discuss this topic and engage together
- Request a presentation to the Board about the district long-range plan for library services
- Highlight to concerned parents and caregivers their right to make choices for their children, not the children of others
- Plan for unexpected public comments during meetings
- Understand that although book challenges are not new, the increase nationwide has been dramatic and current tactics are intended to influence abandonment of policies and procedures
- Follow policies and procedures to be consistent, respectful, responsible, and equitable



Resources for Further Information

Wisconsin Association of School Boards

Procedures for addressing complaints about learning materials, *The Focus*, March 2022. ([Subscription Required](#))

Cooperative Children's Book Center (CCBC)

[Steps to Take When Materials Are Challenged](#)

[What IF: Questions and Answers on Intellectual Freedom](#)

[Education and Advocacy](#)

American Library Association (ALA) Office of Intellectual Freedom

[Selection and Reconsideration Policy Toolkit for Public, School, and Academic Libraries](#)

[Fight Censorship resources](#)

Questions and Discussion



Thank you!

*The Wisconsin Department of Public Instruction supports
access to library materials and freedom to read for all
Wisconsin residents.*

Amy LaPierre
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Melissa Pfohl
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WISCONSIN
 **School Libraries**

SELECTION OF EDUCATIONAL MATERIALS

- A. In Wisconsin, it is the role of the local school board to establish written policies, procedures, and rules for the operation of the schools within the district (Wis. Stats. 118.13, 119.18, 120.13, and 120.49) and to adopt textbooks (118.03 and 120.49). The school district also has the responsibility to provide adequate materials, texts, and library services which reflect the cultural diversity and pluralistic nature of the American society [Wis. Stat. 121.01 (1)(h)]. In addition, the school district will not discriminate in the selection and evaluation of instructional and library materials on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. Discrimination complaints will be processed in accordance with established procedures (Wis. Stat. 118.13).
- B. The Board of Education, as the governing body of the school district, is legally responsible for all educational materials utilized within the instructional program of the School District of New London. The selection of educational materials in our pluralistic society is not an easy procedure. Differences of opinions will take place and challenges are part of our democratic process. Our written school board policy can do much to ensure the orderly functioning of the system. The selection of educational materials is delegated to the professionally trained and certified personnel employed by the school system. The responsibility for coordinating and maintaining qualitative standards in the selection process rests with the professional staff.
- C. Roles of school board members:
 - 1. Individual board members, if contacted by a citizen relative to any educational materials or curriculum of any subject, will adhere to the district's policy and direct the citizen to contact the District Administrator and/or principal wherein the complaint lies so that the proper procedures are being followed.
 - 2. Board members as individuals should not institute any action relative to challenged material.
- D. Definitions: Educational materials is the general term used to refer to all print and non-print materials or resources which are used as a part of the educational program of the school district. The term includes instructional and library materials, textbooks, and supplementary materials used within the educational program. Throughout this policy, the term "materials" will be used to mean educational materials.

- E. The primary objective of selecting materials is to implement, support, and enrich the education program of the school system. The general criteria utilized in the selection process are:
1. Materials are selected consistent with the educational goals of the district and the objectives of individual schools and specific curricular offerings.
 2. Materials selections are appropriate for the age, social development, and maturity of students.
 3. Materials are selected to meet specific instructional purposes.
 4. Materials are selected to reflect a sensitivity to the achievements, needs, and rights of students, various ethnic groups, and other cultures without stereotype or bias.
 5. Materials collections are representative of a wide range of subjects and topics reflecting the pluralistic nature of American society.
 6. Materials are selected on all levels of difficulty with diverse appeal, and differing points of view.
 7. The selection of materials on political theories and ideologies, religion, public issues, and on topics considered by some to be controversial is directed toward maintaining a balance representing various views.
 8. Materials are judged as a whole taking into account the author's/producer's intent rather than focusing on single words, phrases, pictures of incidents taken out of context.
 9. The acquisition and use of materials is consistent with the intent and published guidelines of the copyright law (Title 17, U.S. Code).

ADOPTION DATE: March 8, 2004

REVISION DATE(S): May 9, 2005

REVIEW DATE(S):

CROSS-REFERENCE: Administrative Guideline
Exhibit 1 Sample Letter Sent to Parents or Guardians
Exhibit 2 Request for Reconsideration of Educational
Material Form

LEGAL REFERENCE:

SCHOOL DISTRICT OF NEW LONDON

ADMINISTRATIVE GUIDELINE 361.1 - SELECTION OF EDUCATIONAL MATERIALS

- A. Selection of instructional materials:
1. The responsibility for coordinating the selection of instructional materials is delegated to the school library media specialists. In the selection process, media specialists are aware of materials in the existing library media center collections. Principals, supervisors, teachers, and other instructional specialists are involved in the ongoing process. Parents and students are encouraged to make recommendations for the selection of materials which will be given consideration in the overall selection process.
 2. Instructional materials under consideration are evaluated first-hand whenever and wherever this is possible. Professional selection tools and evaluation journals are utilized in the selection process.
 3. It is the responsibility of the school library media specialist to systematically review and evaluate the library media center collection on a regular basis. Selection is an ongoing process and includes the removal of materials no longer appropriate, accurate, or current.
- B. Selection of textbooks and other instructional materials: All materials, print and non-print, to be used in the School District of New London to support and implement the written curriculum will be selected by professional personnel through reading, listening, viewing, and careful examination. The use of reputable, unbiased, professionally-prepared selection aids and/or selection checklist/guidelines are available to the district.
- C. Use of controversial materials in the classroom:
1. The option is always open for a parent to object to a specific educational material being used with his/her child as a part of the educational program. The parent or guardian has the right to judge whether certain materials are acceptable for his/her child. *However, no parent or organization has a legal right to abridge the rights of other parents or children to have access to materials which are a part of the school district's educational program.*
 2. Occasionally, course objectives can be achieved through exposure to materials that may be considered controversial in nature. If in the professional judgment of the teacher, supervisor, or principal, such material might be objectionable to a number of parents from the community, a letter (Exhibit 1) must be sent to parents or guardians of students in the course prior to the use of the material(s) in question.

The letter will indicate the titles of the proposed material and offer to substitute alternative materials for any on the list considered objectionable by the parent or guardian.

D. Procedures for handling challenged materials:

1. Any adult resident or employee of the school district may raise objection to materials used in the educational program. Any staff member receiving a complaint relative to the use of educational materials will report the matter to the building principal. The principal will apprise the complainant of the district's selection policy, criteria for selection, the reason for the selection, and the judgment of other outside professionals, such as reviewers, regarding the material. Appropriate district-level personnel should be consulted for their expertise which may contribute to the resolution of the issue.
2. If the complainant finds the information unacceptable, the complainant may formally challenge the use of the material in the educational program. All formal objections to educational materials must be made in writing on the "Request for Reconsideration of Educational Material" form (Exhibit 2). Each building office and the library media center will keep on hand sufficient reconsideration request forms. The reconsideration request form must be signed by the complainant and presented to the principal of the school involved in the challenge. The principal will then forward the formal objection to the District Administrator and the Director of Curriculum and Instruction.
3. Within two weeks of the receipt of a formal complaint, the District Administrator will present the formal complaint to an appointed district's materials review committee for reevaluation. The task of the review committee will be to make a recommendation for disposition of the material in question to the District Administrator. Generally, access to challenged materials will not be restricted during the reconsideration or review process. In some circumstances, alternate materials may be requested by parents for their son or daughter.
4. The Materials Review Committee will be composed of the following members as appointed by the District Administrator as needed:
 - a. The Director of Curriculum and Instruction who will serve as chair.
 - b. The building level media specialist.
 - c. The principal of the building.
 - d. One teacher of the level of the request for reconsideration.
 - e. One member from the community.

5. The process for dealing with a formal challenge and conducting committee meetings should include the following steps:
 - a. Copies of the completed and signed reconsideration request form are distributed to all members.
 - b. Copies of the challenged material are distributed to committee members for their review.
 - c. How the committee will proceed with the review is discussed and procedures finalized.
 - d. Review of the material from professional sources are distributed to the committee members.
 - e. The complainant is given an opportunity to speak and expand upon the written challenge.
 - f. The review committee may request that individuals with special knowledge be present to provide information relative to the challenged material.
 - g. A thorough discussion of the material is conducted at committee meetings.
 - h. A recommendation as to the disposition of the material is made to the District Administrator.
6. The complainant will be kept informed by the committee's secretary appointed by the chair concerning the status of the review and be given timely notice of all forthcoming committee meetings. The committee's final recommendation to the District Administrator will be:
 - a. To take no removal action;
 - b. To remove all or part of the challenged material;
 - c. To allow the use of alternate titles, selected by appropriate school personnel; or,
 - d. To limit or restrict the educational use of the material.
7. The decision of the review committee is to be on the appropriateness of the material for its intended educational use.
8. A decision to sustain a challenge will not be construed as a judgment against the professional(s) involved in the original selection or use of the material. Requests to reconsider materials which have previously been before the committee must receive approval of a majority of the committee members before the material will be reviewed again.

9. The written recommendation of the review committee and its justification will be forwarded to the District Administrator for appropriate action, to the complainant, and to the school(s) in the district from which the complaint originated.
10. If the complainant is not satisfied with the written recommendation and justification by the review committee, the complainant may appeal the committee's decision to the Board of Education. To initiate an appeal, the complainant will make a written request to the District Administrator within two weeks of receipt of the recommendation.

E. Board of Education appeal procedures:

1. First Board of Education meeting:
 - a. The District Administrator or his designee will present the findings of the review committee and any other material relating to the complaint.
 - b. Every attempt will be made to keep lines of communication open with the media so that accurate information is presented to the public as quickly as possible.
 - c. If appropriate, questions of censorship will be referred to the school attorneys.
 - d. Decisions about an issue will not be made at the same meeting in which the issue is first raised.
 - e. The Board may direct a subcommittee to take one or more of the following steps depending upon the nature of the challenge prior to further action of the Board:
 - (1) Study the materials and complaint in question.
 - (2) Review the action taken thus far as outlined in the board's policy relative to challenged materials.
 - (3) Hear testimony relative to the challenged materials or curriculum content. At this hearing, individuals must register stating name and address. The registration card will also provide information relative to whether the individual represents himself/herself or an organized group.
 - (4) Seek additional resource material and/or consultant testimony.
 - (5) Develop a written recommendation after all aspects of the guidelines have been followed.

2. Subsequent Board of Education meeting:
 - a. The Board of Education will vote on the recommendation.
 - b. When appropriate, the school attorneys will also present their findings to the Board of Education.
 - c. If the challenged materials are upheld by the Board of Education, these materials may not be reconsidered again.
 - d. If the challenged materials are not upheld by board action, the District Administrator will be directed by the Board of Education as to the proper procedure to be followed.

ADOPTION DATE: March 8, 2004

REVISION DATE(S): May 9, 2005

REVIEW DATE(S):

CROSS-REFERENCE: Policy 361.1 Selection of Educational Materials
Exhibit 1 Sample Letter Sent to Parents or Guardians
Exhibit 2 Request for Reconsideration of Educational
Material Form

LEGAL REFERENCE:

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SCHOOL DISTRICT OF NEW LONDON ADMINISTRATIVE GUIDELINE 361.1 - SELECTION OF EDUCATIONAL MATERIALS

SEPARATE-OR CREATE NEW POLICY TO SPECIFICALLY DISCUSS LIBRARY MATERIALS - this speaks to instructional curriculum materials

Link to advice from District Librarians [LINK](#)

A. Selection of **LIBRARY** instructional materials:

1. The responsibility for coordinating the selection of instructional materials is delegated to the school library media specialists. In the selection process, media specialists are aware of materials in the existing library media center collections. Principals, supervisors, teachers, and other instructional specialists are involved in the ongoing process. Parents and students are encouraged to make recommendations for the selection of materials which will be given consideration in the overall selection process.

2. Instructional materials under consideration are evaluated first-hand whenever and wherever this is possible. Professional selection tools and evaluation journals are utilized in the selection process.

3. It is the responsibility of the school library media specialist to systematically review and evaluate the library media center collection on a regular basis. Selection is an ongoing process and includes the removal of materials no longer appropriate, accurate, or current.

4. ADD LANGUAGE ABOUT ROLE OF SCHOOL LIBRARY AND LEGAL INFO

5. ADD LANGUAGE FOR REVIEW POLICY AND SUPPORTED POLICIES OR CREATE SEPARATE REVIEW PROCESS FOR LIBRARY

B. **Selection of textbooks** and other instructional materials:

All materials, print and non-print, to be used in the School District of New London to support and implement the written curriculum will be selected by professional personnel through reading, listening, viewing, and careful examination. The use of reputable, unbiased, professionally-prepared selection aids and/or selection checklist/guidelines are available to the district.

C. Use of controversial materials in the classroom: add **Reference to policy 333**

1. The option is always open for a parent to object to a specific educational material being used with his/her child as a part of the educational program. **The parent or guardian has the right to judge whether certain materials are acceptable for his/her child. However, no parent or organization has a legal right to abridge the rights of other parents or children to have access to materials which are a part of the school district's educational program.**

2. Occasionally, course objectives can be achieved through exposure to materials that may be considered controversial in nature. If in the professional judgment of the teacher, supervisor, or principal, such

material might be objectionable to a number of parents from the community, a letter **(Exhibit 1)** must be sent to parents or guardians of students in the course prior to the use of the material(s) in question.

1 The letter will indicate the titles of the proposed material and offer to substitute alternative materials for any on the list considered objectionable by the parent or guardian.

D. Procedures for handling challenged materials: Review Quickly (suggest adding example documentation)

- ☰ participant notes material review
- ☰ TEMPLATE Documentation Materials Review

1. Any adult resident or employee of the school district may raise objections to materials used in the educational program. Any staff member receiving a complaint relative to the use of educational materials will report the matter to the building principal. The principal will apprise the complainant of the district's selection policy, criteria for selection, the reason for the selection, and the judgment of other outside professionals, such as reviewers, regarding the material. Appropriate district-level personnel should be consulted for their expertise which may contribute to the resolution of the issue.

2. If the complainant finds the information unacceptable, the complainant may formally challenge the use of the material in the educational program. All formal objections to educational materials must be made in writing on the "Request for Reconsideration of Educational Material" form (Exhibit 2). Each building office and the library media center will keep on hand sufficient reconsideration request forms. The reconsideration request form must be signed by the complainant and presented to the principal of the school involved in the challenge. The principal will then forward the formal objection to the District Administrator and the Director of Curriculum and Instruction.

3. Within two weeks of the receipt of a formal complaint, the District Administrator will present the formal complaint to an appointed district's materials review committee for reevaluation. The task of the review committee will be to make a recommendation for disposition of the material in question to the District Administrator. Generally, access to challenged materials will not be restricted during the reconsideration or review process. In some circumstances, alternate materials may be requested by parents for their son or daughter.

4. The Materials Review Committee will be composed of the following members as appointed by the District Administrator as needed:

- a. The Director of Curriculum and Instruction who will serve as chair.
- b. The building level media specialist.
- c. The principal of the building.
- d. One teacher of the level of the request for reconsideration.
- e. One member from the community.

5. The process for dealing with a formal challenge and conducting committee meetings should include the following steps:

- a. Copies of the completed and signed reconsideration request form are distributed to all members.
- b. Copies of the challenged material are distributed to committee members for their review.
- c. How the committee will proceed with the review is discussed and procedures finalized.
- d. Review of the material from professional sources are distributed to the committee members.
- e. The complainant is given an opportunity to speak and expand upon the written challenge.
- f. The review committee may request that individuals with special knowledge be present to provide information relative to the challenged material.
- g. A thorough discussion of the material is conducted at committee meetings.
- h. A recommendation as to the disposition of the material is made to the District Administrator.

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6. The complainant will be kept informed by the committee's secretary appointed by the chair concerning the status of the review and be given timely notice of all forthcoming committee meetings. The committee's final recommendation to the District Administrator will be:

- a. To take no removal action;
- b. To remove all or part of the challenged material;
- c. To allow the use of alternate titles, selected by appropriate school personnel; or,
- d. To limit or restrict the educational use of the material.

7. The decision of the review committee is to be on the appropriateness of the material for its intended educational use.

8. A decision to sustain a challenge will not be construed as a judgment against the professional(s) involved in the original selection or use of the material. Requests to reconsider materials which have previously been before the committee must receive approval of a majority of the committee members before the material will be reviewed again.

9. The written recommendation of the review committee and its justification will be forwarded to the District Administrator for appropriate action, to the complainant, and to the school(s) in the district from which the complaint originated.

10. If the complainant is not satisfied with the written recommendation and justification by the review committee, the complainant may appeal the committee's decision to the Board of Education. To initiate an appeal, the complainant will make a written request to the District Administrator within two weeks of receipt of the recommendation.

E. Board of Education appeal procedures: Reflection needed here possibly add more detail, roles and documentation for the subcommittee

1. First Board of Education meeting:

- a. The District Administrator or his designee will present the findings of the review committee and any other material relating to the complaint.
- b. Every attempt will be made to keep lines of communication open with the media so that accurate information is presented to the public as quickly as possible.
- c. If appropriate, questions of censorship will be referred to the school attorneys.
- d. Decisions about an issue will not be made at the same meeting in which the issue is first raised.
- e. **The Board may direct a subcommittee to take one or more** of the following steps depending upon the nature of the challenge prior to further action of the Board:

- (1) Study the materials and complaint in question.
- (2) Review the action taken thus far as outlined in the board's policy relative to challenged materials.
- (3) Hear testimony relative to the challenged materials or curriculum content. At this hearing, individuals must register stating name and address. The registration card will also provide information relative to whether the individual represents himself/herself or an organized group.
- (4) Seek additional resource material and/or consultant testimony.
- (5) Develop a written recommendation after all aspects of the guidelines have been followed.

ADD PROCESS OR CHECKLIST FOR WHAT NEEDS TO BE INCLUDED AND WHO SHOULD BE A PART OF THE SUBCOMMITTEE

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2. Subsequent Board of Education meeting:

- a. The Board of Education will vote on the recommendation.
- b. When appropriate, the school attorneys will also present their findings to the Board of Education.
- c. If the challenged materials are upheld by the Board of Education, these materials may not be reconsidered again.
- d. If the challenged materials are not upheld by board action, the District Administrator will be directed by the Board of Education as to the proper procedure to be followed.

ADOPTION DATE: March 8, 2004 REVISION DATE(S): May 9, 2005 REVIEW DATE(S):

CROSS-REFERENCE: Policy 361.1 Selection of Educational Materials Exhibit 1 Sample Letter Sent to Parents or Guardians Exhibit 2 Request for Reconsideration of Educational Material Form LEGAL

REFERENCE:

EXAMPLE:

West De Pere- https://www.wdpsd.com/cms_files/resources/6000%20SERIES.pdf

FROM RHINELANDER- [Link](#) SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT (Challenged Instructional Materials)

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.

Although the Articles of the *Library Bill of Rights* are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as Interpretations of the Library Bill of Rights (<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations>).

Interpretations of the Library Bill of Rights

Although the Articles of the *Library Bill of Rights* are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices.

Following are those documents designated by the Intellectual Freedom Committee as Interpretations of the *Library Bill of Rights* (</advocacy/intfreedom/librarybill>) and background statements detailing the philosophy and history of each. For convenience and easy reference, the documents are presented in alphabetical order. These documents are policies of the American Library Association, having been adopted by the ALA Council (</aboutala/governance/council>).

Access to Digital Resources and Services (</advocacy/intfreedom/librarybill/interpretations/digital>):

Digital resources and services allow libraries to significantly expand the scope of information available to users. Like all resources and services provided by the library, provision of access to digital resources and services should follow the principles outlined in the *Library Bill of Rights* to ensure equitable access regardless of content or platform. Amended 2019

Access to Library Resources and Services for Minors

(</advocacy/intfreedom/librarybill/interpretations/minors>): Library policies and procedures that effectively deny minors equal and equitable access to all library resources available to other users violate the *Library Bill of Rights*. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users. Amended 2019

Access to Library Resources and Services Regardless of Sex, Gender Identity, Gender Expression, or Sexual Orientation (<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accesslgbt>):

The American Library Association stringently and unequivocally maintains that libraries and librarians have an obligation to resist efforts that systematically exclude materials dealing with any subject matter, including sex, gender identity, or sexual orientation. Amended 2020

Access to Resources and Services in the School Library

(</advocacy/intfreedom/librarybill/interpretations/accessresources>): The school library 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, the principles of the Library Bill of Rights apply equally to all libraries, including school libraries. Amended 2014

Challenged Resources (</advocacy/intfreedom/librarybill/interpretations/challenged-resources>):

ALA declares as a matter of firm principle that it is the responsibility of every library to have a clearly defined written policy for collection development that includes a procedure for review of challenged resources. Amended 2019

Diverse Collections (</advocacy/intfreedom/librarybill/interpretations/diversecollections>):

Collection development should reflect the philosophy inherent in Article I of the *Library Bill of Rights*: "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.” A diverse collection should contain content by and about a wide array of people and cultures to authentically reflect a variety of ideas, information, stories, and experiences.

Amended 2019

Economic Barriers to Information Access

(/advocacy/intfreedom/librarybill/interpretations/economicbarriers): All resources provided directly or indirectly by the library, regardless of format or method of delivery, should be readily and equitably accessible to all library users. Imposing any financial barrier may disadvantage users, and libraries of all types—public, school, and academic—should consider eliminating barriers that limit access to library resources and other services. Amended 2019

Education and Information Literacy

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/education>): Libraries and library workers foster education and lifelong learning by promoting free expression and facilitating the exchange of ideas among users. Libraries use resources, programming, and services to strengthen access to information and thus build a foundation of intellectual freedom. In their roles as educators, library workers create an environment that nurtures intellectual freedom in all library resources and services. Amended 2019

Equity, Diversity, Inclusion (/advocacy/intfreedom/librarybill/interpretations/EDI): Libraries are essential to democracy and self-government, to personal development and social progress, and to every individual’s inalienable right to life, liberty, and the pursuit of happiness. To that end, libraries and library workers should embrace equity, diversity, and inclusion in everything that they do. Adopted 2017

Evaluating Library Collections

(/advocacy/intfreedom/librarybill/interpretations/evaluatinglibrary): Libraries continually develop their collections by adding and removing resources to maintain collections of current interest and usefulness to their communities. Libraries should adopt collection development and maintenance policies that include criteria for evaluating materials. Amended 2019

Expurgation of Library Materials

(/advocacy/intfreedom/librarybill/interpretations/expurgationlibrary): Expurgating library materials is a violation of the Library Bill of Rights. Expurgation as defined by this interpretation includes any deletion, excision, alteration, editing, or obliteration of any part(s) of books or other library resources by the library, its agent, or its parent institution (if any). Amended 2014

Internet Filtering (/advocacy/intfreedom/librarybill/interpretations/internet-filtering): The negative effects of content filters on Internet access in public libraries and schools are demonstrable and documented. Consequently, consistent with previous resolutions, the American Library Association cannot recommend filtering. However the ALA recognizes that local libraries and schools are governed by local decision makers and local considerations and often must rely on federal or state funding for computers and internet access. Because adults and, to a lesser degree minors, have First Amendment rights, libraries and schools that choose to use content filters should implement policies and procedures that mitigate the negative effects of filtering to the greatest extent possible. The process should encourage and allow users to ask for filtered websites and content to be unblocked, with minimal delay and due respect for user privacy. Adopted 2015

Intellectual Freedom Principles for Academic Libraries

(/advocacy/intfreedom/librarybill/interpretations/intellectual): A strong intellectual freedom perspective is critical to the development of academic library collections and services that dispassionately meet the

education and research needs of a college or university community. The purpose of this statement is to outline how and where intellectual freedom principles fit into an academic library setting, thereby raising consciousness of the intellectual freedom context within which academic librarians work. Amended 2014

Labeling Systems (/advocacy/intfreedom/librarybill/interpretation/labeling-systems): Prejudicial labeling systems assume that the libraries have the institutional wisdom to determine what is appropriate or inappropriate for its users to access. They presuppose that individuals must be directed in making up their minds about the ideas they examine. The American Library Association opposes the use of prejudicial labeling systems and affirms the rights of individuals to form their own opinions about resources they choose to read, view, listen to, or otherwise access. Adopted 2015

Library-Initiated Programs and Displays as a Resource

(/advocacy/intfreedom/librarybill/interpretations/programsdisplays): Library-initiated programs and displays utilize library worker expertise for community interests, collections, services, facilities, and providing access to information and information resources. They introduce users and potential users to library resources and the library's role as a facilitator of information access. Concerns, questions, or complaints about library-initiated programs and displays are handled according to the same written policy and procedures that govern reconsiderations of other library resources. These policies should apply equally to all people, including, but not limited to, library users, staff, and members of the governing body. Amended 2019

Meeting Rooms (/advocacy/intfreedom/librarybill/interpretations/meetingrooms): Many libraries provide meeting rooms and other spaces designated for use by the public for meetings and other events as a service to their communities. Article VI of the Library Bill of Rights states, "Libraries which make ... 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." Amended 2019

Minors and Online Activity

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/minorsonlineactivity>): The online environment offers opportunities for accessing, creating, and sharing information. The rights of minors to retrieve, create, and interact with information posted on the Internet in schools and libraries are extensions of their First Amendment rights. Amended 2019

Politics in American Libraries (/advocacy/intfreedom/librarybill/interpretations/politics): The Library Bill of Rights specifically states that "all people" and "all points of view" should be included in library materials and information. There are no limiting qualifiers for viewpoint, origin, or politics. Adopted 2017

Prisoners' Right to Read (/advocacy/intfreedom/librarybill/interpretations/prisonersrightoread): ALA asserts a compelling public interest in the preservation of intellectual freedom for individuals of any age held in jails, prisons, detention facilities, juvenile facilities, immigration facilities, prison work camps, and segregated units within any facility, whether public or private. Amended 2019

Privacy (/advocacy/intfreedom/librarybill/interpretations/privacy): All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. The American Library Association affirms that rights of privacy are necessary for intellectual freedom and are fundamental to the ethical practice of librarianship. Amended 2019

Rating Systems (/advocacy/intfreedom/librarybill/interpretations/rating-systems): Rating systems are tools or labels devised by individuals or organizations to advise people regarding suitability or content of materials. Rating systems appearing in library catalogs or discovery systems present distinct challenges to

intellectual freedom principles. The American Library Association affirms the rights of individuals to form their own opinions about resources they choose to read or view. Amended 2019

Religion in American Libraries (/advocacy/intfreedom/librarybill/interpretations/religion): The First Amendment guarantees the right of individuals to believe and practice their religion or practice no religion at all and prohibits government from establishing or endorsing a religion or religions. Thus the freedom of, for and from religion, are similarly guaranteed. Adopted 2016

Restricted Access to Library Materials

(/advocacy/intfreedom/librarybill/interpretations/restrictedaccess): Libraries are a traditional forum for the open exchange of information. Attempts to restrict access to library materials violate the basic tenets of the Library Bill of Rights. Amended 2014

Services to People with Disabilities

(/advocacy/intfreedom/librarybill/interpretations/servicespeopledisabilities): Libraries should be fully inclusive of all members of their community and strive to break down barriers to access. The library can play a transformational role in helping facilitate more complete participation in society by providing fully accessible resources and services. Amended 2018

Universal Right to Free Expression (/advocacy/intfreedom/librarybill/interpretations/universalright):

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedoms of speech, press, religion, assembly, and association, and the corollary right to receive information. Amended 2014

User-Generated Content in Library Discovery Systems (/advocacy/user-generated-content-library-discovery-systems):

Libraries offer a variety of discovery systems to provide access to the resources in their collections. Such systems can include online public access catalogs (OPAC), library discovery products, institutional repositories, and archival systems. With the widespread use of library technology that incorporates social media components, intelligent objects, and knowledge-sharing tools comes the ability of libraries to provide greater opportunities for patron engagement in those discovery systems through user-generated content. These features may include the ability of users to contribute commentary such as reviews, simple point-and-click rating systems (e.g. one star to five stars), or to engage in extensive discussions or other social interactions. This kind of content could transform authoritative files, alter information architecture, and change the flow of information within the library discovery system. Amended 2019

User-Initiated Exhibits, Displays, and Bulletin Boards

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/exhibitsdisplaysbulletinboards>): Libraries may offer spaces for exhibits, displays, and bulletin boards in physical or digital formats as a benefit for their communities. The use of these spaces should conform to the American Library Association's *Library Bill of Rights*. Amended 2019

Visual and Performing Arts in Libraries

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/arts>): Visual images and performances in the library should not be restricted based on content. Librarians and library staff should be proactive in seeking out a wide variety of representational and abstract artwork and performance art, with limitations or parameters set only with respect to space, installation, fiscal, and technical constraints. Adopted 2018

[PDF of Library Bill of Rights with complete interpretations]

The 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.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

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.

A Joint Statement by:

American Library Association (/)

Association of American Publishers (<http://www.publishers.org/>)

Subsequently endorsed by:

American Booksellers for Free Expression (<http://www.bookweb.org/abfe>)

The Association of American University Presses (<http://www.aaupnet.org/>)

The Children's Book Council (<http://www.cbcbooks.org/>)

Freedom to Read Foundation (<http://www.ftrf.org>)

National Association of College Stores (<http://www.nacs.org/>)

National Coalition Against Censorship (<http://www.ncac.org/>)

National Council of Teachers of English (<http://www.ncte.org/>)

The Thomas Jefferson Center for the Protection of Free Expression

Freedom to View Statement

The **FREEDOM TO VIEW**, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

Endorsed January 10, 1990, by the ALA Council

(/offices/oif)

Request for Reconsideration of School District of New London (SDNL) Library Materials Form

Name: _____ Date: _____

Address: _____

City: _____ ST: _____ ZIP: _____

Phone: _____ Email: _____

Material to be reconsidered:

- | | | |
|---|--|---------------------------------------|
| <input type="checkbox"/> Book | <input type="checkbox"/> Magazine | <input type="checkbox"/> Newspaper |
| <input type="checkbox"/> Audiobook/Playaway | <input type="checkbox"/> Audiovisual Media | <input type="checkbox"/> Music CD |
| <input type="checkbox"/> Library Program | <input type="checkbox"/> Library Display | <input type="checkbox"/> Other: _____ |

Title: _____

Author/Artist/Illustrator: _____

Copyright Date: _____

SDNL School Library or School Libraries the Material is located: _____

1. What brought this material to your attention? _____

2. Have you read, listened to, or viewed the entire work? (Circle) YES or NO
If you answered YES, please provide a brief summary of the material in your own words _____

If you answered NO, which parts of the material have you reviewed? _____

3. What concerns you about this material? Please be specific. _____

4. What actions would you recommend the school take on this material?

<input type="checkbox"/> No Action	<input type="checkbox"/> Restrict Access to this material for my child	<input type="checkbox"/> Remove from the school library media center
<input type="checkbox"/> Other (please explain)		

5. In your opinion, is there any instructional value or anything positive about the material? _____

6. Can you recommend another title for the school library to purchase that would reflect the elements, groups, viewpoints, perspectives and issues this material addresses? _____

Signature of Complaint _____

Complaint Represents:

- Individual
- An Organization (Please specify name) _____
- A Group (Please specify name) _____

Personal Recommendation notes:

- To take no removal action;
- To remove all or part of the challenged material;
- To allow the use of alternate titles, selected by appropriate school personnel; or,
- To limit or restrict the educational use of the material.

Rationale:

Signature:

Group discussion notes:

The committee's final recommendation to the District Administrator will be: _____

The decision of the review committee is to be on the appropriateness of the material for its intended educational use. A decision to sustain a challenge will not be construed as a judgment against the professional(s) involved in the original selection or use of the material. Requests to reconsider materials which have previously been before the committee must receive approval of a majority of the committee members before the material will be reviewed again.

The written recommendation of the review committee and its justification will be forwarded to the District Administrator for appropriate action, to the complainant, and to the school(s) in the district from which the complaint originated. If the complainant is not satisfied with the written recommendation and justification by the review committee, the complainant may appeal the committee's decision to the Board of Education. To initiate an appeal, the complainant will make a written request to the District Administrator within two weeks of receipt of the recommendation.

Parent ONE PAGE School District of New London Library M... Updated automatically every 5 minutes

<u>School District of New London (SDNL) Library Media Centers</u>	
<p>Instructional Resource Coaches/Library Media Specialists</p>	<p>Katie Kovalaske, Elementary and Intermediate Middle Schools kkovalas@newlondon.k12.wi.us 920.982.8420 x 2212</p> <p>Mary Dickrell, High School mdickrel@newlondon.k12.wi.us 920.982.8420 x 1015</p>
<p>Library Purpose: The purpose of SDNL school library media centers is to provide print and non-print materials that will:</p>	<ul style="list-style-type: none"> ● Support and enrich all segments of the curriculum; ● Present balanced perspective on the culture, history, activities and contributions of the persons and groups comprising the diverse fabric of our society; ● Be accessible to its users at all reading levels and to encourage recreational reading across literary genres; ● Promote analytical and critical thinking skills; ● Reflect varied interest, abilities, learning needs, and maturity levels; ● Supplement classroom learning and activities; ● Provide students with access to current and emerging technologies.
Default Access for Print and Non-Print Media	
<p>Parent(s)/guardian(s) who have questions about or are wishing to limit access to the School District of New London Building libraries regarding specific topics, genres, or who do not want their child to have access to the default collections at each grade level should contact the Instructional Resource Coach/Library Media Specialist listed for the grade level of the student. This limit will be added to the student profile and will be present at library check out. Every parent/guardian has the right to be involved in their child’s library experience; they do not have the right to choose or refuse books for children that are not their own.</p> <p>*Some collections and services provided by third parties cannot be customized or limited (Please see information below)</p>	
<p><u>New London Elementary School Libraries (Lincoln, Parkview, Readfield, and Sugar Bush)</u></p>	<p>Students will have access to books rated as Juvenile (ages 0-11). Students are taught how to look for and find books at their reading and content level. Book selection is</p>

Parent ONE PAGE School District of New London Library M... Updated automatically every 5 minutes

	<p>students. Permission may be granted by a parent/guardian for younger students to check these titles out. This permission will be added to the student profile (see permission slip).</p>
<p>New London Intermediate/Middle School Library Grades 5-6</p>	<p>Beginning in 5th grade students will add access to books in the category of Middle Grade (rated for ages 8-12). At this level students will be taught how to look for and find books at their reading and content level using Follett Destiny Library Catalog.</p> <p>Some Young Adult books (rated for ages 12-18) are housed in the ISMS library. Fifth and sixth grade students are not permitted to check these items out unless permission is granted by their parent(s)/guardian(s). This permission will be added to the student profile (see permission slip).</p>
<p>New London Intermediate/Middle School Library Grades 7-8</p>	<p>Students will have access to books rated as Juvenile/Middle Grade (rated ages 0-11), and beginning in 7th grade, students will have added access in the category of Young Adult (rated for ages 12-18).</p>
<p>New London High School Library Grades 9-12</p>	<p>Students will have access to books rated as Juvenile/Middle Grade (rated ages 0-11), Young Adult (rated ages 12-18), and Adult and Professional (rated ages 16+). All high school students, regardless of age, may check out any/all the books available.</p>
<p>*Digital Databases, electronic book collections (Badgerlink, Britannica School, BrainPOP, Gale Databases, Infobase, Rosen, Sora, etc.)</p>	<p>Students will have access to digital databases and electronic book collections managed by subscription services at each instructional level at an age appropriate level. These collections are provided by partnerships with third party subscription vendors, for more information, please refer to the provider.</p> <p><i>Please be advised that the School District of New London does not control or endorse the information presented in</i></p>

Materials Review Request:

- All parents have the right to opt their child out of curriculum per policy 333 [LINK](#)
- Parents have the right to control the access to library materials for their child - they do NOT have the right to limit access to children who are not their own. [Library Access Information Library Guide](#)

Documentation and notes:

Before beginning any review the following material should be reviewed by all material review committee members and shared with complainant:

Current Practices for SDNL Library Challenged Materials

SDNL building libraries recognize that from time to time there will be citizen complaints or concerns about a specific title or type of material selected or withdrawn from the collection. When a complaint is made, the SDNL building library will address it according to [applicable SDNL Board Policies](#), ensuring that the complainant is heard and that the fundamental principles of intellectual freedom* are upheld.

[*Access to Library Resources and Services for Minors: An Interpretation of the Library Bill of Rights](#)

[*American Library Association's Library Bill of Rights](#)

[*Freedom to Read](#)

[*Freedom to View](#)

[Applicable SDNL Board Policies and Procedures](#)

[Request for Reconsideration of SDNL Library Materials FORM](#)

[Wisconsin Schools Digital Library Consortium Reconsideration of Materials DIGITAL COLLECTIONS FORM](#)

Date Formal Request for Consideration was received:

Summary of actions thus far:

Date of Material Review Meeting set:

The Materials Review Committee will be composed of the following members as appointed by the District Administrator as needed:

The Director of Teaching and Learning

The principal of the building

The building level media specialist.

One teacher of the level of the request for reconsideration.

One member from the community.

Complainant

Others in attendance:

Compliance check:
The process for dealing with a formal challenge and conducting committee meetings should include the following steps:

- **The complainant is given an opportunity to speak and expand upon the written challenge** (then excused)
- Copies of the completed and signed [reconsideration request form](#) are distributed to all members.
- Copies of the challenged material are distributed to committee members for their review.
- Review of the material from professional sources are distributed to the committee members.
- The review committee **may request that individuals with special knowledge be present** to provide information relative to the challenged material

Unit 1:

Literacy Lab: IRLA, Core Texts, Power Goals, School Pace

Key indicators of success: School Pace reports, Student engagement, Student agency Posted power Goals
Equitable conference Schedule

Unit 2:

Informational Research:

- Maintain efforts and structure of Literacy Lab; IRLA, Core Texts, Power Goals, School Pace,
- apply to Informational Research with Online and Traditional Thematic Bookshelf

Core materials:

Core texts, Research materials, Noodle tools, rubrics, Exemplars.

Unit 3:

Deep Study of Genre:

- Maintain efforts and structure of Literacy Lab; IRLA, Core Texts, Power Goals, School Pace,
- Deep Study of ONE GENRE Core text and same genre at their level- they write a comparison essay- (Tropes, vocabulary, features of texts etc)
- Constructed Response

Core materials:

Core text, individual text, Genre Card, key graphic organizers chosen by the team, constructed response, Comparative essay and Genre writing

Unit 4:

Argumentative Research:

- Maintain efforts and structure of Literacy Lab; IRLA, Core Texts, Power Goals, School Pace,
- Argumentative Research and Writing (this is NOT a persuasive writing)
- Argument and Debate - Students apply historical content to make and evaluate and argument with support.

Core Materials:

Core Text: Related to the content to build knowledge and vocabulary through research.

Research materials; digital, traditional and databases

Noodle Tools



New
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	Reading Focus	Final Writing Product(s)	Focus Standards	Standards In All Units
Literacy Lab (100 Book Challenge)	Literature & Informational	Narrative & Argumentative Essay	R.1, R.4, R.10, W.9, W.10	Reading #1, #4, #7, #9, #10
Informational	Informational	Informational Text/Book	R.2, R.5, R.7, W.2	Writing #4-10
Genre Study	Literature	Literary Essay & Short Story	R.2, R.3, R.5, R.9, W.3	Speaking & Listening #1-6
Argument	Informational	Argumentative Essay	R.6, R.8, W.1	Language #1-6

	Unit 1	Unit 2	Unit 3	Unit 4
Grade K	ARC Literacy Labs®	Zoology	Ecology	Entomology
Grade 1		WILD AND ENDANGERED ANIMALS	School Stories & Schools	Plants
Grade 2		Bugs in their ecosystems	ANIMAL STORIES & Animals	Jobs in My COMMUNITY
Grade 3		WEATHER AND CLIMATE	TRADITIONAL TALES & World Cultures	Marine Life
Grade 4		ANIMAL ADAPTATIONS	American Historical Fiction & American History	U.S. STATES
Grade 5		Ecosystems	ADVENTURE & Survival	Civil War Era
Grade 6		SPACE	REALISTIC FICTION	Ancient Civilizations
Grade 7		Environmental Studies	MODERN AMERICAN HISTORICAL FICTION & American History	Economics
Grade 8		INFORMATIONAL RESEARCH	Science Fiction & Science Frontiers	ARGUMENTATIVE RESEARCH
Grade 9	High School Reading Strategies Uses ARC Literacy Lab Unit 9LL			