NEW HANOVER COUNTY SCHOOLS
RESOURCE SELECTION PROCEDURES

I. RESPONSIBILITY FOR SELECTING INSTRUCTIONAL RESOURCES

In accordance with the Public School Laws of North Carolina, Section 115-206.14(b), "Local Boards of education shall adopt written policies concerning the procedures to be followed in its school administrative unit for the selection and procurement of supplementary textbooks, library books, periodicals, computer software, videos, and other resources needed for instructional purposes in the public schools of that unit." The New Hanover County Board of Education delegates the responsibility for coordinating the selection of resources and recommendations for purchase to the professional media personnel, instructional staff, or school administrators.

Each school's Media/Technology Advisory Committee will assist the media personnel in the selection process. The Media/Technology Advisory Committee is appointed with the input of the principal and co-chaired by the media coordinator and technology facilitator/computer resource teacher. This committee includes teachers representing all subject areas and/or grade levels, an administrator, and parent(s). Under the leadership of professional media personnel, this group assists in setting priorities for resources to be acquired based on school wide objectives and on strengths and weaknesses in the existing collection. In determining priorities, the committee is informed of budget allocations in order to make the wisest choices possible.

II. OBJECTIVES FOR SELECTING INSTRUCTIONAL RESOURCES

The primary objective of each school's resources program is to implement, enrich, and support the instructional program of the school. The resources program makes available, through the media collection, a wide range of materials on varying levels of difficulty with a diversity of appeal compatible with the different needs, interests, and viewpoints of students and teachers.

To this end, the New Hanover County Board of Education, in keeping with the ideas expressed in the LIBRARY BILL OF RIGHTS, asserts that the responsibility of the media program is as follows:

To provide resources that will enrich and support the curriculum, taking into consideration individual needs and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served.

To provide resources that stimulate growth in factual knowledge, literary appreciation, and ethical standards.

To provide recreational reading materials in order to encourage independent reading and the pursuit of life-long learning.

To provide a background of information enabling students to make intelligent judgments in their daily lives and meet their personal information needs.
Revised 4/15/2004

To provide resources on opposing sides of controversial issues so that students may develop, under guidance, the practice of critical thinking and of critical analysis of all media.

To provide resources representative of the many religious, ethnic, and cultural groups in our nation and the contributions of these groups to our American heritage.

To place principle above personal opinion and reason above prejudice in selecting resources of the highest quality in order to assure a comprehensive collection.

III. CRITERIA FOR SELECTING INSTRUCTIONAL RESOURCES

Individual learning styles, the curriculum, and the existing collection are given consideration in determining the needs for resources in individual schools. Resources considered for purchase are judged on the basis of the following criteria:

PURPOSE - overall purpose and its direct relationship to instructional objective/curriculum

RELIABILITY - accurate, authentic, current

TREATMENT - clear, skillful, convincing, well organized, unbiased

CONSTRUCTION - durable, manageable, attractive

SPECIAL FEATURES - illustrations, photographs, maps, charts, graphs, guides, formats, other

POSSIBLE USES - individuals, small groups, large groups, introduction, in-depth study, etc.

LITERARY QUALITY - conflict, characterization, vocabulary, rhythm/flow

IV. PROCEDURES FOR SELECTING AND MAINTAINING THE COLLECTION

In coordinating the selection of resources, the media professional, assisted by the Media/Technology Advisory Committee, should:

Arrange for firsthand examination of items to be purchased, if possible.

Use reputable, unbiased, professionally prepared selection resources when firsthand examination of resources is not possible.

Judge gift items by standard selection criteria and, upon acceptance of such items, reserve the right to incorporate only those meeting these specified criteria into the collection.

Purchase multiple copies of extensively used resources.

Continuously weed obsolete resources from the collection.

Purchase replacements of worn, damaged, or missing resources basic to the collection.

Prioritize purchases based on suggestions, curriculum needs, and interests
V. PROCEDURES FOR RECONSIDERATION OF RESOURCES INCLUDING SUPPLEMENTARY TEXTBOOKS

Occasional objections to some resources may be voiced by the public despite the care taken in the selection process and despite the qualifications of persons selecting the materials.

If a complaint is made, the following procedures should be observed:

Invite the complainant to file his/her objections in writing and provide him/her a copy of the form, CITIZEN’S REQUEST FOR THE RECONSIDERATION OF RESOURCES, to submit a formal complaint to the Media/Technology Advisory Committee

The Media/Technology Advisory Committee, chaired by the media coordinator, will:

Examine the challenged material and the complaint

Survey reviews of the materials in professional reviewing sources

Determine the extent to which the material supports the selection procedures.

Weigh merits against alleged faults to form opinions based on the material as a whole and not on passages isolated from context.

Discuss the material and make a simple majority decision for its placement. Options include
   Take no action
   Remove the material from the shelves
   Place the material at another school level
   Regulate its availability or assignment
   Other

For the purposes of the challenge only, the media coordinator will head the Media/Technology Advisory Committee. After discussion, the committee will reach a simple majority decision with the media coordinator abstaining from the vote. In the case of a tie, the media coordinator will cast the deciding vote. The decision will then be delivered to the complainant in writing.

If either party is dissatisfied with the decision he/she may file a REQUEST FOR REVIEW OF A BUILDING-LEVEL DECISION with the Community Advisory Committee.

Revised by Joanne Absi, Jodie Mercier, Sally Pace, Linda Riesz, Angela Whitmore, Sharlene Williamson
Resources

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948
Amended February 2, 1961, and January 23, 1980
Inclusion of “age” reaffirmed January 23, 1996 by the ALA Council

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

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

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.
School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view on current as well as historical issues.

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

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

Major barriers between students and resources include: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permission from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information. The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by the persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school.

Adopted July 2, 1986; amended January 10, 1990, by the ALA Council