

McFarland School District Resource Selection Guidelines & Reconsideration Procedures

Drafted March 2022
Last Revised January 2025

Table of Contents

McFarland School District Mission and Vision Statements	1
McFarland School District Library Media Program Mission Statement	1
Library Media Program Belief Statements	1
District Policies Related to Material Selection and Reconsideration	2
McFarland Procedures Related to Material Selection	4
Instructional Resources	4
Process for a teacher adding texts to their curriculum and/or classroom library	4
Library Resources	5
McFarland Procedures Related to Material Reconsideration	6
Informal Request for Reconsideration	6
Formal Request for Reconsideration	6
Guiding Principles for Reconsideration Requests	8
Appendix A: McFarland School District Definition of Educational Equity	9
Appendix B: McFarland School District Resolution in Support of Transgender, Nonbinary, and all LGBTQIA+ Students	9
Appendix C: McFarland School District Statement of Inclusive Curriculum	10
Appendix D: Wisconsin Statutes and Administrative Rule	11
Appendix E: Library Bill of Rights	11
Appendix F: Access to Resources and Services in the School Library	
An Interpretation of the Library Bill of Rights	12
Appendix G: The Freedom to Read Statement	13
Appendix H: Principal Response to a Request for Reconsideration	16
Appendix I: Request for Reconsideration of Learning Materials Form	17
Appendix J: ALA Guidelines for Reconsideration Committees Office for Intellectual Freedom	20
Appendix K: Reconsideration Committee Sample Agendas	21
Appendix L: Reconsideration Committee Report	23

McFarland School District Mission and Vision Statements

Our Mission: Meeting the needs of every learner, every day.

Our Vision: An equitable and inclusive community committed to student belonging, achievement, and growth.

McFarland School District Library Media Program Mission Statement

It is the mission of the School District of McFarland to create a personalized and authentic learning environment, promoting citizenship in a global learning community that fosters creativity, collaboration, critical thinking and communication with the support of resources that deepen and enhance the ability of students to become discerning users of information and take an active role in the learning process for a real-world purpose.

Library Media Program Belief Statements

(<https://standards.aasl.org/beliefs/>)

1. The school library is a unique and essential part of a learning community.

As a destination for on-site and virtual personalized learning, the school library is a vital connection between school and home. As the leader of this space and its functions, the school librarian ensures that the school library environment provides all members of the school community access to information and technology, connecting learning to real-world events. By providing access to an array of well-managed resources, school librarians enable academic knowledge to be linked to deep understanding.

2. Qualified school librarians lead effective school libraries.

As they guide organizational and personal change, effective school librarians model, promote, and foster inquiry learning in adequately staffed and resourced school libraries. Qualified school librarians have been educated and certified to perform interlinked, interdisciplinary, and cross-cutting roles as instructional leaders, program administrators, educators, collaborative partners, and information specialists.

3. Learners should be prepared for college, career, and life.

Committed to inclusion and equity, effective school librarians use evidence to determine what works, for whom and under what conditions for each learner; complemented by community engagement and innovative leadership, school librarians improve all learners' opportunities for success. This success empowers learners to persist in inquiry, advanced study, enriching professional work, and community participation through continuous improvement within and beyond the school building and school day.

4. Reading is the core of personal and academic competency.

In the school library, learners engage with relevant information resources and digital learning opportunities in a culture of reading. School librarians initiate and elevate motivational reading initiatives by using story and personal narrative to engage learners. School librarians curate current digital and print materials and technology to provide access to high-quality reading materials that encourage learners, educators, and families to become lifelong learners and readers.

5. Intellectual freedom is every learner's right.

Learners have the freedom to speak and hear what others have to say, rather than allowing others to control their access to ideas and information; the school librarian's responsibility is to develop these dispositions in learners, educators, and all other members of the learning community.

6. Information technologies must be appropriately integrated and equitably available.

Although information technology is woven into almost every aspect of learning and life, not every learner and educator has equitable access to up-to-date, appropriate technology and connectivity. An effective school library bridges digital and socioeconomic divides to affect information technology access and skill.

District Policies Related to Material Selection and Reconsideration

The following are relevant sections of the full policies. There is a link provided for each policy that will take you to the full wording of the policy.

[Policy 2522](#) - Libraries (last updated 5/3/21)

"The Board believes that school libraries are a fundamental part of the educational process by providing a place to foster independent and collaborative learning and information-seeking skills in students and staff. This is accomplished through timely access to services and resources that both reflect the student body, the cultural diversity and pluralistic nature of American society, and represent perspectives held in the world more broadly. Therefore, the Board shall provide sufficient materials and staff for a library in each school in the District."

"[A]ny materials selection or review process shall be in accordance with Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity."

"Gifts and donations shall be handled in accordance with Policy 7230 - Gifts, Grants, and Bequests."

"Challenges to instructional materials shall be handled in accordance with Policy 9130 - Public Requests Suggestions, or Complaints."

[Policy 2260](#) - Nondiscrimination and Access to Equal Educational Opportunity (last updated 11/1/21)

"E. selection of instructional and library media materials in a nondiscriminatory manner and that reflect the cultural diversity and pluralistic nature of American society"

"The District Administrator shall... review current and proposed courses of study and textbooks to detect any bias based upon the Protected Classes ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict those Protected Classes toward the development of human society"

[Policy 5780](#) - Student/Parent Rights (last updated 5/5/22)

"Parents also have rights in the school system to know about their student's educational experience. Specific rights are listed in topic areas of these policies.

In addition, parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. Instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audio-visual materials, and materials available in electronic or digital formats (such as materials accessible through the Internet). Instructional material does not include academic tests or academic assessments.

Parents wishing to review instructional materials may do so following the guidelines in policy 9130."

[Policy 2510](#) - Adoption of Textbooks/Materials (last updated 8/17/15)

"The criteria established for the method of selection and later Board adoption of textbooks shall not discriminate on the basis of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws. Further, the District Administrator shall review all textbooks to assure they reflect the cultural diversity and pluralistic nature of American Society in compliance with 121.02(1)(h) Wis."

[Policy 2240](#) - Controversial Issues in the Classroom (last updated 10/25/23)

“The selection of learning resources is directed toward maintaining a diverse collection representing various views. For materials in the library media center, the goals may include: meeting individual learning needs, abilities, and learning styles; providing background materials to supplement classroom instruction; and providing a broad range of materials on controversial issues to help students develop critical thinking and analytical skills.

A person with questions or concerns about specific learning resources which cannot be satisfied at the school level may do so in accordance with the guidelines in Policy 9130.”

[Policy 9130](#) - Public Requests, Suggestions, or Complaints (last updated 8/19/24)

“Any individual(s), having a legitimate interest in the staff, programs and operations of this District shall have the right to present a request, suggestion, or complaint to the District and the Board.”

“It is the desire of the Board to address any such matters through direct, informal discussions. It is only when attempts at informal resolution fail that more formal procedures shall be used.”

“Guidelines for Matters Regarding Instructional Materials

If the request, suggestion, or complaint relates to instructional materials such as textbooks, library books, reference works, and other instructional aids used in the District, the following procedure shall be followed:

- A. The criticism is to be addressed to the Director of Teaching and Learning, in writing, and shall include:
 1. author;
 2. title;
 3. publisher;
 4. the complainant's familiarity with the material objected to;
 5. sections objected to by page and item;
 6. reasons for objection.
- B. Upon receipt of the information, the Director of Teaching and Learning may refer the matter to the District Administrator for resolution.
- C. The individual(s) may submit an appeal of the District Administrator's decision in writing to the Board President within thirty (30) business days of receiving the decision. The written appeal and all written material relating to it shall be referred to the Board for consideration.
- D. The Board shall review the matter and advise the individual(s), in writing, of its decision as soon as practicable. The Board shall determine on a case-by-case basis whether its review will include appearances by the petitioner and administration, be conducted based on written submissions, or only on the record produced by the District Administrator's resolution process.
- E. The decision of the Board is final.

Decisions on reconsidered materials will stand for three (3) years before new requests for reconsideration of those items will be entertained.

No challenged material may be permanently removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.”

McFarland Procedures Related to Material Selection

The District shall provide students and staff with a wide range of current instructional materials on all levels of difficulty, diversity of appeal and presentation of different points of view. The School Board is legally responsible for all instructional materials used in the District. The Board delegates authority for the selection of specific instructional materials to the professionally trained and certified staff in each building.

Instructional Resources

Instructional materials and technologies are selected by the school district to implement, enrich, and support the educational program for the student. Materials must serve both the breadth of the curriculum and the needs and interests of individual students. The district will provide for a wide range of abilities with respect for the diversity of many differing points of view. To this end, principles must be placed above personal opinion and reason above prejudice in the selection of materials of the highest quality and appropriateness.

The selection of instructional materials may involve many people: principals, teachers, students, supervisors, community persons and library media specialists. Responsibility for coordination of the selection and distribution of instructional materials rests with the appropriate department chairperson or with the instructional material committee. "Instructional materials" refer to textbooks and other print and non-print material provided to students.

Criteria for Selection of Instructional Resources:

- Connection to State standards, and learning outcomes for the grade and subject
- Contribution the subject matter makes to the curriculum and to the interests of the students
- Favorable reviews found in standard selection sources
- Favorable recommendations based on preview and examination of materials by professional personnel
- Contribution the material makes to breadth of representative viewpoints on controversial issues
- Contribution the material makes toward the goal of the District's Statement of Inclusive Curriculum
- Value commensurate with cost and/or need

Process for a teacher adding texts to their curriculum and/or classroom library

For the purpose of this document, text is an inclusive term that includes books, textbooks, magazines, manuals, pieces of music, podcasts, audiobooks and other resources that may help students reach educational objectives.

When a teacher would like to add required or choice texts to their curriculum or classroom library, they should consult with their team leader, literacy coordinator, library media specialist and Director of Teaching and Learning and be prepared to answer the following reflective questions. Additionally, if a teacher would like support in selecting texts, they may request a curated list from the Library Media Specialist and Literacy Coordinator at least one month prior to needing the selected texts.

- Is the book currently available in the Library Media Center at the level the text will be used with students?
 - If the book is in the library, it has already been reviewed by the Library Media Specialist
- Has the book been reviewed by a credible review source (i.e Kirkus, School Library Journal Review, Booklist, or Library Journal)? Consult with your library media specialists or literacy coordinator for sources of credential professional reviews.
- If this text is reviewed outside of the age range for the building where it will be used, a permission slip from a parent or guardian is required. Parents/Guardians must be given adequate time to review the book prior to signing the permission slip.
- How does this book connect to your curriculum and support students in mastering State Standards?
- Is this text a choice material or required for all students?
- How does this text support the District's Inclusive Curriculum Statement?

Library Resources

The responsibility for coordinating the selection of library media resources and making the recommendation for purchase rests with the certified library media specialists.

The District endorses the ***Access to Resources and Services in the School Library***, ***Library Bill of Rights***, and ***Freedom to Read*** documents of the American Library Association and adheres to State of Wisconsin rules regarding the selection and evaluation of instructional and personal interest resources. Materials for media centers are selected by the professional media staff with due regard to suggestions from the school community. Final selection is made by the media specialists of the school in which the center is housed. Gifts and donations will be added to our resources if they meet the criteria of our selection policy.

Criteria for Selection of Library Materials:

- Support and enrich the curriculum and/or students' personal interests and learning
- Meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format
- Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected
- Incorporate accurate and authentic factual content from authoritative sources
- Earn favorable reviews in professional reviewing sources and/or favorable recommendations based on preview and examination of materials by professional personnel
- Exhibit a high degree of potential user appeal and interest
- Represent differing viewpoints on controversial issues
- Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures
- Include a variety of resources in physical and virtual formats including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-books, educational games, and other forms of emerging technologies)
- Demonstrate physical format, appearance, and durability suitable to their intended use
- Balance cost with need

Criteria for Reevaluating (Weeding) Library & Instructional Collections:

The selection process begins with the evaluation of materials before purchase and is completed with the evaluation of materials before discarding them, in a process known as "weeding." Selection is an ongoing process that should include the removal of materials no longer suitable for the collection. It is the responsibility of the library media specialist to weed and dispose of materials. Materials are removed if they no longer conform to the selection policy, are damaged, or if the information is not current, is irrelevant, or inaccurate. Weeding contributes to an up-to-date, quality collection.

McFarland Procedures Related to Material Reconsideration

A citizen of McFarland School District, or parent/guardian of a student enrolled in McFarland School District or District staff member may formally challenge learning resources used in the district's educational program on the basis of appropriateness. The individual making a reconsideration request is referred to as "the citizen" for the remainder of this procedure. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.

Informal Request for Reconsideration

The school receiving a request for reconsideration regarding a learning resource shall try to resolve the issue informally. Per Policy 9130, "It is the desire of the Board to address any such matters through direct, informal discussions. It is only when attempts at informal resolution fail that more formal procedures shall be used."

1. The person who receives the request will consult with the library media specialist and building administrator as a part of their response. The building administrator will recommend the most qualified available staff member at the school to respond to the request, and we will make every effort to schedule a conversation within five school days of the reconsideration request.
2. The staff member shall explain to the citizen the school's selection procedure, criteria, and qualifications of those persons selecting the resource.
3. The staff member shall explain where the questioned resource fits in the curriculum, its intended educational usefulness, and additional information regarding its purpose.
4. If the citizen wishes to file a formal request for reconsideration, a copy of the district Instructional Materials Selection Policy and a Request for Reconsideration of Learning Materials form shall be provided to the citizen by the building administrator.
5. The citizen should submit the completed form within two weeks to the building administrator who will provide a copy to the building library media specialist and the Director of Teaching and Learning.

Formal Request for Reconsideration

1. The citizen shall complete the form entitled, "Request for Reconsideration of Learning Materials" which is included in this packet as Appendix I. We request the citizen read the material in its entirety prior to submitting a request. Requests for Reconsideration may be denied if the petitioner has not read the material.
2. The Request for Reconsideration of Learning Materials form shall be signed by the citizen and filed with the Director of Teaching and Learning.
3. If the citizen would like to request reconsideration of multiple materials, a separate "Request for Reconsideration of Learning Materials" form should be submitted for each material.
4. In order to give the process its due diligence, and due to limitations of staff time, the district can only process two reconsideration requests at a time, with each process taking approximately six weeks. Reconsideration meetings can only take place during the regular school year. If multiple requests are submitted at the same time, we will use a random lottery to determine the order we consider materials.
5. The Director of Teaching and Learning will establish a Reconsideration of Learning Materials Ad Hoc Committee to consider the request.
 - a. The Ad Hoc Committee will be composed of the following members. The citizen who filed the request does not serve on the Ad Hoc Committee, and if the citizen is one of the named roles below, an alternative member will serve on the Committee.
 - i. One library media specialist from the District, preferably not the media specialist who selected the material.

- ii. One teacher-from the building where challenged material originated (this may be an interventionist or literacy coordinator). Preferably not the teacher who selected the material.
 - iii. Two parents/guardians of a student who attends the building where the challenged materials originated. The petitioner will be offered the opportunity to suggest names for one of the two parent representatives.
 - iv. One building administrator from the school where challenged material originated
 - v. Director of Teaching and Learning, as a non-voting facilitator.
- b. The Director of Teaching and Learning will provide each committee member with the following materials at a brief procedures meeting at the beginning of the process. Each committee member should read each of these materials in their entirety prior to a Committee meeting.
- i. A copy of the complete Request to Reconsider Materials form including the petitioner's name.
 - ii. Written response by the staff member who selected the material, to describe their selection process and rationale.
 - iii. A complete copy of the material being considered. All committee members should have the same edition/version of the material being considered.
 - iv. A complete copy of the McFarland School District Resource Selection Guidelines & Reconsideration Procedures.
 - v. Two professional reviews of the material being considered if applicable and available. If reviews are not available, a reason will be provided to the committee. Examples of professional review sources are Common Sense Media, Booklist, and School Library Journal.
 - vi. A copy of any information about the work that is available from Cooperative Children's Book Center (CCBC) which is a part of the School of Education at the University of Wisconsin-Madison.
 - vii. A description of the educational purpose and use of the material being considered.
6. The Director of Teaching and Learning will schedule two meetings of the Reconsideration of Learning Materials Ad Hoc Committee that are at least two weeks apart and inform the citizen who filed the request. The committee meeting is a private meeting, but the citizen or other members of the public may direct comments to the Director of Teaching and Learning prior to the committee meeting and those comments will be relayed at the meeting.
7. This committee shall meet twice; once to discuss the procedure and process, and a second meeting after time is allowed to read the material to discuss the reconsideration request. A decision will be made by a written confidential majority vote of the committee members present. The committee meeting agenda will include (Sample agendas available in Appendix K)
- a. Confirm that all committee members have reviewed all materials in full prior to the committee meeting. If any members have not reviewed the materials in full, they will not be able to cast a vote at the committee meeting.
 - b. Review the McFarland School District Resource Selection Guidelines & Reconsideration Procedures and ask clarifying questions.
 - c. Review the educational purpose and use of the material being considered and to ask clarifying questions.
 - d. Review the Request to Reconsider Materials form, and to hear a summary of any public comments that were provided to the Director of Teaching and Learning prior to the committee meeting.
 - e. Discuss the request and compare it to the rights provided to students in the Library Bill of Rights and Freedom to Read. The committee's recommendation should be an objective evaluation of the material within the scope of the library's collection policy and/or its intended educational use.
 - f. Written confidential vote to determine a recommendation. This recommendation may be

- i. to retain the material in its original location,
- ii. to retain the material but require parent/guardian permission before students are allowed access to the material [this is not an option for materials in the school library], or
- iii. to remove the material.

The committee's decision will be a majority vote of the committee members present.

- g. Prepare a statement of recommendation along with rationale supporting this recommendation. If the vote is not unanimous, both a majority and minority opinion will be prepared.
- 8. The report will be signed by the Director of Teaching and Learning. While it may be necessary to refer to members of the committee by their role (teacher, librarian, parent/guardian, ...), the identity of each committee member will remain anonymous to protect the objectivity of the deliberation.
- 9. The Committee will make every reasonable effort to prepare the report within forty-five (45) school days of receiving the completed request and share a copy with the citizen who filed the report.
- 10. The citizen may submit an appeal of the committee's decision in writing to the Board President within thirty (30) school days of receiving the decision. The written appeal and all written material relating to it shall be referred to the Board for consideration.
- 11. The Board shall review the matter and advise the citizen, in writing, of its decision as soon as practical. The Board shall determine on a case-by-case basis whether its review will include appearances by the petitioner and administration, be conducted based on written submissions, or only on the record produced by the District Administrator's resolution process.
- 12. Once a decision has been made about a specific material, the District will not convene an Reconsideration of Learning Materials Ad Hoc Committee to discuss that same material for three full years.

Guiding Principles for Reconsideration Requests

- 1. A citizen may raise an objection to learning materials used in a school's instructional program, despite the fact that the individuals selecting such resources were duly qualified to make the selection, followed the proper procedure, and observed the criteria for selecting learning materials.
- 2. The building administrator or designee should review the selection and objection rules with the teaching staff at least annually. The staff should be reminded that the right to object to learning resources is one granted by policies enacted by the School Board.
- 3. All citizens including parents and guardians have the right to review materials, ask questions, and request reconsideration of materials. No parent or guardian has the right to determine reading, viewing, or listening media for students other than for his/her own children.
- 4. The School District of McFarland supports the Library Bill of Rights, adopted by the American Library Association. (A copy of the Library Bill of Rights can be found in Appendix E) When learning resources are challenged, the principles of the freedom to read/listen/view must be defended as well.
- 5. In accordance with the philosophy stated in the Library Bill of Rights, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the child (or children) of the parents/guardians making the complaint, if they so desire.
- 6. The major criterion for the final decision is the appropriateness of the material for its intended educational use.
- 7. A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility by the professionals involved in the original selection and/or use of the material.

Appendix A: McFarland School District Definition of Educational Equity

[Policy 2105.01](#) -

“The McFarland School District has adopted the following definition of educational equity: “Educational equity means systems are set up so that every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income.” The District believes strongly in the value of diversity, equity, inclusion, and belonging as fundamental features needed to serve and support our students and the larger learning community. Committing to these efforts, including embedding them in our district strategic plan, will make certain the McFarland School District is focused on dismantling barriers and maximizing educational opportunities and outcomes for the entire learning community.

The McFarland School District commits to: [..]

B. Fostering and promoting equitable educational experiences for all.

G. Delivering a fully inclusive curriculum throughout a student’s education that reflects the diversity of all and prepares students for engaging with an interconnected global society.”

Appendix B: McFarland School District Resolution in Support of Transgender, Nonbinary, and all LGBTQIA+ Students

WHEREAS, the School District of McFarland is [committed to](#) a learning environment that is physically, socially and emotionally safe for all students; and,

WHEREAS, the is School District of McFarland committed to cultivating a climate in all our schools that is welcoming, safe, and inclusive for all students; and,

WHEREAS, the Board of Education and School District of McFarland are committed to honoring, valuing, and affirming our transgender, nonbinary, and all LGBTQIA+ students, staff, and families through our policies, practices, and curriculum; and,

WHEREAS, [Title VII](#) of the Civil Rights Act of 1964 and [Title IX](#) of the Education Amendments of 1972 prohibit discrimination on the basis of sex; and,

WHEREAS, on June 15, 2020 the U.S. Supreme Court [held](#) that discrimination on the basis of an individual’s status as gay or transgender constitutes sex discrimination within the meaning of Title VII of the Civil Rights Act of 1964; and,

WHEREAS, President Joe Biden [issued](#) an Executive Order on January 20, 2021 affirming that discrimination against transgender individuals is discrimination on the basis of sex and that, “Children should be able to learn without worrying about whether they will be denied access to the restroom, the locker room, or school sports;” and,

WHEREAS, in 1985, the Wisconsin Legislature [enacted](#) section 118.13, Wis. Stats., which prohibits discrimination in public schools on the basis of sex, race, religion, national origin, ancestry, creed,

pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability; and,

WHEREAS, the Department of Public Instruction and the Wisconsin Interscholastic Athletic Association (WIAA) [affirm](#) that denying a student the opportunity to participate on a sports team consistent with their gender identity is likely prohibited sex discrimination; and,

WHEREAS, the WIAA [supports](#) transgender students participation in athletics based on their gender identity/expression, not the sex they were assigned at birth;

THEREFORE BE IT RESOLVED, the School District of McFarland Board of Education affirms, supports, and values the gender identities and gender expressions of all our students and will continue to further efforts in our schools to create a welcoming, safe, and inclusive learning environment for our transgender, nonbinary, and all LGBTQIA+ students; and,

THEREFORE BE IT FURTHER RESOLVED, that the School District of McFarland Board of Education supports human rights and equitable educational opportunities and practices for all LGBTQIA+ students; and,

THEREFORE BE IT FURTHER RESOLVED, that the School District of McFarland Board of Education rejects any legislation or action that dehumanizes, marginalizes, or violates the rights of transgender, nonbinary, and all LGBTQIA+ students.

IN WITNESS WHEREOF, this resolution was adopted by the Board of Education of the School District of McFarland on a 5-0 vote on the 21st day of March, 2022.

[Signed by Craig Howery, President and Christine Pribbenow, Clerk]

Appendix C: McFarland School District Statement of Inclusive Curriculum

Board Approved, 2017

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student programs and activities.¹

Because this statement drives all of our work as an educational institution, we are committed to ensuring that all of our students:

1. feel welcomed by our school community;
 2. feel safe in our school community;
 3. see both their own and others' perspectives, beliefs, and cultures fairly and accurately represented to the greatest extent possible in what we teach and how we teach it.
- and,
4. experience a healthy and respectful learning environment at all times.

We welcome parents who wish to review materials used in any part of the educational curriculum² for their students.

¹ Policy 2260 NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

² Policy 5780 - STUDENT/PARENT RIGHTS

Appendix D: Wisconsin Statutes and Administrative Rule

[Wisconsin Statute 121.02\(1\)](#) States in part that the school board shall:(h) Provide adequate instructional materials, texts and library services which reflect the cultural diversity and pluralistic nature of American society.

Administrative Rule

The Department of Public Instruction administrative rules relating to this statute is [PI 8.01\(2\)\(h\)](#) which states in part that each school district board shall:

3. Provide library facilities within the school building and make available to all pupils a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depicts in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.”

Pupil Nondiscrimination

[Wisconsin Statute 118.13](#) States

(1) Except as provided in s. 120.13 (37m), no person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

Appendix E: 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.

<http://www.ala.org/advocacy/intfreedom/librarybill>

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of “age” reaffirmed January 23, 1996.

Appendix F: Access to Resources and Services in the School Library

An Interpretation of the Library Bill of Rights

The school library plays a unique role in promoting, protecting, and educating about 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, the principles of the American Library Association's *Library Bill of Rights* apply equally to all libraries, including school libraries. Under these principles, all students have equitable access to library facilities, resources, and instructional programs.

School librarians 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 librarians 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. Intellectual freedom is fostered by educating students in the use of critical thinking skills to empower them to pursue free inquiry responsibly and independently. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School librarians cooperate with other individuals in building collections of resources that meet the needs as well as the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

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 equitable access to resources and services, the school library provides resources that 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 have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School librarians resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access regardless of technology, formats or method of delivery.

Major barriers between students and resources include but are not limited to: imposing age, grade-level, or reading-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.

It is the responsibility of the governing board to adopt policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. It is the responsibility of school librarians to implement district policies and procedures in the school to ensure equitable access to resources and services for all students.

<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accessresources>

Adopted July 2, 1986, by the ALA Council; amended January 10, 1990; July 12, 2000; January 19, 2005; July 2, 2008; and July 1, 2014.

Appendix G: 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 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.

<http://www.ala.org/advocacy/intfreedom/freedomreadstatement>

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](#)

Subsequently endorsed by:

[American Booksellers for Free Expression](#)

[The Association of American University Presses](#)

[The Children's Book Council](#)

[Freedom to Read Foundation](#)

[National Association of College Stores](#)

[National Coalition Against Censorship](#)

[National Council of Teachers of English](#)

[The Thomas Jefferson Center for the Protection of Free Expression](#)

Appendix H: Principal Response to a Request for Reconsideration

[Insert Date Here]

Dear [Insert Citizen Name Here]

We appreciate your concern over the use of [Insert Concern Here] in our school district. We encourage you to have a conversation first with the appropriate department/person regarding your concern. McFarland School District has developed procedures for selecting materials, but it realizes that not everyone will agree with each selection made. Per Policy 9130, It is the desire of the Board to address any such matters through direct, informal discussions. It is only when attempts at informal resolution fail that more formal procedures shall be used. If you have not already done so, please reach out to [Insert Name of library media specialist, literacy coordinator or teacher here] at [Insert Contact info here] to discuss your request.

To help you understand the selection process, we are sending copies of the district's Selection Guidelines and Reconsiderations Procedures for your review.

After your conversation with [Insert Staff Member Name] and your review of our procedures, If you are still concerned, please complete the Request for Reconsideration of Resources form, which is the next step in this procedure and return it to the Director of Teaching and Learning. You may be assured of prompt attention to your request. If I have not heard from you within two weeks, we will assume you no longer wish to file a formal complaint.

Sincerely,

[Principal's Name Here]

Appendix I: Request for Reconsideration of Learning Materials Form

A citizen of McFarland School District, or parent/guardian of a student enrolled in McFarland School District or District staff member may formally challenge learning resources used in the district's educational program on the basis of appropriateness. The procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.

Once completed, this form should be returned to the Director of Teaching and Learning.

Complainant's Name: _____

Address: _____ Telephone: _____

Email address: _____

Building where the material to be reconsidered is currently located: _____

Type of Material (book, film, etc) _____

Title: _____

Author: _____

Publisher / Date of Publication: _____

Have you had an informal conversation with a school staff member about this request as outlined in Policy 9130. _____YES _____NO

Name of staff Member _____ Date of Conversation _____

Have you reviewed the McFarland Resource Selection and Reconsideration Procedure Packet in full including citations of Board Policy and Library Bill of Rights? _____YES _____NO

Are you aware of the Wisconsin Statutes, which state in part that "all students shall be provided access to a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American Society." _____YES _____NO

How did the student obtain access to the material? (Assignment, free selection, from a friend, etc.)

Did you read or view the challenged material in its entirety? _____YES _____NO
Requests may be denied if the petitioner has not read the material.

Is the material part of a set or a series? _____YES _____NO

If yes, was the entire set or series read, viewed or listened to? _____YES _____NO
_____NA

Was the curriculum guide (if any) that accompanies the material examined? ☐ YES ☐ NO
☐ NA

Please describe your concerns regarding this material. (Be specific: include page number, frame number, nature of complaint, etc)

Were there sections in the material that were appropriate? ☐ YES ☐ NO

If yes, please list them

Did you locate professional reviews of the item? Examples of professional review sources are Common Sense Media, Booklist, and School Library Journal. If you would like support finding reviews, please reach out to the Building Principal. ☐ YES ☐ NO

If yes, please provide citation and the review will be provided to the reconsideration committee. If no, please explain

Did the review(s) substantiate your opinion? ☐ YES ☐ NO
☐ NA

Is there any merit to the material? ☐ YES ☐ NO

If yes, indicate such and provide approximate grade level(s)

What do you believe is the theme and purpose of the material?

In its place, what material would you recommend to accomplish the intended purpose?

What do you suggest be done with the material in question?

Textbook or Course Content

- ☐ Do not assign to my child
- ☐ Withdraw it from all students as well as my child
- ☐ Keep the resource, but require permission from parents/guardians
- ☐ Other: _____

Media Center Material

- ☐ Continue its use, but encourage my child to use alternative materials
- ☐ Withdraw it from the library collection at this building
- ☐ Keep the resource, but require parent/guardian permission
- ☐ Other: _____

Signature

Date submitted to Director of
Teaching and Learning

If you would like to provide any additional reasoning in addition to what was provided in this form, please attach it to your reconsideration request.

Appendix J: ALA Guidelines for Reconsideration Committees Office for Intellectual Freedom

Under the best professional standards, reconsideration policies ask those charged with reviewing a challenged book to set aside their personal beliefs and evaluate the work in light of the objective standards outlined in the library's materials selection policy. Listed are some best practices for Reconsideration Committee members.

- Bear in mind the principles of the freedom to read and base your decision on these broad principles rather than on defense of individual materials. The freedom to read is essential to our democracy.
- Read all materials referred to you including the full text of the material in question and read available reviews.
- Review library mission statement, policies, and professional guides.
- The general acceptance of the materials should be checked by consulting standard evaluation aids and selection policies.
- Challenged materials should not be removed from the collection while under reconsideration.
- Passages or parts should not be pulled out of context. The values and faults should be weighed against each other and the opinions based on the materials as a whole.
- In order to prevent a tie, the library director should recruit an odd number of members for the committee.
- While it may be prudent to state what area/role a committee member represents in the makeup of the committee (ie, teacher, librarian, community member, administration, parent, etc), the personal identification should remain anonymous to protect the objectivity of the deliberation.
- While there may be a need for public comments to be heard, the reconsideration committee meeting should be closed. Public Comments can be directed to the director or governing body.
- The committee's recommendation is to be an objective evaluation of the material within the scope of a library's collection policy.
- Your report, presenting both majority and minority opinions, should be presented to the governing body with a recommendation to retain the material in its original location, to relocate the material to an advisory location, or to remove the material.
- Establish a procedure for communicating the committee's recommendation to the governing body and to the person who made the formal reconsideration request. For example, the committee communicates its decision to the director, who then communicates the decision to the person who made the challenge as well as to the library's governing board.

<http://www.ala.org/tools/challengesupport/reconsiderationcommittees>

Appendix K: Reconsideration Committee Sample Agendas

Materials Reconsideration Meeting 1 Agenda McFarland School District

[date] [time] [location]

- Welcome and introductions
- Discuss the reconsideration process (pages 6-8 of guidelines) and answer any questions
 - Privacy and Confidentiality of petitioner and committee
- Prior to our second meeting, each committee member should review the request carefully and be prepared to vote on the issue at the second (final) meeting. Guiding Principles for Reconsideration Requests (page 8) include:
 - All citizens including parents and guardians have the right to review materials, ask questions, and request reconsideration of materials. No parent or guardian has the right to determine reading, viewing, or listening media for students other than for his/her own children.
 - The School District of McFarland supports the Library Bill of Rights, adopted by the American Library Association. (A copy of the Library Bill of Rights can be found in Appendix E) When learning resources are challenged, the principles of the freedom to read/listen/view must be defended as well.
 - In accordance with the philosophy stated in the Library Bill of Rights, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the child (or children) of the parents/guardians making the complaint, if they so desire.
 - The major criterion for the final decision is the appropriateness of the material for its intended educational use.
 - A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility by the professionals involved in the original selection and/or use of the material.
- Questions from the committee
- Distribute and review materials as listed on page 7 of the guidelines
 - A copy of the Request to Reconsider Materials form
 - Written response by the staff member who selected the material, to describe their selection process and rationale.
 - A complete copy of the material being considered. All committee members should have the same edition/version of the material being considered.
 - A complete copy of the McFarland School District Resource Selection Guidelines & Reconsideration Procedures.
 - Two professional reviews of the material being considered if applicable and available. If reviews are not available, a reason will be provided to the committee.
 - A copy of any information about the work that is available from Cooperative Children's Book Center (CCBC) which is a part of the School of Education at the University of Wisconsin-Madison.
 - A description of the educational purpose and use of the material being considered.
- Adjourn
- Second meeting will take place [date, time and location]

Materials Reconsideration Meeting 2 Agenda

McFarland School District

[date] [time] [location]

The agenda as directed by the McFarland School District Resource Selection Guidelines and Reconsideration Procedures.

- Welcome and introductions
- Confirm that all committee members have reviewed all materials in full prior to the committee meeting. If any members have not reviewed the materials in full, they will not be able to cast a vote at the committee meeting.
- Review the McFarland School District Resource Selection Guidelines & Reconsideration Procedures and ask clarifying questions.
- Review the educational purpose and use of the material being considered and to ask clarifying questions.
- Review the Request to Reconsider Materials form, and to hear a summary of any public comments that were provided to the Director of Teaching and Learning prior to the committee meeting.
- Discuss the request and compare it to the rights provided to students in the Library Bill of Rights and Freedom to Read. The committee's recommendation should be an objective evaluation of the material within the scope of the library's collection policy and/or its intended educational use.
 - To prepare for discussion, we will spend time in silence to provide each person an opportunity to gather thoughts and questions.
 - What ideas or questions would you like to share with the committee?
 - What would you like others to consider when reflecting on the book and its use?
 - What personal reflections or experiences would enrich this discussion?
 - What research or other perspectives would you like to share with the committee?
- Vote to determine a recommendation. This recommendation may be to:
 - retain the material in its original location,
 - retain the material but require parent/guardian permission before students are allowed access to the material, [This is not an option for materials in the school library]
 - remove the material.

The committee's decision will be a majority vote of the committee members present.

Balloting will be written and confidential.

Check one:

_____ **Retain** the challenged material in [insert location]

_____ **Remove** the challenged material from [insert location]

_____ I **abstain** from voting.

_____ I did not read material in its entirety and therefore do not qualify to vote.

Return this ballot to the envelope. Seal the envelope and return it to the chairperson.

- Prepare a statement of recommendation along with rationale supporting this recommendation. If the vote is not unanimous, both a majority and minority opinion will be prepared.

Appendix L: Reconsideration Committee Report

Title of work being considered: _____

Author: _____

Date of Committee Meeting: _____

Members present (listed by title, not name to protect the objectivity of the deliberation)

☐ Director of Teaching and Learning (non-voting facilitator)

☐ Library Media Specialist

☐ Teacher

☐ Building Administrator

☐ Parent/Guardian 1

☐ Parent/Guardian 2

☐ Others: _____

Did the entire committee review all materials in full prior to the meeting, including reading the entire work?

☐ Yes

☐ No

What resources were consulted (include policies, articles, reviews, etc)? Attach to this report.

What is the majority recommendation of the committee?

☐ Retain the material in its original location

☐ Retain the material but require parent/guardian permission

☐ Remove the material

☐ Other: _____

What is the rationale for the majority decision?

If there is a minority opinion from the committee, include their opinion and rationale:

Signature of Director of Teaching and Learning: _____

Date Shared with citizen who filed the original Request for Reconsideration: _____