



# **Romeo Community Schools**

Media Selection, Utilization and  
Coordination Process Guide

# Table of Contents

Media Materials Selection, Utilization, and Coordination Process.....	4
Handling Concerns Regarding Media Materials.....	8
Request for Reconsideration of Media Center Materials.....	10
Appendix A: National Council of Teachers of English-Right to Read....	11
Appendix B: Intellectual Freedom Statement.....	13
Appendix C: Procedure for Use of Non-District Materials.....	17

## **Committee Members**

Jennifer McFarlane	Assistant Superintendent
Bernie Osebold	Principal, Romeo High School
Lisa Wujczyk	Principal, Indian Hills Elementary
Kim Ruhlman	English Teacher, Romeo High School
Leah Landmesser	English Teacher, 9th Grade Academy
Jessica Jones	English Teacher, Romeo Middle School
Noel Kaczmarczyk	Literacy Coach, Romeo Community Schools
Cheryl Smith	Library Assistant, Romeo High School
Michelle Schettler	Library Assistant, Romeo Middle School
Claire Meeker	Director, Romeo District Library
Cara Lougheed	Parent
Rachel Eichhorst	Parent

The proposal was revised by the committee members in November 2022.

The Board of Education approved the guide at the December 12, 2022 meeting.

# Romeo Community Schools

## Media Materials Selection, Utilization, and Coordination Process

### Introduction

Media Center and classroom library materials will: support and be consistent with the general educational goals of the School District; meet high standards of quality in factual content, artistic and literary value, and presentation; be appropriate for the age, emotional development, ability level, and social development of students for whom materials are selected; have aesthetic, literary, scientific, or social value; be current and up-to-date; and be selected to reflect our diverse society. The selection of materials on controversial issues will be directed towards maintaining a diverse collection representing various points of view.

Romeo Community Schools endeavors to serve all the students in the community by safeguarding the intellectual freedom of individuals. Schools should be one place in the community where all ideas may be considered, analyzed, investigated, and discussed. The responsibility of schools is to educate, not to indoctrinate. The purpose of education is to open minds, not close them by presenting one point of view or using one mode of thought.

Romeo Community Schools adheres to the Library Bill of Rights of the American Library Association and the excerpt from the Students' Right to Read Statement of the National Council of Teachers of English. (Appendix A)

The purpose of this document and process is to guarantee continuity of the educational program regardless of instructional and administrative staff changes; to ensure district-wide uniformity of implementation in classroom and library media centers; to identify responsibility for materials selection; and to ensure that procedures for handling questioned materials follow established guidelines and are clearly defined.

### 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.

Romeo Community Schools will use the Intellectual Freedom Statement- An Interpretation of the Library Bills of Rights (Appendix B) as guidance and factors to consider when selecting materials in the school libraries.

## Responsibility for Materials Selection

The ultimate responsibility for the selection of instructional materials belongs to the Romeo Board of Education. The Board delegates to the building administrators the authority and responsibility for overseeing selection of all print and non-print materials. Responsibility for the actual selection rests on the appropriate professionally trained personnel. Romeo Community Schools supports the principles of intellectual and academic freedom with respect to the right of the professionally trained personnel to choose materials which best meet both individual student goals and the broad goals of education.

## Standards of and Criteria Used for Media Selection

Selection is a discerning and interpretive process which involves a general knowledge and understanding of the subject, an awareness of the various formats available, a recognition of the curricula needs, and awareness of student interests, and an understanding of the mission and goals of the school district. Impartiality should be exercised in all materials acquisition practices.

- Media materials will enrich and support curricula, taking into consideration the varied interests, abilities, and maturity levels of students served.
- Age appropriateness of materials will also be considered:
  - Elementary (grades PK-5, ages 4-11)
  - Middle School (grades 6-8, ages 10-14)
  - High School (grades 9-12, ages 13-18)
- The purchase of materials will be based on the use of professional selection tools, review of reputable sources, staff and student requests or on professional examination and judgment.
- Reputable sources include and are not limited to the following: School Library Journal, Kirkus Reviews, Booklist, Publisher's Weekly, Common Sense Media, NoveList.
- Materials will be selected with the goal of providing a balanced collection where principle is placed above personal opinion and reason above prejudice in seeking to assure a comprehensive collection.
- On controversial issues, materials will be directed toward maintaining a diverse collection representing various views. Two reviews should be referenced and a second professionally trained staff member should confirm the purchase.

- Non-print materials will be previewed whenever possible by the appropriate professional school staff before purchase.

## Labeling

School district personnel will not affix a prejudicial label or segregate materials by a prejudicial system so as to predispose a reader's attitude toward the material.

## Gifts: Materials and Funds

Romeo Community Schools welcomes gift materials which meet the same standards required of purchased materials. The professionally trained staff member reserves the right to decide which gifts should be added to the collection. Gift items may be marked with an appropriate bookplate or marker. The District welcomes monetary gifts. The professionally trained staff member, along with the donor if so desired, will select materials to be purchased with gift money. Gifted materials will follow the same deselection process as purchased materials.

## Procedure for Use of Non-District Materials

Materials which are not part of the District's collection should meet the following criteria:

- They should relate to the curriculum.
- They should have unique content or presentation that is not adequately provided for by existing District materials. Examples include guest speakers, web-based videos, and materials from public libraries.
- No R, X, or NC17 rated movies may be purchased by the district or shown at any grade level.
- No TV-MA shows may be purchased by the district or shown at any grade level.
- Videos and TV shows should be previewed by the teacher to determine appropriateness for grade level and subject.
- Teachers at elementary and middle school levels should notify parents/guardians in writing when a video with a PG or TV-PG rating is to be used in their classroom, and at the High School level if the video is PG- 13 or a TV-14 show. A sample Opt-Out permission slip is provided. (Appendix C)

## Deselection Process

Material withdrawal is an important aspect of collection development. When library media center materials lose value for which they were originally selected, they should be considered for withdrawal so that the collection remains vital, accurate, relevant, and useful. Deselection must be an ongoing process. Deselection is a positive action; under no circumstances will materials be discarded because of political motivations.

## Deselection Guidelines

- The material is physically worn or damaged.
- The material contains obsolete or outdated information.
- A duplicate copy that is not needed.
- The material has not been used for several years or is no longer useful in the collection.
- The material has been replaced by a new edition, new supplements, or a new copy.
- The material does not relate to a changed curriculum.

## Disposition of Withdrawn Materials

When material has been withdrawn from the collection according to the deselection process, the following steps will be taken in the disposition of materials.

- Withdrawn materials which, in the estimation of the professional staff, are appropriate for further use may be offered to classroom teachers or another school library media center within the District.
- All other withdrawn materials will be stamped "Discard" or "Withdrawn" and removed from the collection.

## Library Records

No school official, including the library media specialist or an employee of the library, shall release or disclose a library record, or portion of a library record, to any person without the written consent of the person identified in that record, unless ordered by a court of law.

For the purpose of this policy, a library record shall be defined as a document, record, or other method of storing information retained by the library, that identifies a person as having requested or obtained specific materials from the library. Non-identifying material that may be retained or used for the purpose of studying or evaluating the circulation of library materials shall not be considered a library record.

It shall further be understood that library records as defined above are not subject to disclosure under the Freedom of Information Act, Act No. 442 of the Public Acts of 1976.

The Superintendent is authorized, in cooperation with library personnel, to develop procedures and forms for requesting library records and giving consent for the release.

# Handling Concerns Regarding Media Materials

## Process

It is the desire of Romeo Community Schools to address any concerns between community members and the District through direct discussions between the interested parties. It is only when such informal meetings fail to resolve the differences the more formal procedures will be employed.

## Guidelines

- A. All efforts will be made to resolve any concern about material in an informal manner. It is recommended that the concern be directed to the involved staff member; the building principal will be informed and may be included at this level of discussion. If no specific building or multiple buildings are involved, the concern will be directed to the Assistant Superintendent, who will work mutually to resolve the matter.
- B. Care must be taken by the concerned community member to read, view, or listen to the challenged material in its entirety, and to **not** take sections out of context.
- C. Each parent/guardian has the right to determine the appropriateness of Media Center resources for their children and should afford the same right to other families. Parents/guardians are able to prevent access of specific Media Center resources for their children by completing the Opt Out Request Form.
- D. If the concern cannot be resolved informally, the community member will be given the *Request for Reconsideration of Media Center Materials* form and a copy of the *Media Selection, Utilization, and Coordination Process Guide*. The *Request for Reconsideration of Media Center Materials* form must be completed and submitted to the principal of the affected school. The involved staff member will be given a copy of this completed form as soon as possible. The form will be sent to the Assistant Superintendent.
- E. Upon receipt of the completed *Request for Reconsideration of Media Center Materials* form, the involved staff member may submit a written response to the principal. A copy will be forwarded to the Assistant Superintendent.
- F. A Materials Review Committee will then be appointed by the Assistant Superintendent through a cooperative effort of the building principal and the involved staff member from the school where the challenge is occurring. The purpose of the Materials Review Committee is to assess and review the value of the material and its appropriateness. The committee shall consist of the: Assistant Superintendent, a principal, two to four staff members, two parents, and one to two high school students if the material challenged is at the high school. Additional community members with training and expertise in the area may be invited by the Assistant Superintendent.
- G. It is the intent to hold Materials Review Committee meetings three times a year if needed to review any reconsideration of media center materials; November, March, and August.



- H. Prior to the Materials Review Committee meeting, the Assistant Superintendent will distribute the following to all committee members: (1) the *Media Selection Policy*, (2) the completed *Request for Reconsideration of Media Center Materials* form, (3) the written response of the staff member, if submitted and (4) available reviews. The district will be responsible for locating the material in a timely manner for reviewing purposes. The district will secure copies of the material for the committee to review.
- I. A Materials Review Committee meeting date will be established by the Assistant Superintendent; all members will be notified two weeks in advance regarding the date, time, and location to assure that all members will be present.
- J. The Assistant Superintendent will chair the meeting. A committee member will (1) record attendance, (2) record the minutes of the meeting with the recommendation and rationale of the committee, and (3) send copies of the minutes to all committee members and the Superintendent. The recommendation of the committee will be communicated to the concerned parent or community member as well.
- K. If the parent desires to appeal the recommendation of the committee, an appeal committee made up of three members of the Board of Education will be formed to hear the appeal. The appeal committee will review the appeal documents, the recommendation and rationale of the Materials Review Committee, and any other material it determines necessary. After its review, the appeal committee will make a determination to grant or deny the appeal. The appeal committee's decision will be final.

Will be a google form for concerned person to complete Google Form

## Request for Reconsideration of Media Center Materials

Author
Title
Publisher
Request initiated by: Name, Address, Phone Number, Email
Affiliation with Romeo Community Schools: Parent, Student, Community member
1) Have you read the Media Selection Process Guide?
2) Have you read or viewed the material for reconsideration in its entirety? Yes or No
3) What do you feel might be the result of students reading or viewing this material?
4) For what grade level would you recommend this material? PreK-5th, Grades 6-8, Grades 9-12, Adult Drop down with grade levels
5) Have you read any reviews of this material? Yes or No
6) What brought this material to your attention? Check all that apply: (NEED HELP WITH THIS ONE) <ul style="list-style-type: none"><li>- My student</li><li>- An RCS teacher/staff member</li><li>- Another parent/community member</li><li>- An external organization/group</li><li>- Online resource, please list the resource or website</li></ul>
7) Other comments:

## APPENDIX A THE RIGHT TO READ

This is an excerpt from the National Council of Teachers of English; The Students' Right to Read

### The Right to Read

An open letter to our country from the National Council of Teachers of English:

The right to read, like all rights guaranteed or implied within our constitutional tradition, can be used wisely or foolishly. In many ways, education is an effort to improve the quality of choices open to all students. But to deny the freedom of choice in fear that it may be unwisely used is to destroy the freedom itself. For this reason, we respect the right of individuals to be selective in their own reading. But for the same reason, we oppose efforts of individuals or groups to limit the freedom of choice of others or to impose their own standards or tastes upon the community at large.

One of the foundations of a democratic society is the individual's right to read, and also the individual's right to freely choose what they would like to read. This right is based on an assumption that the educated possess judgment and understanding and can be trusted with the determination of their own actions. In effect, the reader is freed from the bonds of chance. The reader is not limited by birth, geographic location, or time, since reading allows meeting people, debating philosophies, and experiencing events far beyond the narrow confines of an individual's own existence.

In selecting texts to read by young people, English teachers consider the contribution each work may make to the education of the reader, its aesthetic value, its honesty, its readability for a particular group of students, and its appeal to young children and adolescents. English teachers, however, may use different texts for different purposes. The criteria for choosing a text to be read by an entire class are somewhat different from the criteria for choosing texts to be read by small groups.

For example, a teacher might select John Knowles's *A Separate Peace* for reading by an entire class, partly because the book has received wide critical recognition, partly because it is relatively short and will keep the attention of many slower readers, and partly because it has proved popular with many students of widely differing skill sets. The same teacher, faced with the responsibility of choosing or recommending books for several small groups of students, might select or recommend books as different as Nathaniel Hawthorne's *The Scarlet Letter*, Alexander Solzhenitsyn's *One Day in the Life of Ivan Denisovitch*, [Marjane Satrapi's](#) *Persepolis*, Malcolm X's *The Autobiography of Malcolm X*, Charles Dickens's *Great Expectations*, Carlos Bulosan's *America Is in the Heart*, or Paul Zindel's *The Pigman*, depending upon the skills and interests of the students in each group.

And the criteria for suggesting books to individuals or for recommending something worth reading for a student who casually stops by after class are different from selecting material for a class or group. As opposed to censoring, the teacher selects texts, and also helps guide students to self-select them. Selection implies that one is free to choose a text, depending upon the purpose to be achieved and

the students or class in question, but a book selected this year may be ignored next year, and the reverse. Censorship implies that certain works are not open to selection, this year or any year.

Wallace Stevens once wrote, "Literature is the better part of life. To this it seems inevitably necessary to add / provided life is the better part of literature" (1957). Students and parents have the right to demand that education today keep students in touch with the reality of the world outside the classroom. Many of our best literary works ask questions as valid and significant today as when the literature first appeared, questions like "What is the nature of humanity?" "Why do people praise individuality and practice conformity?" "What do people need for a good life?" and "What is the nature of a good person?" English teachers must be free to employ books, classic or contemporary, which do not hide, or lie to the young, about the perilous but wondrous times we live in, books which talk of the fears, hopes, joys, and frustrations people experience, books about people not only as they are but as they can be. English teachers forced through the pressures of censorship to use only safe or antiseptic works are placed in the morally and intellectually untenable position of lying to their students about the nature and condition of humanity.

The teacher must exercise care to select or recommend works for class reading and group discussion. One of the most important responsibilities of the English teacher is developing rapport and respect among students. Respect for the uniqueness and potential of the individual, an important facet of the study of literature, should be emphasized in the English class. One way rapport and respect can be developed is through encouraging the students themselves to explore and engage with texts of their own selection. Also, English classes should reflect the cultural contributions of minoritized groups in the United States, just as they should acquaint students with diverse contributions by the many peoples of the world. Finally, the teacher should be prepared to support and defend their classroom and students' process in selecting and engaging with diverse texts against potential censorship and controversy.

Date: October 25, 2018

**APPENDIX B**  
**INTELLECTUAL FREEDOM STATEMENT**  
**An interpretation of the Library Bill of Rights**

# 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* 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](#).

[Access to Digital Resources and Services](#): 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](#): 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](#): 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](#): 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](#): 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:** 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:** 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:** 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:** 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:** 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:** 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:** 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:** 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:** 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:** 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:** 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:** 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:** 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:** 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:** 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:** 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:** 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:** 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:** 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:** 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:** 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:** 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:** 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



## APPENDIX C

### PROCEDURE FOR USE OF NON-DISTRICT MATERIALS

1. No R, X, or NC-17 rated movies may be purchased by the district or shown at any grade level.
2. Video material should be previewed by the teacher who is showing the film to determine appropriateness for grade and student level.
3. Teachers at the elementary and middle school levels should notify in writing when a film with a PG or TV-PG rating is to be used in their classroom, and at the high school level if the film is PG-13 or TV-14. A sample letter is provided.

Dear Parent/Guardian:

On \_\_\_\_\_ I will be showing \_\_\_\_\_, a film or TV show which has a PG or TV-PG (Parental Guidance Recommended) or a PG-13 or TV-MA14 (Parents Strongly Cautioned) for children under 13 or 14) rating.

I have previewed this film and found it to be appropriate for classroom use. If you DO NOT want your child to view the film or TV show, please return the signed permission slip below.

Thank you.

My child, \_\_\_\_\_, DOES NOT HAVE permission to view the above mentioned classroom film or TV show.

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_