WOODMAN SCHOOL DISTRICT #18

LIBRARY MEDIA CENTER

PURPOSE, POLICIES & PROCEDURES

Policy 2065P

WOODMAN SCHOOL DISTRICT # 18 LIBRARY MEDIA CENTER
PURPOSE, POLICIES AND PROCEDURE

I. INTRODUCTION

This manual includes procedures for the collection development, selection, acquisitions and disposal of materials for Woodman School District # 18's library media center. It is based on School Board Policies 2065 and 2105, which require a variety of instructional materials be available to students and staff which encompass all levels of difficulty, provide diversity of appeal and present different points of views, and support academic freedom and the free exchange of ideas and information.

The library media centers are an integral part of the education process. A quality collection demands careful selection and constant evaluation to best serve its patrons. It is the purpose of this manual to serve as a reference tool and guide in providing such service. Also, a procedure for the review of materials for reconsideration is outlined as mandated by Montana School Accreditation Standards, as cited below.

The term *library media center* as utilized in this document refers to the facility housing all forms of media, both print and non-print. Examples of print items are: books, magazines, pamphlets, etc. Examples of non-print items are: computer software, e-books, DVDs, database subscriptions, STEM centers, robotics kits, etc. Media hardware, purchased with library funding and necessary for utilization of the abovementioned non-print resources are included as a part of the library media center, even though they may be housed in additional rooms either adjacent to or separate from the core library media center.

The terms *teacher librarian* or *library media specialist* are the current acceptable titles for the appropriately certified person responsible for selection of materials and operation of the library media center.

<div align="center">LIBRARY MEDIA: PROGRAM DELIVERY STANDARDS</div>

The school library media program is essential in creating independent learners who are efficient consumers and producers of information. By using a variety of information formats, focusing on the learning process and collaborating with other disciplines, school libraries provide the entire school community with opportunities to acquire the information skills they need to interact responsibly in a global society. An ongoing desire to know, a love for reading and a respect for information will transform a student into a lifelong independent learner. The role of libraries in a democratic society is to embrace the social responsibility of learning.

10.55.1801 Library Media Program Delivery Standards
(1) In general, a basic program in library media shall:
    (a) meet the following conditions:
        (i) establish flexible scheduling to ensure that libraries respond to information needs, foster intellectual curiosity, and support learning;

(ii) ensure collaboration with classroom teachers of all disciplines to implement content area standards and to assist students in engaging in the inquiry/research process;

(iii) model and support the ethical use of information, adherence to copyright laws, and respect for intellectual property; and

(iv) advise the board of trustees on policy and rule pertaining to:

      (A) developing and maintaining a library collection that is current, balanced, and reflects authentic historical and cultural contributions of Montana's American Indians and other minority and ethnic groups;

      (B) engaging in comprehensive long range planning to administer and manage, in a secure area, the human, financial, and physical resources of the library to locate, access, and use on-site resources that are organized and cataloged; and

      (C) implementing a viable collection development policy which includes the following components:

            (I) materials selection and de-selection;

            (II) challenged materials procedure;

            (III) intellectual/academic freedom statement;

            (IV) confidentiality assurance;

            (V) copyright guidelines; and

            (VI) gifts and donations.

(b) include the following practices:

(i) collaborate with classroom teachers of all disciplines to highlight and reinforce the commonalities and links between and among the curricular areas;

(ii) cooperate and join with other libraries, information agencies, and community resources in the sharing of materials;

(iii) encourage partnerships with information centers that use electronic information systems; and

(iv) participate in school-wide technology and telecommunications planning and promote its integration into all instructional programs. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2001 MAR p. 953, Eff. 6/8/01.)

II.   PURPOSE OF THE LIBRARY MEDIA CENTERS

The purpose of the District library media center is to provide well--balanced collections, which meet the requirements of the various curricular areas within the school. Materials are included to meet the independent interests and research needs of students and to promote reading. To accomplish the above, intellectual freedom is imperative.

    AASL Citation:

<u>Intellectual Freedom</u>

We uphold the principles of intellectual freedom and resist all efforts to censor library resources.

> 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 teacher
> librarian's responsibility is to develop these dispositions in learners, educators,
> and all other members of the learning community.
>
> **Common Beliefs.American Association of School Libraries**

III.   ANALYSIS OF LIBRARY MEDIA CENTERS

A. Clientele served

School District #18 library media center serves approximately 50-60 students and six to eight staff. Parents and other community members may avail themselves of items located within the library media center for individual and group use, in accordance with adopted board policy.

B. Description of the collection

Print and non-print materials related to subjects covered in the curriculum are prioritized for purchase along with materials of interest to the student body. Emerging technology is considered if it presents possibilities for improved approaches to education. Textbooks, workbooks, and other items used primarily in the classroom are not purchased with library media funds, but may be housed, maintained and circulated by the library media center. When enough funding is available, instructional, informational, and recreational materials are purchased in quantities sufficient to meet the needs of patrons.

C. Funding sources

The primary source of funds for collection development comes from School District # 18 revenue as allocated by the Board of Trustees. Additional funds may be available through federal programs and grants. Contributions from businesses or individuals, and monies generated through financial activities and fines from overdue materials are also acceptable sources of funds.

IV. COLLECTION DEVELOPMENT AND CRITERIA FOR SELECTION

A. Purpose of collection development and evaluation.

The library collection at Woodman School is unique in that it serves patrons in grades 4K-8th grade as well as school staff. Various techniques or combinations of techniques may be used in analyzing the collection for qualitative, as well as quantitative, information. Mapping, checking with standardized lists, direct examination, and compilation of statistics (circulations, library use, etc.) are several techniques the teacher librarian may use to analyze his/her collection.

B. Identification of responsibility for selection

Selection of materials involves many people (teachers, students, and teacher librarian); however, responsibility for coordinating the selection of most library media items and making the recommendations for purchase rests with the professionally trained and certified teacher librarian or designee.

C. Criteria for selection of print items (when applicable)

1. Materials shall support and be consistent with the general educational goals of the district.
2. Materials shall meet high standards of quality in content and presentation.
3. Materials shall be appropriate for the subject area and for the age, emotional development, ability level, and social development of the students for whom the materials are selected.
4. Materials shall stimulate growth in the areas of literary appreciation, social and aesthetic values, and ethical standards.
5. Materials shall promote growth in knowledge and critical thinking.
6. Materials shall be chosen to foster respect for all people, and accurately represent the contributions made to our civilization by minority and ethnic groups, including American Indians.
7. Materials representative of the local culture and community, such as local authors and regional and historical documents will be maintained.
8. Materials shall be selected for their strengths rather than rejected for their weaknesses or viewpoints of author, publisher or producer.
9. Physical format and appearance of materials shall be suitable for their intended use.
10. Selection of materials on controversial issues will be directed toward maintaining a balanced collection representing various views. The inclusion of controversial materials does not imply endorsement of the ideas by school personnel.

D. Criteria for selection of non-print items (When applicable print criteria may also be used.)

1. Non-print items being considered for purchase shall be previewed when practical. Preview requests shall be coordinated by the teacher librarian.
2. In addition to the previous criteria, technical quality and physical attributes appropriate to the format and intended use of non-print items shall be evaluated.
3. Scope, arrangements, organization, relevance of information, and special features shall be considered as related to the overall value of the item to the collection.
4. New technologies will be considered when they improve instruction and/or enrich student learning experiences.
5. Purchases of digital applications shall be made in accordance with district IT policy and Montana State law.

V. PROCEDURES FOR ACQUISITION

A. In selecting materials for purchase, the teacher librarian shall evaluate the existing collection and curriculum needs and consult reputable, professionally prepared selection tools and other appropriate sources. (See Appendix 2 for current selection tools.)

B. Recommendations for purchase will be solicited and considered from patrons, primarily school staff and students.

C. All gifts shall be judged by the appropriate criteria and shall be accepted or rejected by those criteria.

D. Selection is an ongoing process, which shall include new acquisitions, the replacement of lost, worn, weeded, broken or out of date materials and equipment.

E. Purchases shall be made in accordance with district policy.

F. Library media centers will consider cost and quality when selecting sources for purchase.

G. Full text database services may be utilized. Accessibility of content through indexes, ease of use, curricular need and cost shall be considered in the selection process.

H. Teacher librarians will adhere to all licensing agreements for electronic resources.

VI. WEEDING OF THE COLLECTION

To ensure the quality and appropriate age of library media collections, it is essential that they be continually evaluated and weeded. This includes an annual review, which may result in the removal of physically deteriorated items, inappropriate items, or obsolete materials. Space limitations may also force removal of materials. The teacher librarian shall determine the extent (complete or designated subject areas or formats) of the annual review. Members of the staff may be asked to participate in the decision.

A. Criteria by which materials may be weeded

1. Misleading and/or obsolete
2. Poor appearance and condition
3. Age of materials

4. Inappropriate for specific collection

5. Collection has no use and/or room for the material

B. Materials not to be discarded include

1. Items in usable condition related to the culture and history of Montana, regional history, and items provided by the Office of Public Instruction for use in implementation of Indian Education for All.

2. Major publication of the school.

3. Materials published before 1900 or first editions that may be rare or valuable. The teacher librarian may check with the state or the university library for advice on value. The school district may choose to pass materials on to a more appropriate archival institution or to sell them to generate funds.

C. Disposal procedures

Removing materials from one school's collection for some of the above reasons may not mean that the items have no value. Items should be removed if they do not meet the needs of that particular collection, but they may be exchanged or given to a classroom, another school or discarded. Discarded items need to have all identifying markings crossed out. These items must have their holdings records removed from the collection's library catalog program.

VII.   EXPURGATION OF LIBRARY MATERIALS

The Woodman library media center agrees to abide by the copyright laws regarding expurgation. Expurgation is an infringement of copyright laws. Expurgation includes any deletion, excision, alteration, or obliteration of any part(s) of books or other library resources. Expurgation of any library resources imposes a restriction without regard to the rights and desires of all library users, by limiting access to ideas and information.

VIII. PROCEDURES FOR RECONSIDERATION OF CHALLENGED MATERIALS

Although professional judgment is exercised in selecting materials, there will be occasions when a community or staff member may wish to request a reconsideration of certain items. In such an event, the individual shall contact the teacher librarian in an attempt to informally resolve the issue. Building administrators, teachers, and School Board members shall redirect all reconsideration requests to the teacher librarian. If the matter cannot be resolved by the teacher librarian, the matter will be referred to the principal who will provide the initiator a copy of this document, including the reconsideration process. The initiator may choose to rescind their request for reconsideration at any point during the

following procedure.

A. Level I: The Principal shall:

1. Have the initiator complete the form for "Reconsideration of Library Media Center Materials". Copies will be given to the initiator, county superintendent, principal, and teacher librarian. (See Appendix 3)

2. Acknowledge receipt of written request for reconsideration of the material(s) within five school days.

3. Notify all staff members who may be involved in the request. The material(s) in question shall remain in circulation until the formal procedure is complete.

4. Within 30 school days, the principal will contact the individual who made the request to discuss the issue further and attempt to resolve it. At the completion of this contact, all parties will sign a sign-off form. (See Appendix 3)

5. If the Principal, in collaboration with the teacher librarian, recommended at this level to remove the item, the matter shall continue to Level II to ensure adequate consideration.

B. Level II: At this level, the following formal procedures will be followed. (If an initiator elects to withdraw the request, the process shall be terminated.)

1. **Library Board involvement**

   a. The Principal will forward the "Request for Reconsideration of Library Media Center Materials" and other appropriate correspondence to the Library Board and direct the Library Board to review the request for reconsideration. Within five school days the chair of the Library Board shall personally contact the initiator requesting the reconsideration to clarify the issue.

   b. The material(s) in question shall remain in circulation until the formal procedure is complete.

   c. Action on the request shall be taken by the Principal, serving as the Library Board designee, no later than 30 school days after the convening of the Library Board.

2. **Establishment and Convening of Library Board**

The Library Board should be established by the Principal at the start of each school year and consist of at minimum, one teacher or staff member, a community member, a school board member, the teacher librarian, and the Principal. The Library Board will meet, at minimum, 1x per year to review policies and procedures and for professional development. The Library Board is responsible for hearing requests for reconsideration.

3. **Library Board review procedures include**

   a. Library Board members will receive copies of the statement questioning the library media material.

   b. The Library Board will receive the material in question and form opinions based on the material taken as a whole and not on passages taken out of context. The Library Board shall take into account the applicable objective and materials selection criteria as well as the age and development of the students using the material.

   c. Opportunity shall be given to the person(s) involved at Level I to meet with the Library Board and to present their opinions. Library Board members may ask the presenter(s) questions for the purpose of better understanding or clarifying their presentations.

   d. Reconsideration Hearings of the Library Board shall be open to other staff and/or public who wish to observe the deliberations.

   e. The Library Board will formulate their recommendations and prepare a written report for the Principal, who will execute their recommendations.

4. **Action taken**

   a. The action taken relative to the request for reconsideration of the library media materials will be communicated in writing by the Principal to the person initiating the request, as well as all parties involved, within five school days of receiving the Library Board's recommendations.

   b. The decision shall be sent to the Board of Trustees and the County Superintendent.

   c. At the completion of Level II, parties involved will sign and date the sign-off form.

C. Level III: Appeal process

   1. Any of the parties involved may submit a written appeal to the Board of Trustees within five school days of receiving the Library Board's decision letter. The "Request for

Reconsideration of Library Media Center Material will be acted on within 45 days, at a regular Board meeting.

2. The Board of Trustees will receive copies of the statement questioning the library media material.

3. The Board of Trustees will receive the material in question and form opinions based on the material taken as a whole and not on passages taken out of context. The Board of Trustees shall take into account the applicable objective and materials selection criteria as well as the age and development of the students using the material.

4. Disposition of the appeal shall be made known to all parties in the action taken by the Board of Trustees at the aforementioned Board meeting.

IX.   CONFIDENTIALITY OF LIBRARY RECORDS

The Board recognizes the right of privacy of all library users as provided by Montana law. (Montana Code Title 22, Libraries, Arts and Antiquities; Mont. Code Anno., § 22-1-1101 -22-1-111)
 Records maintained in libraries, which identify specific individuals with specific resources, programs or services, are confidential and will not be disclosed, except for routine record keeping, to assure resources are available to users who need them, to locate and collect overdue materials, or as provided by law.

APPENDIX 1: Bibliographic sources consulted in forming Library Media Centers' Procedures
Document

BIBLIOGRAPHY

Bushing, Mary, Nonfiction Collection Guidelines for Smaller Libraries Core Collection Development,

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   Kemp, Betty, School Library and Media Center Acquisitions Policies and Procedures, 2nd ed., Oryx

      Press, 1986.

   Lein Ho, May, Appleworks for School Libraries, Hi Willow Research & Publishing Co., 1985.

   Loertscher, David V., ed., Measures of Excellence for School Library Media Centers, Colorado: Libraries

      Unlimited, Inc., 1988.

   Montana State Library, Collection Development Policy Outline for School Library Media Programs,

      Helena, MT: Office of Public Instruction, 1991.

   Office of Public Instruction, Selection of Instructional Materials, Helena MT, 1991.

   Ohio Department of Education, Materials Selection Guidelines, Columbus Ohio,

      1983.

   Pearlmulter, Jane, "Which On-Line Resources Are Right For Your Collection?" School Library

      Journal, June, 1999.

   Repman, Judi and Downs, Elizabeth, "Policy Issues for the 21st Century Library Media Center",

Book Report, March/April, 1999.

"State Privacy Laws Regarding Library Records." *American Libraray Association.* ALA, n.d. Web. 09
Apr. 2016.

Van Orden, Phyllis, The Collection Program in Schools, Colorado: Libraries Unlimited, Inc., 1988.

White, Brenda H., ed., Collection Management for School Library Media Centers, New York:
Haworth Press, 1986.

Woolls, Blanche, Managing School Library Media Programs, Colorado: Libraries Unlimited, Inc.,
1988

SELECTION TOOLS

Some of the selection tools commonly used are:

School Library Journal
Amazon Reviews
Teen Reads
Abovethetreeline.com
Horn Book
Titlewave
Accelerated Reader
American Indian Blogspot.com
School Library Media
Junior Library Guild
Common Sense Media
American Library Association Book Awards

APPENDIX 3: Reconsideration Forms

REQUEST FOR RECONSIDERATION OF LIBRARY MEDIA CENTER MATERIAL

All questions must be completed in order for this Request for Reconsideration to be accepted and considered for review.

Initiated by:

Name : _____ Telephone _____

Address : _____

.

Are you representing Self, Organization or Group? Name Organization or Group:

_____

Material Questioned:

Print material _____ Title _____

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Author _____

Publisher _____Copyright Date _____

Nonprint material _____Title _____

Publisher _____ Copyright Date _____

Please respond to the following questions. If more space is needed, use an additional sheet of paper.

1. Have you seen or read this material in its entirety? YES or NO

2. To what do you object and why? Please cite specific passages, pages, etc.

3. What do you believe is the main idea of this material?

4. What do you believe might result from use of this material?

5. What reviews of this material have you read? Please attach copies or insert links.

6. For what age group might this material be suitable?

7. What action do you recommend that the school take on this material?

8. What material do you recommend in its place that would provide adequate information on the subject?

Signature: Date:

PLEASE RETURN THIS FORM TO THE PRINCIPAL

Received by Principal: Date_____ Signature: _____

APPENDIX 3: Reconsideration Forms

SIGN-OFF FORM

Print/Non-Print Material: _____
Date: _____

LEVEL 1 :

Action:_____ _____
Agree   Disagree

Initiator: _____
Agree   Disagree

Principal:_____
Agree   Disagree

Teacher Librarian: _____
Agree   Disagree

If the issue is not resolved to the satisfaction of the initiator at Level I, the initiator may formally request it be forwarded to Level II. Level II will also be initiated if Level I is to remove material.

SIGN-OFF FORM

LEVEL II:
Date: _____

Library Board Recommendation: _____

Signature of Chairperson: _____ Agree
          Disagree

Superintendent and/or Designee Determination for Action: _____ Agree
          Disagree

Signature of Initiator: _____ Agree
          Disagree

If the issue is not resolved to the satisfaction of all parties at Level II, Level III will be initiated.

CHECKLIST FOR RECONSIDERATION LIBRARY BOARD: NONFICTION

Author:

Title:

1) A. PURPOSE
   a) What is the overall purpose of the resource?

   b) Is the purpose accomplished? YES   NO

2) AUTHENTICITY
   a) Is the author competent and qualified in the field? YES   NO

   b) What is the reputation and significance of the author and publisher/producer the field?

   c) Is the resource up-to-date? YES   NO

   d) Are information sources well documented? YES   NO

   e) Are translations and retellings faithful to the original? YES   NO

3) APPROPRIATENESS
   a) Does the resource promote the educational goals and objective of the curriculum? YES   NO

   b) Is it appropriate to the level of instruction intended? YES   NO

   c) Are the illustrations appropriate to the subject and age level? YES   NO

4) CONTENT
   a) Is the content of this resource well presented by providing adequate scope, depth, and continuity?
      YES   NO

   b) Does this resource present information not otherwise available? YES   NO

   c) Does this resource give a new dimension or direction to its subject? YES   NO

5) REVIEWS

a) Source of review

b) Favorably reviewed   OR Unfavorably Reviewed

c) Does this title appear in one or more reputable selection tools? YES   NO

d) Additional Comments

CHECKLIST FOR RECONSIDERATION LIBRARY BOARD: FICTION

Author:
.
Title:
.

A. PURPOSE
1. What is the purpose, theme or message of the resource? How well does the author/producer/composer accomplish this purpose?

2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for the user?
YES   NO
3. If no, for what age group do you recommend?

4. Will the reading and/or viewing and/or listening to the resource result in more compassionate understanding of the human experience? YES   NO

5. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups? YES   NO

B. CONTENT
1. Does a story about modem times give a realist picture of life as it is now?   YES   NO

2. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless? YES   NO

3. When factual information is part of the story, is it presented accurately? YES   NO

4. Is prejudicial appeal readily identifiable by the potential reader/viewer/listener? YES   NO

5. Are concepts presented appropriate to the ability and maturity of the potential user?
YES   NO

6. Do characters speak in a language true to the period and section of country in which they live?
YES   NO

7. Does the resource offend in some special way the sensibilities of any person or group by the way it presents either the chief character or any of the minor characters? YES   NO

8. Is there preoccupation with sex, violence, cruelty, brutality and aberrant behavior that would make this resource inappropriate? YES   NO

9. If there is use of offensive language, is it appropriate to the purpose of the text? YES   NO

10. Is the resource free from derisive names and epithets that would offend minority groups?
    YES   NO

11. Is the resource well written? YES   NO

12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion, or philosophy in any adverse way? YES   NO

APPENDIX FOUR: Review Committee

This document was reviewed on 5/1/23 by the following individuals, and recommended for adoption to the Board of Trustees.

Bill Paulson, School Board Chairman
Jon Updike, School Board Member
Neil Murray, Supervising Teacher
Erin Lipkind, County Superintendent of Schools
Jill Wilson, Teacher
Emily Sallee, School Counselor
Danica Nelson, Parent