

KALISPELL SCHOOL DISTRICT #5

LIBRARY MEDIA CENTERS'

PURPOSE & PROCEDURES

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Table of Contents

I. Introduction	2
II. Purpose of the Library Media Center	2
III. Analysis of the Library Media Center	2
A. Clientele served	2
B. Description of the collection	3
C. Funding sources	3
D. Collection development cooperation	4
IV. Interlibrary Loan Policy and Procedure	4
A. Responsibilities of the borrowing library	4
B. Responsibilities of the lending library	5
V. Collection Development and Criteria for Selection	5
A. Purpose of collection development and evaluation	5
B. Identification for responsibilities for selection	5
C. Criteria for selection of print items	5
D. Criteria for selection of non-print items	6
E. Criteria for selection of equipment	6
VI. Procedures for Acquisition	7
VII. Weeding of the Collection	7
A. Criteria by which materials shall be weeded	7
B. Materials not to be discarded	8
C. Disposal procedures	8
VIII. Expurgation of Library Media Materials	8
IX. Procedures for Reconsideration of Challenged Material	8
A. Level I – Principal and Library Media Specialist	8
B. Level II – Principal, Library Media Specialist, Superintendent, and Review Committee	9
C. Level III – Appeal Process	10
X. Confidentiality of Library Records	10
XI. Procedures for Library Media Center Programs, and Displays	11
Appendix:	
#1 Bibliography	12
#2 Selection tools	13
#3 Reconsideration forms	14

Kalispell School District

INSTRUCTION

KALISPELL SCHOOL DISTRICT #5 LIBRARY MEDIA CENTERS' PURPOSE AND PROCEDURE

I. INTRODUCTION

This manual includes procedures for the collection development, selection and acquisitions of materials for School District #5 library media centers. It is based on School Board Policy which requires a variety of instructional materials be available to students and staff which encompasses all levels of difficulty, provides diversity of appeal and presents different points of view. 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.

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, laser discs, videocassettes, compact discs, DVD, etc. Media hardware, purchased with library funding such as projectors, computers, laser disc players, CD-ROM drives, etc. necessary for utilization of the above 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 term library media specialist is the current acceptable title for the appropriately certified person responsible for selection of materials and operation of the library media center.

II. PURPOSE OF THE LIBRARY MEDIA CENTERS

The purpose of the District #5 library media centers is to provide well-balanced collections, which meet the requirements of the various curricular areas within the schools served and which provide for individual differences within these areas.

Materials are included to meet the independent interests, and research needs of students and to promote encouragement and enjoyment of reading. To accomplish the above, intellectual freedom is imperative.

III. ANALYSIS OF LIBRARY MEDIA CENTERS

A. Clientele served

School District #5 library media centers serve approximately 5000 students. There are a total of eight library media centers: five elementary, one seventh grade, one junior high and one high school. Each level contains students with varying goals, needs,

abilities and limitations. To better serve these needs, special education, tutoring, gifted and talented programs exist. Library media services are available to LASER (Learning Alternatives Suited to Education Needs) students as well as vocational/agriculture students located in separate facilities. At all levels, extracurricular activities are supported by the library media centers. Materials for approximately 350 certified and 250 non-certified staff are also vital to the collections. Parents and other community members may avail themselves of items located within the library media centers for individual and group use, in accordance with adopted board policy.

The elementary school population is composed of students living within city limits and adjacent developments. Kalispell Junior High School and Flathead High School population are made up of these students plus students from thirteen outlying rural districts within the county. Population of the community is primarily Caucasian with little representation of ethnic or minority groups. Working middle class families predominate.

B. Description of the collections

Print and non-print materials related to subjects covered in the curriculum are prioritized for purchase.

Current examples of formats collected include books (hardbacks and paperbacks), periodicals, pamphlets, newspapers, graphics, videocassettes, laser discs, CD-ROM discs, cassette tapes, computer software, electronic sources, DVD's, transparencies and slides. The format purchased is determined by the library media specialist who may collaborate with the patron to determine the most effective form for presenting a subject, accomplishing a task or teaching a skill. Emerging technology is always considered if it presents possibilities for improved approaches to education.

Text books, workbooks, and other items used primarily in the classroom are not normally purchased with library media funds or considered part of the library media center collection.

Items related to the culture and history of Montana, Flathead County, Kalispell, Glacier Park, etc. are of high interest to library clientele. Also, Montana has a significant Native American population, so materials relating to this topic are relevant despite the fact there are very few Native Americans enrolled within this district.

When enough funding is available, instructional, informational, and recreational materials are purchased in quantities sufficient to meet the needs of a particular school. Materials that support various teaching methods, student organizations, or special user groups are purchased as requested and deemed relevant for use.

C. Funding sources

The primary source of funds for collection development comes from School District #5 revenue as allocated through the administration. Additional funds may be available through federal programs, state and federal grants, and interlibrary loan agreements. Contributions from businesses or individuals, and monies generated through financial activities and fines from overdue materials are also acceptable sources of funds.

D. Collection development cooperation

Efforts will be made during collection development to avoid unnecessary duplication of unique and/or expensive resources. Library staff will strive to work cooperatively with each other, the Flathead County Library and the Flathead Valley Community College Library when selecting materials and building collections.

IV. INTERLIBRARY LOAN PROCEDURE

Interlibrary loan is the procedure by which one library may request and borrow materials from another District #5 library or other school in Flathead County for the use by an individual. The purpose of utilizing interlibrary loan is to obtain materials from another school that are not presently available in the library at their school. All types of materials regardless for format may be requested from all School District #5 library media centers. The lending library will determine in each case whether the materials can be supplied.

Interlibrary loan is deemed necessary to provide a larger range of materials to meet informational needs otherwise not presently available at an individual school. Interlibrary loan should not be viewed as a substitute for collection development at the individual school. Although this process is voluntary, it is based on the premise that it is in the best interest of the students of the Kalispell School District that the individual libraries collectively share their resources to further enhance the educational needs of the administration, faculty, and the students.

A. Responsibilities of the borrowing library

1. Local resources should be examined carefully before placing a request.
2. Materials requested from another library should generally not include items for which there is a recurring demand by the patrons of the borrowing library. Each library should provide resources to meet the primary needs of their students.
3. For grades K-9, all requests for holds will be placed by the library staff.
4. For grades 10-12, requests for holds may be placed by students or library staff.
5. All materials should be packaged for shipping to prevent damage.
6. The borrowing library must adhere to existing copyright laws.
7. The borrowing library must make certain that the materials are returned by the specified due date and respond immediately if the materials are recalled by the lending library.
8. All materials should be returned on time and in good condition. The borrowing library is responsible for the materials from the time they leave the lending library until they are returned to the lending library.

9. The cost of the replacement or repair of an item is the responsibility of the borrowing library.
10. Elementary (K-6) level students and faculty/staff will not be assessed fines for overdue interlibrary loan materials. Secondary students (7-12) will be assessed fines on overdue interlibrary loan materials from the secondary level libraries only in accordance with the collection codes and parameters established on the automated library system.

B. Responsibilities of the lending library

1. The lending library should process all requests in a timely manner.
2. The borrowing library must be informed promptly when the lending library is unable to satisfy a request.
3. The lending library must follow all copyright regulations.
4. Materials may be recalled at any time for the borrowing library.

V. COLLECTION DEVELOPMENT AND CRITERIA FOR SELECTION

A. Purpose of collection development and evaluation.

Each of the eight District #5 library media centers is unique in its client subject needs, priorities, and collections. Each library media specialist has an ongoing review process to keep a current, well-balanced collection for his/her school. 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, interlibrary loan, library use, etc.) are several techniques the library media specialist may use to analyze his/her collection.

B. Identification of responsibility for selection

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

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 factual 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 factual knowledge and critical thinking.
6. Materials shall be chosen to foster respect for all people, and realistically represent
7. Materials shall be selected for their strengths rather than rejected for their weaknesses or view points of author, publisher or producer.
8. Physical format and appearance of materials shall be suitable for their intended use.
9. 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 District #5 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 library media specialist.
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. Advanced technologies of refinements are encouraged when a new format meets needs not met by earlier formats.

E. Criteria for selection of equipment

1. Equipment should meet desirable performance standards in terms of specific functions.
2. Consideration should be given to the following properties and factors
 - a. Safety of operation
 - b. Operational ease
 - c. Durability
 - d. Dependability
 - e. Portability
 - f. Availability of service
 - g. Initial and maintenance costs
 - h. Reliability of dealer and manufacturer
 - i. Versatility

VI. PROCEDURES FOR ACQUISITION

- A. In selecting materials and equipment for purchase, the library media specialist 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. Recommendation for purchase will be solicited and considered from patrons.
- 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, or out of date materials and equipment.
- E. Selections made by the library media specialist are forwarded to the principal for approval for purchase. The purchase order is then sent to the district office for final processing.
- F. Library media centers will consider cost, quality and time limits when selecting their sources for purchases.
- G. Print periodicals may be procured through the services of a subscription agency, except for titles obtained through institutional memberships or titles that can only be purchased directly from the publishers. We may also use full text database services. Accessibility of content through indexes, ease of use and need in reference are important considerations.
- H. It is recommended that library media centers have at least one local, one state, or one national newspaper available for student and staff use.
- I. Library media specialists will adhere to all licensing agreements for electronic resources.

VII. WEEDING OF THE COLLECTION

To insure the quality 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 library media specialists will determine the extent of the annual review (complete or designated subject areas or formats). Members of the staff may be asked to participate in the decision and provide their subject area expertise.

A. Criteria by which materials shall 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. Classics, except when a more attractive format is available.
2. Local and state history, unless collected by another school.
3. Major publication of the school, unless another department is responsible for the school's archives.
4. Materials published before 1900 that may be rare. The library media specialist may check with the state or the university library for advice on value.

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 and the item stamped "Discarded". These items must have their holdings records removed from the collection's database. Notice of discarded items is sent to the superintendent to be submitted to the Board of Trustees, who will declare the items surplus and designate the final disposal. Recommendations as to disposal may be made by the library media specialist.

VIII. EXPURGATION OF LIBRARY MATERIALS

Library media centers' of District #5 agree 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.

IX. PROCEDURES FOR RECONSIDERATION OF CHALLENGED MATERIALS

Although care is exercised in selecting materials, there will be occasions when a community of staff member may wish to request a reconsideration of certain items. In such an event, the individual shall contact the library media specialist in an attempt to informally resolve the issue. If the matter cannot be resolved at that level, the matter will be referred to the principal.

A. Level I: The principal and library media specialist shall

1. Have the community of staff member complete the form for "Reconsideration of Library Media Center Materials". Copies will be given to the initiator, superintendent, principal, and library media specialist. (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.
4. Within 30 school days, 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 it is recommended at this level to remove the item, the matter shall continue to Level II to insure adequate consideration.

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

1. Superintendent involvement

- a. The principal or library media specialist will forward the “Request for Reconsideration of Library Media Center Materials” and other appropriate correspondence to the superintendent and/or designee. Within five school days the superintendent and/or designee shall personally contact the initiator requesting reconsideration to clarify the issue.
- b. The superintendent and/or designee will establish a committee to review the request for reconsideration.
- c. The material(s) in question shall continue to be used until the formal procedure is complete.
- d. Action on the request shall be taken by the administration no later than 25 school days after the formation of the review committee.

2. Establishment of review committee

The review committee and chairperson will be established by the superintendent and/or designee within ten school days. The committee will include teachers from the same grade level or subject at which the material(s) is being used, appointed parents, school board members, a library media specialist from other than the center where the challenge was received, a subject area specialist and a principal. The committee may also include a student(s). The specific number of representatives from the various categories will be limited to not more than two people from each group.

3. Committee review procedure will include

- a. Committee members will receive copies of the statement questioning the library media material.
- b. Opportunity shall be give to the person(s) involved at Level I to meet with the committee and to present their opinions. Committee members

may ask the presenter(s) questions for the purpose of better understanding or clarifying their presentations.

- c. The committee meeting shall be open to other staff and/or public who wish to observe the deliberations.
- d. The committee will receive the material in question and form opinions based on the material taken on a whole and not on passages taken out of context. The committee should take into account the applicable objective and materials selection criteria as well as the age and development of the students using the material.
- e. The committee will formulate their recommendations and prepare a written report for the superintendent and/or designee who will make a determination for action.

4. Action taken

- a. The action taken relative to the request for consideration of the library media materials will be communicated in writing to the person submitting the request as well as all parties involved within five school days.
- b. The decision shall be sent to all administrators.
- c. At the completion of Level II, parties involved will sign the sign-off form.

C. Level III: Appeal process

1. Any of the parties may submit a written appeal to the Board of Trustees within five school days of the decision.
2. The Board of Trustees will give the "Request for Reconsideration of Library Media Center Material" to the Board of Trustees Curriculum Committee for study and review. The Board of Trustees Curriculum Committee may schedule a special meeting to include the initiator of the request and the committee chairperson for the purpose of further clarification of the issue. The Board of Trustees Curriculum Committee will make their recommendation to the entire Board at the next regularly scheduled board meeting.
3. The "Request for Reconsideration of Library Media Center Material" will be acted on at the next regular Board meeting following the presentation to the board by the Board of Trustees Curriculum Committee.
4. Disposition of the appeal shall be made known to all parties in the action.

X. CONFIDENTIALITY OF LIBRARY RECORDS

The Board recognizes the right of privacy of all library users as provided by Montana law. 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 accomplish the program or service or as provided by law.

XI. PROCEDURES FOR LIBRARY MEDIA CENTER PROGRAMS AND DISPLAYS

Library media center programs and displays provide information, education and recreation to library users and classes. Programs and displays are keyed to curriculum and interests of the students served by the particular center. Programs or displays will not be changed or removed because controversial points of view are presented.

Procedure History:

Promulgated: 01/04/2000

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

BIBLIOGRAPHY

Bushing, Mary, Nonfiction Collection Guidelines for Smaller Libraries Core Collection Development, Helena, MT: Montana State Library, 1988.

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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.

Pearlmutter, 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.

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.

APPENDIX 2: Selection Tools

SELECTION TOOLS

Some of the selection tools commonly used are listed below.

Journals:

American Libraries
Book Links
Book Report
Booklist
Classroom Connect
Knowledge Quest
Library Journal
MacWorld
School Library Journal
Science Books & Films

Books:

Fiction Catalog, H. W. Wilson
Junior High School Library Catalog, H. W. Wilson
Senior High School Library Catalog, H. W. Wilson

Online Sources:

Amazon.com
Barnesandnoble.com
Follett.com

Vendor Catalogs and Mailings:

APPENDIX 3: Reconsideration Forms

**REQUEST FOR RECONSIDERATION
OF LIBRARY MEDIA CENTER MATERIAL**

Initiated by _____
Name Telephone

Address

Representing _____
Self Organization or Group Name

Material Questioned:

a. Print material _____
Title

Author Publisher Copyright Date

b. Non-print 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? _____

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?

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: _____
Signature _____ Date _____

School

SIGN-OFF FORM

Print/Non-Print Material: _____ Date: _____

LEVEL I:

Action: _____

Agree Disagree _____ Initiator

Agree Disagree _____ Principal

Agree Disagree _____ Library Media Specialist

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 at Level I is to remove material.

LEVEL II:

Date: _____

Committee Recommendation: _____

Signature of Chairperson: _____

Superintendent and/or Designee Determination for Action: _____

Signature: _____

Agree Disagree _____ Signature of Chairperson

Agree Disagree _____ Signature of Initiator

If the issue is no resolved to the satisfaction of all parties at Level II, Level III will be initiated.

CHECKLIST FOR RECONSIDERATION COMMITTEE: NONFICTION

Author: _____

Title: _____

A. PURPOSE

- 1. What is the overall purpose of the resource? _____
- 2. Is the purpose accomplished? YES _____ NO _____

B. AUTHENTICITY

- 1. Is the author competent and qualified in the field? YES _____ NO _____
- 2. What is the reputation and significance of the author and publisher/producer in the field? _____
- 3. Is the resource up-to-date? _____
- 4. Are information sources well documented? YES _____ NO _____
- 5. Are translations and retellings faithful to the original? YES _____ NO _____

C. APPROPRIATENESS

- 1. Does the resource promote the educational goals and objective of the curriculum? YES _____ NO _____
- 2. Is it appropriate to the level of instruction intended? YES _____ NO _____
- 3. Are the illustrations appropriate to the subject and age level? YES _____ NO _____

D. CONTENT

- 1. Is the content of this resource well presented by providing adequate scope, depth, and continuity? YES _____ NO _____
- 2. Does this resource present information not otherwise available? YES _____ NO _____
- 3. Does this resource give a new dimension or direction to its subject? YES _____ NO _____

E. REVIEWS

- 1. Source of review _____
Favorably reviewed _____
Unfavorably reviewed _____
- 2. Does this title appear in one or more reputable selection aides? YES _____ NO _____
- 3. Additional Comments _____

CHECKLIST FOR RECONSIDERATION COMMITTEE: FICTION

Author: _____

Title: _____

A. PURPOSE

1. What is the purpose, theme or message of the resource? How well dose 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_____. If no, for what age group do you recommend? _____
3. Will the reading and/or viewing and/or listening to the resource result in more compassionate understanding of human beings? YES_____ NO_____
4. 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 modern 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_____