

LIBRARY / MEDIA MISSION STATEMENT

The library fosters a community of learning and literacy that leads to high academic achievement, independent reading and learning, and collaboration throughout the school. The mission of the library program is to support and provoke the intellectual, social, and personal development of all students by: Providing physical and intellectual access to information in a warm, stimulating, and safe environment, providing instruction, learning strategies, and practice in using ideas and information for effective learning, and integrating the library program throughout every student's education through collaboration and advocacy. The goal of each school library is to be a place that promotes motivated and independent learners, provides spaces for intellectual and social space for students and teachers to gather ideas, exchange points of view and learn together, while supporting a culture of literacy and learning.

MATERIALS SELECTION POLICY

The library's materials collection is developed and managed to meet the cultural, informational, educational, and recreational needs of the student body which the library serves. Although the Board of Education is legally responsible for the resources used in a school, the Board of Education shall delegate to the superintendent of schools the authority and responsibility for selection of library materials in all formats. Responsibility for actual selection rests with professionally trained library personnel using the board's adopted selection criteria and procedures. The school librarian / media specialist builds and maintains a student-oriented collection by anticipating and responding to their needs and expectations.

Collection decisions are made in conjunction with the strategic initiatives, especially the following:

- To provide faculty and students with materials that enrich and support the curriculum and meet the needs of the students and faculty served.
- To provide students with a wide range of educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view.
- To select materials that present various sides of controversial issues, giving students an opportunity to develop analytical skills resulting in informed decisions.
- To select materials in all formats, including up-to-date, high quality, varied literature to develop and strengthen a love of reading.

To build a collection of merit, materials are evaluated according to one or more of the following standards. An item need not meet all of these criteria in order to be acceptable.

- Support and enrich the curriculum and/or students' personal interests and learning.
- Meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format.
- Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected.
- Incorporate accurate and authentic factual content from authoritative sources.
- Earn favorable reviews in standard reviewing sources and/or favorable recommendations based on preview and examination of materials by professional personnel.
- Exhibit a high degree of potential user appeal and interest.
- Represent differing viewpoints on controversial issues.
- Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures.

- Include a variety of resources in physical and virtual formats including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-books, educational games, and other forms of emerging technologies).
- Demonstrate physical format, appearance, and durability suitable to their intended use.
- Balance cost with need.

In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection, and other appropriate sources. The actual resource will be examined whenever possible. Recommendations for purchase involve administrators, teachers, students, district personnel, and community members, as appropriate. Gift materials shall be judged by the selection criteria and shall be accepted or rejected by those criteria. Selection is an ongoing process that should include removing materials that are no longer used or needed, adding materials, and replacing lost and worn materials that still have educational value.

COLLECTION MAINTENANCE

Annually, the school librarian will conduct an inventory of the school library collection and equipment. The inventory can be used to determine losses and remove damaged or worn materials which can then be considered for replacement. The inventory can also be used to deselect and remove materials that are no longer relevant to the curriculum or of interest to students. Additionally, school librarians should develop a collection maintenance plan that includes systematic inspection of materials that would result in weeding outdated, damaged, or irrelevant materials from the collection.

LIBRARY MATERIAL RECONSIDERATION

Despite the careful selection of library resources and the qualification of those involved in the selection process, objections to library resources that are deemed offensive or inappropriate may occur. Any resident, employee, or student of the school district may express an informal concern or formal request for reconsideration of a library resource.

Persons with a complaint about library print or digital resources should state their concerns to the school librarian or principal. The librarian or principal will listen to the concerns and attempt to resolve the issue informally. As part of the discussion, the school employee will explain the library's selection policy, selection criteria, diversity of the collection with resources from many points of view, and the selection process. Additionally, each parent/guardian has the right to determine the appropriateness of library resources for their children and should accord the same right to other families.

If the complaint is not resolved informally, the librarian or principal will explain the formal reconsideration process and provide the individual with a copy of the school district's library selection policy with reconsideration procedures and a request for reconsideration of library resources form. If there is concern about multiple items, a separate form must be completed for each item. All complaints to staff members shall be reported to the building principal, whether received by telephone, letter, or in personal conversation. No library resources should be removed or restricted from use as a result of the informal complaint.

If the completed and signed formal request for reconsideration form has not been received by the principal within two weeks, the matter shall be considered closed.

RECONSIDERATION PROCEDURE

The school level Reconsideration Committee should follow the procedures listed below:

1. At the initial meeting, the principal and committee will review the library polices and procedures. A school administrator should fully participate in the reconsideration process.
2. A member of the committee should keep minutes.
3. All committee members should fully review the resource (read or view the entire work) before discussion and voting on the challenged material.
4. The committee reserves the right to use outside expertise if necessary to help in its decision-making process.
5. The complainant may not participate in or observe the committee's deliberations unless invited to do so by the committee. The committee chair may choose to give committee members time to ask questions.
6. During the initial or subsequent meetings, the committee will make its decision determined by the simple majority to retain, move the resources to a different level, or remove the resource. This will be a secret ballot vote.
7. The committee's written decision (including a minority report if needed) shall be presented to the complainant, the superintendent of schools, and the school library department director within five school days after the decision is made.
8. If the complainant is not satisfied with the decision at the school level, a written appeal can be made within 10 school days to the Board of Education. This request should be delivered to the superintendent of schools.