

CALAIS ELEMENTARY SCHOOL

Board of Directors Policy

**LIBRARY MEDIA CENTER MATERIALS
SELECTION & USE POLICY**

POLICY # G4

WARNED: 02/08/03

ADOPTED: 02/18/03

EFFECTIVE: 04/03/03

LIBRARY MEDIA CENTER MATERIALS SELECTION & USE POLICY

The selection of all materials will be made from the best of those available on the open market with the help of professional reviewing tools and personal recommendation of the staff, students and community members. The collection will support the curriculum and always strive to present all sides and points of view of a given question. The materials will provide enrichment for all educational programs and will cover as many of the interests and abilities of the users as is economically and physically possible.

Definition

“Materials” refers to all books, software, periodicals, and equipment donated or purchased from the media center budget. “Materials” does not include internet materials unless downloaded, copied and distributed by library media staff for instructional purposes.

1. The selection of all materials for the Library Media Center will be the responsibility of the Library Media Specialist with the assistance of the professional staff. In selecting materials, the principles contained in the Library Bill of Rights (Appendix A) and Access to Resources and Services in the School Library Media Program, Also known as “The School Library Bill of Rights (Appendix B)” will be followed. The Calais Elementary School embraces the ALA Library Bill of Rights except where required by law to comply with the Children’s Internet Protection Act.
2. Materials will be available to all members of the school community. Materials will be available to all members of the greater community of Calais provided the school’s needs are met and the borrower understands and complies with the rules for borrowing materials.
3. All gift materials will come under the same selection policy as those purchased by the school. If these gift materials cannot be used by the school, they will either be sold and the profit used for the Library Media Center or given to someone who can use them.
4. The Library Media Specialist will periodically weed the collection using the criteria of condition, accuracy and relevance to the curriculum.
5. The Library Media Specialist will follow all avenues open to him/her to achieve the return of lost materials. The borrower will pay for damaged materials based on the market value determined by the Library Media Specialist.
6. Should a citizen of Calais have a complaint about any materials, the Procedure for Handling Complaints about Media Center Materials will be followed.

PROCEDURES FOR HANDLING COMPLAINTS ABOUT MEDIA CENTER MATERIALS

1. All complaints about Library Media Center materials shall be brought to the immediate attention of the Library Media Specialist who will contact the complainant to discuss the complaint.
2. If the complainant is not satisfied, he/she may submit the Citizen's Request for Review of Library Media Center Materials form to the principal.
3. Upon receipt of a Citizen's Request for Review of Library Media Center Materials form, the Principal will form a committee made up of the Library Media Specialist, a member of the professional staff and a community member. All sides of the question will be discussed thoroughly and a decision rendered. The media review committee will read and view the material in question, weigh its contested element against existing selection criteria, and write a report explaining the action taken. The Principal is responsible for sending a copy of the report to the complainant and the Superintendent.
4. Should the complainant remain unsatisfied, he/she may take complaint to the Superintendent. The Superintendent will review the committee's report to determine if the policy and procedures were followed. The Superintendent will respond to the complaint in writing.
5. Should the complainant still remain unsatisfied, he/she may take the complaint to the School Board. The School Board may choose to review the appeal. If the School Board chooses to review the appeal, the board will make a final decision.
6. Access to challenged material shall not be restricted during the complaint process.

CITIZEN'S REQUEST FOR REVIEW OF LIBRARY MEDIA CENTER MATERIALS

Date: _____

Author: _____

Title: _____

Publisher: _____

Request initiated by: _____

Address: _____

_____ Tel. No. _____

Citizen represents _____ himself/herself

_____ group or organization
(identify) _____

1. Why do you like/dislike the book or material? _____

2. What specifically do you like/dislike? (cite pages, etc.) _____

3. Did you read the entire book or use all the material? _____

4. Why do you think this book or material is objectionable? _____

5. Have you read any reviews, critiques or information that you would like to share with the review committee? _____

6. What action would you like the committee to take? _____

Appendix B

(Also known as: “The School Library Bill or Rights”)

ACCESS TO RESOURCES AND SERVICES IN THE SCHOOL LIBRARY MEDIA PROGRAM

An Interpretation of the **LIBRARY BILL OF RIGHTS**

The school library media program 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 media program, the principles of the **LIBRARY BILL OF RIGHTS** apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support the curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view and current as well as historical issues.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources which reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view, or hear.

Major barriers between students and resources include: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permissions from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school.

Adopted July 2, 1986; amended January 10, 1990, by the ALA Council.

(Made available by permission of the American Library Association).

Appendix A

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.

- 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.
- Libraries should provide materials and information presenting all point of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- 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. Adopted June 18, 1948. Amended February 2, 1961, June 27, 1967, and January 23, 1980 by the ALA Council.

Amended last: January 23, 1980