

Lawrence County School District Library Media Center Policies and Procedures

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Media Center Policies

I. **Philosophy and Objectives for Selection**

A. **Philosophy:**

The school library media centers function as a basic requirement for quality education by providing books, periodicals, audiovisuals, technological and other resource materials necessary to support curriculum and for the independent study and recreational reading of the students and staff. They reflect and support the philosophy of the school and share its aims and objectives.

B. **Objectives:**

The comprehensive collection of materials shall be guided by the policies and statements expressed in **The American Library Association Bill of Rights** and “Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights” as stated in **Information Power: Guidelines for School Library Media Programs:**

1. To provide comprehensive collections of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials
2. To provide materials that will support the curriculum, taking into consideration the individual’s needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of students served
3. To provide materials for teachers and students that will encourage growth in factual knowledge; that will develop literary, cultural , and aesthetic appreciation; and ethical standards
4. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking
5. To provide materials representative of the many religious, ethnic, and cultural groups, and their contributions to our American Heritage
6. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in

order to assure a comprehensive collection appropriate for the user

7. To provide a written statement, approved by the local Board of Education, or procedures for meeting challenge of censorship of materials in school library media centers

II. Selection Responsibility and Criteria:

A. Responsibility:

Although the School Board is responsible for the operation of the school; the coordination, selection, and recommendation of the instructional materials rests with the professional trained personnel. Students, parents, community persons, teachers, and administrators are encouraged to suggest recommended material to the library media specialist for consideration of purchase. Final decisions on purchases rest with the administration and professional personnel in accordance with the formally adopted policy.

B. Criteria:

Criteria for the selection of materials are determined by the needs of the individual school based on knowledge of the curriculum and the individual needs of the patrons.

The word “materials”, as used in this policy statement, includes: books, periodicals, pamphlets, pictures, maps, films, recordings, technology, and other materials which are used by the students and staff in fulfilling the curriculum requirements.

Print and non-print materials, including periodicals, are considered on the basis of:

1. Authority—determined by the author’s qualifications used in preparation of the materials
2. Scope—determined by adequacy of coverage in relation to the subject presented, accomplishment of author’s purpose and appropriateness for school
3. Reliability—determined by accuracy
4. Treatment—determined by noting the author’s purpose (reference, recreation, etc.)
5. Readability—determined by noting suitability for grade and interest levels, appropriate print, vocabulary, and illustrations

6. Subject interest—determined by the skill of presentation in relation to grade and interest level
7. Format—determined by examination of cover, print, page make-up, size, binding, illustration, and other visual presentations
8. Special features—determined by examination for appropriate indexes, bibliographies, outlines, etc.
9. Potential uses—consideration of the following:
 - a. Meet curricular needs
 - b. Provide curriculum enrichment
 - c. Meet general reference needs
 - d. Provide additional factual information
 - e. Promote social and emotional development
 - f. Provide inspirational value
 - g. Serve reluctant readers
 - h. Serve mature readers
 - i. Provide for recreational reading
 - j. Develop aesthetic taste

The policies pertaining to the selection of materials may be reviewed periodically by the school administration, school board, and media center personnel.

III. Procedures for Selecting and Maintaining Materials:

A. Resources:

The library media personnel of the district will work in cooperation with the staff, students, and administration. The library media personnel (when possible) will arrange for first hand examination of items to be purchased. If not possible, various professionally prepared selection aids will be consulted and utilized as guides.

Selection of materials is a positive process, aided by the use of various standard lists and reputable, unbiased, professionally prepared selection aids, including the following:

1. Hornbook
2. Booklist
3. Wilson Library Journal
4. School Library Journal
5. Library Journal
6. Wilson's Children's Catalog
7. Wilson's Jr. High Catalog

8. Wilson's Sr. High Catalog
9. Professional Magazines (relating to academic subject areas)
10. Adopted textbook suggested or additional reading lists.
11. Caldecott Award lists
12. Newberry Award lists
13. Charlie Mae Simon list
14. Arkansas Literature
15. Periodicals for school libraries

B. Weeding:

In order to maintain the high quality of materials necessary for this library media center, it will be necessary to remove materials no longer appropriate to school needs and to replace lost or damaged materials that are still of use.

Criteria for Weeding a Collection:

The decision to remove or retain item/items in the collection will be based on the following:

1. Availability of similar materials
2. Physical condition of material
3. Number of copies in collection
4. Obsolete materials (those outdated in style, theme, or content)
5. Duplicates no longer in heavy demand
6. No item of historical importance to the state of Arkansas will be discarded.
7. Materials with super-ceded editions
8. Provision of adequate coverage in the field

C. Gifts:

The same criteria used for the selection of new materials will be applied to gifts made available to the library media center.

D. Duplicates:

Purchase of duplicates will be made of extensively used materials.

E. Replacements:

Replacements will be purchased for worn, damaged, or missing materials basic to the collection and still of educational value.

IV. Procedure Concerning Challenged Materials:

If any material is challenged by an individual or group, the following procedure shall be followed:

A. Objection:

The person who receives the verbal objection shall be responsible for notifying the school principal and the media specialist.

B. Notification:

The principal shall notify the media center personnel of receipt of the complaint.

C. Reconsideration:

If the individual or group wishes to submit a formal written and signed request for the reconsideration of the material, a printed form (Patron's Request for Reconsideration of Library Media Materials) may be obtained at the appropriate school building (elementary, middle or high school media centers).

D. Committee:

Upon presentation of the completed Request for Reconsideration form, a committee to re-evaluate the materials shall be appointed by the building principal. It shall consist of: all certified media center personnel, the principal, and two faculty members in that building and academic field (history, science, literature, etc.), one parent representing the students of the appropriate building, and one person from the PTO Executive Committee.

E. Decision:

Materials involved will be suspended, but not removed from the holdings record, pending the decision, in writing, of the above committee. There will be a time limit involved. Within one month, the committee will:

1. Read or examine the referred materials
2. Check general acceptance of the materials in published reviews (if available)
3. Form opinions based on the material as a whole
4. Discuss the material and prepare a written report
5. The findings and recommendations of the committee, regarding the future status of the material [which may be to (1. Return the material to circulation; 2. Limit the availability of the material; or 3. Withdraw the material from circulation] shall be submitted to

the principal, superintendent, all media center personnel, and the complainant.

6. The decision of the committee will be implemented.
7. The complainant shall have the right to appeal any decision of the committee to the School Board as the final review committee.

V. Copyright Policy

One of the rights accorded to the owner of copyright is the right to reproduce or to authorize others to reproduce the work in copies or phonorecords. This right is subject to certain limitations found in sections 107 through 118 of the copyright law (title 17, U. S. Code). One of the more important limitations is the doctrine of "fair use." The doctrine of fair use has developed through a substantial number of court decisions over the years and has been codified in section 107 of the copyright law.

Section 107 contains a list of the various purposes for which the reproduction of a particular work may be considered fair, such as criticism, comment, news reporting, teaching, scholarship, and research. Section 107 also sets out four factors to be considered in determining whether or not a particular use is fair.

1. The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes
2. The nature of the copyrighted work
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole
4. The effect of the use upon the potential market for, or value of, the copyrighted work

The distinction between what is fair use and what is infringement in a particular case will not always be clear or easily defined. There is no specific number of words, lines, or notes that may safely be taken without permission. Acknowledging the source of the copyrighted material does not substitute for obtaining permission.

The 1961 *Report of the Register of Copyrights on the General Revision of the U.S. Copyright Law* cites examples of activities that courts have regarded as fair use: "quotation of excerpts in a review or criticism for purposes of illustration or comment; quotation of short passages in a scholarly or technical work, for illustration or clarification of the author's observations; use in a parody of some of the content of the work parodied; summary of an address or article, with brief quotations, in a news report; reproduction by a library of a portion of a work to replace part of a damaged copy; reproduction by a teacher or student of a small part of a work to illustrate a lesson; reproduction of a work in legislative or judicial proceedings or reports; incidental and fortuitous reproduction, in a newsreel or broadcast, of a work located in the scene of an event being reported."

Copyright protects the particular way authors have expressed themselves. It does not extend to any ideas, systems, or factual information conveyed in a work.

The safest course is to get permission from the copyright owner before using copyrighted material. The Copyright Office cannot give this permission.

When it is impracticable to obtain permission, you should consider avoiding the use of copyrighted material unless you are confident that the doctrine of fair use would apply to the situation. The Copyright Office can neither determine whether a particular use may be considered fair nor advise on possible copyright violations. If there is any doubt, it is advisable to consult an attorney.

FL-102, Reviewed June 2012

VI. Appendixes:

PATRON'S REQUEST FOR RECONSIDERATION FORMS

LIBRARY MEDIA MATERIALS

(Please attach additional pages if necessary)

Title _____

Author _____

Description (type) of materials _____

Publisher or Producer _____

Request initiated by _____

Address _____ Phone _____

City, State, Zip Code _____

School in which item is found (Indicate one: Elementary, Middle, High)

Person making the request if representing: Himself/Herself, Group or Organization)

Name of Group (if applicable) _____

Address of Group _____

PLEASE FILL OUT THE QUESTIONS AS COMPLETELY AS POSSIBLE:

1. Please explain what you find objectionable regarding the materials you have indicated.

(Please be very specific by citing pages, frames,
etc.)_____

2. What do you feel might be the result of reading, viewing, or hearing this material?

3. Please indicate for what age group you would recommend this material

4. Please indicate any strengths you found concerning this material

5. Did you review the entire work?

6. If not, which sections did you review?

7. Are you aware of the judgment of this material by professional reviewers?

8. What do you believe is the theme of this work?

9. What would you like for the library media center to do concerning this material?

_____ a. Do not lend this to my child.

____ b. Withdraw it from all students as well as my child.

____ c. Send it back to the staff for re-evaluation.

10. In this space, please indicate a title of equal quality that you would recommend. (It should be similar in subject).

Signature _____

Date _____

LIBRARY MEDIA MATERIALS EVALUATION COMMITTEE REPORT FORM

(Attach additional pages if necessary)

1. Physical description of challenged material: author, title, publisher, copyright, producer, etc.

2. Justification for including this material in the present collection (include both theme and purpose).

3. Critic's judgment of material: (If possible, include copies of review, and indicate the source.)

4. Materials Evaluation Committee's decision and comments: (Include comments from majority and minority positions.)

Signatures of committee members: _____

_____	_____
_____	_____
_____	_____

Copies sent to: Superintendent

Complainant

Principal

Library Media Specialist

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.

1. 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.
2. 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 and doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all person and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting room 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, 1981, June 27, 1967 and January 23, 1980
by the
ALA Council)

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 shape 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 teacher 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 historic issues.

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, 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 student 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 by the ALA Council)

AASL STATEMENT ON CONFIDENTIALITY OF LIBRARY RECORDS

The members of the American Library Association, * recognizing the right to privacy of library users, believe that records held in libraries which connect specific individuals with specific resources, programs, or services, are confidential and not to be used for purposes other than routine records keeping; i.e. to maintain access to resources, to assure that resources are available to users who need them, to arrange facilities, to provide resources for the comfort and safety of patrons, or to accomplish the purposes of the program or service. The library community recognizes that children and youth have the same rights to privacy as adults.

Libraries whose record keeping systems reveal the names of users would be in violation of the confidentiality of library record laws adopted in many states. School library media specialists are advised to seek the advice of counsel if in doubt about whether their record keeping systems violate the specific laws in their states. Efforts must be made within the reasonable constraints of budgets and school management procedures to eliminate such records as soon as reasonably possible.

With or without specific legislation, school library media specialists are urged to respect the rights of children and youth by adhering to the tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and the ALA Code of Ethics.

*ALA Policy 52.5, 54.15

THE FREEDOM TO READ

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: the ordinary citizen, by exercising his critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens.

We trust Americans to recognize propaganda, and to reject it. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio, and television. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with stress.

Now as always in our history, books are among our greatest instruments of freedom.

They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures towards conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free men will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until his idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a

democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. Publishers, librarians, and booksellers do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what books should be published or circulated.

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one man can read should be confined to what another thinks proper.

3. It is contrary to the public interest for publishers or librarians to determine the acceptability of a book on the basis of the personal history or political affiliations of the author.

A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free men can flourish which draws up lists of writers to whom it will not listen, whatever they may have to say.

4. There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

To some, much of modern literature is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the

young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works from which they are not yet prepared. In these matters taste differs, and taste cannot be legislated; nor can machinery be devised which will suit the demands of one group without limiting the freedom of others.

5. It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or author as subversive or dangerous.

The idea of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that each individual must be directed in making up his mind about the ideas he examines. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society, each individual is free to determine for himself what he wishes to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility,

bookmen can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.

The freedom to read is of little consequence when expended on the trivial; it is frustrated when the reader cannot obtain matter fit for his purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of their freedom and integrity, and the enlargement of their service to society, requires of all bookmen the utmost of their faculties, and deserves of all citizens the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of books. We do so because we believe that they are good, possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

STATEMENT ON INTELLECTUAL FREEDOM

THE ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY

The First Amendment to the Constitution of the United States is a cornerstone of our liberty, supporting our rights and responsibilities regarding free speech both written and oral.

The Association for Educational Communications and Technology believes this same protection applies also to the use of sound and image in our society.

Therefore, we affirm that:

1. Freedom of inquiry and access to information, regardless of the format or viewpoints of the presentation, are fundamental to the development of our society. These rights must not be denied or abridged because of age, sex, race, religion, national origin, or social or political views.
2. Children have the right to freedom of inquiry and access to information; responsibility for abridgement of that right is solely between an individual child and the parent(s) of that child.
3. The need for information and the interests, growth, and enlightenment of the user should govern the selection and development of educational media, not the age, sex, race, nationality, politics, or religious doctrine of the author, producer, or publisher.
4. Attempts to restrict or deprive a learner's access to information representing a variety of viewpoints must be resisted as a threat to learning in a free and democratic society. Recognizing that within a pluralistic society efforts to censor may exist, such challenges should be met calmly with proper respect for the beliefs of the challengers. Further, since attempts to censor sound and image material frequently arise out of misunderstanding of the rationale for using these formats, we shall attempt to help both use and censor to the format.

The Association for Educational Communications and Technology is ready to cooperate with other persons or groups committed to resisting censorship or abridgement of free expression and free access to ideas and information.

Adopted: August 13, 2012

