# Beaver Creek Elementary
Library Media Center
Policies and Procedures
MANUAL
(September 2012)

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Beaver Creek Learning Commons Mission Statement

The Beaver Creek Elementary School Learning Commons mission is to be a hub of activity and learning. We maintain a student centered library program promoting 21st century learning skills and instruction that will encourage and enable our school community to be effective users of ideas and information through the provision of qualified, caring teachers, community support, and a nurturing environment in order for all students to achieve their potential.

Beaver Creek Elementary Library Commons Media Center Rules
- Food and drink are not allowed in the library media center. Water is permissible.
- Stay on task, whatever it may be.
- If you use it, put it back in the proper place or on a shelving cart.
- Be courteous to each other.
- Always ask if you cannot find what you seek

Admittance Policy for Students: Students may use the Library Media Center before school (7:15-7:45) and during the day with a teacher or library pass.

Class Policy for teachers: Teachers must accompany their classes to the LMC, but may send no more than six students to do work with a note. Special circumstances may be approved by consultation with the Library Media Specialist. Teachers must enter their preference of use in the LMC calendar located at the circulation desk. **Substitute teachers may not send individual students to the Library Media Center.**

Materials Purchased for Teachers: Teachers may request books, dvd’s, and other materials by an informal conference with the Library Media Specialist. The teacher must provide as much information as possible about those materials needed. The wait time for those materials will be as funds come available.

Loan Policies: The loan period for checking out materials is as follows:
- Regular printed materials – 10 school days
- Reference and visual materials – overnight
Students may check out a maximum of three items at a time and extra copies must be approved by the Library Media Specialist. Faculty and Staff may check out materials for any length of time. When materials are requested by someone else, a request for those materials will be made.
**Fine Policies:** Items that are over ten school days late will be charged a late fee of $.25 a school day. Reference and Digital materials will be charged $.50 a school day. Lost or damaged books must be paid for at the replacement cost. Books that are read by entire classes are referred to as book sets. They are not considered late until we pass into the following semester. Then the book will have the maximum fine. Maximum fines are one half the book replacement cost. Faculty and staff are exempt from fines, but are responsible for the replacement cost of the material.

**Computer Usage:** The LMC has 12 computers with printing capabilities. Class work in conjunction with the teacher may be printed at no cost. Personal copies will be $.5 a page. Only black and white copies are available. Since the computers will not store materials, each student is encouraged to own their own jump drive. Internet use is granted only to the students who have an **Acceptable Use Form** on file. Computers are for **EDUCATIONAL USE ONLY!** Personal e-mail, chatting, instant messaging, music and games are **NOT** allowed.

**Materials Procedures:** Selection

**General Philosophy**

I. Print and non-print materials are selected to support educational and curricular goals of the state and district.

II. Library materials are selected to support the extra-curricular activities sponsored by the school: organizations/clubs, athletics, drama, music, dance, and social events.

III. Library materials are selected to reflect the diverse interest of high school students. Resources that educate, enrich, entertain, and inform will be provided. Materials will include both basic works of permanent value and timely materials on current issues.

IV. Materials may present controversial issues, but will provide many viewpoints for the study and understanding of thought provoking issues.

V. Materials considered standard works for high school collections will be selected.

VI. Materials are selected to encourage growth of knowledge; to develop literary, cultural and aesthetic appreciation, and to foster ethical development.

VII. Materials will reflect the concerns and contribution of both sexes and members of various religious, ethnic, social and cultural groups both current and historical.

VIII. Materials will be appropriate for the age, social and emotional development, ability level, and learning styles of the students for whom they are selected. Therefore children’s, young adult, and adult titles are included in the collection.

IX. Materials will be selected to promote lifelong learning and the effective use of ideas and information.

X. Ultimate responsibility for the selection rest with the Library Media Specialist. But all faculty members are encouraged to participate in the selection process. Community and student recommendations are also considered,
Criteria
The established criteria for all subjects and formats include:
1. Importance of subject matter to the collection
2. Authoritativeness and accuracy of information
3. Reputation and significance of the author/performer, producer, editor, or publisher
4. Timeliness or permanence of the material
5. Appearance of the title in recommended bibliographies, indexes, or review sources
6. Balance of special group interest with general demand
7. Scarcity of material on the subject
8. Appropriateness for the age, emotional development, ability level, learning styles and social development of the students
9. Presentation of multiple perspectives on controversial issues
10. Clarity of Style and format
11. Reasonableness of cost
12. Appeal to our student population

Criteria for Specific Types and Formats of Materials
Print Materials
Fiction
a. Fiction works are selected with a goal of enriching the insight and understanding of oneself and those with whom one lives and works.
b. Fiction works are selected with the goal of representing an honest portrayal of some problem, aspect of life, experience, or point of view which broadens or increases understanding of human nature and society.
c. Motivation, characterization, setting the plot should be well developed. Note: specific passages must be evaluated in relation to the work as a whole and cannot be given fair consideration out of context.
d. The writing should be of an acceptable literary quality.
e. Best sellers are considered on individual merits as well as other new works.

Non-fiction
a. Non-fiction of lasting value is given first priority, but materials may also be selected to meet a temporary need.
b. Information should be accurate and authoritative and presented in a clear and readable style. Expressions of opinion by the author should be readily distinguishable from objective facts and should be sincere and responsible.
c. Subjects which are technically difficult and complex should be useful to a reasonable proportion of high school readers having an interest in the subject.
d. Faculty and staff members with special fields of interest, experience, or study may be ask to review and make recommendations for materials in these fields.
Reviewing Tools
Reviews in professional library journals, listservs, and websites are used as a basis for selection. These tools include, but are not limited to the examples below:

- *School Library Journal*
- *Booklist*
- *VOYA (Voice of Youth Advocates)*
- Book awards

Special Considerations
**Religion:** In the literature of religion library selection must be broad, tolerant, without partisanship, yet constantly directed toward the choice of the best materials in regard to authority, timeliness, and good literary quality. Since this is a public high school, an effort is made to maintain an impartial recognition of religions, as part of the world cultural heritage, while specializing in none.

**Sex and Family Living:** The library purchases materials about sex and family living that are appropriate for elementary students.

**Gifts and Donations:** Materials given as gifts or donations which meet the standards generally employed for selection may be added to the collection. If they are not deemed suitable or useful, they may be given away or discarded.

**Weeding:** In order to maintain an up-to-date, attractive, and currently useful collection, a continuous program of discarding, replacing, and mending is conducted in accordance with current professional standards. Print materials which are outdated, superceded, discredited, in poor condition, or no longer of interest are discarded. The same selection criteria will be applied in deciding whether or not to keep a specific item in the collection as used in acquiring new materials.

**School Library Bill of Rights:** The entire selection process is based on the premise that the Board of Education supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and as expressed in the “Library Bill of Rights” of the American Library Association, “School Library Bill of Rights” of the American Association of School Librarians, and “The Students’ Right to Read” of the National Council of Teachers of English. An NTCE position paper on The Students’ Right to Read can be found on the Internet at http://www.ncte.org/positions/statements/righttoreadguideline.

**Materials Procedures for Reconsideration of Materials:** Occasionally objections will be voiced to the selection of some library materials, despite the quality of the selection process. The entire selection procedure is based on the premise that the Board of Education supports the principles of intellectual freedom inherent to the First Amendment of the Constitution of the United States and expressed in the “Library Bill of Rights” of the American Association of School Librarians, and the “Students’ Right to
If a complaint is made, the following procedure is recommended:
1. The complainant should be informed of the selection procedure and provided with a printed copy of the selection policy adopted by the School Library Media Center.
2. The complainant should be requested to submit the formal “Request for the Reconsideration of Library Materials” to the school principal.
3. When a request is submitted: The principal, in consultation with the certified Library Media Center Director, should immediately appoint an ad hoc review committee to review the challenged material. The review committee should be made up of the Library Media Specialist, a faculty member, a parent, and a student. The committee should report within a month.
4. The review committee should meet its obligation by: a. reading, viewing, or listening to the challenged material in its entirety. b. checking established and acceptable selection tools with a view to gauging the general acceptance of the challenged material. c. establishing relevance of the challenged material to the curriculum and other student needs. d. completing the appropriate checklist including a judgment of the challenged materials as a whole for its value as an entity in the support of the overall goals and objectives of the educational program.
5. The written recommendation should be presented to the complainant and the principal.

Request for Reconsideration of Library Materials

School_______________________________________________________________
Type of material: (ex Book, DVD, and Ecct.) _____________________________________
Title__________________________________________________
Author_______________________ _____________________________________
Publisher or Producer_______________________________________________
Request initiated by _____________________________________
Address_______________________________________________
Phone_______________ Cell Phone_______________

The following questions are to be answered after the complainant has read, viewed, or listened to the school library in its entirety. If sufficient space is not provided, attach additional sheets.
1. Have you read/viewed this material in its entirety? YES NO (circle one)
2. To what in the material do you object? (Please be specific. Cite pages, film sequence, et cetera.)
3. What do you believe is the theme or purpose of this material?
4. What do you feel might be the result of the student using this material?
5. For what age group would you recommend this material?
6. Is there anything good in this material? Please comments.
7. Would you care to recommend other school library material of the same subject or format?
Signature of person completing form________________________________________
Date________________________________________
Checklist for School Advisory Committee’s Reconsideration of Library Material

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Fiction and Narrative Nonfiction

Title______________________________________________________________

Author/Producer___________________________________________________

Purpose

1. What is the purpose, theme or message of the material? 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 young adults? ____yes ____no. If no, for what age group would you recommend? ________________________________

3. Will the reading and/or viewing and/or listening to material result in a 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.

5. Are any questionable elements of the story an integral part of a worthwhile theme or message? ____yes ____no.

Content

1. Does a story about modern times give a realistic picture of life as it is now? ____yes ____no

2. When factual is a part of the story, is it presented accurate? ____yes ____no

3. Is prejudicial appeal readily identifiable by the potential reader? ____yes ____no

4. Are concepts presented appropriate to the ability and maturity of the potential readers? _____yes _____no

5. Do characters speak in a language true to the period and section of the country in which they live? _____yes _____no

6. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents the chief character or any minor characters? _____yes _____no

7. Is there preoccupation with sex, violence, cruelty, brutality and aberrant behavior that would make this material inappropriate? _____yes _____no

8. If there is use of offensive language, is it appropriate to the purpose of the text? _____yes _____no

9. Is the material well written or produced? _____yes _____no

10. 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
11. Does the material make a significant contribution to the history of literature or ideas? _____yes _____no
12. Are the illustrations appropriate to the story? _____yes _____no

Reviews
1. Source of review _____________________________________________
favorably reviewed __________ unfavorably reviewed __________
2. Does this title appear in one or more reputable selection aids? _____yes _____no If answer is yes, please list titles of selection aids?

Awards
1. Has this material won any awards? _____yes _____no
2. If answer is yes, please list awards below.

Additional Comments
Recommendation by School Committee for treatment of challenged materials
Date_____________________
Signatures of Media Advisory Review Committee

Checklist for School Advisory Committee’s Reconsideration of Library Material

Nonfiction
Title ________________________________________________________________

Author/Producer ________________________________________________________________

Purpose
1. What is the overall purpose of the material?
2. Is the purpose accomplished? _____yes _____no

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 material up-to-date? _____yes _____no
4. Are information sources well documented? _____yes _____no
5. Are translations and retellings faithful to the original? _____yes _____no _____n/a

 Appropriateness
1. Does the material promote the educational goals and objectives of the curriculum for the district and state? _____yes _____no
2. Is it appropriate to the level of the intended audience? _____yes _____no
3. Are the illustrations appropriate to the subject and age level? _____yes _____no

Content
1. Is the content of this material well presented by providing adequate scope, range, depth, and continuity? _____yes _____no
2. Does the material present information not otherwise available? _____yes _____no
3. Does this material give a new dimension or direction to the subject? _____yes _____no
Material Procedures: Evaluation/weeding

Evaluating the Collection

1. Desirability. By checking the books on hand, it is easy to determine what part of the total existing collection is useful and recommended especially for school libraries.
2. Variety. In evaluating the variety of the book collection, count only one copy of a title – otherwise a true picture of subject distribution will not be given.
3. Currency. The copyright dates for books in the fields of social science, science, and technology must be especially noted. Developments in these fields have been notably apparent in the past decade. Books in these groups copyrighted ten to seventy years ago or more are to a great extent out of date. Every attempt is made to keep materials in these subjects up to date.
4. Curriculum Support. Does the library contain books to supplement the curriculum offering in all fields? What fields especially need strengthening?
5. Student Interest. Are there books on hobbies, leisure time activities, guidance, occupations, and recreational reading?

Weeding the Collection

“Weeding” is defined as the procedure in which certain items have been identified as being no longer useful, current, relevant, or in good condition. Ongoing weeding of the library media collection is imperative. Teacher and library personnel should work together on this process. In order to be effective, weeding requires a thorough understanding of:

a. The school’s curriculum
b. Knowledge of existing collection
c. An adequate background in literature
d. Knowledge about the characteristics of a good book
e. An understanding of the interest, needs, and abilities of the age group served
f. A community background
g. Knowledge of other resources available

The systematic removal from the collection of materials no longer useful is essential to maintaining the purposes and quality of resources. Discarding materials requires the same degree of attention and careful study as the initial selection.
As books are weeded, they may be considered for replacement. The criteria are as follows:

a. Materials are out-of-date because their content has become obsolete, inaccurate, and/or misleading.

b. Materials are out-of-step with interest, customs, or dress of present generation (other than those reflecting periods of time, costumes, etc.).

c. Material is no longer in a physical condition which supports daily utilization (too worn and/or missing pages, etc.) and its repair exceeds the replacement cost.

d. Materials socially misleading and/or scientifically incorrect information.

e. Material has not circulated recently. It is taking up valuable space needed for more popular and relevant materials unless it contains information not found anywhere else.

f. The item is no longer relevant to the curriculum because of a current change of content or emphasis.

g. Material beyond comprehension of readers.

h. Material is mediocre in presentation.

**Withdrawn Items:** Materials which have been weeded from the collection may be offered to staff and students: offered to charities or other libraries: discarded or recycled.

**References**


*Naperville Public Library Policy No. 260* (June 21, 2006).


*Riverside-Brookfield High School Library and Instructional Technology Manual*. (February 2009)