



K I R K W O O D  
S C H O O L D I S T R I C T

**Library/Media Procedure Guide  
2019-2020**

*One* K I R K W O O D

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## SECTION 1: INTRODUCTION AND MISSION

### 1.1 INTRODUCTION

The Kirkwood R-7 School District provides library media services to students and teachers at all district campuses. Each library media center (LMC) offers an extensive collection of print and multimedia resources, including books, magazines, newspapers, online reference sources, and computer workstations for online access and research. LMC collections have been specifically selected to support the schools' instructional programs. Each campus has at least one certified library media specialist (LMS) and some have a library assistant. All provide support, instruction, and materials to Kirkwood R-7 students so that they learn to access, evaluate, and use information from a variety of sources. Additionally, the LMS will assist students in the creation of original work. Students, staff, and parents are welcome to use the libraries for academic, curricular, and instructional support as well as for recreational reading purposes.

### 1.2 REVISIONS OF MANUAL

*The Library Media Procedures Manual* serves as a uniform guide designed to aid the district library media specialists in the daily operation of the facilities. The manual will be reviewed and revised as necessary. The revision process will involve library media specialists, administrators, and teachers. Upon completion, *The Library Media Procedures Manual* will be presented to the Board of Education.

### 1.3 KIRKWOOD SCHOOL DISTRICT MISSION, VISION, AND BELIEFS

**Our Mission** Students of the Kirkwood School District will think critically and creatively, driven by a sense of wonder, connection, and joy.

**Our Vision** Working together, we will ensure all students are prepared for success – now and in their future.

Our students will...

- Feel supported through positive relationships, with knowledge that others care about them, their interests, and their success
- Be happy, healthy, and have equitable opportunities to succeed
- Discover, wonder about, and solve complex problems, independently and with others
- Effectively use critical and creative thinking strategies; tinker/play with newly formed ideas to test their validity
- Collaborate with others, in person and digitally, and communicate with a range of audiences for a variety of reasons
- Actively question, explore, and apply thinking through rigorous learning, within and across disciplines and in authentic situations

To ensure this, we will...

- Foster an inclusive, collaborative culture committed to innovative thinking and a shared ownership in student success
- Ensure equitable opportunities and success for all students, regardless of race, abilities, or socioeconomics
- Actively address the varied mental health and wellness needs of our students
- Design rigorous student learning to meet the current and future needs of diverse learners
- Develop flexible systems and structures to advance personalization, student learning, and application of ideas
- Aggressively engage families and the broader community, including those beyond KSD, in partnerships that support growth, innovative practices, and a shared responsibility in the success of students
- Provide student-centered learning spaces and facilities that reflect a commitment to safety, flexibility, creativity, inclusion, and sustainability
- Secure financial stability for the district and broad-based trust within our community

#### **1.4 KIRKWOOD R-7 SCHOOL LIBRARY MEDIA CENTERS MISSION STATEMENT**

The mission of the Kirkwood R-7 school library media centers as agencies of both instruction and service is to encourage reading for pleasure and information, to support the curricular goals of our schools, to provide a variety of resources that meet the needs of our diverse populations, to teach appropriate research skills in an integrated context, and to aid other district library media centers.

#### **1.5 GOALS OF KIRKWOOD R-7 SCHOOL LIBRARY MEDIA CENTERS**

The purpose of the library media center is to provide:

- diverse resource and equipment collections appropriate for use by individuals as well as classes in the grade levels served.
- organization and maintenance of materials and equipment that facilitate optimum use.
- working areas and an environment that are well maintained, well organized, and conducive to both learning and enjoyment while using the library resources.
- management of the facility and activities that allows flexible access based on patron input and needs assessments.
- instruction that promotes a lifelong interest in reading, enables library media center patrons to function efficiently and successfully when pursuing research goals, and encourages optimum usage of library materials, resources, and services.
- support for district curriculum and instructional initiatives.

**Policy IIAC : INSTRUCTIONAL MEDIA CENTERS/SCHOOL LIBRARIES**  
**Original Adopted Date: 12/04/1995 | Last Revised Date: 05/05/2003**

Status : ADOPTED

The Board believes that instructional media centers/libraries are a fundamental part of the educational process. The district meets individual learning needs, provides flexible and innovative learning experiences and encourages independent learning by providing sufficient resource options to students and staff.

It is the goal of the Board of Education to provide circulating material, reference resources and electronic media to meet or supplement the needs of the students and teachers in the school system. The district shall strive to meet the school media standards as prescribed by the Missouri Department of Elementary and Secondary Education.

The district librarians, teachers and administrators have the responsibility of recommending and selecting materials for the district, in accordance with state and district guidelines, and reconsidering or reviewing the district's collection as needed. The same criteria used to select new materials for the district will be used to determine whether the district will accept any gift of materials or to determine the selection of materials purchased with a monetary gift from an individual or group.

District librarians will organize and maintain the district's collection and aid students and staff members in locating resources.

The superintendent or designee will create procedures as needed to enforce the district policies and administer the district's media centers and libraries.

**Intellectual Access**

The library media program serves as a point of access to information and ideas for students as they acquire critical thinking and problem-solving skills. Students and educators served by the library media program should have access to resources and services free of constraints resulting from artificial barriers. Students will have access to library media selected and available in accordance with district policy and library media guidelines.

**Confidentiality**

Individually identifiable library records will be confidential as required by law. Individually identifiable library records of a student will be considered an education record under federal law and will be released in accordance with Board policy.

Individually identifiable library records of persons other than students will not be released to any person other than the person identified in the record or to district employees who need to know the information to perform their duties for the district. However, these records may be released upon written request by the person identified in the record or in response to a court order upon a finding that the disclosure is necessary to protect the public safety or to prosecute a crime.

As used in this policy, a "library record" is any document, record or other method of storing information retained, received or generated by a library that identifies a person or persons as having requested, used or borrowed library material and all other records identifying the names of library users. The term "library record" does not include nonidentifying material that may be retained for the purpose of studying or evaluating the circulation of library material in general.

\* \* \* \* \*

**Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.**

**Policy Reference Disclaimer:** These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

<b>State Reference</b>	<b>Description</b>
§182.815, RSMo.	<a href="#">State Statute</a>
§182.817, RSMo.	<a href="#">State Statute</a>

<b>Policy Reference</b>	<b>Description</b>
EGAAA	<a href="#">REPRODUCTION OF COPYRIGHTED MATERIALS</a>
JO	<a href="#">STUDENT RECORDS</a>
JO-1	<a href="#">STUDENT RECORDS</a>
KH	<a href="#">PUBLIC GIFTS TO THE SCHOOLS</a>
KL B	<a href="#">PUBLIC QUESTIONS, COMMENTS OR CONCERNS REGARDING DISTRICT INSTRUCTIONAL/MEDIA/LIBRARY MATERIALS</a>

Regulation IIAC-R1 : INSTRUCTIONAL MEDIA CENTERS/SCHOOL LIBRARIES -  
SELECTION AND RECONSIDERATION OF MATERIALS

Status :  
ISSUED

**Original Issued Date:** 10/07/2002 | **Date Adopted:** 02/05/2007

***(Selection and Reconsideration of Materials)***

The district will obtain materials for the district's media centers and libraries that are current, address the curriculum needs of district instructors and provide the learning resources needed by district students. District librarians, teachers and administrators are responsible for the selection and reconsideration of materials for the district's media centers and school libraries in accordance with the objectives listed in this regulation. Suggestions for the selection and reconsideration of materials will be reviewed at least annually. The selection process will include input from students, parents, staff and administrators. The superintendent or designee will adopt procedures as needed to accomplish the goals of this regulation.

**Objectives for the Selection of Library Materials**

Library materials will be selected in accordance with the following objectives:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
3. Provide background information that will enable students to make intelligent judgments in their daily lives.
4. Provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.
5. Provide materials representative of the contributions to our American heritage from the many religious, ethnic and cultural groups.
6. 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 users of the library.
7. Use existing special criteria for the selection of all kinds of materials, such as films, CDs, tapes and books, for all subject areas. The general criteria that may be applied to all acquisitions are as follows:
  - ▶ Material should have permanent or timely values.
  - ▶ Information should be accurate.
  - ▶ Material should be presented in a clear manner.
  - ▶ Material should be authoritative.
  - ▶ Material should have significance.

The above-mentioned criteria will also apply to the acceptance of any gift of materials or to the selection of materials purchased with a monetary gift from an individual or group.



## Reconsideration

Library materials will be reconsidered and, if necessary, removed from district media centers and libraries in accordance with the following guidelines:

1. The material is outdated or factually incorrect.
2. A more thorough or more complete resource exists.
3. The resource no longer supports the district's curriculum objectives.
4. The resource is not used by either staff or students.
5. The resource is not recommended by district librarians, teachers or administrators.

\* \* \* \* \*

***Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.***

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## SECTION 2: PERSONNEL

### 2.1 LIBRARY MEDIA SPECIALIST

The library media specialist (LMS) administers the library media center (LMC) and provides services and materials to students, parents, teachers, and administrators. The library media specialist is directly responsible to the building principal for district-wide policies, practices, and procedures.

#### 2.2.1 Instructional Responsibilities

- fosters an appreciation of literature and cultivates reading as a lifelong activity
- provides direct and indirect instruction designed to ensure that all students effectively retrieve and use information
- serves in a teaching capacity available for group and individual instruction to meet the goals outlined in the curriculum guide
- works with departments, grade level teams, and curriculum committees to coordinate library instruction
- provides in-service training for the staff in materials, equipment, and technology
- coordinates and manages the use of the LMC
- strives to provide maximum access to the LMC for staff, students, and parents

#### 2.2.2 Administrative Responsibilities

- supervises the organization and operation of the LMC
- assists in the selection and evaluation of LMC support staff (if applicable)
- establishes and supervises circulation procedures for LMC materials
- prepares and administers the LMC budget
- participates in the design and use of LMC facilities
- selects and acquires materials, both print and non-print, according to the official selection procedures
- keeps current on LMC, educational issues and technological advances
- processes LMC materials
- works with departments, grade level teams, and curriculum committees in suggesting and selecting appropriate materials
- informs faculty of new LMC materials, websites, and technology
- acquires adequate LMC supplies
- acquires and maintains equipment needed to support instruction
- works cooperatively and professionally with other library media specialists
- completes regular inventories
- maintains and weeds LMC materials
- assists in developing and maintaining an up-to-date procedures manual and library media curriculum guide
- maintains all records and reports
- develops and supervises the LMC volunteer program
- communicates with parents and the community through school or LMC newsletters, Web pages, etc.
- maintains LMC web pages
- educates staff on current copyright laws
- serves on school and district committees as needed

### 2.2 LIBRARY MEDIA ASSISTANT (dependent on school)

The library media assistant provides services integral to the overall use of the library media center. This staff member provides assistance to students, teachers, administrators, volunteers, and parents. This person works directly with individuals and groups of students in activities coordinated by the library media specialist.

The library media assistant:

- assists the library media specialist in the overall operation of the LMC.
- assists with the training of volunteers.
- assists students, staff members, and parents in locating and utilizing materials and technology.

- assists in processing, circulating, and shelving materials.
- \*inspects and does routine maintenance of audiovisual equipment (replaces bulbs, batteries, etc.).
- sets up bulletin boards and displays.
- assists in inventory and weeding.
- assists with routine clerical duties, i.e. letters, overdue notices, requisitions, maintaining inventories, filing, etc.
- assists with receiving library media materials and equipment and prepares them for circulation.
- performs other duties as assigned by the LMS.

\*Dependent on the building, this may be carried out by a separate department.

### **2.3 STUDENT AIDE/ASSISTANT**

In some upper elementary schools, middle schools, and high schools, student aides/assistants can provide valuable assistance in the LMC. The duties of the student aides/assistants will be determined by the LMS and may include:

- assisting at the circulation desk.
- shelving books.
- straightening books and reading shelves.
- straightening furniture.
- running errands as needed.
- answering the phone and taking messages.
- assisting students in finding books.
- greeting authors and special visitors.

### **2.4 VOLUNTEERS**

Volunteers provide valuable assistance in the overall operation of the LMC. The duties of the volunteers will be determined by the LMS and may include:

- reading shelves.
- shelving books.
- assisting at the circulation desk.
- assisting with special projects as directed by the LMS (i.e. book fairs, author visits, bulletin boards, birthday book club).
- processing new books.
- processing periodicals.
- assisting with student projects as needed.

**3.1 SELECTION OF MATERIALS****3.1.1 Collection Development**

The primary purpose of the library media center (LMC) resources is to support, enrich, and assist in the implementation of the educational program of the school. It is the duty of the library media specialist (LMS) to provide, without bias or prejudice, a wide range of materials at varying levels of difficulty, with diversity of appeal and the presentation of different points of view. Materials shall not be excluded because of race, nationality, or the political or religious views of the writer.

The LMS will:

- provide materials that will enrich and support the curriculum, taking into consideration the varied interests, needs, abilities and maturity levels of the pupils served.
- provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
- provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.
- provide diverse materials representative of many religious, ethnic and cultural groups.
- 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 users of the LMC.

**3.1.2 Responsibility for Selection of Materials**

The Board of Education delegates the responsibility for the selection of the LMC resources to the LMSs employed by the school district.

While selection of materials involves the input of many people (principals, teachers, students, parents, and community members), the ultimate responsibility for the selection of LMC resources and the recommendation for purchase rests with the LMS. LMC resources include, but are not limited to, books, magazines, online databases, and digital materials.

**3.1.3 Criteria for Selection of Materials**

Selection of materials for the Kirkwood R-7 School District library media centers is a continual, yearlong process based on the needs of a constantly changing and evolving curriculum and the diverse interests of students and teachers. Materials will be selected for the LMCs according to the following guidelines:

- LMC resources shall support and be consistent with the educational goals of the Kirkwood School District.
- LMC resources shall be relevant to today's world -- reflecting problems, aspirations, attitudes, and ideals of a global society.
- LMC resources shall be appropriate for the subject area and for the age, emotional development, ability level, and learning style of the students for whom the materials are selected.
- LMC resources shall be designed to help students gain an awareness and understanding of the many important contributions made to our civilization by culturally diverse groups.
- LMC resources shall be designed to provide a background of information which will motivate students and staff to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society, and to make intelligent judgments in their daily lives.
- The selection of LMC resources on controversial issues shall be directed towards maintaining a balanced collection representing various views.
- LMC resources shall meet high standards of quality in:
  - presentation
  - physical format
  - educational significance
  - readability
  - authenticity

- artistic quality and/or literary style
- factual content

### **3.1.4 Selection Procedures**

Prior to selection of materials, the LMS shall evaluate the school's existing materials collection and curriculum needs. In selecting LMC resources, the LMSs will evaluate available resources and consult professionally recognized reviews and reference aids.

The LMS considers the recommendations of students, teachers, other staff members, curriculum specialists, parents, community members, and administrators in the purchase of materials.

Materials containing topics, illustrations, or language that may be considered, by some, to be controversial may be included in Kirkwood R-7 LMCs if they are recommended in commercial reviewing journals or meet the evaluative criteria listed in this procedure.

Each LMC shall contain appropriate materials for teacher use and professional growth.

Audiovisual equipment needs are evaluated on a continuing basis, dependent on building LMS responsibility. Criteria used for replacement include operating condition, age, repair history, continued need for the piece of equipment, teacher input on problems, and replacement cost.

## **3.2 GIFTS PROCEDURES**

Material donations or gifts may be made to LMCs. The LMS shall decide which gifts will be added to the collection based on the stated selection procedures. Gifts that do not meet the selection criteria may be returned to the donor, offered to teachers for classroom collections, or be disposed.

Gifts of money for book purchases may be accepted by the LMC from individuals or organizations provided that there are no restrictions as to the materials purchased. The selection of the materials is to be made by the LMS according to the stated selection procedures.

Appraisals for donated materials will not be made. Upon request by the donor, receipts will be given only for the number of items donated, not the value.

A bookplate giving the donor's name may be placed in gift books, or on equipment.

The acceptance of a gift item may in no way be interpreted as endorsement of the item by the school or school district or any employee of the district.

## **3.3 ACQUISITIONS**

The library media specialist will meet with the school/budget principal as early in the school year as possible to discuss the library's goals.

### **3.3.1 Approximate Timeline for Budget Process**

LMS will communicate with building secretary and/or principal to ensure budget is spent in a timely manner. The fiscal year runs from July 1 - June 30.

### **3.3.2 Sample List of Items Purchased Through LMC Budget**

Check with building budget secretary for budget amounts, codes, etc.

- library books
- periodicals
- dues/memberships
- furniture
- supplies
- databases

### **3.3.3 Procedures for Acquisitions**

Requisitions must be completed **and** a purchase order (P.O.#) assigned before purchasing materials. Materials should be ordered early enough to be invoiced at least a month before the end of the fiscal year.

- Attach hard copy verification, if possible.
- Use current budget numbers and account numbers.
- If picking up materials, keep the sales receipt, attach to a copy of the P.O., and return to secretary.
- Requisitions may be written with statements such as, "Not to exceed P.O. amount," "Ship by a specified time," or "No back orders." Standing orders are not permitted.
- If a purchase order is to be faxed, the official P.O. must be used, not the requisition.
- Requisition approval is required by the school administrator.

### **3.3.4 Receiving**

As items are received, appropriate personnel should be notified (secretary, building administrator). Identify P.O. and vendor when communicating information about purchases. Local orders may be hand carried to vendor and picked up. Verify that vendor will accept P.O.

## **3.4 PROCESSING MATERIALS**

### **3.4.1 Organizing Materials and Equipment**

A major organizational objective should be ready access to library materials. For the book and digital collections, the Dewey Decimal system is used to classify nonfiction materials. Quality of cataloging should be maintained throughout the district library collection.

### **3.4.2 Maintaining Records of Materials and Equipment**

Quarterly circulation statistics need to be maintained. Run a quarterly circulation record for administration.

The LMC staff should maintain an inventory of books, digital materials, and equipment and report it to administration as required. A full inventory of all LMC items should be completed each year, including total number of books in the collection as well as the number missing, discarded, lost, and paid for during the school year.

### **3.4.3 Procedures for Processing Materials**

Processing includes all the steps necessary to prepare materials for check out. The process used should follow standard library practices.

- As books are unpacked, check to be sure the order reconciles with the items listed on the packing slip. Check for manufacturing defects (bad binding, text upside down, etc.). Any defective books are put aside to be returned later.
- Check off each book on the invoice packed with the books on your original titles list to make sure order is complete as stated on the invoice. Note any missing titles. Be sure to note if invoice states that items are back-ordered or out-of-print.
- Attach barcode labels on the book cover. Attach a copy of the barcode or note the barcode number on the title page.
- Print and affix spine label to spine, 1" from the bottom, and cover with label protector.
- Import new catalog records into library cataloging database.
- An exact edition should be added to existing entry if possible (using "add copies")
- If no MARC records came with the books, and other sources have been tried, use basic cataloging practices in the Follett Cataloging Software Program.

### **3.4.4 Procedures for Processing Equipment**

Each item of equipment should be barcoded and entered into the computer database. Item records should be recorded by make, model and serial number. If a district number is assigned, this should also be recorded in the database. All equipment items should be marked with school name, serial number and bar code number with a permanent marker or an engraver.

### **3.4.5 Standards for Bibliographic Records**

Cataloging practices shall be consistent and uniform in all libraries in Kirkwood R-7. All bibliographic records must be in US MARC format. Classifications will be made using the Dewey Decimal Classification system and subject headings shall be assigned from *Sears List of Subject Headings*.

Special call numbers will be limited to the following and printed in all capital letters:

- Nonfiction Books: Dewey number plus the first three letters of the main entry
- Fiction Books: FIC plus the first three letters of the main entry
- Picture Books: E plus the first three letters of the main entry
- Biography: 92 plus the first three letters of the subject's last name
- Reference: REF followed by Dewey number followed by the first three letters of the main entry
- DVD: DVD followed by the Dewey number (or E or FIC) followed by the first three letters of the main entry
- CD: CD followed by the Dewey (or E or FIC) number followed by the first three letters of the main entry
- Professional: PRO followed by Dewey number plus the first three letters of the main entry
- Kit: K followed by the Dewey number followed by the first three letters of the main entry
- Equipment: EQ

### **3.5 EVALUATION OF THE LIBRARY MEDIA CENTER RESOURCES**

The LMC collection and program are evaluated annually. This includes both a quantitative and qualitative evaluation as well as a subjective evaluation of the collection by the LMS. The information from this evaluation may be used to develop a library media plan for improvement.

The library media program may also be evaluated using:

- analysis of inventory records
- analysis of circulation records
- analysis of library use
- staff surveys
- student surveys.

#### **3.5.1 Weeding**

Weeding is essential to collection maintenance. Weeding should be done continuously to ensure that the entire LMC collection will be weeded. The following criteria should be considered when weeding the collection:

- the out-of-date and incorrect - Areas that deserve careful examination are in science, technology, health and geography. Materials with potentially harmful misinformation should be removed.
- the biased, condescending, patronizing, or stereotyped - These materials can foster negative ethnic and cultural attitudes.
- the worn out or badly damaged - Look for brittle, yellow, dirty pages, fine print, ragged bindings, poor quality pictures, loose or missing sections.
- the unpopular, unused, or unneeded - Check the collection for more duplicate copies of titles than needed and materials that no longer fit the curriculum or the reading and/or interest level of the students.

If an item has not circulated in over five years, perhaps it should be considered for removal. However, this depends on topic.

Materials that may be retained include:

- classics except when a more attractive edition is available or there are too many copies on the shelf.
- local and Missouri history unless it can be replaced with new copies.
- school annuals and other publications of this campus.
- materials that are not subject to rapid change - fairy and folktales, fiction, fine arts and sports (with the exception of rule books), poetry and literature, languages, religion.

### **3.6 INVENTORY**

Since maintaining accurate records is necessary in every library, adequate time should be provided to the LMS for the purpose of completing an annual inventory to assure that the record of the collection actually reflects what is available to the user. The reasons for completing an inventory of the collection include:

- to indicate missing or lost materials, etc.
- to reveal numerical strengths and weaknesses in the collection.
- to identify materials in need of repair.
- to serve as a vital part of the process of weeding the collection

### **3.7 CHALLENGED MATERIALS PROCEDURES**

There shall be procedures by which citizens, staff, or pupils may challenge materials. Informal discussion with the challenger may be held before formal reconsideration procedures are initiated.

Procedures to be followed when materials are to be reconsidered:

- A request form for reconsideration shall be obtained from the school LMC. (Item 3.8.1)
- The completed form shall be returned to the school LMC from which the material had been obtained.
- The principal will appoint a Reconsideration Committee. This committee shall consist of the building principal, a library media specialist (from a school other than where the material is challenged), a teacher, a parent, and a citizen from the community. The principal will chair the committee.
- The committee shall meet and complete the appropriate form. (Item 3.8.2 or 3.8.3)
- The committee shall then file a copy of the recommendation with the superintendent of schools.
- A written appeal may be made to the superintendent concerning the Reconsideration Committee's recommendation.
- Retain or withdraw challenged materials as mandated by the decision of the superintendent.
- A decision to sustain a challenge of the material shall not be interpreted as a judgment of irresponsibility on the part of the professional involved in the original selection or use of the material.
- The challenged material(s) shall remain available for checkout until the committee has reached a decision.



## Kirkwood School District - Request for Reconsideration of Instructional Materials

School:	Type of Material:
Title:	Author:
Publisher/Producer:	

Request Initiated by:		
Phone:	Address:	Zip:

The following questions are to be answered after the complainant has read, viewed, or listened to the material in its entirety. If sufficient space is not provided, attach additional sheets. *Please sign your name to each additional attachment.*

1. Have you read/viewed/listened to this material in its entirety? YES            NO
  
2. To what in the material do you object? (Please be specific, cite pages, frames, film sequence, etc.)
  
3. What do you believe is the theme or purpose of the material?
  
4. What do you feel might be the result of a student's use of this material?
  
5. For what age group would you recommend this material?
  
6. Is there anything good in this material? Please comment.
  
7. Would you care to recommend other school library media center material of the same subject and format as a replacement for this material?
  
8. What would you like your library media center/school to do about this material?
  - Do not assign it to my child.
  - Keep the material on the shelf, but I will ask my child not to borrow the material.
  - Withdraw it from all students as well as my child.

Signature of complainant: \_\_\_\_\_ Date: \_\_\_\_\_

***Please return completed form to the school principal.***

## KSD Checklist for Reconsideration Committee – Nonfiction Materials

Title:	Author:
--------	---------

1. What is the overall purpose or theme of the material?		
2. Is the purpose accomplished?	YES	NO
3. Is the author competent and qualified in the field?	YES	NO
4. What is the reputation and significance of the author and publisher/producer in the field?		
5. Is the material up to date?	YES	NO
6. Are any information sources well documented?	YES	NO
7. Are translations or retellings faithful to the original?	YES	NO
8. Does the material promote the educational goals and objectives of the curriculum of district schools?	YES	NO
9. Is it appropriate to the level of instruction intended?	YES	NO
10. Are any illustrations appropriate to the subject and age levels?	YES	NO
11. Is the content of this material well presented by providing adequate scope, range, depth, and continuity?	YES	NO
12. Does this material present information not otherwise available?	YES	NO
13. Does this material give a new dimension or direction to its subject?	YES	NO
14. Review	Source of Review:	
15. Favorably Reviewed?	YES	NO
16. Does this title appear in one or more reputable selection aids?	YES	NO
17. If the answer is yes, please list titles of the selection aids.		

Additional comments:

Recommendation by Committee for Treatment of the Challenged Materials

Signatures of Reconsideration Committee

Date: \_\_\_\_\_

### KSD Checklist for Reconsideration Committee – Fiction Materials

Title:	Author:
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1. What is the purpose, theme, or message of the material? How well does the author/producer accomplish this purpose?		
2. Will the reading and/or viewing of material result in a more compassionate understanding of human beings?	YES	NO
3. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups?	YES	NO
4. When factual information is part of the story, is it presented accurately?	YES	NO
5. Are concepts presented appropriate to the ability and maturity of the potential reader?	YES	NO
6. Do characters speak in a language true to the period and section of the country in which they live?	YES	NO
7. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters?	YES	NO
8. If there is use of offensive language, is it appropriate to the purpose of the text?	YES	NO
9. Are the illustrations appropriate and in good taste?	YES	NO
10. Are the illustrations realistic in relation to the story?	YES	NO
11. Review	Source of Review:	
12. Favorably Reviewed?	YES	NO
13. Does this title appear in one or more reputable selection aids?	YES	NO
14. If the answer is yes, please list titles of the selection aids.		

Additional comments:

Recommendation by Committee for Treatment of the Challenged Materials

Signatures of Reconsideration Committee

Date: \_\_\_\_\_

**4.1 CIRCULATION****4.1.1 Circulation Statement**

The school library media program supports the principles of the LIBRARY BILL OF RIGHTS (ALA) and the STUDENTS' RIGHT TO READ (NCTE, 1996). Students and educators served by the school library media program should have access to resources and services free of constraints resulting from personal, partisan, or doctrinal ideologies. School library media professionals resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, or hear. The School Board adopts procedures that ensure student access to a broad range of ideas. Learning/teaching styles and interests of all students and teachers will be accommodated.

Systems for circulating materials encourage students to borrow materials for use throughout the school and in the LMC. Circulation and reporting systems protect the privacy of users. The primary goal of any circulation system should be to make access to materials easy through convenient and simple lending procedures that encourage rather than restrict use of all types of library materials.

**4.1.2 Circulation Procedures**

- A record within the circulation system (Follett) will be maintained for each library patron.
- Patrons wishing to take materials from the LMC must first check out at the circulation desk.
- The time period for check-out is at the discretion of the LMS.
- The number of items checked-out is at the discretion of the LMS.
- Student materials may be renewed, if needed, unless the item is on reserve.
- Students may reserve up to two items. This may vary at the discretion of the LMS.
- Teacher materials are checked out for six weeks. This may vary at the discretion of the LMS.
- Parents may check out items from the LMS. The number of items allowed and the check-out period are at the discretion of the LMS.
- Students may not check out materials to another student's name or to a teacher's name without permission.

**4.1.3 Overdue and Lost Books**

LMC patrons are responsible for following circulation procedures and returning LMC materials by the due date. When patrons do not return library materials on time, weekly overdue notices are produced and distributed in an effort to help remind them to return materials that have been checked out.

Fines are not charged for overdue items but are charged for lost or damaged items. The fee for lost books is the original purchase price rounded up to the nearest dollar. The price is rounded up to account for processing costs. The fee charged for lost magazines is \$4.00. When the original purchase price is not available, students will be charged a minimum of \$12.00 for hardback books and \$5.00 for paperback books.

Patrons having multiple overdue items over a period of time will be noted in the circulation system. Patrons having consistent overdues may have their borrowing privileges restricted. Other school privileges may be restricted per building policy.

## 4.2 INFORMATION ACCESS

Kirkwood R-7 schools endorse “Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights” from the American Association of School Librarians.

### 4.1.4 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.

- I. 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.
- II. 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 or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. 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, and January 23, 1980,  
inclusion of “age” reaffirmed January 23, 1996,  
by the ALA Council

### 4.1.5 Access to Resources and Services in the School Library Media Center

#### An Interpretation of the Library Bill of Rights

The school library plays a unique role in promoting, protecting, and educating about 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, the principles of the American Library Association's *Library Bill of Rights* apply equally to all libraries, including school libraries. Under these principles, all students have equitable access to library facilities, resources, and instructional programs.

School librarians 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 librarians 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. Intellectual freedom is fostered by educating students in the use of critical thinking skills to empower them to pursue free inquiry responsibly and independently. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School librarians cooperate with other individuals in building collections of resources that meet the needs as well as the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library collections are an integral component of the curriculum and represent diverse points of view

on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

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 equitable access to resources and services, the school library provides resources that 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 have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School librarians resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access regardless of technology, formats or method of delivery.

Major barriers between students and resources include but are not limited: to imposing age, grade-level, or reading-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 permission 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.

It is the responsibility of the governing board to adopt 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. It is the responsibility of school librarians to implement district policies and procedures in the school to ensure equitable access to resources and services for all students.

Adopted July 2, 1986; amended January 10, 1990; July 12, 2000, January 19, 2005; July 2, 2008; and July 1, 2014 by the ALA Council.  
ISBN 0-8389-7053-2

American Association of School Librarians  
a division of the American Library Association  
50 East Huron Street  
Chicago, IL 60611  
1-800-545-2433 x4386

#### **4.1.6 Internet/Computer Use in Library Media Center**

See District Technology Usage and Safety Procedures.

<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=EHB&Sch=431&S=431&C=&RevNo=1.11&T=A&Z=P>

[https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=EHB-AP\(1\)&Sch=431&S=431&C=&RevNo=1.01&T=A&Z=R](https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=EHB-AP(1)&Sch=431&S=431&C=&RevNo=1.01&T=A&Z=R)

#### **4.1.7 Statement of Confidentiality**

Kirkwood R-7 schools endorse “Confidentiality of Library Records” from the American Library Association. Library media specialists must also adhere to the Missouri Confidentiality Law.

#### **4.1.8 Scheduling**

Individuals and small groups of students should have access to the LMC physical space throughout the instructional day and access to LMC online resources 24 hours a day.

Use of the LMC and instruction is integrated into the disciplines, such as language arts, science, and social studies, as much as possible. As a result, the LMC operates on a flexible schedule. Students may come to the LMC individually or in small groups to research, check out materials, read, use technology, and study. Teachers may schedule classes for the LMC as needed for check out, instruction, research, or work on projects.

## SECTION 5: COPYRIGHT

### 5.1 COPYRIGHT COMPLIANCE

See district copyright policy.

Missouri Department of Elementary and Secondary Education's (DESE) publication, *Copyright Applies to Everyone*, was adopted 7/23/01 as the District's copyright manual. The manual is available in each LMC.

*It is the intent of the Board to delineate, enforce and abide by the provisions of current copyright laws as they affect the school district and its employees. Copyrighted materials, whether they are print or non-print, will not be duplicated unless such reproduction meets "fair use" standards, or unless written permission from the copyright holder has been received. Details about "fair use" will be made available to all teachers. A summary of these standards will be posted or otherwise made easily available at each machine used for making copies. The Board does not sanction illegal duplication in any form. Employees who willfully disregard the district's copyright position are in violation of Board policy; they do so at their own risk and assume all liability responsibility.*

## SECTION 6: REFERENCES

The following sources were used in the development of this manual:

Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights. American Association of School Librarians. 12 July 2000  
<[http://www.ala.org/aasl/positions/ps\\_billofrights.html](http://www.ala.org/aasl/positions/ps_billofrights.html)>

Library Bill of Rights. American Library Association. 23 Jan 1996  
<<http://www.ala.org/alaorg/oif/librarybillofrights.pdf>>