

6.15 – LIBRARY MATERIALS SELECTION POLICY

OBJECTIVES OF SELECTION

The primary objective of library materials is to implement, enrich and support the educational program of the school. It is the duty of the schools to provide a wide range of materials on all levels of difficulty, with diversity of appeal, and presentation of different points of view. To this end, the Board of Education of the Melbourne Public School System adopts the statement of philosophy expressed by the American Association of School Librarians in the Access to Resources and Services in the School Library Media Program: an Interpretation of the Library Bill of Rights. (see Attachment).

RESPONSIBILITY FOR SELECTION AND CHALLENGES OF MATERIALS

The Board of Education of the Melbourne Public School System is legally responsible for all matters relating to the operation of the Melbourne Public Schools. The Board delegates the responsibility for the selection of library materials to the professionally trained personnel employed by the school system. Selection of materials can involve many people: principals, teachers, supervisors, school library media specialists, students, and parents. Patrons may access materials selected for each school either online or by working with the school librarian, who may be contacted by phone or via e-mail. Patrons may voice their concerns through the District Challenge Procedures.

RESPONSIBILITY FOR MAINTAINING ADMINISTRATIVE REGULATIONS

The Board of Education of the Melbourne Public School System hereby authorizes the Administration to adopt Administrative Regulations, which define District Challenge Procedures, to carry out this policy. The Superintendent shall establish a Library Council whose responsibilities include: establishing, maintaining, and implementing the Administrative Regulations concerning library materials selection.

Policy #6.15
Adopted:

Access to Resources and Services in the School Library Media Program
An Interpretation of the LIBRARY BILL OF RIGHTS
Attachment to Policy #6.15

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs.

School library media specialists 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 specialists work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media specialists cooperate with other individuals in building collections of resources appropriate to the needs and to 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 media 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 equal access to resources and services, the school library media program 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 media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media specialists resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to 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 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.

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

PROCEDURES FOR SELECTION

The teacher-librarian, in conjunction with teachers, administrators, and the school library media advisory committee, will be responsible for the selection of materials. In coordinating this process, the teacher-librarian will do the following:

1. Arrange, when possible, for firsthand examination of items to be purchased.
2. Use reputable, unbiased, professionally prepared selection aids when firsthand examination of materials is not possible. Among the sources to be consulted are:

AASA Science Books and Films
ALA' s Award Winning book lists:
Newberry, Prinz, Coretta Scott King, etc.
ALAN Review
American Film & Video Association
Evaluations
Basic Book Collection for Elementary
Grades
Basic Book Collection for Junior High
Schools
The Best in Children's Books
Booklist
Bulletin of the Center for Children's Books
Children's Software Review
Criticas
Horn Book

Kirkus Reviews
Library Media Connection
Library Journal
Multicultural Book Reviews
Multimedia Schools
New York Times Book Review
Publishers Weekly
Reference Books for School Libraries
School Library Journal
VOYA
Such core collection tools as the Wilson
Catalog series: *Children's Catalog,*
Junior High School Catalog, Senior High
School Catalog
other sources as appropriate

3. Strongly consider the recommendations of faculty, students, and parents.
4. Judge gift items by standard selection criteria and, upon acceptance of such items, reserve the right to incorporate into the collection only those meeting the above criteria.
5. Purchase duplicates of extensively used material.
6. Purchase replacements for worn, damaged, or missing materials basic to the collection.
7. Determine a procedure for preventative maintenance and repair of material.

PROCEDURE FOR CHALLENGED MATERIALS

The following procedures will be followed when a citizen challenges the appropriateness of an item in the collection:

1. Complainant will be asked to complete a Citizen Request for Reconsideration of Materials. This report will be given to the building principal and then forwarded to the superintendent, who will then inform the school board.
2. The Citizen Request will be forwarded to a library review committee, appointed by the building principal, that will consist of the teacher-Library Media Specialist, the reading specialist, the principal, a teacher from the school involved, and an administrator from the central office.
3. A meeting of the library review committee will be scheduled within two weeks of receipt of the Citizen Request.
4. Material will be judged by the committee as to its conformance with the criteria for selection listed in this selection policy.
5. The written decision of the committee will be forwarded to the superintendent, who will inform the school board and complainant of the committee's decision.
6. If the complainant is dissatisfied with the decision, a request may be submitted to the superintendent for a review of all proceedings by the school board of directors, who will render a final decision as to the appropriateness of the materials in question.
7. Challenged materials will remain in circulation until the process is completed.

Date Adopted: 09/25/2023