

LYNDON TOWN SCHOOL
Library Media Center

Policies and Procedures Manual

Kevin McCarthy, Library Media Specialist
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(updated 6/3/24)

Introduction and Overview

This Policy and Procedure Manual is designed to guide the Library Media program in its efforts to fulfill the needs of the students and staff at the Lyndon Town School. It covers topics which involve the operation of an effective school Library Media Center. It is a living document, which will be updated to respond to emerging circumstances in the ever-changing landscape of information and communication. Policies will be revised as times and circumstances require.

Mission and Vision:

In partnership with the community, staff, and students, the Kingdom East School District is committed to providing a collaborative and equitable environment of educational excellence through rigorous learning experiences that develop individual and diverse talents and abilities of all our students to prepare them for successful lives as contributing, responsible citizens.

The LTS Library, as a part of the Lyndon Town School, strives to prepare all students for productive, responsible citizenship, college or career readiness, and personal fulfillment in a complex, ever-changing world.

As information specialists and instructional partners, Library staff enrich curriculum, develop students' multiple literacies and critical thinking, and foster the lifelong enjoyment of reading and authentic learning in all disciplines by:

- providing equitable physical and intellectual access for all students, faculty, staff, and community members to learning services and resources including equipment, technologies, and information media in a warm, stimulating, safe, curriculum-based environment;

and

- collaborating with teaching staff to promote the skills, dispositions, and responsibilities entailed in the use and exchange of information in all formats, modeling appropriate, effective, and ethical strategies for inquiry, research, creativity, innovation, collaboration, and communication.

(updated 4/09/24)

School and Community Profile

Located in Lyndonville, VT (2020 pop. 6,627 between village and town), Lyndon Town School serves 439 students in grades K through 8. The student population has been approximately stable over the last six years, having declined slightly since an uptick in the acute phase of the COVID pandemic. Located in a high-poverty area, 45% of the school's students qualified for free or reduced lunch (FRL) as of 2022. Sixty-two percent of students do not qualify for support services, while 38% are on an IEP, 504, or EST plan. The student body identifies itself as 90.7% White, 2.7% Black, 3.9% Hispanic/Latino, 2.3% multiracial, and 0.2% each Asian and Other/None. The student body experiences significant mobility; in the 2023-24 school year 20 students moved out and 15 students moved in mid-year. Student attendance rate is approximately 95%. The majority of our students upon graduating from 8th grade attend either Lyndon Institute or Saint Johnsbury Academy for high school.

Our 33-year-old building houses grades K-2 on the first floor, 3-5 on the second floor, and the middle school (grades 6-8) on the third floor. Although the three floors schools run on somewhat different schedules, they share many resources, including administration; departmental leadership; support staff; cafeteria services; practical, fine arts, and athletic programs; special education, compensatory, and remedial services; and library media and technology programming and infrastructure. As of June, 2024, there are 59 teachers counting all SPED and intervention positions, and 47 support staff. Staff turnover is high; of the 59 teachers, 35 started working here since June, 2020 – and several more will be leaving at the end of the 2023-24 school year. Of the members of the teaching staff, 96% are fully credentialed in their fields.

There are at present some opportunities for resource sharing in the community; notably, the Cobleigh Library (public library in Lyndonville) is a highly responsive ILL trading partner and frequently steps in to supply materials that we lack, pursuant to patron requests. The technological infrastructure in the area lags the state and the nation by several years; in the sending area approximately 25% of households lack high-speed Internet access.

Description of the LTS Library Media Facility and Program

The Library staff of one 1.0 FTE Library Media Specialist, and one 0.8 FTE Library Assistant manage all aspects of facilities, collection development, scheduling, circulation, instruction, policy, and budgeting.

The physical facility hosts an actively managed collection with traditional/physical holdings of approximately 15,300 volumes. These include 296 reference titles and 327 professional titles. In the past five years we have deleted substantial collections of audio books and video recordings held in physical formats, acknowledging the primacy of streaming formats. We do not at present maintain any subscriptions to print periodicals. The average age of items in the collection is 21 years; the general fiction collection averages 17 years, picture books average 23 years, and YA titles 15. Approximately 3,100 additional cataloged items are held in the Literacy

Room at the east end of the second floor. The Library can accommodate 48 patrons at table seating and an additional 18 in the lounge.

Library staff manages a small amount of circulating equipment including one TV/DVD cart (staff have been advised that support for this format will sunset imminently), and two portable LCD projectors. Resident equipment includes lamination equipment. Wireless broadband connectivity is available throughout the building on both secure and public networks.

Electronic information resources including both free and subscription databases, websites, and ebooks are centrally linked to an actively managed Library webpage.

The Library enjoys semi-flexible scheduling; as of this writing the LMS is master scheduled into rotational classes for grades K-2 and weekly in collaboration with the Spanish teacher for each homeroom class group in grades 3 and 4 (three sections of each) all year long, and self-schedules flexibly with grades 5-8. In the 2023-24 school year each of the three 5th grade sections had a weekly library session, the four 6th grade sections had approximately biweekly sessions, and the 7th and 8th grade sections had as-needed and just-in-time sessions either in the library or in their humanities classrooms as need dictated. These must be scheduled with the relevant academic content teachers.

Under all but exceptional circumstances, the Library is open to patrons at all times during the student day (7:45 AM to 2:50 PM) on a drop-in basis. Teachers may schedule class visits for research, browsing, and resource selection, and may access and may coordinate with the LMS schedule events on the web-hosted library calendar. Additionally the space is frequently scheduled for afternoon, evening, and weekend meetings, in coordination with site administrators and the site facility manager.

Students regularly visit the library for new and fresh titles in fiction, biography/memoir, and high-interest or literary non-fiction; materials circulation in the 2023-24 school year has averaged around 600 loans per month.

Regular instructional and instructional-support activities include:

- Embedded co-teaching of library media concepts and skills in core academic classes covering topics including print and electronic reference materials and resources; information formats and technologies; Web and OPAC searching; resource evaluation; library organization; copyright, plagiarism, and standard citation styles; intellectual freedom and privacy; digital citizenship; and web tools for creativity, collaboration, and presentation;
- Support of curricular research projects in collaboration with classroom teachers including maintenance of reserve shelves, development of electronic resource pathfinders, demonstration and co-teaching of search engines and strategies, web resource evaluation, and use of professionally edited print and electronic reference resources

including websites, databases, and ebooks; direct instruction in copyright, fair use, and citation expectations;

- Book talks, readers' advisory services, and demonstration of readers' advisory applications to support both elective and assigned independent reading
- Promotion and guidance of independent and elective reading through programs including frequently rotating cultural, historical, and seasonal displays and celebrations; staff and student picks program; book award programs (i.e. Red Clover, Golden Dome, etc.)

Policy and budgeting are the responsibility of the Library Media Specialist, in consultation with the other LMS professionals of the KESD, the building principal, and district administration.

Circulation

The LTS school library is available to all staff and students. The following procedures are meant to ensure that materials are circulated in a consistent and systematic way.

Borrowing Privileges:

The school Library Media Specialist (LMS) or the Library Media Assistant (LMA) check out materials to patrons using our automated library management system (Follett Destiny as of this writing). The standard loan period for K-4 students is one week, and for 5-8 students and adults the standard loan period is three weeks. Certain reference materials, electronic equipment, and items that are held in reserve for curricular units may circulate for shorter loan periods. At the end of the year, a ceiling due date is set, generally two weeks prior to the last student day. A ceiling due date for 8th graders is set two weeks prior to graduation. Students may have up to two items out at a time, except in cases where borrowing privileges are restricted due to repeated difficulties in returning borrowed materials punctually; such patrons may have their account noted in the nickname field of the patron record as "one item only." As of this writing there are 56 students so identified; this status should be adjusted as students pay for lost items, and periodically as they demonstrate a pattern of improved accountability, etc.

Students in Kindergarten and in first grade prior to the third quarter of the school year may borrow books to bring to their classrooms, but they may not bring books home.

Materials may be checked out before school, during the school day, or after school.

Staff may have up to 20 books signed out at one time, subject to the discretion of the LMS/LMA. Borrowing privileges for patrons with overdue and/or lost items are subject to the discretion of the LMS/LMA. Teachers who desire to have books reserved for their students or who wish to have them in their classrooms may sign out as many materials as needed.

Renewals:

Most items may be renewed for one or more additional loan periods. Patrons are encouraged to renew materials they are still using rather than have them considered overdue.

Periodicals:

As of this writing we do not maintain any subscriptions to print periodicals.

Reference Materials:

Print reference materials may not, as a rule, be signed out. Exceptions are made at the discretion of the LMS/LMA; the standard loan period in such cases is 48 hours.

Interlibrary Loan

Patrons may ask the LMS/LMA to obtain books or other materials through the state Interlibrary Loan (ILL) system (Clover). If available, such materials are subject to the same circulation guidelines as explained above.

Overdues:

We strive to teach our students to be responsible Library users. An up-to-date overdue list is generated monthly at a minimum. Homeroom teachers are notified, and automated emails are sent out to students and families. When an item is long overdue (generally two months or more) Library staff will initiate phone, email, and/or mail contact with the student's home.

Lost/Damaged Materials:

When ordinary processes for handling of overdue materials do not prompt their return, a bill is sent home with the request that payment be made so the material may be replaced. Students who do not pay for damaged or lost materials will maintain in-school access to all Library materials, but borrowing privileges may be restricted at the discretion of the LMS/LMA. Library staff will work with students, families, and school administration to provide alternative ways to pay for lost or damaged materials if a student is financially unable to do so.

Confidentiality of Library Records

The LTS Library maintains the confidentiality of all library records to the greatest practical extent. Circulation records are generally not made available to any individuals, with the exceptions that we must sometimes reach out to homeroom teachers and/or parents to assist in the collection and return of overdue materials. To the greatest degree possible we follow the guidelines stated in the *"Position Statement on the Confidentiality of Library Records"* (American Library Association) as stated below.

ALA 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 record 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 52.4 (see below), 54.16

ALA Policy 52.4 Confidentiality of Library Records

The ethical responsibilities of librarians, as well as statutes in most states and the District of Columbia, protect the privacy of library users. Confidentiality extends to "information sought or received, and materials consulted, borrowed, acquired," and includes database search records, interlibrary loan records, and other personally identifiable uses of library materials, facilities, or services.

The American Library Association recognizes that law enforcement agencies and officers may occasionally believe that library records contain information which may be helpful to the investigation of criminal activity. If there is a reasonable basis to believe such records are necessary to the progress of an investigation or prosecution, the American judicial system provides mechanism for seeking release of such confidential records: the issuance of a court order, following a showing of good cause based on specific facts, by a court of competent jurisdiction.

The American Library Association strongly recommends that the responsible officers in each library, cooperative system, and consortium in the United States:

Formally adopt a policy which specifically recognizes its circulation records and other records identifying the names of library users with specific materials to be confidential. Advise all librarians and library employees that such records shall not be made available to any agency of state, federal, or local government except pursuant to such process, order, or subpoena as may be authorized under the authority of, and pursuant to, federal, state, or local law relating to civil, criminal, or administrative discovery procedures or legislative investigatory power.

Resist the issuance or enforcement of such process, order, or subpoena until such time as a proper showing of good cause has been made in a court of competent jurisdiction
(Revised, July 1999).” [\[1\]](#)

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[\[1\]](#) “American Association of School Libraries”. Position Statement on the Confidentiality of Library Records. American Library Association. 15 Oct. 2009.
<<http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementconfidentiality.htm>>.

(updated 4/9/24)

Scheduling

The Library Media Specialist (“Librarian”) maintains a fixed schedule with classes in grades K-4, and the LTS Master Schedule provides for flexible scheduling to accommodate the needs of classes in grades 5-8 and ensure open access to all users. There has been a history of “Library” being offered as part of the 6- or 12-week Allied Arts rotations for students in grades 5-8 but this practice was discontinued in the 2023-24 school year. Teachers and classes may book visits with the Library Media Specialist (“Librarian”) to take place at any time during the school day subject to availability. Classes may come to the Library to utilize physical resources located there, and/or the Librarian may visit the classroom in order to promote the use of library resources, provide instruction in their responsible use, give curricular and/or recreational reading guidance, and/or collaborate with the classroom teacher to deliver standards-based curriculum supporting student attainment of communications standards, integrating information literacy, inquiry practices, and the library program into core instruction. The Librarian is available to all teachers for assistance in unit planning, selection of instructional materials, and curation of print and/or electronic information resources to support instruction.

Reasonable advance notice is appreciated in all of these instances. It may not be possible to accommodate requests made without sufficient notice.

Behavior Expectations

Expectations for behavior in the Library Media Center are in accordance with those published in the LTS Student & Parent Handbook. Our overall schoolwide expectations are that students will be **Safe, Respectful, Responsible, and Ready to Learn**. The Handbook describes the schoolwide system of Positive Behavior Instruction and Support (PBIS).

Library Media Center staff expect that students will exhibit safety, respect, responsibility, and readiness for learning at all times. We strive to create and protect an atmosphere of trust, safety, and quiet productivity -- a learning environment which allows all students to pursue the education they deserve.

It is important to note that not all infractions can be listed; at a minimum, safety, respect, responsibility, and readiness to learn imply the following:

- Students will speak with mindfulness and courteous consideration of others working in the Library;
- Students will treat the physical space, furnishings, and materials in such a way as to prevent damage;
- With the exception of bottled water, food and drink are not to be consumed by students in the Library;
- Students will use their time productively while in the Library;
- Students will sign out with Library staff before traveling elsewhere in the school;
- Electronic devices will be used in accordance with the KESD Acceptable Use Policy.

Desired behaviors are explicitly taught, reviewed, and recognized, and unwelcome behaviors are managed according to schoolwide PBIS, Responsive Classroom, and/or Developmental Designs protocols including but not limited to steps such as TAB (take-a-break), TAB OUT (buddy teacher), make-up sessions on student time, parent contact, and calling for behavioral management support.

Selecting Library Materials & Collection Development

[See KESD Board Policy](#)

SELECTING LIBRARY MATERIALS

Policy

It is the policy of the Kingdom East School District to provide students access to a wide variety of educational materials in individual classrooms and in the media center to support student learning.

Definitions

For the purpose of this policy:

1. **Media** include all materials considered part of the library collection, plus all instructional materials housed in resource centers and classrooms (if any) which are not text materials.
2. **Media Center** is the space, room or complex of rooms and spaces designated as a library, media center, instructional materials center, or similar term. It may include units not contiguous to the center where facilities dictate. These units would include but not be limited to resource centers, production centers, and television studios.

Implementation

1. When selecting materials to be purchased for the media center, the Librarian/Media Specialist will evaluate the existing collection and the District's curriculum needs and will consult reputable, professionally prepared selection aids and other appropriate sources.
2. Recommendations for purchase will be solicited from members of the faculty and student body.
3. Materials obtained either by purchase or gift shall be judged by the criteria set forth in the policy on the Selection of Instructional Materials and shall be accepted or rejected in accord with those criteria.
4. Selection is an ongoing process which shall include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

Complaints related to the selection of library materials will be handled **through the procedure for handling complaints about instructional materials.**

Committee Reviewed and Edited: 2/18/18, 11/18/21

Full Board Review: 2/22/18, 2/8/22

Date Warned: 3/26/18, 1/27/22

Date Adopted: 4/26/18, 2/8/22

VSBA Required

Cataloging and Processing

Cataloging is the process of creating a record that serves in the online Library Management System (LMS) as an index to help Library users find the materials they need. Consistency in cataloging and classification of materials is essential to the optimal function of this catalog as an index of the Library collection, allowing patrons to efficiently access a complete array of relevant information with a minimum number of query attempts. Note that there is a history of materials in the Literacy Room being cataloged in sometimes aberrant ways; this practice has been discontinued but many such items remain in cataloged holdings, held there.

A complete catalog record includes a bibliographic record and one or more holding records.

Bibliographic Records:

The bibliographic record contains such identifying features of the material as ISBN number, Dewey Decimal System (DDS) call number, main entry (authorship), title, publication & distribution data, physical description, summary note if applicable, subject-topical and/or geographical-topical terms, and the date of acquisition in the Library catalog. Every effort will be made to keep the total number of subject-topical and geographic-topical terms to five or fewer.

The automated library management system (in our case, Follett Destiny) provides a blank template which the school LMS/LMA completes when unprocessed books are purchased. When available, a complete bibliographic record in Z39.50 format is obtained from an authority such as the Library of Congress, OhioLink Central Catalog, New York State, Scools, or MaineCat. Records are edited to remove unnecessary or extraneous information. Such information may include but is not necessarily limited to chain of custody notes from the original cataloging source, LC call numbers, additional subject-topical or geographic-topical terms, etc. Every effort is made to limit the size of the bibliographic record to what can be viewed at one time in its entirety on a computer screen without scrolling. A summary is inserted in the 520 field of all fiction books if not already present; this material can be sourced from CIP, WorldCat, or published reviews, and may include Lexile or other readability ratings. The date of acquisition, source, and price are recorded in the holding record.

When no Z39.50 record is available, the LMS or LMA creates an original bibliographic record, beginning with the information offered in the Cataloging in Publication (CIP) record where such a record is available.

When subject access terms need to be added, either to an original catalog record or to a Z39.50 record, our primary authority for subject headings is the *Sears List of Subject Headings*. Where *Sears* does not offer an acceptable option, the Library of Congress Subject Headings, available online, constitute a secondary authority. Where multiple subject access terms are possible,

every effort is made to ensure consistency across the Library collection, such that all materials on a given topic can be accessed with the same subject access terms.

We use the abridged *Dewey Decimal Classification* as our guide for assigning call numbers in cases where they are not provided in a received MARC record or in CIP, as well as for considering possible alternative placements in the collection. In general, we truncate DDS call numbers after the second decimal place, except in locations where a high density of holdings makes further specificity desirable (an example is the 796.3 range, where higher resolution enables the separation of the various team/ball sports into distinct groupings). Where multiple call number assignments are possible, every effort is made to group all of the Library's holdings on a given topic together to facilitate ease of patron browsing and access.

Books that are part of the VT Red Clover Book Award or VT Golden Dome Book Award (formerly Dorothy Canfield Fisher) programs are annotated in the 586a field of their MARC record **Red Clover Book Award Nominee, 202x-202x** or **Vermont Golden Dome Book Award nominee, 202x-202x** respectively. Additionally, these titles are placed on a public-accessible Resource List at the beginning of each school year so that any user logged in to Destiny can easily see the titles in each program for that year. It has been our practice to discontinue public access to these lists after the school year in which they are current, but searching "Red Clover" or "Golden Dome" in a subject search will continue to bring up all titles so annotated. The current year's Red Clover and Golden Dome books are displayed in prominent countertop book racks in the Picture book and general Fiction areas, respectively.

Holding Records:

Holding records include information specific to a single copy or instance of the material described by the bibliographic record, including circulation status, bar code number, sublocation, DDS call number, call cutter, and price. The sublocation field is filled with the LTS Library's code L99S to aide in use our records in the combined catalog of the CLOVER ILL system. The location field may be left blank, or filled to identify the special collection in which an item is held. Where multiple copies of an item exists, each has its own individual holding record, attached to a shared bibliographic record.

Distinct subcollections (locations) within our library, designed to enable access to certain types of material across the disciplines, include:

E and C: Early Readers and primary grade Chapter books.

B: Biographies. Single-subject biographies are labeled B, and are housed in a dedicated Biography section.

741.5 Although graphic novels and graphic memoirs have a DDS call number of 741.5, they are shelved in a dedicated section of the stacks for easy and eye-appealing

access by their predominantly younger audience. Works in graphic format that contain more mature subject are shelved by their DDS call number in the general non-fiction stacks, or in the YA section.

- TREF This category includes those items pertaining directly to the development of faculty and staff's practices in curriculum, instruction, assessment, and supervision. These items are held in a dedicated section behind the circulation desk
- F: General fiction, generally for grades 4-8
- YA: Young Adult, generally recommended for students in grades 7-8 although there are younger students who seek access to these materials; with students in 5th and 6th grade we generally have a conversation about recognizing and respecting our own and others' maturity and readiness, and respecting parents' wishes.
- P: Picture books.
- SERIES: Series chapter books & long, popular, and or voluminous general fiction series are kept along the north wall.
- FUN: Miscellaneous items often sought by students seeking high-interest / low commitment reading experiences, i.e. records books, joke books, spot-it or I-Spy books, etc.

Processing:

Our primary book jobber is Ingram, and our secondary jobber is Junior Library Guild. We order our books unprocessed; when they arrive, the LMS catalogs them, and the LMS or LMA processes them. Processing includes the following:

- Laminating the covers of paperback books or covering the jackets of hardbound books;
- Stamp the school name to front and back endpapers and/or inside front and back covers;
- Attach date stamp slip to back endpaper
- Attach barcode label to rear cover, as close to spine as practicable (covering the ISBN barcode, where possible); cover with adhesive label protector
- Attach spine label(s) with call number, call cutter, and other relevant information such as special collection, book award nomination(s), or curricular connections (i.e. Historical Fiction); cover with adhesive label protector

We generally purchase materials for covering, protecting, and labeling books from Demco.

Further Notes on the Cataloging, Classification, and Shelving of Non-Fiction Books, and DDS Exceptions

In certain areas of our holdings, notably those involving sports, patrons' heavy use is driven less by curricular demands and a focused search for materials using the OPAC, than by casual, interest-driven browsing. In recognition of this fact, and in further recognition of our responsibility to our patrons to provide a fun, user-friendly browsing experience that promotes a lifelong enjoyment of reading for pleasure, we have made the conscious decision to classify biographies of athletes according to the DDS call number of their discipline. This results in greater ease of student contact with the desired type of content, and appears to increase circulation of these materials.

Shelving / Storage of Non-Book Items

As of this writing, the library still maintains a single TV/DVD/VCR cart and a single mobile LCD projector, which are barcoded and can be circulated to staff. Staff have been advised for several years that support with this type of tech is sunseting, and it has not been circulated at all in the 2023-24 school year. All equipment pertaining to the PA system in the gym is now under the supervision of the music department.

Bar Code Sequence

Although several different sequences have been used in the past, every effort has been made since August of 2020 to maintain a continuous sequence of holding bar code numbers for newly cataloged items; as of 6/13/24 the next unused barcode number in the sequence is **T 8528** .

Intellectual Freedom

The Freedom to Read Statement

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 or limit access to reading materials, to censor content in schools, to label "controversial" views, 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 counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. 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.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. 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 or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. 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 controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that 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 toward 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 people 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 that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that 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 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 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 can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

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 people can flourish that 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 expression 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 for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that 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 the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. 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; and by the government whenever it seeks to reduce or deny public access to public information.*

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 individuals are free to determine for themselves what they wish 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. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

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, they 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 the reader cannot obtain matter fit for that reader's 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 the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans 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 the written word. We do so because we believe that it is 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.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

Challenges and Reconsideration of Library Materials

Per Board Policy

III. HANDLING COMPLAINTS ABOUT INSTRUCTIONAL MATERIALS

Procedure Statement

No duly selected instructional materials or plays whose appropriateness is challenged shall be removed from the school except upon the recommendation of a review committee, as described below, with the concurrence of the superintendent or upon formal action of the Board when a recommendation of a review committee is appealed.

Procedures For Handling Complaints About Instructional Materials:

1. All complaints will be reported to the school administrator, whether received by telephone, email, letter or in personal conversation.
2. The school administrator or designated representative will contact the complainant to discuss the complaint and attempt to resolve it informally by explaining the policy, philosophy and goals of the school district and/or the library media center.
3. If the complaint is not resolved informally, the complainant will be supplied a packet of materials consisting of the district's instructional goals and objectives, materials selection policy statement, and the procedure for handling objections. This packet will also include a standard printed form ([Request for Reconsideration](#)) which shall be completed and returned before consideration will be given to the complaint.
4. If the formal request for reconsideration has not been received by the school administrator within two weeks, the issue will be considered closed. If the request is returned, the reasons for selection of the specific work shall be re-established by the appropriate staff.
5. In accordance with the *Procedure Statement*, see first paragraph, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, the teacher may, at the request of a parent, make an alternative assignment for an individual student.
6. Upon receipt of a completed objection form ([Request for Reconsideration](#)), the school administrator in the building involved will call together a committee of five to consider the

request. This committee will consist of the district curriculum director and from the school involved: a school administrator, the library media center teacher/coordinator, a teacher, and a parent representative.

7. The committee will meet to discuss the material and will prepare a report on the material containing its recommendations on disposition of the matter.

8. The school administrator will send a formal report and recommendation to the superintendent. The school administrator will explain the book selection system, give the guidelines used for selection, and cite authorities used in reaching decisions.

If the committee recommends that the work that caused the complaint be kept and the superintendent concurs, the complainant will be given an explanation. If the superintendent does not concur, or the complaint is found to be valid, the school administrator will make recommended changes.

9. If the complainant desires to pursue the complaint further, he or she must inform the superintendent in writing, who shall arrange for the complaint to be heard at the next regular Board meeting or a special Board meeting. The complainant shall be heard at the Board meeting. The Board shall render a final decision in writing within two weeks of the Board meeting and so inform the complainant.

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 that 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 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

Inventory

Inventory provides information regarding missing materials. It also identifies materials which may need mending or repair. Inventory is taken on a rolling basis, one section of the catalog at a time (i.e. DDS 500-599.99, REF, FIC, etc.) using the automated library management system (Follett Destiny). A complete inventory is taken biannually. The automated inventory process follows these general guidelines:

- Read the shelves and get materials in order. Make provisions for the section being inventoried to remain undisturbed during the interval in which inventory will be scanned.
- Consult the latest inventory instructions for the current Destiny version.
- It is recommended to scan holding barcodes into a spreadsheet file that can then be converted to a .csv and uploaded as a single job to the inventory module, rather than scanning items in directly one at a time; this leaves the work much more easily correctable in the event something goes awry during the process.
- Pass the scanner over the barcode on each item in the section being inventoried.
- Generate and print the report of missing items.
- Verify the items identified -- check that they are not held in any special collection area, in the office for repair, on display, etc.
- Decide which items are to be replaced or deleted from the collection.
- Delete the records for those items which are to be removed from the collection -- holding record only in the case of a single missing copy where others remain, and both holding and bibliographic where no copies remain.
- Change holding status to Lost for those items that are to be replaced.
- Add items to be replaced to the current book order queue, or to the consideration file in the event funding is not immediately available.

Equipment inventory involves checking the master list of equipment against equipment physically present, and evaluating the condition of said equipment.

Weeding

The Library media collection is an integral part of the overall curricular and instructional program of the school and a foundation of the educational community. As such, the collection must provide relevant, reliable, accurate, up-to-date resources which support the school curriculum. When, through ongoing evaluation and inventory, the LMS finds that a material's useful career is over, it is removed from the Library. Discarded items are given away or remanded to the local solid waste management district for recycling or discard, at the discretion of the LMS.

The same criteria used for selecting materials apply to the systematic removal and/or replacement of outdated, inaccurate, seldom-used, or worn items. Potential withdrawals or replacements are judged by standard library tools to determine their retention value, whether as canonical classics, parts of the overall collection, or currently useful holdings.

While these criteria are not exhaustive, likely candidates for removal include items which are:

- misleading (factually inaccurate)
- worn out beyond repair
- outdated or superseded
- trivial or faddish
- irrelevant
- rarely used
- freely available online

The following procedures are followed when discarding books:

- Delete the records in the library automation system for those items which are to be removed from the collection -- holding record only in the case of a single copy where others remain, and both holding and bibliographic where no copies remain.
- Stamp 'discard' or 'withdraw' on title page and inside front and back covers or on front and back endpapers.
- Cover all property stamps with black marker, including front and back endpapers and/or inside front and back covers
- Remove or cover over with black marker the spine labels and bar code label.

Copyright

Our school uses the [guidelines included herein](#) for Copyright and Fair Use. These guidelines for teachers set minimum standards of educational Fair Use. Staff should be provided with access to these guidelines early in the year and periodically reminded of their relevance.

Classroom teachers and the LMS provide students with direct instruction in tenets of Copyright, Fair Use, and standardized documentation of sources in the context of classroom research assignments and creative projects. In general, middle school teachers expect students to use MLA style for attribution of cited or incorporated material.

Acceptable Use of Electronic Resources & the Internet

Subject to all applicable Board policies; see also the current year's LTS Staff Handbook and Parent/Student Handbook:

[Responsible Computer Internet & Network Use](#)

[Electronic Communications Between Employees and Students](#)

Job Descriptions & Evaluation

The KESD Human Resources department will provide updated job descriptions for the Library Media Specialist and Library Assistant. Per the relevant Master Agreements, administration will provide a complete overview of the formal KESD evaluation process early every academic year.

Review of Policies and Procedures

This document shall be reviewed and revised as needed. In particular, every effort shall be made to coordinate policies, procedures, and practices with those of the other libraries in the KESD.