

Browning Public Schools

Policy #4310

Policy Name: *Selection and Access to Library Materials*

Regulation: -----

Selection of Library Materials: The District has libraries in every school with the primary objective of implementing and supporting the educational program in the schools. It is the objective of these libraries to provide a wide range of materials on all appropriate levels of difficulty, with diversity of appeal and the presentation of different points of view.

The provision of a wide variety of library materials at all reading levels supports the District's basic principle that the school in a free society assists all students to develop their talents fully so that they become capable of contributing to the further good of that society.

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights, endorsed by the American Association of School Librarians in 1969.

The Superintendent is responsible for selection of library materials. Ultimate responsibility for the selection of library materials rests with the Board.

The Board, acting through the Superintendent, thereby delegates the authority for the selection of library materials to the principal in each of the schools. The principal further delegates that authority to the librarian in the school

Public Access to Library Materials: School library and classroom library books are provided primarily for use by District students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The building principal or his or her designee is responsible for assessing fines for damaged or un-returned books.

District residents, non-parents, or parents/guardians of non-resident students attending Browning Public Schools may be allowed use of library books at the discretion of the Superintendent or his/her designee. Permission to check out materials shall be obtained from the Superintendent or his or her designee. However, such access shall not interfere with regular school use of those books. Use of the library books outside of the District is prohibited except for inter-library loan agreements with other libraries.

Any individual may challenge the selection of materials for the library/media center.

Cross Reference: 3535 Student Fees, Fines, and Charges
4320 Library/Media Center Collection Development Policy
#4310 Library Materials Selection

Legal Reference: First Amendment of the United States Library Bill of Rights
20-7-203, MCA Trustees' policies for school library
20-4-402 (5), MCA Duties of district superintendent or high school principal
20-7-204, MCA School library book selection
20-7-203, MCA Trustees' policies for school library
20-7-404, MCA School library book selection

Policy History:

Adopted on: 5/31/00

Amended on: 6/26/13

Wendy Bremner, Chairperson-Browning Public Schools

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2 **Collection Development Policy**

3 **#4310**

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14 **Browning Public Schools**

15 **P.O. Box 610**

16 **Browning, Montana 59417**

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37 **Library Media Specialists:**

38 **Teresa Leonard-Gilham, Glenn Castle,**

39 **Lorinda Devine, and Diana Kauers**

40 **June 2013**

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2 **A. Introduction:**

3 **I. Mission Statement:** The mission of the Browning School District Library Media Program is: to
4 prepare students to access, evaluate, and use resources effectively and efficiently to meet their
5 information needs; to provide materials in varied formats which support the district curriculum,
6 independent learning, and personal enjoyment; and to encourage collaboration with other educators to
7 develop strategies that meet the needs of students and the Montana Library Media Content Standards.
8

9 **II. Purpose of Policy:** The purposes of the collection development policy are the following:

- 10 a. provide educationally sound guidelines for selecting materials for each library media center in the
11 District which will insure that materials selected provide users with a wide range of educational
12 materials on all levels of difficulty, in a variety of formats, with diversity of appeal, and allow for
13 the presentation of varied points of view;
14 b. insure that collections enrich and support the curriculum;
15 c. insure that the selection of materials meets the individual needs, abilities and learning styles of the
16 students;
17 d. insure selection of a broad range of materials on controversial issues to support student
18 development of critical analytical skills; and
19 e. to a limited extent, provide community members with access to culturally relevant materials for in-
20 library use;
21 f. to provide at least a minimum number of books to support schools curriculum.
22

23 **III. Community and User Groups Defined:** School District #9 is located in Glacier County on the
24 Blackfeet Indian Reservation. The school system encompasses the communities of Browning, Babb,
25 East Glacier, Starr School and two Hutterite Colonies. The K-12 student population is approximately
26 1900, of which a majority is Native American. The number of staff is approximately 390. The one high
27 school – which is open Monday through Thursday 7:30-7:00 and Friday 7:30-3:00 and the one middle
28 school and four elementary libraries are open Monday through Thursday 8:00 a.m. to 4:00 p.m. and
29 Friday from 8:00 a.m. to 3:00 p.m. during the school year. During the summer months the district
30 provides a bookmobile that travels throughout Browning, Babb, and East Glacier. The high school
31 library provides interlibrary loan services for its patrons.
32

33 **IV. General Statement Describing the Collection:**

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35 **Grades 9 – 12 Library Collection:** This collection contains approximately 12,670 volumes. It is
36 recommended that the budget for books be enough to sustain a minimum number required to support
37 school curriculum. The fiction collection, which represents about 24% of the entire collection, is
38 especially well developed as it supports a significant reading program. The District has provided funds
39 for the Native American collection, including funds for out of print and rare books on occasion.
40

41 **Grades 7 & 8 Library Collection:** The collection contains 10,272 volumes. It is recommended that the
42 budget for books be enough to sustain a minimum number required to support school curriculum.
43 Fiction represents 24% of the entire collection. The Native American books are included in the fiction
44 and non-fiction sections of the library.
45

46 **Grades 4, 5, & 6 Library Collection:** This library contains approximately 10,500 volumes. It is
47 recommended that the budget for books be enough to sustain a minimum number required to support
48 school curriculum. The fiction collection, which represents about 27% of the entire collection, is
49 especially well developed as it supports our significant reading program. The District has been
50 especially generous in providing funds for the Native American collection, including funds for out of
51 print and rare books.
52

53 **Grades 2 & 3 Library Collection:** This collection contains approximately 6,183 titles: 2454 non-fiction,
54 3044 fiction, 230 biographies and 106 reference. The Native American books are not cataloged

separately. 100% of the non-reference collection is in the Accelerated Reader Program. It is recommended that the budget for books be enough to sustain a minimum number required to support school curriculum.

Grades K & 1 Library Collection: The collection contains 5,400 volumes. The average age of the collection is approximately 1993 and in poor condition. Items in the non-fiction categories have been significantly updated within the last two years. It is recommended that the budget for books be enough to sustain a minimum number required to support school curriculum.

V. Cooperative Collection Development & Interlibrary Loan:

The High School Library subscribes to OCLC (Online Computer Library Center) and First Search for collection development assistance and interlibrary loan. The High School maintains their collection on OCLC. The other district libraries provide interlibrary loans from the district collection only through the Destiny program. The Middle School also cooperates with the town branch of the county library for interlibrary loan services.

B. General Priorities, Limitations and Policies:

I. Chronological Coverage: The School District maintains the library collections using the Destiny (Follett) program. The librarians utilize the report feature of Destiny for a detailed report of the age of the collection. The Librarian is responsible for evaluating the collection for currency, appropriateness and usefulness, within the budget constraints. Standard checklists, catalogs, bibliographies are used to measure the existing collection against authoritative recommendations. To the extent possible, currency or accuracy of content, use, patron requests, appearance, and subject coverage related to curriculum are taken into consideration in the decision to retain an item. In the case of Native American materials, primarily Blackfeet, every attempt is made to collect whatever is available on the subject, disregarding traditional collection management guidelines.

II. Formats: To meet the guidelines established by the Montana Content Standards and Benchmarks, the District libraries purchase and provide access to materials in a wide variety of formats, including books, videos, DVDs, audio-cassettes, computer software, maps, periodicals, CDs, e-books, and a variety of on-line subject data bases.

III. Multiple Copies: In general, the libraries do not purchase multiple copies of materials unless it has been determined that multiple copies are necessary to support a particular curricular area. Exceptions are made in the case of some popular fiction where patron demand is high.

IV. Languages: The libraries collect materials primarily in the English language. At the High School, some materials are purchased in either French or Spanish, depending on the current course offerings, and in Blackfeet where appropriate and available.

V. Funding Considerations: The School District allocates funds at the building level. Grants to purchase special materials (Native materials, Accelerated Readers, etc.) have been made available to the library on an irregular basis. Although the libraries have not received memorial donations, they would be open to the possibility. Money from lost or damaged materials is deposited with the District Business Office to be used for replacement purchases. Library clubs raise money and maintain accounts for various activities (book purchases, craft projects, etc.)

VI. Collection Responsibilities and Selection Procedures: Selection of materials for the Libraries remains the legal responsibility of the Browning School District. The responsibility for the selection of materials for the individual school libraries has been delegated to the individual library media specialists with faculty consultation.

Professional reviewing sources as well as recommended lists are consulted in the selection of materials. Materials shall support and be consistent with the general educational goals of the State and District, as well as, support the aims and objectives of individual schools and specific courses. The following criteria are taken into consideration in the selection of materials:

- Educational significance
- Contribution the subject matter makes to the curriculum and to the interests of the students
- Validity, currency, and appropriateness of the material
- Reputation and significance of the author, producer, and publisher
- Contribution the material makes to the breadth of representative viewpoints on controversial issues
- Quality and variety of format
- Value commensurate with cost and/or need
- Artistic quality and/or literary style
- Timeliness or permanence

VII. Gifts Policy: Gifts of books or money are accepted by the school libraries when appropriate. The criteria for accepting books or other materials are the same as that outlined in the Collection Responsibilities and Selection Procedures. Materials deemed unsuitable for the library will be either returned to the donor or disposed of appropriately. The libraries will make the potential donor aware of this policy.

VIII. Collection Maintenance: Collection development includes the de-selection or weeding of library materials. The library media specialist is responsible for weeding, with the consultation of other faculty members as needed. The decision to deselect materials is guided by the following considerations:

- Items worn or damaged beyond repair
- Duplicate copies of seldom used titles
- Materials unused over a period of five to seven years
- Materials which contain outdated or inaccurate information
- Materials no longer of relevance to the curriculum or interests of the students
- Materials that no longer meet the current selection standards

IX. Complaints and Censorship: The School Board of District #9 supports and adopts the statements of policy as expressed in the American Library Association Library Bill of Rights, Freedom to Read Statement, Confidentiality of Library Records, and the Library Code of Ethics, copies of which are appended to and made a part of this policy

X. Reconsideration: No duly selected materials whose appropriateness is challenged shall be removed from the school except upon the recommendation of a reconsideration committee (as provided below) and formal action of the Board of Trustees upon a recommendation of the reconsideration committee or upon the decision of the County Superintendent on appeal.

- A. All complaints to staff members shall be reported to the building principal and Superintendent
- B. The teacher or media specialist involved shall make every effort to resolve the complaint informally by explaining the philosophy and goals of the school district and/or the library media center, the selection procedure, criteria, and the qualifications of those responsible for selecting the materials.
- C. If the complaint is not resolved informally, the complainant shall be supplied with a packet of materials consisting of the District's policy on Selection and Access to Library Materials (Policy # 4310), Library Media Collection Development (Policy #4320) which contains the procedure for handling objections. The packet will also include a standard printed Request for Reconsideration form, which shall be completed and returned before consideration will be given to the complaint.

- D. If the principal has not received the formal request for reconsideration within two weeks, it shall be considered closed.
- E. In accordance with the statement of philosophy, no questioned materials shall be removed from the school pending a final decision.
- F. Upon receipt of a completed Request for Reconsideration form, the building principal involved will call together a committee of five to consider the complaint. This committee shall consist of the Curriculum Director from the school involved, the principal, the Library Media Specialist, a teacher, and a parent representative also from the school involved.
- G. The Committee known as the Reconsideration Committee shall meet to discuss the material following the guidelines set forth herein and shall prepare a report on the materials containing their recommendations on the disposition of the matter. The report will be given to the building principal and the Superintendent.
- H. The Reconsideration Committee shall:
- Examine the challenged material in its entirety
 - Determine professional acceptance by reading critical reviews of the challenged material
 - Weigh values and faults and form opinions based on the material as a whole rather than on selections taken out of context.
 - Consider the value of the challenged material in the context of the educational program
 - Discuss the challenged material with the individual bringing the challenge when appropriate
 - Prepare a written report
 - Submit their report to the Board of Trustees for acceptance at their next regular meeting.
- I. The Superintendent shall notify the complainant of the decision. In answering the complainant, the Superintendent shall explain the book selection process, provide the guidelines used for selection, and cite authorities used in reaching the decision. If the committee decides to keep the material that is the subject of the complaint, the complainant shall be given an explanation. If the complaint is upheld, the Superintendent will acknowledge it and make recommended changes.
- J. If the complainant is still not satisfied, he/she may ask the Superintendent to present an appeal to the County Superintendent which shall make a final determination of the issue.
- K. The Board of Trustees may seek assistance from outside organizations such as the Montana Library Association, the American Library Association, the Association for Supervision and Curriculum Development or other appropriate organization in making its determination.

XI. Subject Areas Collected and Future Acquisition Levels:

The libraries collect materials in various categories according to the following standard collection level descriptions:

Out of scope: means the library does not collect in this subject

Minimal level: have a few good items.

Basic level: have an up-to-date collection that will introduce readers to the subject and indicate the varieties of information available elsewhere.

Study level: have a collection adequate to support undergraduate instruction & sustained independent study. Includes materials at all appropriate reading levels.

Research level: includes all the major published source material required for dissertation research.

The Library utilizes a rotational schedule for evaluating and purchasing materials for the identified sections.

A. 9 – 12 Library Collection:

- **000 Generalities** 82 items Basic level: This section contains some newer titles. All encyclopedias were added in the past five years. Weeding of this section has been regular.
- **100 Philosophy and Psychology** 155 items Minimal level: This section is rather old and in need of weeding as well as new titles particularly in the areas of western philosophy, paranormal, and schools of psychology.

- 1 • **200 Religion** 80 items Minimal level: The library does not generally collect more than a
2 minimal level in this area. History and survey of the world's religions are the focus.
- 3 • **300 Social Sciences** 1030 items Basic level: The Social Problems sections are heavily
4 represented with fairly current materials. The Education section is rather weak and is
5 targeted for weeding and acquisition during the current year.
- 6 • **400 Languages** 52 items Basic level: The languages are well represented in the Reference
7 section. Within the general fiction section, the 400's are very dated & limited in scope.
8 Over 50% of this section is devoted to French & English. French is the only foreign
9 language taught at the high school. Within the next two years the languages section should
10 be weeded & newer materials acquired.
- 11 • **500 Natural Sciences/Mathematics** 545 items Basic level: This section is fairly well
12 balanced among mathematics and the various sciences. This section is weeded annually and
13 new materials acquired on a regular basis.
- 14 • **600 Technology** 704 items Basic level: In the past two years this section has been well-
15 weeded and new materials acquired. Manufacturing is one subdivision that is rather weak,
16 dated and in need of replacements.
- 17 • **700 The Arts** 731 items Basic level: The arts are well represented in the Reference
18 section. New materials have been added this year in the areas of photography and
19 decorative arts.
- 20 • **800 Literature and Rhetoric** 743 items Basic level: American and English literature as
21 well as poetry represent over 50% of the collection. Although the collection contains a great
22 variety of quality titles, a good deal are old and in poor condition. These should be replaced.
23 An effort will be made to include more contemporary titles when selecting new materials in
24 the spring of the current school year.
- 25 • **900 Geography and History** 993 items Basic level: In the past two years, the library has
26 added several new titles covering the history, geography, and cultural of individual
27 countries. One of the goals for the next two to three years is to improve the U.S. history,
28 travel, and World War sections by weeding and acquiring new titles.
- 29 • **Biography** 579 items Basic level: Biographies of historical figures make up a majority of
30 this section. Although some contemporary figures are represented, an effort will be made to
31 add a wider coverage of personality types.
- 32 • **Native American** 1205 items Study level: This section is a primary focus for acquisition,
33 particularly materials pertaining to the Blackfeet Indians. Rarely are materials removed
34 from the Native American collection. For the past 10 years or more the District has
35 provided additional funds for the acquisition of materials for this section including primary
36 sources, rare and out of print materials.
- 37 • **Fiction** 3003 items Basic level: The high school library selects fiction books covering a
38 wide range of reading levels to accommodate the range of student reading abilities and
39 interests. Fiction represents about 25% of the collection and new young adult titles are
40 added several times during the year.
- 41 • **Montana** 277 items Minimal level: This collection contains a wide range of subjects
42 related to Montana, some rare and irreplaceable materials. Weeding is undertaken on a
43 limited basis. New titles are added as they come available.
- 44 • **Professional** 59 items Basic level. Each curricular area is represented with a few fairly
45 current professional materials. A small number of titles are added each year across the
46 curricular areas.
- 47 • **Reference** 1206 items Basic level: The reference represents about 11% of the total
48 collection.
- 49 • **Story Collection** 189 items Basic level: This section contains anthologies of classic and
50 contemporary short stories. Although the writers represented are primarily American, short
51 stories by authors from various countries are collected.

- **Cassettes:** 34 items Contains mostly classic works on tape. This section is being phased out and replaced with CD versions of books and the online subscription to downloadable audio books.
- **Compact Disks:** 36 items Contains mostly Native American music on CD and some classical music.
- **Microfilm:** 35 items Includes Montana Magazine of Western History, back issues of The Glacier Reporter and Indian Chief, and other Bureau of Indian Affairs documents.
- **Videos:** 753 items. This collection was weeded at the beginning of the 2006-2007 school year and a number of obsolete titles were removed. The library is attempting to gradually replace the VHS format with DVD. Geography, Earth Science, Health, Art, Indian History, English and American Literature are well represented in the Video collection. U.S. and European History.
- **DVD:** 46 items. Many newer items in Literature, Geography, Health and Geology.

B. Grades 7 & 8 Library Collection:

- **000 Generalities** 77 items Basic level: This section contains some newer titles. All encyclopedias are new in the past three years. Weeding of this section has been regular.
- **100 Philosophy and Psychology** 68 items Basic level: This section contains many new titles
- **200 Religion** 59 items Minimal level: The library does not generally collect more than a minimal level in this area. History and survey of the world's religions is the focus.
- **300 Social Sciences** 896 items Basic level: The social problems section is heavily represented with many current materials. .
- **400 Languages** 18 items Basic level: The languages are well represented in the Reference section. Within the general fiction section, the 400's are very dated and limited in scope.
- **500 Natural Sciences/Mathematics** 922 items Basic level: This section is fairly well balanced among mathematics and the various sciences. This section is weeded annually and new materials acquired on a regular basis.
- **600 Technology** 534 items Basic level: This section is well represented. Many new titles have been added in the past four years.
- **700 The Arts** 500 items Basic level: The arts were weeded three years ago. The middle school is slowly adding to this section annually with student friendly materials (specifically sports). New materials have been added this year in the areas of photography and crafts.
- **800 Literature and Rhetoric** 173 items Basic level: This section has a contemporary section and quite an older classical section. This section will need to be updated in the next two years.
- **900 Geography and History** 1074 items Basic level: This section has been updated and many new titles are being added yearly. A lot of funding specific for Blackfeet materials will be gathered for the school year.
- **Biography** 562 items Basic level: Biographies of historical figures make up a majority of this section. Although some contemporary figures are represented, an effort will be made to add a wider coverage of personality types.
- **Fiction** 3645 items Basic level: The middle school library selects fiction books covering a wide range of reading levels to accommodate the range of student reading abilities and interests. Fiction represents about 23% of the collection and new young adult titles are added several times during the year. The middle school uses the Accelerated Reading program and 90% of the fiction books compliment this.
- **Reference** 83 items minimal level: This is an area that needs weeding and improvement.
- **A/V** 220 items: The library has been adding new curriculum related titles each year. The library is attempting to gradually replace the VHS format with DVD. Geography, Earth Science, Health, Art, Indian History, English and American Literature are well represented in the Video collection. Titles are continually added.

- **Paperback** 167 items.

B. Grades 4, 5, & 6 Library Collection:

- **000 Generalities** 83 items Basic level: This section contains some newer titles. One set of encyclopedias are new in the past five years. Weeding of this section has been regular.
- **100 Philosophy and Psychology** 19 items Minimal level: This section is under development after weeding last year. Improving this section is a top priority for the 2009-2010 school year.
- **200 Religion** 21 items Minimal level: The library does not generally collect more than a minimal level in this area. History and survey of the world's religions is the focus.
- **300 Social Sciences** 512 items Basic level: This section is one of the strongest in the library and includes the most popular items in non-fiction used in reading instruction, the Native American Legends and Tales. This section is constantly being updated and added to.
- **400 Languages** 91 items Basic level: The languages are well represented in the both the general and reference sections. The focus of this section is to provide basic information on a variety of different World and Native languages. This section is still under development.
- **500 Natural Sciences/Mathematics** 839 items Study level: This section is fairly well balanced among mathematics and the various sciences. This section is often utilized for small research projects about animals, planets, and climate. This section is weeded annually and new materials acquired on a regular basis.
- **600 Technology** 405 items Basic level: In the past two years this section has been well-weeded and new materials acquired. Engineering and the culinary arts need to be updated in this section.
- **700 The Arts** 367 items Basic level: This section has undergone a transformation in the last two years. More student centered materials have been purchased in the areas of drawing, various sports, and crafts. This area underwent extensive weeding of old, non-used materials.
- **800 Literature and Rhetoric** 208 items Basic level: This section underwent extensive weeding and transformation. Many of the books in this section were underutilized due to the lack of Accelerated Reader quizzes. Those quizzes were purchased along with new titles. More acquisitions for this section are scheduled for this year.
- **900 Geography and History** 645 items Study level: This section has grown in the last three years with the acquisition of new titles including a set of books on countries of the world. History books have been added dealing with different wars such as new books about WWII. In addition, several books about the Blackfeet were added.
- **Biography** 398 items Basic level: Biographies of historical figures make up a majority of this section. Some biographies of current celebrities have been added in the last couple of years. This section is under constant development as the popularity of certain figures affects demand for their life stories.
- **Native American** 1741 items Study level: This collection is being weeded this year. The reference section contains many rare and locally made items. This section is comprehensive in terms of legends, biography, and tribal history, but needs works in the arts, poetry, and local history.
- **Fiction** 6650 items Basic level: The fiction section is 27 % general fiction and 15 % Easy (picture books). This section has been weeded in the last two years and updated on a regular basis. This is the most heavily used section of the library by the students for the Accelerated Reader Program.
- **Professional** 2 items Basic level. There are more books in the professional section that this number reflects. This section has not been electronically catalogued. This section is being catalogued this year and weeded.
- **Reference** 185 items Basic level: The reference represents about 1.69 % of the total collection. This section has been weeded and many of the books have been taken from

reference and placed in the general sections due to the nature of the materials such as guide books on birds.

- **Cassette** 40 items This section is the least used in the library. This section is going to go through a transformation and weeding process this year.
- **Compact Disks** 9 items This section will be weeded along with the cassettes and new acquisitions will be made.
- **Video** 351 items: The library is in the process of adding new titles on DVD for this section. All new titles will be on DVD as this format has a greater longevity than VHS. This section will also undergo weeding this year.

D. Grades 2 & 3 Library Collection:

- **000 Generalities** 54 items Minimal level: This section is rarely used and the one set of encyclopedias is very old. We have the World Book Online as a reference source now.
- **100 Philosophy and Psychology** 58 items Minimal level: This section is rather small and I will add to it when books at the 2/3 level are available.
- **200 Religion** 41 items Minimal level: The library does not generally collect more than a minimal level in this area. Simple books on different religions are the main focus of this section.
- **300 Social Sciences** 656 items Basic level: The Customs, Etiquette and Folklore section is the main focus of this section.
- **400 Languages** 49 items Minimal level: Over 90% of this section is devoted to English.
- **500 Natural Sciences/Mathematics** 656 items Basic level: This section is fairly well balanced except for a heavy emphasis in the animal section. This section is weeded annually and new materials acquired on a regular basis.
- **600 Technology** 263 items Minimal level: This section needs updated yearly with age appropriate materials.
- **700 The Arts** 196 items Minimal level: This section was updated and weeded.
- **800 Literature and Rhetoric** 79 items Minimal level: American and English Literature as well as poetry represent over 98% of the collection. This is adequate for this level. This section will be added to as needed.
- **900 Geography and History** 402 items Basic level: This section was updated and weeded. This is an area that interests students at this age and broadens their horizons.
- **Biography** 230 items Minimal level: Biographies of historical figures make up a majority of this section. Although some contemporary figures are represented, an effort will be made to add a wider coverage of personality types and Native Americans.
- **Native American** - 450 items Basic level: This section will continue to be a primary focus for acquisition, particularly materials pertaining to the Blackfeet Indians. Rarely are materials removed from the Native American collection. For the past 10 years or more the District has provided additional funds for the acquisition of materials for this section including primary sources, rare and out of print materials.
- **Fiction** 3044 items Basic level: The library selects fiction books covering a wide range of reading levels to accommodate the range of student reading abilities and interests. 1793 books are in the Easy Fiction category. This section is continually worked on because the books have such heavy use they become ragged quickly.
- **Professional** 41 items Basic level
- **Reference** 106 items Basic level
- **Video & DVD** 304 items: The library has been adding new curriculum related titles each year.

E. Grades K & 1 Library Collection:

- **000 Generalities** 23 items Minimal level: This section is getting more use as we update the books.

- **100 Philosophy and Psychology** 75 items Minimal level: This section is being updated with books at our grade level.
- **200 Religion** 9 items Minimal level: We do not collect more than a minimal level in this area.
- **300 Social Sciences** 210 items Basic level: The Customs, Etiquette and Folklore section is the main focus of this section and is slowly being updated.
- **400 Languages** 61 items Minimal level: Most of the books in this section is devoted to English & there are a few Native American language books.
- **500 Natural Sciences/Mathematics** 849 items Basic level: This section is fairly well balanced except for a heavy emphasis in the animal section. This section is weeded annually and new materials acquired on a regular basis.
- **600 Technology** 307 items Minimal level: This section is being updated yearly with grade and age appropriate materials.
- **700 The Arts** 150 items Minimal level: This section is being updated yearly with grade and age appropriate materials.
- **800 Literature and Rhetoric** 95 items Minimal level: American and English Literature as well as poetry represent over 98% of the collection. This is adequate for this level. This section will be added to as needed.
- **900 Geography and History** 179 items Basic level: This section will be upgraded with grade and age appropriate materials. This is an area that interests students at this age and broadens their horizons.
- **Native American** - 573 items Basic level: This section is a primary focus for acquisition, particularly materials pertaining to the Blackfeet Indians. Rarely are materials removed from the Native American collection. For the past 10 years or more the District has provided additional funds for the acquisition of materials for this section including primary sources, rare and out of print materials. We will continue to add materials here as funds become available.
- **Fiction** 212 items Basic level: The library selects fiction books covering lower reading levels that accommodate the range of student reading abilities and interests.
- **Easy** 2045 books are in the Easy Fiction category. This section is continually worked on because the books have such heavy use that they become quickly ragged. We are continually adding to this section with lower level reading materials.
- **Holiday** 370 items Basic level: We have grouped all holiday materials together that better serves our grade levels.
- **Professional** 191 items Basic level: This section needs to be weeded as there are numerous copies of the same books.
- **Audio Cassette** 50 items Basic level: This section has audio cassette and books together.
- **Compact Disks** 32 items Basic level: This section has numerous Native American CDs.
- **Video & DVD** 317 items: The library has been adding new curriculum related titles each year.

XII. Policy Implementation, Evaluation, and Revision: This Collection Development Policy will be reviewed by the Library Media Specialists every three years and as changes are necessary, the Board of Trustees will review and adopt.

XIII. Official Record of Action:

Librarian	Date	Librarian	Date
Librarian	Date	Librarian	Date
Librarian	Date		
Superintendent	Date		
Chair, Board of Trustees			Date

Appendix will include: Sample Letter to Complainant; Instructions to Reconsideration Committee; Library Bill of Rights; Freedom to Read; American Library Association Code of Ethics; Request for Reconsideration Form; Request for Reconsideration of Library Media Materials School District 9; Policy on Confidentiality of Library Records.

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4 APPENDIX
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7 Packet for Reconsideration
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22 Policy on Confidentiality of Library Records	Appendix 7
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24 Selection and Access to Library Materials (Policy #4310)	Appendix 8
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26 Library Media Collection Development (Policy # 4320)	Appendix 9
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Appendix 1. Sample Letter to Complainant

Date:

Dear:

We appreciate your concern over the inclusion of (Book name) in the (School name). We have developed procedures for selecting materials, but realize that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of our:

1. Instructional goals and objectives
2. Browning Public Schools Library Collection Development Policy
3. Request for Reconsideration of Library Media Materials Form

If you are still concerned after you review this material, please complete and return the Request for Reconsideration to me. You may be assured of prompt attention to your request. If I do not hear from you within two weeks from the date of this letter, I will assume you no longer wish to file a formal complaint.

Sincerely,
Librarian/Information Specialist

Appendix 2. Instructions to Reconsideration Committee

Bear in mind the principles of the freedom to learn and to read and base your decision on these broad principles rather than on defense of individual materials. Freedom of inquiry is an essential ingredient of education in a democracy and part of the Browning Public Schools philosophy.

Read thoroughly all materials referred to you, including available reviews and the full text of the challenged material. The general acceptance of the material could be checked by consulting standard evaluation sources and local holdings in other schools.

The challenged material will be considered in its entirety. Passages or parts should not be pulled out of context. The values and faults should be weighed against each other and the opinions based on the material as a whole, just as learning resources have been initially selected for their strengths rather than rejected for their weaknesses.

Complete the evaluation form for the particular type of material under consideration. Prepare a report based on the guidelines as found in the District Collection Development Policy.

The Superintendent will present the committee's report to the complainant at the conclusion of the discussion of the questioned material.

Further, the report and recommendation of the committee will be presented to the Board of Trustees for final review and a decision.

Appendix 3.

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.

Appendix 4.

THE FREEDOM TO READ

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove 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,

1 the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual
2 censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment
3 of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

4 Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never
5 more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure
6 strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every
7 silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society
8 and leaves it the less able to deal with controversy and difference.

9 Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is
10 almost the only means for making generally available ideas or manners of expression that can initially command
11 only a small audience. The written word is the natural medium for the new idea and the untried voice from which
12 come the original contributions to social growth. It is essential to the extended discussion that serious thought
13 requires, and to the accumulation of knowledge and ideas into organized
14 collections.

15 We believe that free communication is essential to the preservation of a free society and a creative
16 culture.

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

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

24
25 We therefore affirm these propositions:

26
27 *1. It is in the public interest for publishers and librarians to make available the widest diversity of views and*
28 *expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

29 Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel
30 until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless
31 suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt
32 to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions
33 offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process.
34 Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the
35 strength demanded by times like these. We need to know not only what we believe but why we believe it.

36
37 *2. Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available.*
38 *It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a*
39 *standard for determining what should be published or circulated.*

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

46
47 *3. It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the*
48 *personal history or political affiliations of the author.*

49 No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No
50 society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may
51 have to say.

52
53 *4. There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter*
54 *deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

1 To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at
2 the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to
3 prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a
4 responsibility to help them learn to think critically for themselves.

5 These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for
6 which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery
7 be devised that will suit the demands of one group without limiting the freedom of others.

8
9 *5. It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any*
10 *expression or its author as subversive or dangerous.*

11 The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority
12 what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the
13 ideas they examine. But Americans do not need others to do their thinking for them.

14
15 *6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest*
16 *encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon*
17 *the community at large; and by the government whenever it seeks to reduce or deny public access to public*
18 *information.*

19 It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts
20 of an individual or group will occasionally collide with those of another individual or group. In a free society
21 individuals are free to determine for themselves what they wish to read, and each group is free to determine what
22 it will recommend to its freely associated members. But no group has the right to take the law into its own hands,
23 and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no
24 freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe,
25 free, and creative when the free flow of public information is not restricted by governmental prerogative or self-
26 censorship.

27
28 *7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing*
29 *books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative*
30 *responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is*
31 *a good one.*

32 The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose.
33 What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read
34 the best that has been thought and said. Books are the major channel by which the intellectual inheritance is
35 handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all
36 publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.
37 We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the
38 value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness,
39 worthy of cherishing and keeping free. We realize that the application of these propositions may mean the
40 dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these
41 propositions in the comfortable belief that what people read is unimportant. We believe rather that what people
42 read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic
43 society. Freedom itself is a dangerous way of life, but it is ours.

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4 **Appendix 5.**

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6 **POLICY ON CONFIDENTIALITY OF LIBRARY RECORDS**
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8 The Council of the American Library Association strongly recommends that the responsible officers of each
9 library, cooperative system, and consortium in the United States:

- 10
11 **1.** Formally adopt a policy that specifically recognizes its circulation records and other records identifying the
12 names of library users to be confidential. (See also *ALA Code of Ethics*, Article III, “We protect each library user's
13 right to privacy and confidentiality with respect to information sought or received, and resources consulted,
14 borrowed, acquired or transmitted” and *Privacy: An Interpretation of the Library Bill of Rights*.)
15
16 **2.** Advise all librarians and library employees that such records shall not be made available to any agency of state,
17 federal, or local government except pursuant to such process, order or subpoena as may be authorized under the
18 authority of, and pursuant to, federal, state, or local law relating to civil, criminal, or administrative discovery
19 procedures or legislative investigative power.
20
21 **3.** Resist the issuance of enforcement of any such process, order, or subpoena until such time as a proper showing
22 of good cause has been made in a court of competent jurisdiction.¹
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34 Note: Point 3, above, means that upon receipt of such process, order, or subpoena, the
35 library's officers will consult with their legal counsel to determine if such process, order,
36 or subpoena is in proper form and if there is a showing of good cause for its issuance; if
37 the process, order, or subpoena is not in proper form or if good cause has not been shown,
38 they will insist that such defects be cured.

39 Adopted January 20, 1971; revised July 4, 1975, July 2, 1986, by the ALA Council.
40 [ISBN 8389-6082-0]
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Appendix 6.

AMERICAN LIBRARY ASSOCIATION
CODE OF ETHICS

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information.

We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making.

These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

- I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
- II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
- IV. We recognize and respect intellectual property rights.
- V. We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
- VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
- VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

*Adopted by the ALA Council
June 28, 1995*

Appendix 7.

**Request for Reconsideration of Library Media Materials
School District #9**

Type of Material:

☐ Book

☐ CD

☐ Video

☐ Periodical

☐ DVD

☐ Cassette

☐ Pamphlet

☐ Computer Software

☐ Other

Title: _____

Author: _____

Publisher or Producer: _____

Request Initiated by: _____

Address: _____ City: _____

State: _____ Zip: _____ Phone: _____

1. Have you read/listened/viewed the entire material? Yes No

2. Please comment on the resource as a whole and specify what material you object to. (Be specific, cite pages, sections, etc.) _____

State why you believe the material is not appropriate for the level of students. _____

3. State why in your opinion it does not contribute to the school curriculum. _____

4. Indicate what action you would like the school to take in regards to this material. _____

5. What other material(s) do you recommend on the same subject and in the same format? _____

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