

BIBB COUNTY SCHOOL SYSTEM
LIBRARY MEDIA POLICY MANUAL

Approved 3/20/2012

I. Statement of Policy

The Bibb County School System selects instructional materials to implement, enrich, and support the educational program for its students. Materials must serve both the curriculum needs for and the interests of individual students. It is the responsibility of the district to provide for a wide range of abilities and to respect the diversity of many differing points of view. Material selection must be of the highest quality and appropriateness without influence of personal opinion or prejudice.

II. Objectives of Selection

The main objective of our selection procedure is to provide our students with a wide range of educational materials on a variety of difficulty levels and formats, while allowing for diversity and differing points of view.

The objective of the media center is to make available to faculty and students a collection of materials that will enrich and support the curriculum and meet the needs of the students and the faculty members being served.

III. Responsibility for Selection

Selection of materials involves many people, including administrators, supervisors, teachers, library media specialists, and students. However, the responsibility for coordinating and recommending the selection and purchase of library media materials rests with the certificated library media personnel.

The Bibb County Board of Education shall delegate to the Superintendent of Schools the authority and responsibility for selection of all print and non-print materials. Responsibilities for actual selection shall rest with appropriate professionally trained personnel who shall discharge this obligation consistent with the Board's adopted selection criteria and procedures. Selection procedures shall involve representatives of the professional staff directly affected by the selections, and persons qualified by preparation to aid in wise selection.

The library media specialist will work cooperatively with staff members to interpret and guide the application of the policy in making day-to-day selections; however, final responsibility for selection of materials for the library media center lies with the media specialists.

IV. Criteria for Selection

Staff members involved in selection of resource materials shall use the following criteria as a guide:

- A. Educational Significance
- B. Contribution the subject matter makes to the curriculum and to the interests of the students
- C. Favorable reviews found in standard selection sources
- D. Favorable recommendations based on preview and examination of materials by professional personnel
- E. Reputation and significance of the author, producer, and publisher
- F. Validity, currency, and appropriateness of material
- G. Contribution the material makes to a wide variety of viewpoints
- H. High degree of potential user appeal
- I. High artistic quality and/or literary style
- J. Quality and Variety of format
- K. Value commensurate with cost and/or need
- L. Timeliness of permanence
- M. Integrity

The following recommended lists shall be consulted in the selection of materials, but selection is not limited to their listings.

- A. Bibliographies latest editions available (including supplements)
 - American Historical Fiction
 - Basic Book Collection for Elementary Grades
 - The Best in Children's Books
 - Children and Books
 - Children's Catalog

Elementary School Library Collection
European Historical Fiction and Biography
Guide to Sources in Educational Media
Junior High School Catalog
Reference Books for School Libraries
High School Catalog
Subject Guide to Children's Books in Print
Subject Index to Books for Primary Grades
Subject Index to Books for Intermediate Grades
Subject Index to Books for Upper Grades

B. Current Reviewing Media:

AASA Science Books and Films
American Film & Video Association Evaluations
Booklist
Bulletin of the Center for Children's Books
Horn Book
Kirkus Reviews
Library Journal
School Library Journal
Wilson Library Bulletin

The following criteria will be used as they apply:

1. Learning resources shall support and be consistent with the general educational goals of the state and district and the aims and objectives of individual schools and specific courses
2. Learning resources shall meet high standards of quality in factual content and presentation.
3. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning style, and social development of the students for whom the materials are selected.
4. Physical format and appearance of learning resources shall be suitable for their intended use.
5. Learning resources shall be designed to help students gain an awareness of our pluralistic society.

6. Learning resources shall be designed to motivate students and staff to examine their own duties, responsibilities, rights and privileges as participating citizens in our society.
7. Learning resources shall be selected for their strengths rather than rejected for their weaknesses.

The selection of learning resources on controversial issues will be directed towards maintaining a diverse collection representing various views.

Learning resources shall clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

The following kinds of material will be selected for the media center:

1. Materials which are an integral part of the instructional program.
2. Materials which are appropriate for the reading level and understanding of students in the school.
3. Materials which reflect the interests and needs of the students and faculty served by the media center.
4. Materials which merit inclusion in the collection because of their literary and/or artistic value.
5. Materials which present information with the greatest degree of accuracy and clarity possible.
6. Materials which represent a fair and unbiased presentation of information. In controversial areas, the media specialist in cooperation with the faculty should select materials representing as many shades of opinion as possible in order that students may have available varying viewpoints.

V. Procedures for Selection of Learning Resources

In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection and other appropriate sources. The actual resource will be examined whenever possible.

Recommendations for purchases involve administrators, teachers, students, district personnel and community stakeholders, as appropriate.

Gift materials shall be judged by the criteria outlined and shall be accepted if they meet those criteria.

Selection is an ongoing process which should include the removal of materials no longer appropriate, and the replacement of lost and worn materials still of educational value.

Requests and suggestions for the purchase of instructional materials shall be gathered from staff to the greatest extent possible and students when appropriate.

Reviews of proposed acquisitions will be sought in the literature of reputable professional organizations and other reviewing sources recognized for the objectivity and wide experience. Materials will be examined by professional staff to the extent necessary or practicable to apply criteria.

Materials for media centers are selected by the professional media staff with due regard to suggestions from the faculty, parents, and students. Final selection is made by the media specialists of the school. Professionally recognized reviewing periodicals, standard catalogs, and other selection tools are used by media specialists and the faculty to guide them in their selection.

VI. Procedures for Challenged Materials

The following procedure will be followed when material is challenged.

1. Request the complainant to complete a written complaint form (copy on file in the media center).
2. Assign a review committee to examine the material in question.
3. Request that the committee report their findings to the school board.

Procedure for Handling Complaints

No duly selected challenged materials shall be removed from the school except upon the recommendation of a review committee (as provided below) with the concurrence of the Superintendent, or upon the Superintendent's recommendation, the concurrence of the Board of Education, or upon formal action of the Board of Education when a recommendation of a review committee has been voted on and passed.

All complaints to staff members shall be reported to the building principal involved, whether received by telephone, letter, email, or in personal conversation.

The principal shall contact the complainant to discuss the complaint and attempt to resolve it informally by explaining the philosophy and goals of the school district and/or the library media center.

If the complaint is not resolved informally, the complainant shall be given a Challenged Materials Form to be completed and returned before consideration will be given to the complaint.

If the formal request for reconsideration has not been received by the principal within two weeks, it shall be considered closed. If the request is returned, the reasons for selection of the specific work shall be reestablished by the appropriate staff.

In accordance with the statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the child (or children) of the parents making the complaint, if they so desire.

Upon receipt of a completed objection form, the building principal involved will call together a committee of five to consider the complaint. The committee shall consist of the curriculum director and the building principal, library media specialist, a teacher, and a parent representative from the school involved.

The committee shall meet to discuss the material, following the guidelines, and shall prepare a report containing their recommendations on the disposition of the matter.

The principal shall notify the complainant of the decision and send a formal report and recommendation to the Superintendent. In answering the complainant, the principal shall explain the book selection process, give the guidelines used for selection, and cite authorities used in formulating selection decisions.

If the committee decides to keep the work in question, the complainant shall be given an explanation. If the complaint is found to be valid, the principal will acknowledge it and make recommended changes.

If the complainant is not satisfied with the committee's decision, he/she may ask the Superintendent to present an appeal to the Board of Education which shall make a final determination on the issue.

Bibb County Schools, Library Media Policy, Revised 2011-2012

Alabama's School Library Media Plan for the 21st Century Learner

<http://alex.state.al.us/libmedia/sites/alex.state.al.us.libmedia/files/Library%20Media%20Plan.pdf>

Alabama's School Library Media Handbook for the 21st Century Learner

<http://alex.state.al.us/libmedia/sites/alex.state.al.us.libmedia/files/Library%20Media%20Handbook.pdf>

Literacy Partners: A Principal's Guide to an Effective Library Media Program for the 21st Century

<http://alex.state.al.us/libmedia/sites/alex.state.al.us.libmedia/files/LiteracyPartnersHdbk.pdf>

