



# **David T. Wilson Elementary**

## **Policies & Procedures**

### **for Librarian/Media Specialist**

Compiled July 2002



# **POLICY AND PROCEDURES FOR THE SELECTION OF INSTRUCTIONAL MATERIALS**

## **I. Mission Statement:**

The Library Media Program of the Meade County School System will provide a wide range of instructional materials in all formats. This collection development plan and resource selection policies support the curriculum, are age appropriate, and represent the interests of the entire school community, thereby giving students access to necessary resources.

## **II. Criteria for Selection of Materials**

- A. Materials selected for use in the Meade County Public Schools shall be selected for their strengths rather than rejected for their weaknesses. Selected materials shall conform to the following criteria as they apply:
  - 1. Materials shall support and be consistent with district goals and curricular objectives.
  - 2. Materials shall meet high standards of quality in factual content and presentation.
  - 3. Materials shall be appropriate for the subject area and for the development stage of students for whom the materials are selected.
  - 4. Materials shall have aesthetic, literary, and/or social value.
  - 5. Materials shall exhibit competent authorship and suitable physical format and quality. Nonprint materials should be of acceptable technical quality.
  - 6. Materials shall foster respect for all people, including minority and ethnic groups, and shall, to the best of our ability, represent realistically our pluralistic society.
  - 7. Materials containing biased or slanted points of view may be selected to meet certain specific curriculum objectives.
  - 8. Materials concerned with racial, religious, sexual or ethnic differences shall be free from stereotype, caricature, and other characteristics likely to misrepresent, offend or defame particular segments of the population.
  - 9. Materials concerning religion shall be free from intention to indoctrinate beliefs of any one faith, or to belittle any other.
- B. Materials treating controversial issues will be selected on the basis of their ability to provide students a balanced perspective concerning current events, education, government, history, politics, or any other phase of life.

### **III. Procedure for Selection**

#### **A. Library Media Center Materials**

1. The media librarian will evaluate the school's existing materials collection and curriculum needs and will consult reputable, professionally prepared aids and other appropriate sources in selecting materials for the Library Media Center.
2. The media librarian will solicit recommendations for purchase from faculty and students.
3. Gift materials shall be judged and accepted or rejected on the basis of the media librarian's judgment. The librarian shall, with the approval of the principal, reject, return, or discard gifts that are unsuitable for school use. Extreme discretion shall be used in applying the criteria to special interest and commercially developed materials that have as their purpose benefits accruing to their sponsors.
4. The librarian shall supervise the removal of materials no longer appropriate and the replacement of lost and worn material which are still of educational value.

#### IV. Complaint of Challenge Concerning Instructional Materials

Despite the quality of the selection process, occasional objections to instructional materials will be made. The SBDM Council supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association and the Students' Right to Read of the National Council of Teachers of English (see Appendix). When materials are questioned, the principles of intellectual freedom, the right to access materials and the integrity of the staff must be defended rather than the materials. The process for requesting the review and reevaluation functions through the organizational levels as outlined below:

##### A. LEVEL I: Initial Concern

1. The complainant states to the local school principal or designee, via a signed and dated letter, a concern related to material in question.
2. The principal or designee schedules with the complainant a conference intended to resolve the complaint. All parties are asked to read the material in its entirety prior to this meeting.
3. Within five (5) business days, the principal or designee provides the complainant a written decision concerning use of the instructional materials. During this time, the material will remain in use, subject to availability.

**Sidebar: At Level I the principal, unit head or designee will attempt to resolve the issue informally by explaining the rationale for including the material in the instructional program. The explanation should focus on the selection procedures and criteria, qualification of persons selecting the material, the place the challenged material occupies in the educational program, the materials intended educational usefulness, and additional information regarding its use. If the issue remains unresolved at this level, the complainant will be informed of his/her right to pursue the query formally before the SBDM Council.**

##### B. Level II: Written Request for Review and Reevaluation

If after consultation at Level I, the complainant wishes to file a written request for review and reevaluation of the instructional materials, the principal, unit head or designee assists the complainant in taking the following steps:

1. The complainant completes a "Request for Reconsideration of Instructional Materials" form (**Appendix A**), signs the form, and files it with the Chair of the SBDM Council prior to the next regularly scheduled meeting.
2. The SBDM Council meets and deliberates in order to recommend within fifteen (15) business days a disposition position.
3. Within five (5) business days of receiving the committee's recommendation (a total of twenty-five (25) business days from the Principal's initial receipt of complaint), the Principal notifies the complainant, in writing, concerning disposition of

the complaint.

## **V. Reconsideration Committee**

### **A. Membership**

1. The Reconsideration Committee will be composed of the members of the SBDM Council, and may include, but not be limited to:

One (1) School Media Librarian  
One (1) representative from the district Board of Education  
Content area teacher as appropriate

### **B. Responsibilities of the Reconsideration Committee Members**

1. Read, view or listen to the material in its entirety.
2. Check general acceptance of the material by reading reviews and consulting reputable recommended lists.
3. Determine the extent to which the material supports the curriculum.
4. Use the appropriate "Checklist for Committee Reconsideration of Instructional Materials" (Appendices B and C) as a guide in judging the material for its strength and value as a whole and not in part.

### **C. Committee Decision on Recommendation**

At the second or subsequent meeting, as desired, but within fifteen (15) business days, the committee shall make its decision concerning a recommendation in open session. The committee's final recommendation will be as follows:

1. to take no removal action,
2. to remove all or part of the challenged material from the total school environment,
3. to allow students to use alternate titles, approved by school personnel involved, or
4. to limit the educational use of the challenged material.

Appendix A  
**REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS**

School \_\_\_\_\_

Request Initiated by \_\_\_\_\_

Telephone \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Complainant represents:

Himself/Herself

(Name of Organization) \_\_\_\_\_

(Identify other person or group) \_\_\_\_\_

Please check type of material:

Book

Video Recording

Other \_\_\_\_\_

Periodical

Audio Recording

Pamphlet

Computer Program

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Publisher or Producer: \_\_\_\_\_

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

1. The use of this instructional material was  
required by an instructor.  
selected by your child.

2. Have you discussed this material with the teacher or media librarian who selected,  
assigned, or used it?    Yes    No

If yes, did the general purpose for the use of the work seem a suitable one for you?

Yes        No

3. Have you been able to learn what book reviewers and/or other students have written  
about this material?    Yes    No

4. To what in the material do you object? (Please be specific. Cite pages, film sequence,  
etc.)

5. Are concepts presented appropriate to the ability and maturity of the potential readers?    Yes        No
6. Do characters speak in a language true to the period and section of the country in which they live?    Yes        No
7. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters?    Yes        No
8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children?    Yes        No
9. If there is use of offensive language, is it appropriate to the purpose of the text for children?    Yes    No; for young adults?    Yes        No
10. Is the material free from derisive names and epithets that could be offensive?    Yes        No
11. Is the material well written or produced?    Yes        No
12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion or philosophy in any adverse way?    Yes        No
13. Does the material make a significant contribution to the history of literature or ideas?    Yes        No
14. Are the illustrations appropriate and in good taste?    Yes        No
15. Are the illustrations realistic in relation to the story?    Yes        No

#### C. Reviews

1. Source of Review \_\_\_\_\_

Favorably reviewed \_\_\_\_\_ Unfavorably reviewed \_\_\_\_\_

2. Does this title appear in one or more reputable selection aids? \_\_\_\_\_ Yes \_\_\_\_\_ No  
If answer is yes, please list titles of selection aids.

\_\_\_\_\_

D. Additional Comments:

\_\_\_\_\_

\_\_\_\_\_



Appendix B  
**CHECKLIST FOR THE  
REQUEST FOR RECONSIDERATION OF  
NONFICTION MATERIALS**

School \_\_\_\_\_

Request Initiated by \_\_\_\_\_

Telephone \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Complainant represents:

Himself/Herself

(Name of Organization) \_\_\_\_\_

(Identify other person or group) \_\_\_\_\_

Please check type of material:

Book

Video Recording

Other \_\_\_\_\_

Periodical

Audio Recording

Pamphlet

Computer Program

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Publisher or Producer: \_\_\_\_\_

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

1. The use of this instructional material was  
required by an instructor.  
selected by your child.

2. Have you discussed this material with the teacher or media librarian who selected,  
assigned, or used it?    Yes    No

If yes, did the general purpose for the use of the work seem a suitable one for you?

Yes        No

3. Have you been able to learn what book reviewers and/or other students have written  
about this material?    Yes    No

4. To what in the material do you object? (Please be specific. Cite pages, film sequence,  
etc.)

5. Are concepts presented appropriate to the ability and maturity of the potential readers?    Yes        No
6. Do characters speak in a language true to the period and section of the country in which they live?    Yes        No
7. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters?    Yes        No
8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children?    Yes        No
9. If there is use of offensive language, is it appropriate to the purpose of the text for children?    Yes        No; for young adults?    Yes        No
10. Is the material free from derisive names and epithets that could be offensive?    Yes        No
11. Is the material well written or produced?    Yes        No
12. Does the material give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion or philosophy in any adverse way?    Yes        No
13. Does the material make a significant contribution to the history of literature or ideas?    Yes        No
14. Are the illustrations appropriate and in good taste?    Yes        No
15. Are the illustrations realistic in relation to the material?    Yes        No

#### C. Reviews

1. Source of Review \_\_\_\_\_

Favorably reviewed \_\_\_\_\_ Unfavorably reviewed \_\_\_\_\_

2. Does this title appear in one or more reputable selection aids? \_\_\_\_\_ Yes \_\_\_\_\_ No  
If answer is yes, please list titles of selection aids.

\_\_\_\_\_

D. Additional Comments:

\_\_\_\_\_

\_\_\_\_\_

Appendix C  
**CHECKLIST FOR THE REVIEW OF INSTRUCTIONAL MATERIALS**  
**-FICTION AND OTHER LITERARY FORMS-**

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Publisher or Producer: \_\_\_\_\_

**A. Purpose**

1. What is the purpose, theme or message of the material? How well does the author/producer/composer accomplish this purpose?

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2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children? Yes No; for young adults? Yes No

If both are marked no, for what age group would you recommend? \_\_\_\_\_

3. Will the reading and/or viewing and/or listening to material result in more compassionate understanding of human beings? Yes No

4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups? Yes No

5. Are any questionable elements of the story an integral part of a worthwhile theme or message? Yes No

**B. Content**

1. Does a story about modern times give a realistic picture of life as it is now?

Yes No Not applicable

2. Does the story avoid an oversimplified view of life, one which leaves the reader with a general feeling that life is sweet and rosy or ugly and meaningless? Yes No

3. When factual information is part of the story, is it presented accurately? Yes No  
Not applicable

4. Is prejudicial appeal readily identifiable by the potential reader? Yes No  
Not applicable

**Recommendation by Review Committee for treatment of challenged materials:**

to take no removal action,  
to remove all or part of the challenged material from the total school environment,  
to allow students to use alternate titles, approved by school personnel involved, or  
to limit the educational use of the challenged materials.

COMMENTS: \_\_\_\_\_

Date\_\_\_\_\_

Signatures of Review Committee Members:

_____	_____
_____	_____
_____	_____
_____	_____

Decision by the School Based Decision Making Council for the treatment of the challenged materials:

to take no removal action,  
to remove all or part of the challenged material from the total school environment,  
to allow students to use alternate titles, approved by school personnel involved, or  
to limit the educational use of the challenged materials.

COMMENTS: \_\_\_\_\_

Date\_\_\_\_\_

Signatures of Review Committee Members:

_____	_____
_____	_____
_____	_____
_____	_____

# *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; June 28, 1967; and January 23, 1980, inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

## *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, 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; revised January 28, 1972, January 16, 1991, July 12, 2000, June 30, 2004, by the  
ALA Council and the AAP Freedom to Read Committee.

*A Joint Statement by:*

American Library Association  
Association of American Publishers

*Subsequently endorsed by:*

American Booksellers Foundation for Free Expression  
The Association of American University Presses, Inc.  
The Children's Book Council  
Freedom to Read Foundation  
National Association of College Stores  
National Coalition Against Censorship  
National Council of Teachers of English  
The Thomas Jefferson Center for the Protection of Free Expression

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# Positions and Guidelines

A Professional Association of Educators in English Studies, Literacy, and Language Arts

## Common Ground:

**The National Council of Teachers of English and the International Reading Association Speak with One Voice on Intellectual Freedom and the Defense of It**

All students in public school classrooms have the right to materials and educational experiences that promote open inquiry, critical thinking, diversity in thought and expression, and respect for others. Denial or restriction of this right is an infringement of intellectual freedom.

Official policy of the International Reading Association (IRA) supports "freedom of speech, thought, and inquiry as guaranteed by the First Amendment of the Constitution of the United States," and the National Council of Teachers of English (NCTE) "supports intellectual freedom at all educational levels." Because of these almost exactly similar positions against censorship, the two associations, both advocates of literacy education and concerned with the issues that affect it, have formed a joint task force on intellectual freedom. One of the many goals of the NCTE/IRA Task Force on Intellectual Freedom is the development of this document to heighten sensitivity about censorship concerns and provide a resource for communities facing challenges to intellectual freedom.

**The First Amendment of the U.S. Constitution guarantees freedom of expression:**

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech or of the press; or the right of people to assemble, and to petition the Government for a redress of grievances."

**So does Article 19 of the United Nations Declaration of Human Rights:**

"Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions, without interference, and to seek, receive, and impart information and ideas through any media and regardless of frontiers."

## Principles

The following principles of access, diversity, and fairness translate the ideal of the First Amendment into classroom reality:

- The education community should actively support intellectual freedom within the United States and among all nations.
- Intellectual freedom in education is sought through fostering democratic values, critical thinking in teaching and learning, open inquiry, and the exploration of diverse points of view.
- Educational communities should prepare for challenges to intellectual freedom with clearly defined procedures for the selection and review of educational materials and methods.
- To preserve intellectual freedom in the classroom, educational communities, using professionally responsible criteria, should be free to select and review classroom curricula and materials that meet the needs of a diverse student population. Selection and revision of materials and methods does not necessarily mean endorsement or promotion; an educator's freedom to choose responsibly to meet student needs is a form of intellectual freedom.

# School-Based Decision Making Law

KRS 160.345 (1996)

(g) The school council shall determine which textbooks, instructional materials, and student support services shall be provided in the school. Subject to available resources, the local board shall allocate an appropriation to each school that is adequate to meet the school's needs related to instructional materials and school-based student support services, as determined by the school council.

<http://www.kde.state.ky.us/olsi/leaders/sbdlm/law.asp#Section%202:%20School%20Council%20Responsibilities>

## HB 324

AN ACT relating to library media centers.

Sponsor: Representative Barbara Colter, et al.

### ABSTRACT:

Requires each public elementary and secondary school to establish and maintain a school library media center staffed by a certified school media librarian; allows the media specialist to be employed at two or more schools with approval of the school councils; permits a vacancy to be filled temporarily by a person who is pursuing certification or by an employee hired for no more than sixty days; requires the school council to consult with the school media librarian on matters pertaining to the facility, including purchase of instructional materials, information technology, and equipment.

AN ACT relating to library media centers.

Be it enacted by the General Assembly of the Commonwealth of Kentucky:

SECTION 1. A NEW SECTION OF KRS CHAPTER 158 IS CREATED TO READ AS FOLLOWS:

- (1) The board of education for each local school district shall establish and maintain a library media center in every elementary and secondary school to promote information literacy and technology in the curriculum, and to facilitate teaching, student achievement, and lifelong learning.
- (2) (a) Schools shall employ a school media librarian to organize, equip, and manage the operations of the school media library. The school media librarian shall hold the appropriate certificate of legal qualifications in accordance with KRS 161.020 and 161.030. A certified school media librarian may be employed to serve two (2) or more schools in a school district with the consent of the school councils.
- (b) If a vacancy occurs, the school council may fill the vacancy on a temporary basis by employing:
  1. A person who is pursuing certification as a school media librarian in accordance with administrative regulations promulgated by the Education Professional Standards Board; or
  2. A temporary employee for a period not to exceed sixty (60) days.

<http://www.lrc.state.ky.us/2000rsrecord/hb324/hcs1.doc>

**Textbooks and Instructional Materials****PLAN**

The Principal, or school council where operational, shall develop a plan to provide the necessary textbooks, programs, and instructional materials for all grades and subject areas. This plan shall be developed in accordance with applicable statutes and regulations.<sup>1</sup>

**DISTRICT RECORD**

The Superintendent shall keep on file the plans developed by each school. All purchases made with textbook, programs, and instructional materials allocations shall be specifically identified in District records.

Each school may carry forward to the next fiscal year any part of the textbook, programs, and instructional materials allocation distributed to the school that has not been spent or committed in the current fiscal year.

**RENTAL FEES**

Students in grades nine through twelve (9-12) may rent textbooks. If rental is authorized, the Board shall establish textbook rental fees annually in compliance with Kentucky statutes and administrative regulations.

**INABILITY TO PAY**

No student shall be denied full participation in any educational program due to an inability to pay for, or rent, all necessary school supplies including textbooks.<sup>2</sup>

**ACCESS**

Textbooks, programs, and/or instructional materials shall be made available to all students.

**WAIVER OF FEES**

The Superintendent shall recommend and the Board shall approve a process to waive fees for students who qualify for free and reduced price meals. At the beginning of the school year or at the time of enrollment, all students who qualify shall be given clear and prominent written notice of the fee waiver provisions. The written notice of the fee waiver process shall include a form that parents may use to request waiver of fees. Mandatory waiver of fees for qualifying students shall be accomplished in compliance with applicable statutory and regulatory requirements.<sup>3</sup>

**SELECTION**

Within approved District budget limits, textbooks, programs, and instructional materials shall be selected by SBDM school councils. Where no council is operational, school committees shall make the selections, subject to approval by the Principal.

**RESPONSIBILITY**

Students or parents shall compensate the District for textbooks that are lost, damaged, or destroyed while in the student's possession.

**Textbooks and Instructional Materials**

**SECTARIAN TEXTS**

No book or other publication of a sectarian, infidel, or immoral character or one that reflects on any religious denomination shall be used or distributed in any school.<sup>4</sup>

**REFERENCES:**

- <sup>1</sup>KRS 156.439
- <sup>2</sup>KRS 158.108
- <sup>3</sup>KRS 160.330; 702 KAR 3:220
- <sup>4</sup>KRS 158.190
- KRS 156.400 - 156.476
- KRS 157.100 - 157.190
- KRS 160.345
- 702 KAR 3:246
- 704 KAR 3:455

**RELATED POLICIES:**

- 02.4242
- 02.4243
- 04.1
- 04.31
- 08.232
- 09.15
- 09.421

Adopted/Amended: 8/8/00

Order #: 23

**Supplies and Materials****ALLOCATION METHOD**

Within budgetary limits, schools or school councils shall establish an equitable method of allocating funds to purchase instructional items.

**SURVEY**

Schools not having SBDM school councils shall survey teachers to determine their needs for instructional items. The results of the survey shall be used to establish priorities for the purchase of these supplies and materials.

**FINANCIAL REPORT**

A financial report on allocations to and expenditures for instructional items shall be prepared annually by the Board and shall be a public record.

**STATE TEXTBOOK FUND**

Schools with any grade from P-8 may purchase textbooks, instructional materials, or programs using State Textbook funds in accordance with 704 KAR 3:455.

Each school allocated State Textbook funds shall complete an annual plan to identify purchases following guidelines of the Kentucky Board of Education.

The annual plan shall be approved by the Board and by the School Council in SBDM schools.

All plans shall be approved by the local Board as to sufficiency of funding to support the requested purchases.

Any purchase exceeding the funds allocated for textbooks shall be paid from other Council funds in SBDM schools.

**REFERENCES:**

KRS 160.330; KRS 158.108; 702 KAR 3:220  
KRS 157.110  
702 KAR 3:246  
704 KAR 3:455

**RELATED POLICIES:**

02.4242; 02.4243; 04.32  
08.23; 09.15

Adopted/Amended: 9/9/97

Order #: 239

**Copyrighted Materials**

The use of copyrighted material for educational purposes, by school personnel, shall be within the generally accepted uses delineated by applicable law. The Superintendent shall develop procedures for informing appropriate personnel of the fair use of copyrighted material for educational purposes.

**ELECTRONIC MATERIALS**

All employees shall use electronic materials only in accordance with the license agreement under which the electronic materials were purchased or otherwise procured. Electronic materials are defined as computer software, databases, video tapes, compact and laser disks, electronic textbooks or any other copyrighted material distributed in electronic form.

Any duplication of copyrighted electronic materials, except for backup and archival purposes, is a violation of the law, unless the license agreement explicitly grants duplication rights. The archival copy is not to be used on a second computer at the same time the original is in use. In addition, illegal copies of copyrighted software shall not be used on Board equipment.

Through appropriate professional development activities, the technology coordinator shall inform all employees of their compliance responsibilities with electronic materials licensing agreements and of the penalties for violating these agreements. Employees shall be required to sign an agreement signifying that they have read and will abide by the Electronic Materials Code of Ethics.

The Superintendent or designee shall sign all District software license agreements. Each school using licensed software shall have on file a copy of the executed agreement, the original disk or the original documentation.

**REFERENCE:**

Kentucky Educational Technology System (KETS)  
U. S. C. Title XVII (PL 94-553)

Adopted/Amended: 6/14/94

Order #: 335

**Access to Electronic Media**

(Acceptable Use Policy)

**AUDIT OF USE**

Users with network access shall not utilize District resources to establish electronic mail accounts through third party providers or any other nonstandard electronic mail system.

The Superintendent/designee shall establish a process to determine whether the District's education technology is being used for purposes prohibited by law or for accessing sexually explicit materials. The process shall include, but not be limited to:

1. Utilizing technology that meets requirements of Kentucky Administrative Regulations and that blocks or filters Internet access for both minors and adults to certain visual depictions that are obscene, child pornography, or, with respect to computers with Internet access by minors, harmful to minors;
2. Maintaining and securing a usage log; and
3. Monitoring online activities of minors.

**REFERENCES:**

KRS 156.675, Kentucky Education Technology System (KETS)  
47.U.S.C. § 254  
701 KAR 5:120

**RELATED POLICIES:**

08.1353, 08.2322, 09.14

Adopted/Amended: 10/09/01  
Order #: 258



**Access to Electronic Media**

(Acceptable Use Policy)

The Board supports the right of students, employees and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate and responsible manner.

**SAFETY PROCEDURES AND GUIDELINES**

The teacher shall develop and implement appropriate procedures to provide guidance for access to electronic media. Guidelines shall address teacher supervision of student computer use, ethical use of electronic media (including, but not limited to, the Internet, e-mail and other District technological resources), and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of networks for prohibited or illegal activities, the intentional spreading of embedded messages, or the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet and World Wide Web;
- Safety and security of minors when they are using electronic mail, chat rooms, and other forms of direct electronic communications;
- Preventing unauthorized access, including "hacking" and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors; and
- Restricting minor's access to materials harmful to them.

The District shall provide reasonable public notice of, and at least one (1) public hearing or meeting to address and communicate, its Internet safety measures.

**RESPONDING TO CONCERNS**

School officials shall apply the same criterion of educational suitability used to review other educational resources when questions arise concerning access to specific databases or other electronic media.

**DISREGARD OF RULES**

Individuals who refuse to sign required acceptable use documents or who violate District rules governing the use of District technology shall be subject to loss or restriction of the privilege of using equipment, software, information access systems or other computing and telecommunications technologies.

**Previewing Materials**

All materials presented for student use or viewing shall be reviewed by the teacher before use.

Exceptions shall be current events programs and programs provided by Kentucky Educational Television.

Adopted/Amended: 9/8/87

Order #: 71

## ESSENTIAL ELEMENT:

### Governance/Management

An effective school library media program is:

- governed by a school-based decision making council and/or Board of Education policies and is administered by a certified library media specialist(s).



## IMPACT:

### WHY this is necessary for student achievement

- A flexible school Library Media Program provides unlimited access to resources.
- The collection development plan and resource selection policies support the curriculum and represent the interests of the entire school community, thereby giving students access to necessary resources.

## IMPLEMENTATION:

### How this can be achieved by the Board of Education/Administration/SBDM, Teacher and LMS

- Administration/SBDM:
  - provides adequate LMC funding of at least 20% of the total instructional allocation for the school (at least \$20 per student).
  - implements a flexible scheduling policy.
  - has a representative on the LMC Advisory Committee.
- Teachers:
  - serve on the LMC Advisory Committee.
- LMS:
  - organizes a school LMC Advisory Committee which includes administrators, teachers, and students to develop immediate and long-range goals and to evaluate the Library Media Program. As an option, these responsibilities might be assigned to the SBDM curriculum committee.
  - supports the school's mission and goals.
  - demonstrates accountability through written reports to administration/SBDM.
  - plans the budget to effectively utilize funds.
  - requests, with supporting rationale, appropriate funding and staffing from administration.
  - serves on School-Based Decision Making Council and/or participates in the decision making process at the local school.
  - informs administration of current professional and technological resource needs in support of the curriculum.

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Kentucky Department of Education. *Beyond Proficiency: Essentials of a Library Media Program*.

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National Council of Teachers of English. *Common Ground: The National Council of Teachers of English and the International Reading Association Speak with One Voice to the Intellectual Freedom and the Defense of It*. Retrieved July 19, 2002 from [www.ncte.org](http://www.ncte.org)

*School Based Decision Making Law: KRS 160.345*. Retrieved July 19, 2002 from <http://www.kde.state.ky.us/olsi/leaders/sbdlaw.asp#section%202:%20School%20Council%20Responsibilities>