

Billings School District 2

INSTRUCTION

Library Collection Development Procedures

General Priorities, Limitations and Acquisition Procedures

A. Priorities and Limitations

1. Books, reference materials, audio visual materials, computer programs and CD-ROM materials for educational, informational and recreational needs of all patrons are purchased within budget limitations. Libraries are also part of the District's budget textbook adoption calendar.
2. A library may purchase multiple copies of popular titles, heavily used subject areas, and specific curriculum-related materials.
3. Periodicals are purchased primarily to supplement the curriculum and to provide for the recreational and informational needs of patrons.
4. The general collection is primarily in the English language.
5. The library will not provide materials or services that violate copyright laws.
6. Textbooks/workbooks are not purchased with library funds unless there is no other suitable material available.
7. Special films and videos the district does not own may be ordered from Montana State agencies and the various academic instructional materials centers on Montana's college campuses.

B. Formats

The following formats of information are collected or subscribed to in the instructional media centers:

Books (paperback and hardcover), periodicals, newspapers, sound recordings, videotapes, DVDs, slides, audio tapes, computer software, CD-Rom Databases, and on-line database access.

The following materials are available through the School District's Instructional Materials Center:

Videos, models, art prints, 35mm slides, books-on-tape, laser discs, CD-Roms, learning kits, micro-slides, micro-viewers, and DVDs.

C. Multiple Copies

The library collection contains some multiple titles in very popular subject areas and

specific curriculum-related areas. Librarians may also borrow classroom sets of titles for classroom use. These are located in the Curriculum Library at the IMC.

D. Languages

Material may be collected to support world language classes or multi-ethnic needs in the school population.

E. Funding Considerations

Library budgets are allocated to each building through the general fund budget. In addition, grants, donations, and fundraisers supplement existing funds. Libraries are in the BPS district textbook adoption rotation with allocations every seven to ten years.

F. Collection Responsibilities

The responsibility for selecting materials in the library rests with the librarian who operates within the framework of policies determined by the Board of Trustees and under the direct supervision of the school administration. All purchase orders for materials are approved by the building principal.

Selection of materials involves many individuals: principals, teachers, librarians and students. The librarian is responsible for coordinating the selection of instructional materials and making the recommendation for purchase.

Selection Criteria:

Materials that enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the school community served.

Materials that stimulate growth in factual knowledge, literary appreciation, and higher-level thinking skills.

Materials that provide a background of information enabling students to make intelligent judgments in their daily lives.

Materials that present a variety of views about controversial issues, so that students may develop under guidance the practice of critical reading and thinking. Selection of a work does not constitute agreement with the content.

The librarian must place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for users of the library. Material selected should be considered for the impact of each work as whole, not in part.

G. Selection Aids

Ideally, all book and non-print materials added to the library should be reviewed or

previewed before purchase by the librarian. Librarians refer to a number of print and non-print professional selection aids.

H. Selection Tools Include (but are not limited to):

American Libraries
AASL Best Books for Children
AASL Best Books for Young Adults
(The) Book Report
Booklist
Choice
Horn Book
Kirkus
Kliatt
Library Journal
LMC – Library Media Connection
School Library Journal
Voya
Wilson's Standard Catalog Series:
 Children's Catalog
 Junior High School Library Catalog
 Senior High School Library Catalog

I. Gifts

Any gift offered to the school library should be evaluated by the school librarian using District selection criteria. No materials are accepted unless the final disposition of the materials rests with the district. If funds are donated for the purchase of materials, school librarians will select materials in accordance with the selection criteria. School personnel will not appraise materials being donated. Therefore, receipts may be given only for the quantity of items donated, not for their monetary value.

J. Collection Maintenance

1. Weeding and selection are essential to maintain a balanced and useful collection.
2. Weeding the collection is the responsibility of the librarians. It should be done regularly in order to keep the collection current and relevant to the needs of the school.
3. Criteria for weeding include: outdated information, poor physical condition, lack of use, and unnecessary duplicates. Books of lasting value, which are in poor condition are evaluated for possible rebind or discard and replaced at the discretion of the librarian.
4. Discarded books should have marks of ownership obliterated and cards and pockets removed. Shelf list cards if used must be noted "WITHDRAWN" and dated. Materials are then boxed and sent to the District Warehouse. No materials are to be disposed of at

the individual school, and withdrawn materials are NOT to be placed elsewhere in the school building.

K. InterLibrary Loan

InterLibrary Loan (ILL) is borrowing and loaning materials between libraries. ILL services shall be provided to students and staff in Billings Public Schools. Resources are loaned to other libraries, as they are available. ILL is not available the last three (3) weeks of the school year.

OUT OF DISTRICT ILL'S

Libraries adhere to state ILL protocols as defined by the State Library of Montana.

IN DISTRICT ILL PROCEDURE

Borrowing Library Responsibilities

1. To request materials; place a hold through the automated library system. Holds may be placed through the librarian or by the patron using *WebCat*. Direct e-mails or phone calls to other Libraries, circumventing the automated system, are **not acceptable**.
2. Overdue notices should be run to include ILL materials patrons have checked out from other schools.
3. The borrowing library assumes responsibility for returning materials in a timely manner and for collecting and reimbursing the loaning library for any borrowed materials that have been lost or damaged.
4. All ILL materials **MUST** be returned or compensated for by the end of the current school year.
5. If a hold is placed for a patron and cannot be filled, the hold must be removed and a new hold placed by the borrowing librarian.

Borrowing Patron Responsibilities

1. Patrons may place a hold themselves or work with their school librarian to request materials.
2. Patrons should return materials on time.
3. If materials are lost or damaged, the patron should contact their school librarian immediately. Patrons are responsible for any charges incurred due to damage or loss.

Loaning Library Responsibilities

1. Check the **Holds Report** daily
2. Fill and process holds daily.
3. If a hold cannot be filled, notify the requesting librarian so they may remove the hold.
4. Notify the borrowing Library of any overdue materials.
5. Determine damage and replacement costs for loaned materials that are damaged or lost. Inform the borrowing Library of the costs.

L. Censorship

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, by the ALA Council; amended February 2, 1961; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

The Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

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

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

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

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

We therefore affirm these propositions:

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

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

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

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

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

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

2. 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.

3. 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.

4. 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.

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

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions

may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

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

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

Freedom to View Statement

The FREEDOM TO VIEW, along with the freedom to speak, to hear, and to read, is protected by the [First Amendment to the Constitution of the United States](#). In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

Endorsed January 10, 1990, by the ALA Council

Subject Areas Collected

A. Library Organization

Each school Library is organized by the Dewey Decimal classification number categories.

Materials are collected in various formats in subject areas depending upon needs. Libraries strive to maintain a *basic level* in non-fiction and fiction books and to support all areas of the curriculum. Publication dates vary according to the accuracy or value of information presented. Current materials are of great value to school Libraries, although some schools may have a small collection of older publications stored separately. These materials include works by Montana authors and early editions of well-known titles.

B. Present Collection Levels
(Inventory and Assessment)

Each school Library will assess the collection. Every school Library will complete an inventory the end of each school year. Following inventory, the collections are evaluated using the Collection Development Goals portion of the Year End Report form.

C. Future Acquisitions Levels or Goals

Future acquisitions are determined using the data collected from an analysis done by a vendor (i.e. Follett) and/or the Current Collection Assessment Form Collection Development Goals portion of the Year End Report form.

D. Special Collections

Currently, Billings Public Schools Libraries do not maintain any special collections.

E. Confidentiality of Library Records

“Library” means a library that is established by the state, county, city, town, school district, or a combination of those units of government, a college or university, or any private library open to the public.

“Library records” means any document, record, or any other method of storing information retained, received, or generated by a library that identifies a person as having requested, used, or borrowed library materials; or other records identifying the names of other personal identifiers of library users. Library records do not include non-identifying materials that may be retained for the purpose of studying or evaluating the circulation of library materials in general records that are not retained or retrieved by personal identifier.

F. Nondisclosure of Library Records

No person may release or disclose a library record or portion of a library record to any

person except in response to:

- a. A written request from the person identified in that record, according to procedures and forms giving written consent as determined by the Library; or
- b. An order issued by a court of competent jurisdiction, upon a finding that the disclosure of such record is necessary because the merits of public disclosure clearly exceed the demand for individual privacy.
- c. A library is not prevented from publishing, or making available to the public, reasonable statistical reports regarding library registration and book circulation if those reports are presented so that no individual is identified therein.
- d. Library records may be disclosed to the extent necessary to retrieve overdue or stolen materials or collect fines.

Implementing Policy 2308 Library Media Collection Development

Cross References: Policy 6430 Development of Administrative Procedures

Legal References: § 20-4-402(5), MCA Duties of district superintendent or county high school principal
§ 20-7-203, MCA Trustees' policies for school library
§ 20-7-204, MCA School library book selection

Procedure History:

Issued by Superintendent on: February 1, 2006

Presented to Board on: February 20, 2006

Revised on: