



JPS Library Policies and Procedure Guidelines

2022

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Jamestown Public Schools

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Jamestown, ND 58401



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Purpose

The purpose of this manual is to provide guidance for the school librarians of Jamestown Public Schools. It gives procedural guidelines for daily operations of the libraries in the district along with steps for handling conflicts that may arise.



JPS Mission Statement

"Engaging students with challenging and innovative experiences to prepare them for future success."

JPS Vision Statement

Jamestown Public Schools supports a safe, educationally rigorous and collaborative environment. Our vision is to prepare students for tomorrow's challenges by practicing skills such as collaboration, communication, creativity, and critical thinking. We believe all students should have personalized, authentic experiences that integrate with the community for meaningful learning. As an essential contributor to the growth of our student's intellectual, social, and personal well-being, we will positively impact our community and society.



Jamestown Public School Library Vision Statement

The JPS Library Program strives to be a dynamic, learner-centered environment that energizes students to read and fosters the development of life-long learners who are effective and independent users of ideas and information.

Jamestown Public School Library Mission Statement

In collaboration with teachers, the JPS School Library program empowers students to be enthusiastic readers, critical thinkers, skillful researchers, and ethical users and producers of information in a global society.

Goals and Objectives

GOALS of the JPS Library Program

1. To empower patrons to become effective users of information
2. To provide a rich variety of materials to support the school curriculum
3. To promote enthusiasm for life-long learning and an enjoyment for reading in an ever-changing global society.

OBJECTIVES of the JPS Library Program

The JPS school librarians, in a collaborative effort with classroom teachers, will develop curriculum to support our students as knowledgeable and confident users of information. The curriculum will follow state and national standards to empower students to think, create, share, and grow in a positive and culturally responsive manner.

The JPS school libraries will develop collections that inspire students to read critically and for enjoyment. The collections will reflect the students we have and the students across America. Additionally, digital collections will be curated and made available to students 24/7.

School Community Profile

Jamestown Public School district is located in Jamestown, North Dakota. Jamestown is a community of just under 15,000 people. It is located in central North Dakota on Interstate 94. Our community is home to the University of Jamestown, a private liberal arts university. Along with that, our community has a thriving public library and county library. We are also fortunate to have a vibrant Arts Center that hosts educational events for students and arts programming for all ages.

Jamestown Public School district has a current enrollment of 2,136 students in K-12. We have five elementary schools, one middle school, and one high school. We have three full-time school librarians serving these schools.

School Librarian's Role

The school librarian plays a vital role in the school's literacy program. It is becoming more important than ever to engage students in reading for learning and enjoyment. The school librarian is a go-to instructor for gathering information and modeling engagement strategies and is one who fosters independence by teaching students how to navigate print and digital media.

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following policies should guide their services.

- 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.
- Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be prescribed or removed because of partisan or doctrinal disapproval.
- Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- Libraries which make exhibit spaces and meeting rooms available to the public they serve should make facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Statement of Intellectual Freedom

"Intellectual Freedom is the right of every individual to both seek and receive information from all points of view without restriction. It provides for free access to all expressions of ideas through which any and all sides of a question, cause, movement may be explored. Intellectual freedom encompasses the freedom to hold, receive, and disseminate ideas."

First Amendment

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 the people peaceably to assemble, and to petition the government for a redress of grievances.

American Association of School Librarians Principles

The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association:

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the [Library Bill of Rights](#) apply to all libraries, including school library programs.

School librarians assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library librarians work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources that reflect the linguistic pluralism of the community.

School librarians employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

JPS Library Procedures and Behavior Expectations

To ensure fair, timely, and efficient use of materials, the JPS libraries have established the following regulations:

- Quiet and order are maintained as a courtesy to patrons and personnel who are present. Anyone causing a disturbance will be reminded of this policy and may be asked to leave and/or be restricted from using the library media center for an appropriate length of time.
- Information materials will be handled with reasonable care and returned to their proper places.
- Borrowers will pay the replacement cost for materials defaced, mutilated, destroyed or lost. Borrowers upon leaving the school system must return all resources and have all fines paid.
- Information materials must be checked out. The library media center lends materials; the students and staff borrow them.
- To allow fair access to information materials, borrowers will return materials by due date or have borrowing date renewed. The use of fines will be determined at each building level.
- Rules regarding student behavior in general are outlined in the Student Handbook with consequences as specified that will apply in the library media center.

Maintenance Policy

The goal of the maintenance policy is to preserve the integrity of the collection. In order to maintain quality, increase efficiency, improve reliability, increase usefulness, and relieve crowding, materials that no longer meet the school's selection criteria will be removed from the collection. Circulation statistics, age reports, and availability of replacement materials, online access to materials, and/or inter-library loan opportunities will be used to conduct maintenance of library collections. The ultimate decision for weeding materials is the responsibility of the school library media specialist.

The school librarian will conduct an inventory of the school library collection and equipment. The inventory will be used to determine losses and remove damaged or worn materials which can then be considered for replacement. The inventory will also be used to deselect and remove materials that are no longer relevant to the curriculum or of interest to students.

The recommended replacement cycles are the following:

- Maintain non-fiction collection on a 10-year cycle
- Maintain fiction collection on a 12-year cycle--titles with a publication age older than 12 years need to be reviewed and updated with a newer, more appealing edition.
- Maintain online reference encyclopedias on an annual review of resources
- Maintain the paperback collection on a 5-year cycle
- Maintain subscription renewals on an annual review of titles
- Keep local history and North Dakota materials

(Withdrawn items should be marked "withdrawn," have the barcodes crossed out, as well as the school name. These items may be offered to students based on the library media specialist's judgment.)

GIFTS

The district's libraries may receive donations and gifts for the benefit of the school district. All gifts will be accepted or rejected depending on whether or not they further the objectives and goals of the school district. Decisions will be based on criteria set forth in the district's selection and maintenance policies.

In the case of gifts received in the form of cash and/or memorial requests, the professional staff will order materials in keeping with the donor's wishes if the request complies with the district's selection and maintenance policies.

Library Materials Selection Policy

Responsibility for Selection of Library Resources

Since the selection of library resources may involve many people, the responsibility for coordinating the selection of library resources and for making recommendations to purchase rests with the certified school librarian.

Criteria for Selection of Library Resources

Each item is considered individually. Materials are selected for their strengths, based on criteria that are most applicable to that particular work. These things are considered for selection of all resources:

- Support and enrich the curriculum and/or students' personal interests and learning
- Meets high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format
- Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures
- Include a variety of resources in physical and virtual formats including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-books, education games, and other forms of emerging technologies)

Criteria for Selection of Nonfiction Works

- Authoritativeness/reputation of the author and/or publisher
- Timeliness, permanence, and relevance of the item to the curriculum
- Accurate content
- Logical organization and presentation of information
- Impartiality / nonjudgmental point of view
- Freedom from bias
- Representation of a variety of viewpoints
- Factually and historically accurate
- Readability and physical appeal
- Avoidance of stereotyped images of any group or individual
- Suitability for the physical and emotional development and the varied learning styles of the students.
- Physical durability

Additional criteria for the selection of fiction works:

- Readability and effectiveness in sustaining the reader's interest
- Logical and well-constructed plot
- Convincing and multidimensional characterization
- Effective use of language and dialog
- Originality, literary merit, and aesthetic value
- Presentation of human emotions, values, and ideas

Library Materials Review and Weeding Policy

The library collection will be reviewed on a consistent basis for accuracy, currency, usage, diversity, and subject area gaps. This includes the continual care of the materials, including accurate and efficient shelving (and re-shelving), shelf-reading, shifting, and cleaning. When maintaining digital materials, evaluate the sufficient coverage of databases or other electronic reference sources, check for dead or broken links, and evaluate these links for accuracy, currency, and relevancy.

Weeding or the deselection of material is critical to collection maintenance and involves the removal of resources from the collection. All materials are considered for weeding based on accuracy, currency, and relevancy. Space limitations, edition, format, physical condition, and number of copies are considered when evaluating physical materials. While weeding is essential to the collection development process, it should not be used as a deselection tool for controversial materials (see the Library Bill of Rights).

Annually, the school librarian will conduct an inventory of the school library collection and equipment. The inventory can be used to determine losses and remove damaged or worn materials which can then be considered for replacement. The inventory can also be used to deselect and remove materials that are no longer relevant to the curriculum or of interest to students.

Librarians may consider using one of the following acronyms for collection maintenance: FRESH or MUSTY.

F	Does it FOSTER a love of reading? The books in the library should help students see themselves as readers and make them want to read more.
R	Does it REFLECT a diverse population? Every student in our schools should be able to see themselves in our collection.
E	Does it reflect an EQUITABLE global view? The collection should represent a variety of viewpoints and encourage global connections.
S	Does it SUPPORT the curricula? The collection should be age and developmentally appropriate and it should support the learning goals of the school.
H	Is it a HIGH-QUALITY text? The collection should be made up of materials that connect the students and teachers to up-to-date and accurate information.

M	Misleading–factually inaccurate
U	Ugly–worn beyond mending or rebinding
S	Superseded–by a new edition of/or by a much better book on the subject
T	Trivial–of no discernable literary or scientific merit
I	Irrelevant to the needs and interests of the library's community
E	Elsewhere–the material is easily obtainable from another library (or source)

Procedures for Selection of Library Resources

The library media specialist will consult reputable, professionally prepared selection guides and other appropriate review sources. Such sources include but are not limited to the following:

- [ALA Recommended Reading Lists](#)
- [Association for Library Service to Children \(ALSC\) Notable Children's Books](#) *
- [Booklife by Publishers Weekly](#)
- [Booklist](#)*
- [Bulletin of the Center for Children's Books](#)
- [Children's Core Collection](#)

- [Graphic Novels Core Collection](#)
- [The Horn Book Journal](#)
- [Kirkus Reviews](#)
- [Library Journal Library Things](#)
- [Middle and Junior High School Core Collection](#)
- [New York Times Book Review](#)
- [Publishers Weekly](#)
- [School library Connection](#)
- [School Library Journal](#)
- [Science books & Films \(SB&F\)](#)
- [SELF-e](#)
- [Video Librarian](#)
- [Voice of Youth Advocates \(VOYA\)](#)
- [We Need Diverse Books website*](#)
- [Young Adult Fiction Core Collection](#)
- [Young Adult Library Services Association \(YALSA\) Best Books for Young Adults*](#)

* Top 5 Review sources from ALA

Copyright Guidelines

All Jamestown school library media centers will comply with the Technology & Learning Copyright Guidelines and the technology department's Acceptable Use Policy.

[Link to Jamestown Public School's Acceptable Use Policy](#)

Jamestown Public School District Copyright and Citation Policy

Technology Use Policy for Jamestown Public Schools includes the following:

- The Jamestown Public School District expects users to exhibit professional/responsible behaviors when using district technology resources.
- Use of district technology resources is a privilege that may be revoked if the expectations are not followed. These expectations include: Compliance with all local, state, and federal laws. This includes laws regarding computer hacking, software piracy, copyright infringement, willfully circumventing the network filters, and other illegal behaviors. Adherence to other district policies as they apply to technology resources.

North Dakota Library and Technology Content Standards

Grades K-12 2022

Jamestown Public School library programs will follow the guidelines established by the North Dakota Library and Technology Content Standards. The school librarians, in collaboration with classroom teachers, will develop relevant lessons designed "to build personal literacy, information literacy, and digital citizenship" (2022, ND Library Content Standards).

Fair Use Guidelines

The foundation of our current U.S. copyright law comes from the Copyright Act of 1976 including all amendments enacted by Congress. The Fair Use provision contained in Section 107 was designed to balance the rights of the owners of the copyrighted material with the needs of others. Four factors are considered in determining whether or not the use is "fair."

1. The purpose and character of the use, e.g., non-profit, educational, commercial--
 - Does the new work transform the original work or offer something beyond the original? Copyrighted works that are altered significantly are more likely to be considered fair use.
 - Is the use for nonprofit or educational purposes? Copyrighted works used for these purposes are more likely to be considered fair use.
2. The nature of the work, e.g., creative or informational--
 - Is the copyrighted work published or unpublished? Published works are more likely to be considered fair use.
 - Is the original work out of print? Out of print works are more likely to be considered fair use.
3. The amount of the work used in relation to the copyrighted work as a whole--
 - Is the amount of the original work used reasonable? The smaller the percentage of the work used, the more likely it is to qualify as fair use.
 - Is the section of the original work used the most important part of the work? The less significant the portion of the work used, the more likely it is to be considered fair use.
4. The effect of the use of copyrighted work on the potential market or value--
 - Does the new work appeal to the same audience as the original work? Copyrighted works that are used for another purpose or designed to appeal to a different audience are more likely to be considered fair use.

District Challenged Materials Policy

Only residents of the school district may register a formal complaint.

If a complaint is made, the procedures are as follows:

- The school receiving a complaint regarding a resource shall try to resolve the issue informally.
- Attempts should be made to set up a face-to-face or telephone conference
- If the complainant wishes to file a formal challenge, a copy of the **Patron's Request for Reconsideration of Work** (Form A) and a copy of the Selection Policy will be provided by the school administrator.
- The complainant is required to complete and submit the reconsideration form to the principal within 10 business days.
- If a completed reconsideration form is not submitted within 10 business days, the matter is considered closed.
- Upon receiving the form, the principal shall notify and provide the copy of the reconsideration form with the following individuals:
 1. Superintendent
 2. School Librarian
 3. School Library Department Chairperson
 4. Materials Reconsideration Committee
- File report with the American Library Association Office for Intellectual Freedom through the North Dakota State Library.

The Materials Reconsideration Committee will be appointed by the principal, must consist of an odd number of members to avoid a tie and shall consist of the following:

- School librarian
- Principal
- Classroom teacher familiar with the challenged material

The school librarian will secure other copies of the resource for the committee to read in question via interlibrary loan or other means.

The school librarian will obtain critical reviews of the material in question, if available.

Within 10 business days the Materials Reconsideration Committee will select a chair and a recorder.

Duties will include the following:

- Weigh strengths and weaknesses and form opinions on the resource as a whole rather than on passages or excerpts taken out of context.
- Meet with the complainant at a time satisfactory to both parties to discuss the challenged material.
- The complainant may make an initial verbal presentation about the resource under reconsideration or may choose to share the written form. The complainant is asked to provide sources for quotes used during this presentation.
- The complainant may not participate in or observe the committee's deliberations. The committee chair may choose to give committee members time to ask questions.
- The committee will make its decision determined by the simple majority to retain, move the resources to a different level, or remove the resource. This will be a secret ballot vote.
- Prepare and sign a written report that will include the procedures followed and the rationale for the decision made.
- The committee's written decision shall be presented to the complainant, superintendent of schools, and the school library department chairperson within 5 school days after the decision is made.
- Provide a copy of the report to the complainant and each member of the committee. A copy of the decision shall be on file in the superintendent's office.

The decision of the Materials Reconsideration Committee is binding for the district-based collection.

See FORM C for guidelines for reconsideration committees.

Form A

Patron's request for reconsideration of work

The school board of Jamestown Public Schools, Jamestown, ND, has delegated the responsibility for selection and evaluation of library/educational resources to the school library/educational resources to the school library professional staff, and has established reconsideration procedures to address concerns about those resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of school library resources, please return the completed form to the library media specialist or principal.

Jamestown Public Schools
PO Box 269
Jamestown, ND
58402

Date	
Name	
Address	
City	
State/Zip	
Phone	
Email	

Who do you represent?

- Self
- An organization. Name of organization: _____

Resource of which you are commenting:

- Book (eBook)
- Movie
- Magazine
- Database
- Audio recording
- Digital resource
- Newspaper
- Streaming media
- Other

Form A, cont.

Title of challenged material	
Author/Producer	
URL (if digital resource)	
Other important information	

1. What brought this resource to your attention?

2. Have you read the entire resource? If not, what sections did you review?

3. What concerns you about the resource?

4. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

5. What action are you requesting the committee consider?

Signature of Complainant: _____

This form **must be** returned within 10 business days from the date of complaint to the School Librarian and Principal.

Form B

Materials Evaluation Committee Report

(Attach extra pages as needed)

1. Physical description of challenged material: (author, title, publisher, copyright, producer, etc)

2. Justification for inclusion of material (include theme and purpose):

3. Critics judgement of materials: (Must include copies of reviews indicating source):

4. Materials Reconsideration Committee's decision and comments: (include statements from majority and minority positions):

Copies sent to the following people:

- Superintendent
- Building Principal
- School Librarian
- Complainant

These signatures certify the findings of the Materials Reconsideration Committee

Principal: _____

School Librarian: _____

Form C

Guidelines for Reconsideration Committees

These are the best practices as outlined by the American Library Association. Committee members are asked to set aside their personal preferences and beliefs to evaluate challenged works in an objective way.

- Bear in mind the principles of the freedom to read and base your decision on these broad principles rather than on defense of individual materials. The freedom to read is essential to our democracy.
- Read all materials referred to you including the full text of the material in question and read available reviews.
- Review library mission statement, policies, and professional guides.
- Challenged materials should not be removed from the collection while under reconsideration.
- 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 materials as a whole.
- While there may be a need for public comments to be heard, the reconsideration committee meeting should be closed. Public Comments can be directed to the librarian or building principal.
- The committee's recommendation is to be an objective evaluation of the material within the scope of a library's collection policy.
- The report, presenting both majority and minority opinions, should be presented to the governing body with a recommendation to retain the material in its original location, to relocate it to a different grade level, or to remove the material.
- Establish a procedure for communicating the committee's recommendation to the school board and to the person who made the formal reconsideration request. For example, the committee communicates its decision to the librarian, who then communicates the decision to the person who made the challenge as well as to the school board.

Form C, cont.

Sample Reconsideration Committee Report

Title	
Author	

Has every member of the committee read the material entirely?

- Yes
- No: explain why _____

Resources consulted: (include policies, articles, reviews, etc.)

Recommendation of reconsideration committee:

--

Justification and comments: (Include majority and minority positions)

--

Signatures of Reconsideration Committee Members:

Date:

Form D

Sample Letter to Person Requesting Reconsideration

Date:

Dear _____ :

We appreciate your concern over the use of _____ in our school district. The district has developed procedures for selecting materials, but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of the following district documents:

1. Materials Selection Policy
2. Procedure for handling objections

If you are still concerned after you review this material, please complete the Request for Reconsideration of Materials Form and return it to me. You may be assured of prompt attention to your request. If I have not heard from you within 14 days of the date of this letter, I will assume you no longer wish to file a formal complaint.

Sincerely,

Form E

Sample Reconsideration Committee Report

Title _____

Author/Producer _____

Has every member of the committee read the material entirely? If not, why?

Resources consulted: (include policies, articles, reviews etc.)

Reconsideration committee recommends:

Justification and comments: (include majority and minority positions)

Signatures of Reconsideration Committee Members:

Date:

Note: This report is forwarded to:



JPS POLICY AND PROCEDURAL MANUAL REVIEW PROCESS

The JPS Policy and Procedural Manual will be reviewed every March by the school librarian team. They will present it to the administrative team and school board for review and approval.

References

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