



Library Media Procedures Manual
2024 - 2025

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SECTION 1: INTRODUCTION AND MISSION

1.1 INTRODUCTION

The School of the Osage School District provides library media services to students and teachers at all district campuses. Each library media center (LMC) offers an extensive collection of print and multimedia resources, including books, magazines, newspapers, online reference sources, and computer workstations for online access and research. LMC collections have been specifically selected to support the schools' instructional programs. Each campus has at least one certified library media specialist (LMS) and some have a library assistant. All provide support, instruction, and materials to School of the Osage students so that they learn to access, evaluate, and use information from a variety of sources. Additionally, the LMS will assist students in the creation of original work. Students, staff, and families, when appropriate, are welcome to use the libraries for academic, curricular, and instructional support, as well as for recreational reading purposes.

1.2 REVISIONS OF MANUAL

The Library Media Procedures Manual serves as a uniform guide designed to aid the district library media specialists in the daily operation of the facilities. The manual will be reviewed and revised as necessary. The revision process will involve library media specialists, administrators, and teachers. Upon completion, *The Library Media Procedures Manual* will be presented to the Board of Education.

1.3 School of the Osage School District MISSION, VISION, & GUIDING PRINCIPLES

Our Mission School of the Osage in partnership with our students, families, and community will equip all learners to meet their maximum potential for a lifetime of success.

Our Vision Raising Excellence The Osage Way

Pillars Tradition Innovation Opportunity Strength

1.4 School of the Osage School District LIBRARY MEDIA CENTERS MISSION STATEMENT

Library Media Mission Statement

Based on the philosophy and mission of the School of the Osage School District, the library media program functions as an integral part of the instructional program, with resources and services necessary to improve student achievement and increase student opportunity for success.

1.5 GOALS and Guiding Principles of School of the Osage SCHOOL LIBRARY MEDIA CENTERS

The goal of the library media program is to support the overall educational goals and priorities of the school and district while fostering a love of reading to all stakeholders.

We believe an effective library media program:

- provides an open, flexible schedule in which the library facility and resources are available to students and teachers on an "at need" basis. provides vet opportunities and resources for teachers to integrate information and technology skills into learning activities.
- utilizes current technology to provide efficient access to and effective communication of information.
- provides an inviting, accessible and stimulating place for individual and group use.
- provides adequate professional and clerical staff to meet the needs of the school community.
- provides appropriate, accurate and current resources in all formats to meet the needs of the school community.
- is governed by board of education policies and is administered by a certified library media specialist.

The success of any school library media program, no matter how well designed, depends ultimately on the quality and number of the personnel responsible for the program. A well educated and highly motivated professional staff, adequately supported by technical and clerical staff, is critical to the endeavor. Although staffing patterns are developed to meet local needs, certain basic staffing requirements can be identified. Staffing patterns must reflect the following principles:

1. All students, teachers, and administrators in each school building at all grade levels must have access to a library media program provided by one or more certificated library media specialists working full-time in the school's library media center.
2. Both professional personnel and support staff are necessary for all library media programs at all grade levels.
3. The specific number of staff is determined by the school's size, number of students and of teachers, facilities, and specific library programs.

1.6 School of the Osage School District POLICIES, REGULATIONS, & ADMINISTRATIVE PROCEDURES

The work of the School of the Osage District library media centers must comply with policy of the School of the Osage School District Board of Education. Board policy will always supersede any conflicting information found within this manual, and any revision to Board policy will prevail over early versions that may be included here.



Policy IIAC: INSTRUCTIONAL MEDIA CENTERS/SCHOOL LIBRARIES Status: ADOPTED
Original Adopted Date: 03/23/2000 Last Revised Date: 02/24/2003

The Board believes that instructional media centers/libraries are a fundamental part of the educational process. The district meets individual learning needs, provides flexible and innovative learning experiences and encourages independent learning by providing sufficient resource options to students and staff.

It is the goal of the Board of Education to provide circulating material, reference resources and electronic media to meet or supplement the needs of the students and teachers in the school system. The district shall strive to meet the school media standards as prescribed by the Missouri Department of Elementary and Secondary Education.

The district librarians, teachers and administrators have the responsibility of recommending and selecting materials for the district, in accordance with state and district guidelines, and reconsidering or reviewing the district's collection as needed. The same criteria used to select new materials for the district will be used to determine whether the district will accept any gift of materials or to determine the selection of materials purchased with a monetary gift from an individual or group.

District librarians will organize and maintain the district's collection and aid students and staff members in locating resources.

The superintendent or designee will create procedures as needed to enforce the district policies and administer the district's media centers and libraries.

Intellectual Access

The library media program serves as a point of access to information and ideas for students as they acquire critical thinking and problem-solving skills. Students and educators served by the library media program should have access to resources and services free of constraints resulting from artificial barriers. Students will have access to library media selected and available in accordance with district policy and library media guidelines.

Confidentiality

Individually identifiable library records will be confidential as required by law. Individually identifiable library records of a student will be considered an education record under federal law and will be released in accordance with Board policy.

Individually identifiable library records of persons other than students will not be released to any person other than the person identified in the record or to district employees who need to know the information to perform their duties for the district. However, these records may be released upon written request by the person identified in the record or in response to a court order upon a finding that the disclosure is necessary to protect the public safety or to prosecute a crime.

As used in this policy, a "library record" is any document, record or other method of storing information retained, received or generated by a library that identifies a person or persons as having requested, used or borrowed library material and all other records identifying the names of library users. The term "library record" does not include non identifying material that may be retained for the purpose of studying or evaluating the circulation of library material in general.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§182.815, RSMo.	State Statute
§182.817, RSMo.	State Statute
Cross References	
Code	Description
EGAAA	REPRODUCTION OF COPYRIGHTED MATERIALS
JO-1	STUDENT RECORDS
JO-1-AP(1)	STUDENT RECORDS
JO-AP(2)	STUDENT RECORDS-(Disclosure of Photographs, Images and Recordings)
KH	PUBLIC GIFTS TO THE SCHOOLS
KLB	PUBLIC QUESTIONS, COMMENTS OR CONCERNS REGARDING DISTRICT INSTRUCTIONAL/MEDIA/LIBRARY MATERIALS



Regulation IIAC-R1: INSTRUCTIONAL MEDIA CENTERS/SCHOOL LIBRARIES
Original Issued Date: 03/23/2000 Date Adopted: 02/24/2003

Status: ISSUED

(Selection and Reconsideration of Materials)

The district will obtain materials for the district's media centers and libraries that are current, address the curriculum needs of district instructors and provide the learning resources needed by district students. District librarians, teachers and administrators are responsible for the selection and reconsideration of materials for the district's media centers and school libraries in accordance with the objectives listed in this regulation. Suggestions for the selection and reconsideration of materials will be reviewed at least annually. The selection process will include input from students, parents, staff and administrators. The superintendent or designee will adopt procedures as needed to accomplish the goals of this regulation.

Objectives for the Selection of Library Materials

Library materials will be selected in accordance with the following objectives:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
3. Provide background information that will enable students to make intelligent judgments in their daily lives.
4. Provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.
5. Provide materials representative of the contributions to our American heritage from the many religious, ethnic and cultural groups.
6. 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 the users of the library.
7. Use existing special criteria for the selection of all kinds of materials, such as films, CDs, tapes and books, for all subject areas. The general criteria that may be applied to all acquisitions are as follows:
 - ▶ Material should have permanent or timely values.
 - ▶ Information should be accurate.
 - ▶ Material should be presented in a clear manner.
 - ▶ Material should be authoritative.
 - ▶ Material should have significance.

The above-mentioned criteria will also apply to the acceptance of any gift of materials or to the selection of materials purchased with a monetary gift from an individual or group.

Reconsideration

Library materials will be reconsidered and, if necessary, removed from district media centers and libraries in accordance with the following guidelines:

1. The material is outdated or factually incorrect.
2. A more thorough or more complete resource exists.
3. The resource no longer supports the district's curriculum objectives.

4. The resource is not used by either staff or students.
5. The resource is not recommended by district librarians, teachers or administrators.

* * * * *



Policy KLB: PUBLIC QUESTIONS, COMMENTS OR CONCERNS REGARDING DISTRICT INSTRUCTIONAL /MEDIA/LIBRARY MATERIALS Status: ISSUED
Original Issued Date: 03/23/2000 Date Adopted: 02/24/2003

The School of the Osage Board of Education has the ultimate responsibility for establishing the curriculum and for purchasing instructional, media and library materials to be used by the district. However, the Board recognizes that its authority to remove or censor materials because of ideological or religious content may be limited pursuant to state and federal law.

The Board encourages community input and comments regarding the district's instructional, media and library materials and directs the district staff to answer all questions regarding the selection of the materials. The superintendent or designee will create procedures to efficiently address community member questions or concerns and to provide for an adequate review of the materials, if necessary.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
FED COURT	Board of Education, Island Trees Union Free Sch. Dist. v. Pico, 457 U.S. 853 (1982)
Cross References	
Code	Description
BDDH-1	PUBLIC PARTICIPATION AT BOARD MEETINGS
IIA	INSTRUCTIONAL MATERIALS
IIAC	INSTRUCTIONAL MEDIA CENTERS/SCHOOL LIBRARIES

Procedure:

It is necessary to have an orderly procedure that will assure a fair hearing to citizens of the district, staff, or pupils who have objections. This procedure will provide for a thorough investigation of disputed materials. The process described below is intended to assure that carefully considered judgments are made in response to criticism or objections.

1. All complaints to staff members are reported immediately to the building principal involved, whether they come by telephone, letter, or by personal conference.
2. If the citizen further registers the complaint, he or she will be given a copy of the Request for Reconsideration of Materials form, which must be completed and returned to the building principal. The item under consideration must be returned to the building principal with the completed form.
3. The completed form shall be returned to the principal of the school from which the material had been obtained.
4. Materials subject to the complaint are not removed from use pending committee study and final action by the Board.
5. The principal will appoint a review committee. This committee shall consist of two teachers, the principal or administrative designee, a librarian from a different school, two parents of students in the school, a patron of the district, and, if necessary, a district administrator. If the challenge occurs at the secondary level, the committee may also include a student. The principal will chair the committee, or the principal may appoint an administrative designee in her/her place.
6. All members of the review committee shall read or view the challenged material prior to the review.
7. The committee reviews the material and returns a written report of its findings to the building principal. The committee may recommend that the questioned materials be:
 - ▶ Retained without restriction.
 - ▶ Retained with restriction.
 - ▶ Removed.
8. The building principal reports the recommendation of the review committee to the complainant.
9. The complainant, if not satisfied, may appeal the decision in writing to the superintendent.
10. In case of an appeal, the superintendent reports the recommendation of the review committee and the written appeal to the Board of Education. The Board of Education's decision will be final.
11. The decision of the Board is then reported to the principal and other appropriate professional personnel and then to the complainant. The principal shall then instruct the teacher/librarian to carry out the recommendation of the Board of Education. Decisions about materials shall apply to all schools at the applicable school level (i.e., elementary, middle, high school). Individual materials cannot be challenged at a given level more than once every thirty-six months.

2.1 LIBRARY MEDIA SPECIALIST

The library media specialist (LMS) provides students and faculty with an enriched library media center environment containing a wide variety and range of materials that will assist with intellectual growth, and aid students and faculty in acquiring the skills needed to take full advantage of media resources. The library media specialist must have a Bachelor's Degree, a valid Missouri teaching certificate, and a valid Missouri certification as Library Media Specialist. The library media specialist is directly responsible to the building principal for district-wide policies, practices, and procedures.

2.1.1 Job Performance Responsibilities

Standard 1: The library media specialist provides effective management and administration of the media program.

- **Criterion A: The library media specialist assesses the media program. The library media specialist:**
 1. Evaluates services, facilities, materials, and equipment on a continuous basis both formally and informally.
 2. Involves staff, students, administrators, and parents/patrons in the evaluation of the collection and services (i.e., via observations, discussions, surveys, and advisory committees).
 3. Considers modifying the media program based on evaluation results.
- **Criterion B: The library media specialist participates in the development and implementation of technology. The library media specialist:**
 1. Participates on the building and/or district technology committees.
 2. Implements strategies which guide retrieval and use of information.
 3. Promotes the integration of technology into the curriculum.
 4. Encourages the use of new technologies
- **Criterion C: The library media specialist plans and implements the media center program. The library media specialist:**
 1. Establishes and implements short- and long-range goals and related objectives for the media program.
 2. Participates in department, team, and/or grade-level meetings.
 3. Initiates resource sharing, interlibrary loan, and/or networking.
 4. Promotes the development and enjoyment of reading in all content areas and for recreation.
- **Criterion D: The library media specialist establishes and maintains an environment in which students and staff can work at productive levels. The library media specialist:**
 1. Develops, implements, and communicates policies and procedures for the operation of the media center.
 2. Initiates and promotes the flexible use of the media center by individuals, small groups, and large groups for research, browsing, recreational reading, viewing or listening.
 3. Maintains the media center in a functional, attractive, safe, and orderly environment conducive to learning.

4. Encourages proper use and care of media center facilities, materials, and equipment.
- Criterion E: The library media specialist manages the selection, acquisition, circulation, and maintenance of materials and equipment. The library media specialist:
 1. Utilizes the Board-approved collection development policy (selection, weeding, reconsideration).
 2. Classifies, catalogs, processes, and organizes materials and equipment for circulation.
 3. Manages maintenance and repair of equipment.
 - Criterion F: The library media specialist trains and supervises media center personnel (staff, students, and/or volunteers) to perform duties efficiently. The library media specialist:
 1. Trains and supervises media center personnel.
 2. Collaborates with administrators in the formal evaluation of non-certified media center personnel.
 3. Encourages media center personnel to participate in job enrichment activities.
 4. Acknowledges contributions of media center personnel.
 - Criterion G: The library media specialist prepares statistical records and reports needed to manage the media program. The library media specialist:
 1. Maintains a current inventory of holdings.
 2. Prepares and submits accurate and timely reports to administration.
 - Criterion H: The library media specialist plans, budgets, and maintains records according to needs and objectives of the media program. The library media specialist:
 1. Submits budget proposals based on needs and goals of the media program.
 2. Maintains accurate records of all disbursements for the media program.
 3. Exhibits initiative in the acquisitions and use of a variety of funding sources.
 - Criterion I: The library media specialist manages student behavior in a constructive manner. The library media specialist:
 1. Establishes, clearly communicates, and consistently applies parameters for student behavior.
 2. Manages discipline problems in accordance with administrative regulations, Board policies, and legal requirements.

Standard 2: The library media specialist uses effective instructional processes.

- Criterion J: The library media specialist implements effective teaching techniques and varied instructional strategies that address the diversity of learners. The library media specialist:
 1. Demonstrates the ability to motivate students to be self-directed learners.
 2. Modifies lesson plans and teaching techniques as the learning situation requires.
 3. Structures the active participation of all learners.
- Criterion K: The library media specialist promotes the development of effective research skills. The library media specialist:
 1. Develops strategies that enable students to access, evaluate, and use information effectively.
 2. Integrates information and technology literacy components into the curriculum.
- Criterion L: The library media specialist serves as an instructional consultant. The library media specialist:
 1. Plans and conducts professional growth (in-service) activities.
 2. Initiates interaction with colleagues in planning instructional activities for students.

3. Provides instructional assistance to staff and students in the use and integration of technology.
4. Provides assistance to faculty in the selection of new materials for classroom use.
5. Works with staff and students in the design, production, application, and evaluation of materials.

Standard 3: The library media specialist communicates and interacts in a professional manner with the school community.

- Criterion M: The library media specialist demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons. The library media specialist:
 1. Responds positively to all patrons.
 2. Protects each patron's right to privacy and confidentiality.
 3. Demonstrates willingness to assist all patrons.
 4. Demonstrates an understanding and acceptance of students with special needs.
 5. Acknowledges the rights of others to hold different views and values.
 6. Interacts in a respectful, professional, and friendly manner.
 7. Works effectively as a team member with staff.
- Criterion N: The library media specialist communicates effectively with students, staff, administrators, and parents/patrons. The library media specialist:
 1. Informs students and staff of new materials, equipment, research, and other opportunities in which they have special interest.
 2. Suggests resources outside of the media collection.
 3. Communicates with patrons by using a variety of communication tools (i.e., newsletters, web pages, email, presentations to organized groups).
 4. Shares information with staff after participating in professional activities.

Standard 4: The library media specialist acts as a responsible professional in addressing the overall mission of the school district.

- Criterion O: The library media specialist participates in professional growth activities. The library media specialist:
 1. Participates in professional activities (i.e., professional organizations, coursework, workshops, conferences).
 2. Keeps current on issues related to media services (i.e., current publications, coursework, conferences).
 3. Exercises a leadership role in implementing library media and technology innovations in the district.
- Criterion P: The library media specialist adheres to all policies, procedures, and regulations of the building and district. The library media specialist:
 1. Stays informed regarding policies and regulations applicable to his/her position.
 2. Selects appropriate channels for resolving concerns/problems.
 3. Complies with district policies on copyright.
 4. Exercises responsibility for student management on district property and at district activities.
 5. Demonstrates a commitment to intellectual freedom.
- Criterion Q: The library media specialist collaborates in the development and/or implementation of the building and district vision, mission, and goals. The library media specialist:

1. Participates in collegial activities designed to make the entire school a productive learning environment.
2. Participates, as appropriate, in the Missouri School Improvement Plan, Comprehensive School Improvement Plan, and committee work.

2.2 STUDENT AIDE / ASSISTANT

In some upper elementary, middle schools, and the high school, student aides/assistants can provide valuable assistance in the LMC. The duties of the student aides/assistants will be determined by the LMS and may include:

- assisting at the circulation desk
- shelving books
- straightening books, reading shelves, and furniture
- delivering materials and/or equipment within the building
- collating and stapling materials
- stamping ownership
- help planning and setting up displays
- covering books with plastic jackets
- answering the phone and taking messages
- assisting students in finding books
- greeting authors and special visitors.

2.3 VOLUNTEERS

Volunteers provide valuable assistance in the overall operation of the LMC. The duties of the volunteers will be determined by the LMS and may include:

- assisting at the circulation desk
- shelving books
- reading shelves
- assisting with special projects as directed by the LMS (i.e., book fairs, author visits, bulletin boards)
- processing new books
- processing periodicals
- assisting with student projects as needed

3.1 SELECTION OF MATERIALS

3.1.1 A DEFINITION OF THE COLLECTION

The term “collection” includes instructional materials, print and non-print (audio, visual and digitally stored information), and the equipment necessary to use them. All such materials and equipment are considered part of the library media center collection. The function of the collection is to support and strengthen the curriculum of the school. It is the intent of library media specialists, working with teachers, administrators, and students, to select materials which are needed to meet the overall goals of the school and the learning objectives designed by teachers for specific curricula.

3.1.2 Collection Development

Collection development is a systematic process administered by the district’s library media specialists to provide the resources and equipment to meet users’ needs. Collection development planning occurs at the school level.

It is important to note that the purpose of the library media center (LMC) resources is to support, enrich, and assist in the implementation of the educational program of the school. It is the duty of the library media specialist (LMS) to provide, without bias or prejudice, a wide range of materials at varying levels of difficulty, with diversity of appeal and the presentation of different points of view. Materials shall not be excluded because of race, nationality, or the political or religious views of the writer.

The LMS will:

- Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served.
- Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
- Provide background information that will enable students to make intelligent judgments in their daily lives.
- Provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.
- Provide materials representative of the contributions to our American heritage from the many religious, ethnic and cultural groups.
- 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 the users of the library.
- Use existing special criteria for the selection of all kinds of materials, such as films, CDs, tapes and books, for all subject areas. The general criteria that may be applied to all acquisitions are as follows:

3.1.3 Responsibility for Selection of Materials

The Board of Education delegates the responsibility for the selection of the LMC resources to the LMSs employed by the school district. Strong school library media collections provide a primary means for teaching, learning, and information needs. A school's library media collection represents the essential information base of the instructional program. Media specialists contribute expertise in evaluating and selecting materials and equipment in order to maintain and build quality collections. Every school has its own collection of materials and equipment. The collection is organized and ready for use when the school opens, and is evaluated, developed and expanded on a planned basis. Collections are reevaluated continuously to ensure that they remain current and responsive to user needs. Organization and arrangement make the collection easily accessible to users.

While selection of materials involves the input of many people (principals, teachers, students, parents, and community members), the ultimate responsibility for the selection of LMC resources and the recommendation for purchase rests with the LMS. LMC resources include, but are not limited to, books, magazines, online databases, and digital materials. Current professional materials for staff use are a part of the collection.

3.1.4 Criteria for Selection of Materials

Selection of materials for the School of the Osage School District library media centers is a continual, yearlong process based on the needs of a constantly changing and evolving curriculum and the diverse interests of students and teachers. Materials will be selected for the LMCs according to the following guidelines:

- LMC resources shall support and be consistent with the educational goals of the School of the Osage School District
- LMC resources shall be relevant to today's world -- reflecting problems, aspirations, attitudes, and ideals of a global society
- LMC resources shall be appropriate for the subject area and for the age, emotional development, ability level, and learning style of the students for whom the materials are selected
- LMC resources shall be designed to help students gain an awareness and understanding of the many important contributions made to our civilization by culturally diverse groups
- LMC resources shall be designed to provide a background of information which will motivate students and staff to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights, and privileges as participating citizens in our society, and to make intelligent judgments in their daily lives.
- The selection of LMC resources on controversial issues shall be directed towards maintaining a balanced collection representing various views
- LMC resources shall meet high standards of quality in:
 - presentation
 - physical format
 - educational significance
 - readability
 - authenticity
 - artistic quality and/or literary style
 - factual content

3.1.5 Selection Procedures

Prior to selection of materials, the LMS shall evaluate the school's existing materials collection and curriculum needs. In selecting LMC resources, the LMSs will evaluate available resources and consult professionally recognized reviews and reference aids.

The LMS considers the recommendations of students, teachers, other staff members, curriculum specialists, parents, community members, and administrators in the purchase of materials.

Materials containing topics, illustrations, or language that may be considered, by some, to be controversial may be included in School of the Osage LMCs if they are recommended in commercial reviewing journals and meet the evaluative criteria listed in this procedure.

Each LMC shall contain appropriate materials for teacher use and professional growth.

Audiovisual equipment needs are evaluated on a continuing basis, dependent on building LMS responsibility. Criteria used for replacement include operating condition, age, repair history, continued need for the piece of equipment, teacher input on problems, and replacement cost.

3.2 GIFTS PROCEDURES

Material donations or gifts may be made to LMCs. The LMS shall decide which gifts will be added to the collection based on the stated selection procedures. Gifts that do not meet the selection criteria may be returned to the donor, offered to teachers for classroom collections, or be disposed.

Gifts of money for book purchases may be accepted by the LMC from individuals or organizations provided that there are no restrictions as to the materials purchased. The selection of the materials is to be made by the LMS according to the stated selection procedures.

Appraisals for donated materials will not be made. Upon request by the donor, receipts will be given only for the number of items donated, not the value.

A bookplate giving the donor's name may be placed in gift books, or on equipment.

The acceptance of a gift item may in no way be interpreted as endorsement of the item by the school or school district or any employee of the district.

3.3 ACQUISITIONS

Preliminary budgets for the coming year are developed in the spring. The funds provided for school library media collections should be sufficient to enable the school library media program to exceed minimum standards for the collection, secure additional materials and equipment needed for changing curricula and student needs, and maintain the collection in satisfactory condition. In cooperation with the principal, staff and students, collection needs should be determined by considering such things as curricular demands and student populations, and implementation of special programs. Once needs are determined, the media specialist can prepare a budget which is responsive to those needs. When preparing the budget, a clear plan is necessary to provide the important information to support budget requests. The library media center program is an integral part of the instructional program and budget requests should be justified in terms of the learning process. One important goal is to maintain up-to-date collections of materials in the school library media center. The library media specialist will

meet with the school/budget principal as early in the school year as possible to discuss the library's goals.

3.3.1 Approximate Timeline for Budget Process

The LMS will communicate with the building secretary and/or principal to ensure the budget is spent in a timely manner. The fiscal year runs from July 1 - June 30.

3.3.2 Sample List of Items Purchased Through LMC Budget

Check with the building budget secretary for budget amounts, codes, etc.

- library books
- periodicals
- dues/memberships
- furniture
- supplies
- databases

3.3.3 Procedures for Acquisitions

Requisitions must be completed and a purchase order (P.O.#) assigned before purchasing materials. Materials should be ordered early enough to be invoiced at least a month before the end of the fiscal year.

- Attach hard copy verification, if possible.
- Use current budget numbers and account numbers.
- If picking up materials, keep the sales receipt, attach it to a copy of the P.O., and return to the secretary.
- Requisitions may be written with statements such as, "Not to exceed P.O. amount," "Ship by a specified time," or "No back orders." Standing orders are not permitted.
- If a purchase order is to be faxed, the official P.O. must be used, not the requisition.
- Requisition approval is required by the school administrator.

3.3.3 Receiving

As items are received, appropriate personnel should be notified (secretary, building administrator). Identify P.O. and vendors when communicating information about purchases. Local orders may be hand carried to the vendor and picked up. Verify that the vendor will accept P.O.

3.4 PROCESSING MATERIALS

3.4.1 Organizing Materials and Equipment

A major organizational objective should be ready access to library materials. For the book and digital collections, the Dewey Decimal system is used to classify nonfiction materials. Quality of cataloging should be maintained throughout the district library collection.

3.4.2 Maintaining Records of Materials and Equipment

Quarterly circulation statistics need to be maintained. Run a quarterly circulation record for administration.

The LMC staff should maintain an inventory of books, digital materials, and equipment and report it to administration as required. A full inventory of all LMC items should be completed each year, including the total number of books in the collection as well as the number missing, discarded, lost, and paid for during the school year.

3.4.3 Procedures for Processing Materials

Processing includes all the steps necessary to prepare materials for check out. The process used should follow standard library practices.

- As books are unpacked, check to be sure the order reconciles with the items listed on the packing slip. Check for manufacturing defects (bad binding, text upside down, etc.) Any defective books are put aside to be returned later.
- Check off each book on the invoice packed with the books on your original titles list to make sure the order is complete as stated on the invoice. Note any missing titles. Be sure to note if the invoice states that items are back-ordered or out-of-print.
- Attach barcode labels on the book cover. Attach a copy of the barcode or note the barcode number on the title page.
- Print and affix spine label to spine, 1" from the bottom, and cover with label protector.
- Import new catalog records into the library cataloging database.
- An exact edition should be added to existing entry if possible (using "add copies")
- If no MARC records came with the books, and other sources have been tried, use basic cataloging practices in the Follett Cataloging Software Program.

3.4.4 Procedures for Processing Equipment

Each item of equipment should be barcoded and entered into the computer database. Item records should be recorded by make, model and serial number. If a district number is assigned, this should also be recorded in the database. All equipment items should be marked with school name, serial number and barcode number with a permanent marker or an engraver.

3.4.5 Standards for Bibliographic Records

Cataloging practices shall be consistent and uniform in all libraries in School of the Osage. All bibliographic records must be in US MARC format. Classifications will be made using the Dewey Decimal Classification system and subject headings shall be assigned from *Sears List of Subject Headings*.

Special call numbers will be limited to the following and printed in all capital letters:

- Nonfiction Books: Dewey number plus the first three letters of the main entry
- Fiction Books: FIC plus the first three letters of the main entry
- Picture Books: E plus the first three letters of the main entry
- Biography: 92 plus the first three letters of the subject's last name
- Reference: REF followed by Dewey number followed by the first three letters of the main entry
- DVD: DVD followed by the Dewey number (or E/FIC) plus the first three letters of the main entry

- CD: CD followed by the Dewey (or E/FIC) number plus the first three letters of the main entry
- Professional: PRO followed by Dewey number plus the first three letters of the main entry
- Kit: K followed by the Dewey number followed by the first three letters of the main entry
- Equipment: EQ

3.5 EVALUATION OF THE LIBRARY MEDIA CENTER RESOURCES

The LMC collection and program are evaluated annually. This includes both a quantitative and qualitative evaluation as well as a subjective evaluation of the collection by the LMS. The information from this evaluation may be used to develop a library media plan for improvement.

The library media program may also be evaluated using:

- analysis of inventory records
- analysis of circulation records
- analysis of library use
- staff surveys
- student surveys.

3.5.1 Guidelines for Weeding

Weeding is essential to collection maintenance. Weeding should be done continuously to ensure that the entire LMC collection will be weeded. The following criteria should be considered when weeding the collection:

- the out-of-date and incorrect - Areas that deserve careful examination are in science, technology, health, and geography. Materials with potentially harmful misinformation should be removed
- the biased, condescending, patronizing, or stereotyped - These materials can foster negative ethnic and cultural attitudes
- the worn out or badly damaged - Look for brittle, yellow, dirty pages, fine print, ragged bindings, poor quality pictures, loose, or missing sections
- the unpopular, unused, or unneeded - Check the collection for more duplicate copies of titles than needed and materials that no longer fit the curriculum or the reading and/or interest level of the students.

If an item has not circulated in over five years, perhaps it should be considered for removal. However, this depends on the topic.

Materials that may be retained include:

- classics except when a more attractive edition is available or there are too many copies on the shelf
- local and Missouri history unless it can be replaced with new copies
- school annuals and other publications of this campus
- materials that are not subject to rapid change - fairy and folktales, fiction, fine arts and sports (with the exception of rule books), poetry and literature, languages, religion.

3.6 INVENTORY

Since maintaining accurate records is necessary in every library, adequate time should be provided to the LMS for the purpose of completing an annual inventory to assure that the record of the collection reflects what is available to the user. Annual inventories also provide valuable information for the selection process. The school's automated system provides a fast and accurate way to inventory and generate statistical information useful to collection building and maintenance. The reasons for completing an inventory of the collection include:

- to indicate missing or lost materials, etc.
- to reveal numerical strengths and weaknesses in the collection
- to identify materials in need of repair
- to serve as a vital part of the process of weeding the collection.

Procedures: See the INVENTORY INSTRUCTIONS in the help section to the automated circulation system. After the inventory process is finalized generate a list of missing items and mark them as Lost. After two years, if an item is still missing, delete the record or copy from the automated circulation/catalog system.

3.7 REQUEST FOR RESTRICTION OF LIBRARY MATERIALS

Families are encouraged to partner with school library staff to explore engaging and appropriate options for their child. If a parent would prefer that access to specific materials be restricted for their child, the following form can be completed to request in writing that the material be restricted.

Request for Restriction of Library Materials

If you would prefer for your student not to check out a book contained in a School of the Osage Schools library, you may complete this form to identify any materials that should be restricted. Your child will not be able to check out a book identified by a parent/guardian as restricted. Your request will be sent to the media specialist at your student's school and a note made in their library account.

To search materials available at your student's school, visit School of the Osage Schools' online library catalog: https://osage.follettdestiny.com/common/welcome.jsp?context=saas08_2445218

1. Student's Full Name:		
2. Student's ID Number:		
3. Parent/Guardian's Full Name:		
4. Parent/Guardian's Email:		
5. Student's School:		
6. Material(s) to be restricted:	Title	Author(s)

Please include both the title and author of the material for which you would like to restrict access.

If multiple, list each material on a separate line.

7. By submitting this form, I acknowledge that my student does not have permission to check out the library materials listed above from School of the Osage Schools libraries. I understand that this note will be added to my student's account in the district's online library catalog, Destiny and will remain in place until I revoke it in writing.

Please sign your full name below to confirm:

Name: _____ Date: _____

The electronic form can be found here: <https://forms.gle/x1viquedYiN1mBfH8>

3.8 CHALLENGED MATERIALS PROCEDURES

There shall be procedures by which citizens of the district, staff, or pupils may challenge materials. Informal discussion with the challenger may be held before formal reconsideration procedures are initiated.

It is necessary to have an orderly procedure that will assure a fair hearing to citizens of the district, staff, or pupils who have objections. This procedure will provide for a thorough investigation of disputed materials. The process described below is intended to assure that carefully considered judgments are made in response to criticism or objections.

The following procedures should be followed if, after discussing the questioned resource, no resolution is made.

1. The complainant should be referred to the principal.
2. A concerned citizen who is dissatisfied with earlier informal discussions will be offered a packet of materials which includes the library's mission statement, selection policy, request for reconsideration of instructional resources form, and the Library Bill of Rights.
3. The complainant is required to complete and submit the reconsideration form to the principal within ten business days.
4. If a completed reconsideration form is not submitted within ten business days, the matter is considered closed.
5. Upon receipt of the form, the principal should notify and provide a copy of the reconsideration form with the following individuals:
 - a. Superintendent
 - b. School Library Advisory Committee/Reconsideration Committee
 - c. School librarian
 - d. School of the Osage Board of Education
6. The work in question will remain on library shelves and in circulation until a formal decision is made.
7. The Reconsideration Committee will be appointed by the principal and consist of a building level teacher, a building level administrator, a school librarian, a reading specialist or language arts teacher, and a member of the community.
8. The school librarian will secure copies of the resource for the committee to review.
9. The school librarian will provide the reviewing committee with a short formal Intellectual Freedom training that explains a packet of materials, which includes the library's mission statement, selection policy, the Library Bill of Rights, the completed reconsideration form, reviews of the resource being reconsidered, and a list of awards or honors, if any. This packet should be created with assistance from the state department of public instruction and the American Library Association's Office for Intellectual Freedom.
10. The Reconsideration Committee (which should include the school librarian) should schedule a formal reconsideration meeting within 10 school days after the principal receives the written request for reconsideration. The principal should notify the superintendent and the school librarian as to this schedule.
11. The school level Reconsideration Committee should follow the procedures listed below:
 - a. At the initial meeting, the principal and committee will review reconsideration committee guidelines and procedures. A school administrator should fully participate in the reconsideration process.
 - b. A member of the committee should keep minutes.
 - c. All committee members should fully review the resource (read or view the entire work) before voting.
 - d. The committee reserves the right to use outside expertise if necessary to help in its decision-making process.
 - e. 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.

- f. The complainant may not participate in or observe the committee's deliberations unless invited to do so by the committee. The committee chair may choose to give committee members time to ask questions.
- g. During the initial or subsequent meetings, 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.
- h. The committee's written decision (including a minority report if needed) shall be presented to the complainant, the superintendent of schools, and the school librarian within 5 days

3.9 RECONSIDERATION REQUEST & COMMITTEE FORM

School of the Osage School District – Request for Reconsideration of Instructional Materials (3.9.1)

To be completed AFTER the citizen has met with the school principal and the building level librarian.

School:	Type of Material:
Title:	Author:
Publisher/Producer:	

Request Initiated By:		
Email:	Phone:	Address:

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

1. Did you read or view the entire material? _____
2. What do you feel might be the result of reading or viewing this material?

3. For what age group would you recommend this material?

4. Is there anything good about this material?

5. To what in the material do you object? (Please be specific: cite pages, scenes, etc.)

6. What would you like your library media center/school to do about this material?
 - ☐ Do not assign the material to my child
 - ☐ Do not allow my child to access the material
 - ☐ Retain with restrictions (be specific):
 - ☐ Remove access to material for all students

Signature of complainant _____ Date: _____

Please return completed form to the school principal.

SOTO Checklist for Reconsideration Committee – Nonfiction Materials (3.9.2)

Title:	Author:
--------	---------

Purpose	1. What is the overall purpose or theme of the material?		
	2. Is the purpose accomplished?	YES	NO
Authenticity	3. Is the author competent and qualified in the field?	YES	NO
	4. What is the reputation and significance of the author and publisher/producer in the field?		
	5. Is the material up to date?	YES	NO
	6. Are any information sources well documented?	YES	NO
	7. Are translations or retellings faithful to the original?	YES	NO
Appropriateness	8. Does the material promote curricular/educational goals and objectives of district schools?	YES	NO
	9. Is it appropriate to the level of instruction intended?	YES	NO
	10. Are any illustrations appropriate to the subject and age levels?	YES	NO
Content	11. Is the content of this material well presented, with adequate scope, range, depth, and continuity?	YES	NO
	12. Does this material present information not otherwise available?	YES	NO
	13. Does this material give a new dimension or direction to its subject?	YES	NO
Review	14. Review	Source of Review:	
	15. Is this material favorably reviewed?	YES	NO
	16. Does this title appear in one or more reputable selection aids?	YES	NO
	17. If the answer is yes, please list titles of the selection aids.		

Recommendation by Committee for Treatment of Challenged Materials:

- ☐ Retained without restriction
 ☐ Retained with restriction
 ☐ Removed

Additional comments:

Signatures of Reconsideration Committee

Date: _____

SOTO Checklist for Reconsideration Committee – Fiction Materials (3.9.3)

Title:	Author:
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Purpose	1. What is the purpose, theme, or message of the material? How well does the author/producer accomplish this purpose?		
	2. Will the reading and/or viewing of material result in a more compassionate understanding of human beings?	YES	NO
	3. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups?	YES	NO
Content	4. When factual information is part of the story, is it presented accurately?	YES	NO
	5. Are concepts presented appropriate to the ability and maturity of the potential reader?	YES	NO
	6. Do characters speak in a language true to the period and section of the country or world 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. If there is use of offensive language, is it appropriate to the purpose of the text?	YES	NO
	9. Are the illustrations appropriate and in good taste?	YES	NO
	10. Are the illustrations realistic in relation to the story?	YES	NO
Review	11. Review		Source of Review:
	12. Is this material favorably reviewed?	YES	NO
	13. Does this title appear in one or more reputable selection aids?	YES	NO
	14. If the answer is yes, please list titles of the selection aids.		

Recommendation by Committee for Treatment of Challenged Materials:

☐ Retained without restriction
 ☐ Retained with restriction
 ☐ Removed

Additional comments:

Signatures of Reconsideration Committee

Date: _____

4.1 CIRCULATION

4.1.1 Circulation Statement

The library media center program serves as a point of access to information and ideas. It also provides a place to discover, investigate, and apply critical thinking and problem-solving skills needed in an information-dependent society. Library media services and programs are determined by educational levels and appropriate resources provided according to the principles of the Library Bill of Rights (ALA) and The Student's Right to Read (NCTE) which apply equally to all media centers. Students and educators in the school district are provided access to resources and services free of constraints resulting from personal, partisan, or doctrinal ideologies. School library media professionals carefully review requests and efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, or hear.

Policies, procedures, and rules related to the use of resources and services support open access to information. The school board adopts policies that ensure student access to a broad range of ideas. Learning and teaching styles and interests of all students and teachers are accommodated. Circulation of library media materials is encouraged. Circulation systems and reporting mechanisms protect the privacy of users. Media equipment is readily available for student and teacher use to support all formats of media that the school has acquired. Equipment is available for checkout to classrooms and is kept in good working order. Efforts are made to represent recent advances in media equipment technology.

4.1.2 Circulation Procedures

- A record within the circulation system (Follett) will be maintained for each library patron.
- Patrons wishing to take materials from the LMC must first check out at the circulation desk.
- The time period for check-out is at the discretion of the LMS.
- The number of items checked-out is at the discretion of the LMS.
- Student materials may be renewed, if needed, unless the item is on reserve.
- Students may not check out materials to another student's name or to a teacher's name without permission.

4.1.3 Overdue and Lost Books

LMC patrons are responsible for following circulation procedures and returning LMC materials by the due date. When patrons do not return library materials on time, weekly overdue notices are produced and distributed in efforts to help remind them to return materials that have been checked out.

Fines for lost and overdue books are set at the building level and at the discretion of the librarian.

Patrons having multiple overdue items over a period of time will be noted in the circulation system. Patrons having consistent overdue items may have their borrowing privileges restricted. Other school privileges may be restricted per building policy.

4.2 INFORMATION ACCESS

4.2.1 Internet/Computer Use in Library Media Center

See District Technology Usage and Safety Procedures.

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=305&revid=0gwkpuc8fvDZkRBabW6dtA==&ptid=amlgTZiB9plushNjl6WXhfiOO==&secid=muNUIKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0>

4.2.2 Statement of Confidentiality

Confidentiality Individually identifiable library records will be confidential as required by law. Individually identifiable library records of a student will be considered an education record under federal law and will be released in accordance with Board policy. Generally, a minor's right to keep his or her library records private will be governed by a state's library confidentiality statute; however, in public educational institutions, the Family Educational Rights and Privacy Act (FERPA) also determines the confidentiality and release of minors' library records. In public and school libraries, parents are responsible not only for the choices their minor children make concerning the selection of materials and the use of library facilities and resources, but also for communicating with their children about those choices. Library workers should not breach a child's confidentiality by giving out information readily available to the parent from the child directly. Libraries should take great care to limit the extenuating circumstances in which they will release such information. As used in this policy, a "library record" is any document, record or other method of storing information retained, received or generated by a library that identifies a person or persons as having requested, used or borrowed library material and all other records identifying the names of library users. The term "library record" does not include non-identifying material that may be retained for the purpose of studying or evaluating the circulation of library material in general.

4.2.2 Statement on Scheduling

Schools must adopt the educational philosophy that the library media program is fully integrated into the educational program. This integration strengthens the teaching/learning process so that students can develop the vital skills necessary to locate, analyze, evaluate, interpret, and communicate information and ideas. When the library media program is fully integrated into the instructional program of the school, students, teachers, and library media specialists become partners in learning. The library program is an extension of the classroom. Information skills are taught and learned within the context of the classroom curriculum. The wide range of resources, technologies, and services needed to meet students' learning and information needs are readily available in a cost-effective manner. The integrated library media program philosophy requires that an open schedule must be maintained. Classes cannot be scheduled in the library media center to provide teacher release or preparation time. Students and teachers must be able to come to the center throughout the day to use information sources, to read for pleasure, and to meet and work with other students and teachers. Planning between the library media specialist and the classroom teacher, which encourages both scheduled and informal visits, is the catalyst that makes this integrated library program work. The teacher brings to the planning process a knowledge of subject content and student needs. The library media specialist contributes a broad knowledge of resources and technology, an understanding of teaching methods, and a wide range of strategies that may be employed to help students learn information skills. Cooperative planning by the teacher and library media specialist integrates information skills and materials into the classroom curriculum and results in the development of assignments that encourage open inquiry. The responsibility for flexibly scheduled library media programs must be shared by the entire school community.

SECTION 5: COPYRIGHT

5.1 COPYRIGHT COMPLIANCE

[See district copyright policy.](#)

It is the intent of the Board to abide by the provisions of current copyright and intellectual property laws as they affect the school district and its employees. The superintendent or designee will create procedures to train employees on the law and monitor district compliance. Copyrighted materials, whether they are print or nonprint, will not be duplicated, reproduced, distributed or displayed for district-sponsored activities or by using district equipment except in accordance with law. Details about "fair use" and other relevant information regarding copyright law will be made available to all employees. A summary of these standards will be posted or otherwise made easily available at each machine used for making copies.

SECTION 6: REFERENCES

6.1 REFERENCES

The following sources were used in the development of this manual:

Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights. American Association of School Librarians. 12 July 2000
<http://www.ala.org/aasl/positions/ps_billofrights.html>

Library Bill of Rights. American Library Association. 23 Jan 1996
<<http://www.ala.org/alaorg/oif/librarybillofrights.pdf>>

SECTION 7: RECORD OF CHANGES

7.1 APPROVAL & REVISIONS

DATE	ACTION
07/23/24	