

**School District of Flambeau
Instructional Media Center
Long Range Plan 2023-2024**

Library Media Specialist: Amanda Coggins

School: School District of Flambeau

Mission Statement: The mission of the School District of Flambeau School Media Center is to provide quality library and technology materials and services to the students, staff, administration, parents and community members. Library services and training in technological equipment will be provided by trained media staff under the direction of the principal, with the help of the director of media services in accordance with the visions, standards, goals, and objectives of the school, district, and the State Department of Education. The media specialist will select and purchase materials for the media center and school which support Wisconsin Curriculum Standards.

Vision Statement:

The Vision of the School District of Flambeau's Library Media Center is to enable students to become educated, self-confident, lifelong learners, readers and responsible citizens by:

- Creating a welcoming and inviting environment for study, reading, and the pursuit of knowledge.
- Providing resources that support the individual interests of students and staff and Flambeau School District Curriculum Framework
- Teaching Information Literacy Skills to students and staff.
- Ensuring equitable access to professional services and facilities.
- Partnering with teachers to enhance the curriculum
- Providing state of the art facilities and equipment

Budget: Varies each year depending on Common School Fund, Allotment Scholastic Book Fair Dollars will be used on materials for student rewards, books, other misc. items.

School Community: School District of Flambeau is located in Tony, WI, on County Road I in Rusk County. The student: teacher ratio of 13:1 is less than the state average of 15:1. The District's use of updated technology assists in providing students with an excellent educational program. With a computer student ratio of 1 / 1.5, internet access as well as equipment such as SmartBoards and Liquid Crystal Display (LCD) Projectors, teachers have the tools necessary to educate students to become competitive, productive members of society. The district also utilizes carts of iPads to enhance classroom curriculum. All teachers hold valid teaching certificates. Our school consists of PTA and volunteers provide input for school improvement plans, assistance with fundraisers and organizing student events, classroom and chaperons for field trips.

The School District of Flambeau Media Center envisions a Library Media Program that provides students and staff with the information literacy skills needed to be consumers of information in an expanding global world. This will be accomplished by teaching the effective use of print, electronic resources, and providing equitable access to information from certified Library Media Specialist. The Library Media Program enhances and supports curriculum standards as well as reading for pleasure.

- Students in kindergarten-fifth grade have the opportunity to attend a half hour class in which they are read stories, taught reading skills, and utilize different technology tools
- They enjoy a variety of literacy and basic library and information skill readings and activities as well as circulation time.
- The library media center is in a state of updating its collection to meet the district and state frameworks. We are a Pre-k through 5th grade and 7th- 8th grade school and on a flexible schedule. Classes are seen at least once a week depending on the grade level. Students receive services relating to the frameworks and teacher selected activities. Research and critical thinking skills are the foundation of all instruction including literacy appreciation and support.
- Students have open access to the library media center and use it appropriately.

The library media center special programs support literacy, community respect, peer leadership, and cultural awareness.

Learning and Developmental Goals

The mission/goal of the media center at School District of Flambeau is for all students to become lifelong learners and self-motivated readers by developing an appreciation for various types of literature and information presented in a variety of formats. The following are specific goals for the 2021-2023 school years.

- A. Students will demonstrate proper listening skills and behavior.
- B. Students will demonstrate proper use and care of books and other resources.
- C. Students will select appropriate materials for reading enjoyment or completion of classroom assignments.
- D. Students will improve their reading skills.
- E. Students will identify a variety of literary forms.
- F. Students will develop knowledge of research skills and materials.
- G. Students will access information using printed text, video, electronic resources, the Internet, and other available technology.
- H. Students will improve their written and verbal communication skills.

Instructional Units:

Grade Level	Month	Unit
Kindergarten	Sept.	Behavior, listening skills, & verbal skills, MakerSpace
	Sep – Oct	Behavior, listening & verbal skills & Eric Carle Books, Introduction to Computers
	Nov – Dec	Behavior, listening & verbal skills & Holiday Books, Coding
	Jan – Feb	Behavior, listening & verbal skills, and Celebrations ie. President’s Day, MLK Day, Black History Month
	Mar – Apr	Behavior, listening & verbal skills, Poetry and Spring stories, Keyboarding
	May-June	Behavior, listening & verbal skills, and Book Care, Keyboarding, Author Studies
First Grade through Second Grade	Sept.	Care and handling of materials Media Center Citizenship Listening skills and behavior Technology Skills
	Sept – Oct	Circulation procedures Selection of books Location of areas within the Media Center Listening skills and behavior (on-going) Technology Skills
	Nov – Dec	Literature Appreciation (Folktales, fiction) American Education Week Holiday Stories (Hanukkah, Christmas, Kwanzaa) Technology Skills Coding
	Jan – Feb	Literature Appreciation (multicultural, non-fiction, biographies)

		Authors, illustrators Research Project, Dewey Decimal
	Mar – Apr	Literature Appreciation (Fantasy, Poetry) Continued emphasis on book care Research Project, Review Dewey Decimal
	May-June	Award Books, Picture Dictionaries, Makerspace

Instructional Units, Continued:

Third Grade through Fifth Grade	Sept	Circulation Procedures Selection and care of materials Location of areas within the Media Center Media Center Citizenship Listening skills and behavior (on-going) Digital Citizenship
	October	Circulation procedures Alphabetizing Dictionary Skills Accelerated Reader
	Nov – Dec	Parts of a book Author, Illustrator Literature appreciation (fantasy, fiction, nonfiction) American Education Week Research Projects
	Jan – Feb	Reference sources (dictionary, encyclopedia, almanac) Literature appreciation (biographies, multicultural) Holidays (Presidents Day, MLK Day, Black History Month) Technology Skills
	Mar – Apr	Computer Technology Media terminology Literature appreciation (poetry, fiction, nonfiction) Genres
	May – June	Cinco de Mayo Holiday, May Day Character, setting, plot, theme (Chapter books) Award books Google Slide Presentation

Instructional Materials

The following items will be used in the media center and/or during classroom visits:

- Computer, printer, books, puppets, periodicals, dictionaries, encyclopedias, almanacs, CD-ROMS, iPads, software programs, handouts, bookmarks, quizzes, worksheets, pre-tests, post-tests, globe, maps, screen, Google Items, Clever Touch, websites, visitors (authors, business people, storytellers, etc.)

Media Specialist's desk - pens, pencils, certificates, scissors, bookmarks, stickers, highlighters, tape, tape dispenser, markers, stapler, staples, stapler remover, paper clips, white-out, stamp, stamp pads, calendar, lesson plan book, attendance book, school agenda, copy paper, notebook paper.

Standards - Wisconsin ISTE Standards

Assessing and evaluating student progress

Students aren't given a formal grade for media center classes. However, they will be given worksheets and working closely with teachers, students will have projects. Students will also be asked questions orally and respond orally.

Recording of student progress

As mentioned above, students do not receive a formal grade in the media center.

Rules and Procedures for Managing Student Behavior in the Media Center

Rules:

- **RESPECT YOUR NEIGHBOR – KEEP YOUR HANDS TO YOURSELF**
- **WHISPER QUIETLY**
- **TREAT YOUR BOOKS LIKE YOUR BEST FRIEND**
- **RETURN YOUR BOOKS ON TIME SO OTHERS MAY ENJOY THEM**

Consequences:

If you choose to break a rule, you will receive the following consequences:

- Verbal warning
- Apology to student(s)/teacher for being disrespectful
- Spend time after class
- Note home/call parents

Rewards:

- Verbal praise
- Inform teacher
- Extra checkout privilege for one week
- Note home
- Certificate
- Extra bookmark
- Class Rewards

The rules, consequences, and rewards are posted in the media center and reviewed at the beginning of the school year with the students. Reviews also take place as needed throughout the school year. Parents receive a copy of these rules, consequences, and rewards at the beginning of the school year. (I typed the letter in single-line format to save space.)

Dear School District of Flambeau Parents/Guardians,

I am delighted to serve as your child's library media specialist this year. I would like to welcome your child to the School District of Flambeau. We have many exciting and fun plans for the upcoming school year. The media center is an integral and vital part of your child's academic success. Reading helps children by providing a positive role model, new information, pleasure, a rich vocabulary, increased attention span, improved listening skills, and good grammar. Please help your child to develop a love of reading by enjoying the books they bring home. Listed below is a reminder of the rules, rewards, and consequences of the media center. Please review this list with your child. (I would list the rules, rewards, and consequences here)

Parent volunteers are always welcome. They are needed to help shelve books, work at the book fair, get new books ready for the shelves, and read to classes.

We invite you to stop by the media center. If you have any questions or if we can be of further assistance, please do not hesitate to call us at 532.5559 ext. 4509.

Sincerely,

Amanda Coggins, Media Specialist

Mary Kees, Media Aide

Deb Drohman, Media Aide

Non-instructional routines

Entering and leaving the library for classes: Teachers will walk their classes to the library and wait outside the door, by the stop sign until instructed to enter. On the first day of class, students will be assigned to tables. The students will enter the media center quietly. The media specialist will conduct a lesson, and students will check out books. Students will be lined up at the door when class is over. Students will leave the media center quietly with their teacher.

AR tests: Students will need a pass or reading log to come to the library for an AR test. Students are only allowed to take an AR test in the media center when there is at least one staff member present. Students will not be allowed to come to the media center to take these tests when another class is in the media center for their specials time. Students will use one of the computers to take the AR test. When the student is finished testing, he/she will return to the classroom.

Book Fairs: Students will attend the Book Fair with their classroom teacher. No lessons will be conducted during that week. Students will be able to peruse and purchase books.

Communicating with parents

Notices will be sent home during the following times:

- At the beginning of the school year
- Book Fairs
- Author visits
- Behavior problems
- Outstanding behavior
- Any other special activities

Evaluating and adjusting long-range and short-range plans

Short-range plans will be done bi-weekly in pencil. This will allow me to plan lessons and project the next week's lesson. It will also allow me to make adjustments as necessary. Long-range plans will be evaluated and adjusted on a monthly basis or as needed. The key to this is flexibility.

Professional growth and responsibilities

I have an open door policy to encourage visits by students, faculty, staff, parents, and other members of the community. When new teachers come on board, I plan to personally go to their rooms and introduce myself and offer my services. As new books and other resources arrive, I will invite teachers to a drop-in to socialize, review the materials, recharge their batteries, and unwind. I will make every effort to fulfill the information needs of all students, faculty, and staff by being open, approachable, friendly, professional, and knowledgeable.

How do students get access to the library media center?

Classes are on a flexible schedule with the aforementioned time periods, and elementary classes have 30 minute blocks weekly. Circulation of materials occurs mostly during class visits, but checkout and book return are available during the day.

How do teachers access the services of the library media center and of the library media specialist?

- Teachers have a large professional development and curriculum support print and video library available to them at all times for browsing and checkout. Items are checked out on an “as needed” basis with a negotiated due date to accommodate lesson plan use.
- The library media center flexible class time can be readily scheduled also on an “as needed” basis so that the library media center resources and the library media specialist can support projects and lessons.
- All media needs (audio, video, software, and presentational hardware) are provided in each classroom at the beginning of each school year and serviced during the summer. The library media specialist is responsible for maintaining these services as part of student project support.
- The library media specialist is available by phone, personal visit, and through e-mail and the library media center website. Requests for materials, bibliographies, circulation reports, and newsletters are usually transmitted online.
- The library media center is in a state of updating its collection to meet the district and state frameworks. Classes are seen at least once a week depending on the grade level. Students receive services relating to the frameworks and teacher selected activities. Research and critical thinking skills are the foundation of all instruction including literacy appreciation and support.
- Students have open access to the library media center and use it appropriately.
- Teachers who are planning research projects in the library media center meet with the library media specialist to collaborate on the assignment and identify print and non-print resources to be introduced and information literacy skills to be taught

Is the library media specialist involved in cooperative planning with the classroom teachers?

Yes. Teachers and I work together in a variety of ways: materials preparation for class assignments, report writing skills that relate to library media center use (citations, bibliographies, author study). Teachers are given a form to complete for specialist projects, and audio supplements for Special Education reading assignments. Library skills writing assignments are often used for extra grades in second through fifth grade classes and assessments.

Is the library media specialist involved in curriculum development with the classroom teachers?

Yes, but not as much as I would like. Grade level meeting times are not accessible because I have library classes during the meeting. I have had successful collaboration through individual meetings, and have been able to support new curriculum changes because the teachers have been very supportive of the library media center’s goals to supply updated material.

Describe how technology is integrated into the library media program.

- The library media center Dewey Decimal System and parts of a book are taught to second through fifth grade classes.
- Plans for the next years to come are to teach students how to use the Google search engine and online reference materials, Google Docs, etc.
- Videos are shown to enhance library media center and classroom assignments.
- The SmartBoard will be incorporated into the information skills and Internet search skills portion of the library media center curriculum.
- Our catalog is automated and can be accessed at each computer station in the library media center, as well as at home.
- When students work with the library media specialist on research projects, they are taught how to use research databases (that pertain to the assignment), how to cite computer sources for a bibliography, how to check websites for authority of the author or organization and currency of the information. Students are also taught how to access the research databases from home

Library Media Collection and Resource Management

Collection Development:

Collection Procedures

The certified library media specialist is charged with the day to day operation of the library media center, including the coordination and collection. The media specialist relies on the following to determine needs for the collection in addition to that which was mentioned above.

- 1) A collection analysis with input from staff regarding the results
- 2) Staff surveys along with district policy regarding staff involvement
- 3) Student surveys
- 4) Parent Surveys
- 5) A Needs assessment

Criteria for Selection

The following criteria are recommended as a guide to selecting the best resources for the library media center:

- Literary and artistic excellence
- Lasting importance or significance to a field of knowledge;
- Support of the curriculum and the education goals of the school;
- Favorable reviews found in standard selection sources;
- Favorable recommendations by educational professionals based on preview and examination of materials;
- Reputations and significance of the author, illustrator, or publisher;
- Timeliness of the material
- Contribution to the diversity of the collection on controversial issues;
- Contribution to multicultural awareness

- Appeal to the library patrons;
- Suitability for intended use; and
- Return on investment commensurate with need.

Procedures in Selection

The process of evaluating materials for inclusion is continuous and systematic. It is preferable to examine materials before purchase; however, this is often impractical if not impossible. In such cases selection is based upon bibliographic sources, selected lists, and reviews in reputable professional journals and publications.

Selection Tools

The following resources shall be consulted when materials are being selected for inclusion in the library media center collection (although the library media specialist is not limited to these tools in making determination):

- *American Historical Fiction: An Annotated Guide to Novels for Adults & Young Adults*, by Lyndon Adamson (Westport, CT: Greenwood Publishing Group, 1998), <http://www.bookfinder.com>;
 - *Senior High School Library Catalog*, (Bronx, NY: W.H. Wilson, 1997);
 - *Horn Book Magazine* on-line edition at <http://www.hbook.com/guideindexes.shtml>
 - *Book Links* (on-line edition at <http://www.ala.org/BookLinks/>)
 - *School Library Journal* (on-line edition at <http://www.slj.com/index.asp>)
 - *Reading Teacher* magazine
 - Specialized bibliographies prepared by various educational groups for individual curricular areas.
1. First, consideration is given to the needs of the individual school based on knowledge of the curriculum, of the existing collection, and of the needs of the children. Requests from users of the collection (administrators, teachers, parents, students) are given high priority. Materials are selected so as to provide a wide range of levels of difficulty.
 2. Materials for purchase are considered on the basis of overall purpose, timelines, and importance of the subject matter, quality of writing or production, readability, and popular appeal, reputation of the author, artist, publisher, producer, format, and cost.
 3. Special consideration is given to treatment of the following elements: religion, ideologies, sex education, sex, profanity, and science.
 - a. Religion- Factual unbiased material which represents all major religion is included in the collection
 - b. Ideologies- Factual information on any ideology or philosophy which exerts a strong force in society is included in the collection.
 - c. Sex Education- Factual information appropriate for the age group or related to the school curriculum is included in the collection
 - d. Sex- Pornographic, sensational, or titillating materials are not included, but the fact of sexual incidents appearing in the material does not automatically disqualify them.

- e. Profanity- The fact that profanity appears in material does not automatically disqualify a selection. Care is taken to exclude materials using profanity in a lewd or detrimental manner.
 - f. Science- Factual information about medical and scientific knowledge is included in the collection without any biased selection of facts.
4. In selecting materials for purchase, school library media specialists evaluate the existing collection and consult:
- a. Reputable, unbiased, professionally prepared selection aids;
 - b. Media staff, curriculum consultants, teachers, students, and community representatives;
 - c. The Media Advisory Committee appointed by the principal to serve in an advisory capacity in the selection materials.
5. In determining materials to be purchased, library media specialist follows these procedures:
- a. Multiple items of outstanding and frequently used materials are purchased as needed.
 - b. Worn and missing basic items are replaced periodically.
 - c. Out of date or no longer useful materials are withdrawn from the collection and replaced by new and appropriated materials.
 - d. Sets of materials and subscription materials are examined carefully and are purchased only to fill a definite need.
6. Selecting books:
- a. Is the subject matter or story appropriate for the group or individual who will use it? Is it readable, easily understood?
 - b. For factual material, is it dependable, accurate, up-to-date?
 - c. For imaginative material, does it encourage appreciation, attitude, understanding, or insights that are worthwhile?
 - d. Is the style appropriate for the type of book? Does it encourage appreciation of good literature, skillfully told with beauty and feeling? Does it have a valuable purpose for young readers?
 - e. Is the format satisfactory?
 - f. Is the appearance interesting and appropriate for the type of material?
 - g. Is the binding durable, attractive?
 - h. Is the book well designed?
 - i. Are the illustrations appropriate, useful, an asset to the book?
 - j. If choosing for purchase, is this the best value possible for the cost?
 - k. considering the content, the format, and the need?
7. Selecting videos, DVD, videodiscs, etc.:
- a. Is the video designed to teach effectively the information, attitudes, skills, or understandings pertinent at this point in the teaching-learning situation?
 - b. Can it be easily understood by the group to be taught?
 - c. Is it of suitable length for use with this age group or for this purpose in teaching?
 - d. Are the photographic and sound qualities good?
 - e. Is the film convincing in its presentation, clear, and interesting?
 - f. What will this group of students learn from this video? What might some individuals in this group learn?

- g. Is the video based on dependable information; is it a true representation of experience? Is it up-to-date, or if dated, still useful?
 - h. Is this the best video available for this purpose and this group of learners?
8. Selecting books:
- a. Are these recordings designed to teach or encourage the desired attitude, understandings, skills, or appreciations?
 - b. Is it appropriate for this group of learners in style, content, length?
 - c. Is the tone quality clear?
 - d. If the work is a dramatic presentation combining background music or other sound, narration, or dramatization, is there unity of effect which is skillfully developed?
 - e. Is this the best recording available for this purpose?
 - f. Will it encourage intelligent listening?
 - g. If choosing a work for purchasing, is it non-breakable, and is it worth the cost?
 - h. Can the media center get permission to duplicate the material?
9. Gifts, book fairs, bookmobiles, Internet, classroom sets, textbook materials, etc.
10. The school media center welcomes gifts of books and other materials provided.
- a. They meet the same standards of selection as those applied to purchases.
 - b. They can be integrated into the general library collection and do not need special housing.
 - c. The school library media center staff may dispose of the gift at its discretion if it is out of date or in poor physical condition, not warranting the cost of repair.
11. ALL materials selected must:
- support instructional objectives in the curriculum
 - be appropriate for the age and developmental level of students
 - be previewed in their entirety
 - meet selection criteria in school board policy. "Media Selection Practices"
 - meet selection standards in state statutes/laws
12. "Materials" includes
- A. Books for classroom or media center
 - B. Magazines & Newspapers
 - C. Audio cassette tapes
 - D. Videotapes/DVDs- Purchased, rented, or taped from TV
 - E. Software- Disks, CDs, CD-ROMS, laserdiscs, and DVD-R
 - F. Internet resources
13. Selections may be
- For purchase (i.e. on purchase order, in store)
 - On loan (from media center, public library, an individual)
 - As gifts

My Plans include:

- Evidence of a policies and procedures handbook that reflects school and district policies as well a list of strategies for how you plan to share this information with the school

community.

- Providing for an open access standards-based media center program that focuses on information literacy, teacher collaboration and planning, technology/curriculum integration and reading.
- Providing a flexible schedule for maximum use of the media center.
- Providing for maximum access to the media center resources, including physical adaptations needed for a person with disabilities.
- Plans for providing and maintaining an environment that is inviting, welcoming and conducive to learning.
- Maintenance of records and materials through Alexandria Online Catalog systems and Titlewave to ensure effective location and retrieval of materials.

Student orientation may include information on the following topics:

- circulation procedures;
- appropriate conduct in the library media center;
- an overview of the use and care of books and other print material, computer software, audiovisual equipment, and computers and peripherals;
- fines;
- printing and copying policies;
- adherence to copyright law;
- media production;
- Internet access and the school's acceptable use policy;
- special programs sponsored by the library media center; and
- fire drill procedures.

Library Procedures

Help take care of our library resources! Things to Remember:

1. Books should be kept in student backpacks until they are ready to read them.
2. After students finish reading their books, they should **immediately** be returned to backpacks.
3. Books should be kept away from pets and younger siblings.
4. Drinks that have been opened or could leak should never be placed inside backpacks with books.

Library Media Hours of Operation

The Flambeau School District Media Center is open from 7:45 a.m. until 3:30 p.m. every school day. Students must come with a purpose for learning or a classroom pass for elementary

checkouts. Faculty members are welcome to browse and pick up materials in person or notify a librarian of needs via email, phone or student messenger.

Scheduling: Elementary Students Kindergarten-fifth grade classes have a weekly fixed time to visit the library media center. Other elementary students are not allowed to visit the library during scheduled class times. Elementary teachers are encouraged to schedule additional time for activities/lessons to enhance what students are doing in the classroom and foster information literacy. Additional time should be pre-scheduled with the library media specialist in order to ensure needed materials are readily available and other classes can be notified of the arrangement. Elementary students may visit the library from 8:00-8:20 daily for open check out.

High School Students: There is no fixed schedule for grades 6-12. Teachers are encouraged to plan class lessons which include research and reference materials and to schedule a time for classes to meet in the library and/or projects in the computer lab. Teacher and librarian collaboration beforehand assures the best use of resources and time. Students may visit the library individually to use computers or the internet, to check out books, to use periodicals, or to browse between the hours of 8:00 a.m. and 3:30 p.m. Teacher permission is needed during class times. Checkouts are for two weeks and are limited to three books per student unless special requests are made. With teacher permission, students may use the library for study, make-up tests or small-group meetings.

Reference Materials: Reference materials are to be used by students in the library media center. Teachers may borrow reference materials for use in the classroom when necessary.

Overdues and Fines: Overdue slips and fine notices will be printed out and distributed to students at school. To help students learn to be responsible, no new loans will be permitted until overdue materials are returned.

Lost and Damaged Books: If a book is lost or damaged, the book must be paid for before additional books can be checked out. Payment for a lost book is reimbursed should the book be found and returned in good condition. Debts remaining at the end of the school year may be turned in to the office and become a part of the student's permanent file. Any items checked out at the time a student withdraws from school must be returned and paid for upon withdrawal.

The School District of Flambeau Media Center strives to provide patrons with materials that will enrich and support the educational program of the school. It is the responsibility of the school media center to provide a wide range of materials on different levels of difficulty, with diversity of appeal, and representing different points of view. The inclusion of any item in a collection does not necessarily mean that the media center or school advocates or endorses the contents of that item.

Programs and Services: Faculty members needing any of the following services or needing additional information regarding these services and programs are encouraged to contact the library staff at any time.

Book fairs, laminating, binding, periodicals including newspaper and magazine, computer, A-V

equipment, T.V.'s, professional development, information literacy skills, equipment repairs, troubleshooting desktop publishing, cameras, SD cards, ARC materials, presentation equipment, STEM equipment, etc.

Selection Policy: The needs of the School District of Flambeau Media Center are based on knowledge of the curriculum and of the existing collection. These needs are given first consideration in the selection of materials used to enhance the classroom curriculum.

Selection Criteria: Along with the guidelines outlined in the district's policy, the following criteria are recommended as a guide to selecting the best resources for the library media center:

- Literary and artistic excellence
- Lasting importance or significance to a field of knowledge
- Support of the curriculum and educational goals of the school
- Favorable reviews found in standard selection sources
- Favorable recommendations by educational professionals
- Reputation and significance of the author, illustrator, or publisher
- Timeliness of the material
- Contribution to the diversity of the collection
- Appeal to media center patrons
- Suitability for intended use
- School Library Journal
- Book List
- Who Needs Diverse Books Website
- Association for Library Services Association Best Books For Young Adults

Challenged Materials: Challenged Materials Policy Any resident or employee of the school district may formally challenge library materials used in the district's school's library program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and community who are not directly involved in the selection process. Challenged materials should be brought to the attention of school personnel and tried to be resolved informally.

If the complainant wishes to file a formal challenge, a copy of the district Selection of Library Material Policy and request for Reconsideration of Library Materials form should be handled and mailed to the party concerned by the librarian or building administrator. Taxpayers of the district, students, parents, and staff members may submit a challenge request.

Upon receipt of a request for formal reconsideration of library material, the administrator will appoint a reconsideration committee. The committee shall review the challenged material and judge whether it conforms to the principles of selection outlined in the district's Selection of Materials policy.

Guidelines for Matters Regarding Instructional Materials (Policy 2521)

The District Administrator shall inform students and parents each year regarding their right to inspect instructional materials used as part of the educational curriculum and the procedure for completing such an inspection.

If the request, suggestion, or complaint relates to instructional materials such as textbooks, library books, reference works, and other instructional aids used in the District, the following procedure shall be followed:

- A. The criticism is to be addressed to the Building Principal, in writing, and shall include:
 1. author;
 2. title;
 3. publisher;
 4. the complainant's familiarity with the material objected to;
 5. sections objected to by page and item;
 6. reasons for the objection.
- B. Upon receipt of the information, the Building Principal may, after advising the District Administrator of the complaint, and upon the District Administrator's approval, appoint a review committee, which shall comply with the open meetings law, consisting of:
 1. one (1) or more professional staff members;
 2. one (1) or more laypersons knowledgeable in the area.
- C. If the request, suggestion, or complaint relates to the human growth and development curriculum or instructional materials, it shall be referred to the advisory committee responsible for developing the human growth and development curriculum and advising the Board on the design, review, and implementation of the curriculum. (See Policy 2414).
- D. The District Administrator shall be an ex officio member of the committee.
- E. The committee, in evaluating the questioned material, shall be guided by the following criteria:
 1. the appropriateness of the material for the age and maturity level of the students with whom it is being used

2. the accuracy of the material
 3. the objectivity of the material
 4. the use being made of the material
- F. The material in question may not be temporarily withdrawn from use pending final resolution of the matter.
- G. The committee's recommendation shall be reported to the District Administrator in writing within thirty (30) business days following the formation of the committee. The District Administrator will advise the individual(s), in writing, of the committee's recommendation and the District Administrator's decision. The District Administrator shall also advise the Board of the committee's recommendation and his/her decision.
- H. The individual(s) may submit an appeal of the District Administrator's decision in writing to the Board President within thirty (30) business days of receiving the decision. The written appeal and all written material relating to it shall be referred to the Board for consideration.
- I. The Board shall review the matter and advise the individual(s), in writing, of its decision as soon as practicable. The Board shall determine on a case-by-case basis whether its review will include appearances by the petitioner and administration, be conducted based on written submissions, or only on the record produced by the Committee.

No challenged material may be permanently removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.