

Approved: 7-16-20 by Board of Directors
Revised: 12/15/22 by Board of Directors

BLUFFVIEW MONTESSORI SCHOOL POLICY 632 LIBRARY POLICY

I. PURPOSE

The main goals of the Bluffview Montessori School Library are to foster a love of reading, promote the growth of literacy, and create lifelong learners who can navigate the modern digital world.

Students have a scheduled library class each week in which they receive instruction on the use of the library and its materials. They also check out books of their choice.

II. GENERAL STATEMENT OF POLICY

The Bluffview Montessori School Library supports student choice and ready access to books. One of the foundational underpinnings of the Montessori philosophy is the freedom of choice. As we consistently strive to align philosophy and practice, it is imperative that we honor this freedom.

The library exists primarily for educational purposes. It offers enrichment for the students and resource material for the faculty. Its materials are selected from all forms of media available for interest, vocabulary, maturity, and ability levels of all students within the school served. Resources include items that support students' intellectual growth, individual interests, and recreational needs. Students are allowed to come to the library as long as they have obtained their teacher's permission. Students have access to a self-checkout station.

The legal responsibility for materials in the school Library Media Center rests with the school district governing board. Responsibility for the final selection shall be delegated to personnel who know the course of study, the methods of teaching, and the individual differences of the pupils in the schools for which the materials are provided, such selection will be in accordance with the statement of specific policy given below.

The School Board subscribes in principle to the statements of policy on library philosophy as expressed in the American Library Associations' Access to Resources and Services in the School Library: An Interpretation of the Library Bill of Rights, a copy of which is appended to and made a part of this policy.

III. SELECTION

A. Instructional materials selection shall be a cooperative, continuing process in which administrators, teachers, Library Staff, and students should participate. The basic factors influencing selection shall be the curriculum interests, abilities, the backgrounds of the students and personnel using the center and the quality and accuracy of available materials.

B. The following evaluative criteria are used as they apply:

1. The materials meet high standards of quality in factual content and presentation and are appropriate to the ability and needs of the pupils in the various subject areas.
 2. The materials are selected because of the content and the value of the work as a whole.
 3. The materials contribute to literary appreciation or have aesthetic value.
 4. The authors are competent and qualified in the field.
 5. The materials are objectively and impartially selected to provide a balanced collection for the library.
 6. The materials present information for which the student is socially and emotionally prepared.
- C. Materials should appear in one or more of the recognized professional media or approved lists (such as professional media selection aids, basic general lists, current general lists, special bibliographies for reference materials and for subject fields, and media reviewing journals). No one publication need determine selection. Suggestions for media may come from the exchange of materials with other resource centers, visits to media exhibits and displays, publishers' samples, texts and courses of study approved for use within the district, teachers, students, educational organizations, and individuals of the community. These must be evaluated with special care according to the criteria set forth in Section B above.
- D. The library staff welcomes donations provided:
1. They meet the same standards of selection as those applied to original purchases.
 2. They can be integrated into the collection and not need special storage or equipment.
 3. The 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.
- E. The library welcomes commercially sponsored materials provided:
1. They meet the same standards of selection as those applied to original purchases.
 2. They are of real value to the instructional program of the school with a purpose to educate rather than just promote sales.
 3. They are free from advertising that is excessive, obtrusive, or objectionable.

IV. Check-Out/Check-In/Renewal

- A. All students enrolled in grades 1-8 are eligible for check-out unless they have lost or damaged materials outstanding or their parent or guardian has requested borrowing privileges be withheld.
- B. Students in CH classrooms will utilize books checked out by their teachers.
- C. Students in E1 classrooms may check out 1 - 2 items per week.
- D. Students in E2 classrooms may check out 3 - 4 items per week.
- E. Students in Erdkinder may check out 3 - 4 items per week.
- F. Young Adult (YA) books are limited to E2 and Erdkinder. There is an opt out form available to E2 families which is attached to this policy for those that choose to limit their children's access to YA books.
- G. Library materials are checked out for a period of two weeks.
- H. Students may take out additional titles for class projects by speaking to the librarian.
- I. Students who have not returned late items will be unable to check out new titles until overdue items are returned.
- J. No student will be charged late fines.
- K. Students must bring books to the library to renew for an additional week.
- L. A self-checkout option is available to students when library staff are not on duty. In order to maintain self-checkout privileges, students utilizing this option must adhere to any opt out provision their parent/guardian has filed.

V. Overdue Books

- A. Students will be advised of any overdue materials each week when they visit the library.
- B. Students will be notified of long overdue materials (books out two weeks beyond the original due date) with an overdue notice distributed during library time.
- C. If materials are still not returned, overdue notices will be sent home in Wednesday folders when books are out four weeks beyond the original due date.

VI. Lost/Damaged Books

- A. Students are responsible for paying the average replacement cost of each book lost or significantly damaged.
- B. Damaged books should be brought to the librarian for assessment and repair. These items should not be repaired at home.
- C. Payment for lost or damaged books is to be made through BMS online payment portal, or by cash or check to Bluffview Montessori School.
 - 1. In the event of family financial hardship, families can reach out to the Head of School to discuss alternatives/assistance to ensure students can continue to have access to books.

VII. Procedure for Handling Objections

The review of questioned materials will be treated objectively and as an important routine action. Every effort will be made to consider objections, keeping in mind the best interests of the students, the school, the curriculum, and the community. Since differences of opinion do exist in our society, the following procedure shall be observed to recognize those differences in an impartial and factual manner.

- A. All objections shall be presented in writing to the Head of School (HOS) who will forward a copy to the Librarian. The "Request for Reconsideration of Material" form shall be used. It should be filled out as completely as possible and shall be signed and identified so that a proper reply can be made.
- B. The material in question will be kept in the collection until it is read or reviewed and discussed by a reconsideration committee, which will be convened by the HOS and Librarian within 15 days of the receipt of the request. Committee make-up should (reasonable attempts will be made to) include a member of the subject specialist faculty of the area so questioned, a member of the administrative staff, a member of the Pedagogy Committee, the librarian, and a member of the Board of Directors.
- C. The committee will review the questioned material and all critical evaluations available. General acceptance of the material shall be checked by consulting authoritative lists in light of the selection policies of the school district. A thorough review of questioned materials shall be treated objectively: (example: passages shall not be taken out of context and the material shall be evaluated as an entity).
- D. The final decision of the committee shall be implemented by the HOS and the librarian within 30 days of the receipt of the request.
- E. The complainant shall be sent a written copy of the evaluating report and decision.
- F. An appeal of the committee's recommendation may be made in writing to the School Board Chair within ten days of the receipt of the recommendation.
- G. The Board Chair may consider the appeal of the recommendation and render a decision within ten days of the receipt of the appeal.
- H. The Board Chair, with the option of including the Executive Committee members input, will render a decision within 30 days of the receipt of the appeal. The decision of the school board is final.

VIII. End of the Year School Policy

- A. All books must be returned, and if a book is lost or damaged, families are responsible for reimbursing the school for the cost of the book, or purchasing a replacement copy.
 - 1. In the event of family financial hardship, families can reach out to the Head of School to discuss alternatives/assistance. Our priority is to ensure that students shall have access to books.
- B. If a book is found after it has been paid for but not yet ordered, a refund will be made. If the book has already been ordered, money cannot be refunded.

Library Bill of Rights

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

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.
- VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Although the Articles of the [Library Bill of Rights](#) are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as [Interpretations of the Library Bill of Rights](#) (*following page*).

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

Inclusion of "age" reaffirmed January 23, 1996.

Access to Resources and Services in the School Library: An Interpretation of the Library Bill of Rights

The school library plays a unique role in promoting, protecting, and educating about intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library, the principles of the American Library Association's *Library Bill of Rights* apply equally to all libraries, including school libraries. Under these principles, all students have equitable access to library facilities, resources, and instructional programs.

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

School librarians cooperate with other individuals in building collections of resources that meet the needs as well as the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

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

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School librarians resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access regardless of technology, formats or method of delivery.

Major barriers between students and resources include but are not limited: to imposing age, grade-level, or reading-level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; charging fees for information in specific formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules

related to the use of resources and services support free and open access to information.

It is the responsibility of the governing board to adopt policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. It is the responsibility of school librarians to implement district policies and procedures in the school to ensure equitable access to resources and services for all students.

Adopted July 2, 1986, by the ALA Council; amended January 10, 1990; July 12, 2000; January 19, 2005; July 2, 2008; and July 1, 2014.

Request for Reconsideration of Material Form

The Bluffview Montessori School Board has delegated the responsibility for selection and evaluation of library/educational resources to the school library staff, administration, and Pedagogy Committee, and has established reconsideration procedures to address concerns about those resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of school or library resources, please return the completed form to the Librarian or Head of School.

Name: _____ Date: _____

Address: _____

City: _____ State/Zip: _____

Phone: _____ Email: _____

I am representing:

Self: _____ Organization/group (name): _____

1. Resource on which you are commenting:

Book Database Textbook Game
 Movie Audio Recording App Streaming Media
 Magazine Digital Resource Newspaper Other

Title: _____

Author/Producer: _____

Is the resource part of the curriculum, library collection, or other?

2. What brought this resource to your attention?

3. Have you examined the entire resource? If not, what sections did you review?

4. What concerns you about the resource?

5. Are there resources you suggest to provide additional information and/or other viewpoints on this topic?

6. What action are you requesting the committee consider?



BMS Young Adult Opt-Out Form

Dear E2 Families:

Motivating older elementary-age students to read is sometimes difficult. Many are not interested in children's books, but they also may not be ready for adult novels. Recreational interests and social activities can also be tough competitors for books. When students do read, they many times want and enjoy books about other teens that they can relate to on a personal level.

The American Library Association recognizes 12–18 year-old individuals as young adults. Acknowledging this gap in the market, many current authors are writing specifically for this age group. The plot, theme, setting, and characters are created and written using mature and contemporary language in order to appeal to teens.

As Teachers and Librarians, we understand that not all books are for all children and that families vary widely in the qualities and values they may consider when selecting reading materials. Many books are too mature for some of our students, and therefore we have created a method to limit the check-out of these young adult books to only the students who have parent permission.

We deeply respect your right as a parent to judge the maturity of your reader. Therefore, by signing and returning this permission form, you are choosing to OPT-OUT your child from checking out books labeled YA (Young Adult) from our library.

If you have any questions, or wish to discuss any of our titles, please feel free to call our school to discuss this with the librarian. Amber's email address and available hours: apasche@bluffviewmontessori.org T/W/TH 7:30 am -2:30 pm.

Please sign and return this completed form to school.

I choose to OPT-OUT my child, _____ (Student's Name), from checking out Young Adult (YA) books from Bluffview Montessori School's library. I understand that this means that my child will be unable to check out books labeled Young Adult from the school library. I have discussed this with my child.

Parent/Guardian Signature: _____ Date: _____