



EARLY LIGHT
ACADEMY

11709 South Vadiana Drive, South Jordan, Utah 84009 ~ 801.302.5988

**Early Light Academy
Library/Media
Collection Development Procedure
Updated: May 2016**



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Library Policy

The policy of the Early Light Academy is to assure every student access to a library media center that offers a variety of materials to support classroom instruction, provides opportunities for research, and meets differing educational and recreational needs and interests. Students are encouraged to use library media materials to expand their knowledge, understanding, appreciation, and enjoyment of the world in which they live.

The First Amendment of the United States Constitution guides the Early Light Academy library media center in both selection of materials and review of challenged materials. The *First Amendment* states: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech or of the press..."

Statement of Philosophy

The Early Light Academy, through its professional staff, is committed to facilitating teaching and learning by providing:

- library media center collections that meet both the curricular needs and personal needs of students and faculty.
- library materials that present different points of view in an objective manner.
- materials that will help students develop critical thinking skills and aesthetic appreciation.
- Materials that support teachers and staff with classroom instruction as well as professional development.

ELA Library Vision Statement

The vision of the library at Early Light Academy is to be an essential educational partner as we send our students into the world prepared with the tools to interpret the past, manage the present, create the future, and embrace the imagination required to accomplish it all.

ELA Library Mission Statement

The mission of the library at Early Light Academy is to connect our community to dreams and ideas in a way that is purposeful, powerful, and personalized. We will provide the resources necessary for student achievement and prepare our students to become effective users of ideas and information through reading advocacy, instruction in information literacy and management, and collaboration with teachers and administration to support classroom curriculum.



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Material Selection Policy

The Library Media Selection and Review policy shall be administered according to the following guidelines:

- 1) Selection of library media materials shall be based on a combination of five or more of the following criteria:
 - a) Educational significance
 - b) Contribution to the curriculum
 - c) Validity, currency and appropriateness
 - d) Accuracy, timeliness and permanence
 - e) Favorable reviews found in standard selection sources
 - f) Potential appeal and interest
 - g) Artistic quality and literary style
 - h) Reputation and significance of author, producer, publisher
 - i) Value commensurate with cost and/or need
 - j) Uniqueness, diversity and /or heritage of the state, region or group
 - k) Support of second language learners
 - l) Support of special needs students
 - m) Favorable recommendations from professional personnel
- 2) The library media specialist at ELA holds either a master's degree, an endorsement in library media science, or active enrollment in the Utah SOE Alternate Route to Licensure Program and is qualified to make selections in a responsible and professional manner.
- 3) The library media specialist shall be independently responsible for the selection of various Trade books. However, the specialist will work with the ELA library committee (comprised of school staff) in selection of publications which support the Core Curriculum and collections which are administered in guided reading.
- 4) All materials are to be selected based on personal or professional recommendations. However, any material may continue to be reviewed at any time by any member of the ELA community. Selection is an ongoing process that should also include how to remove materials no longer appropriate and how to replace lost and worn materials still of educational value. This process may be conducted at the discretion of the specialist, or in conjunction with the library committee.
- 5) Requests and suggestions, for the purchase of instructional materials shall be gathered from staff to the greatest extent possible and students when appropriate.
- 6) Gifts and donations are welcome; however it is up to the discretion of the specialist to decide if those donations meet the guidelines above in order to be added to the library circulation. If a donation does not meet these guidelines, it may be donated or otherwise removed.



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- 7) Library materials are available on a self-selection basis. The library media specialist, library media assistants, teachers or staff members may assist in locating needed library media materials.
 - a) Shared responsibility for the reading, listening and viewing of library media materials and accessing internet resources by children rests with their parents/guardians, the library media specialist and school staff members. The parents/guardians are invited to consult with the library media specialist to find materials they feel are appropriate for their children.



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Collection Evaluation Policy

Policy Statement

1. In order to ensure that the collection is timely, informative and useful, regular and systematic evaluation of all aspects of the collection is required. Evaluation is necessary for an effective selection process and critical to the vitality of the collection.

2. Evaluation also requires the withdrawal (“weeding”) of items that no longer benefit the collection. Outdated, shabby and rarely used items weaken the collection as much as do insufficient acquisitions. Obsolete, outdated and discredited materials overshadow newer and more useful items. They negatively characterize the collection and reduce day-to-day effectiveness.

Policy Practices

1) Evaluation

a) Demand

i) The library/media specialist will review interlibrary loan requests in the context of the collection to determine the extent to which types of materials requested can be supplied

b) Use

i) Statistical tools such as circulation reports, collection turnover rates, and State Library reports will be used to determine how the collection is being used and how it should change to answer patron needs.

ii) An item that has not circulated in 3 years will be considered for withdrawal.

iii) Overdue/stolen items not returned by the end of the school year will be withdrawn.

c) Size of collection

i) The ELA library will maintain collections appropriate to the amount of library space available and requirements for curriculum support.

ii) Duplicate copies of items no longer in demand will be withdrawn.

iii) Older editions will be withdrawn when superseded.

d) Physical condition

i) Shabby, mutilated or irreparably soiled books will be withdrawn.

ii) Books of antiquated appearance, which discourage use, will be withdrawn.

iii) Badly printed works whose print, binding and paper quality discourage use will be considered for withdrawal.

e) Content

i) Obsolete or discredited information will be withdrawn.



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- ii) Poorly written or highly specialized books will be withdrawn when the collection contains more appropriate items on the subject.
- iii) Books on highly changing subject will be weeded as it is deemed necessary.

2) Frequency

- a) The collection will be weeded continuously as time permits.

3) Disposal

- a) When the quality of the content warrants, damaged but reparable items will be rebound.
- b) Badly damaged books and non-fiction with obsolete or discredited information will be disposed of.
- c) All other withdrawn books will be clearly marked and will be disposed of by donation.

Resources:

Collection Evaluation and Assessment Policy. Haverford Township Free Library, Havertown, PA. (July 16, 2003). Web. 7-18-13.

<http://www.haverfordlibrary.org/collection-evaluation-and-assessment>

Township of Uxbridge Public Library Policy Statements and Practices, Policy NO.: M-1 Collection Evaluation. Uxbridge Free Public Library, Uxbridge, MA. (September 16, 2004). Web. 7-18-13.

http://www.uxlib.com/modules/public/assets/pdf/collection_evaluation_policy.pdf

Section IV – Collection Evaluation. Campbell County Public Library System, Road Gillette, WY. (August 2012). Web. 7-18-13. <http://ccpls.org/coldev/html/iv.html>



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Reconsideration of Challenged Library Media Materials Policy

In the event a book or media item is challenged and requested for removal from the collection, the following procedure shall be followed:

- 1) Challenges to local school library media materials shall be submitted in writing to the ELA director and library/media specialist on a *Request for Reconsideration of Library Media Materials* form, available in the library.
- 2) All challenges will first be reviewed by the Library Committee. Each committee member will be provided a copy of the challenge, as well as given the opportunity to review the material in question ahead of time. The committee shall determine by majority vote the disposition of the challenged material. Options shall include:
 - a) Material is maintained in circulation
 - b) Material is cataloged for restricted check-out.
 - c) Material is removed from the library.
- 3) If the challenged material meets appropriate selection criteria, it shall remain in the collection for full circulation.
- 4) If the challenged material does not meet appropriate selection criteria, the committee shall submit to the library/media specialist a recommendation to restrict access to the challenged material in the school media center, or remove it. This recommendation shall include the specific restriction requested and supporting reasons for the restriction.
- 5) The library media specialist will inform the challenger, in writing, of the committee's decision.
- 6) If the challenger would like to appeal, the matter will be scheduled for a review by the Governing Board during a regular board meeting which will be open to the public. The Governing Board will also be provided with a copy of the challenge and access to the material before the meeting.
- 7) The challenger will then be informed of the decision of the Board by the Director of ELA in writing.
- 8) The material shall remain in regular circulation during this time, until a final decision is accepted.



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Resources:

Both the Materials Selection Policy and the Reconsideration Policy, as well as the Library Policy and Philosophy, are based upon the “Workbook for Selection Policy Writing”, from the American Library Association website:

<http://www.ala.org/Template.cfm?Section=dealing&Template=/ContentManagement/ContentDisplay.cfm&ContentID=11173>

Copyright Policy

The following policy is intended to help our staff and students understand and adhere to the Copyright Act of 1976, as well as the acceptable application of “Fair Use”. Early Light Academy expects all members of our educational community to instruct and create according to ethical guidelines. If there are any questions as to the acceptable use of material, please contact the ELA Director or the library/media specialist for more information.

This policy applies to the work of students and teachers who use other people's copyrighted material as part of their own academic or creative work, and it embodies the core legal principles of the Copyright Act of 1976.

Specifically:

1. Unlawful copies of copyrighted materials may not be produced on school-owned equipment.
2. Unlawful copies of copyrighted material may not be used with school-owned equipment, within school facilities, or at school-sponsored functions.
3. The legal and insurance protection of the school will not be extended to employees who unlawfully copy and use copyrighted materials.
4. Employees who make copies and/or use copyrighted materials in their jobs are expected to be familiar with published provisions regarding fair use, public display, and computer guidelines.
5. Employees are further expected to be able to provide their team lead, upon request, the justification based on fair use, public display, or computer guidelines as specified in the copyright law.
6. Employees who use copyrighted materials that do not fall within fair use, public display, or computer guidelines must be able to substantiate that the materials meet one of the following tests:
 - The materials have been purchased from an authorized vendor by the employee or the District and a record of the purchase exists.



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- The materials are copies covered by a licensing agreement between the copyright owner and the school.
- The materials are being previewed or demonstrated by the user to reach a decision about future purchase or licensing and a valid agreement exists that allows for such use.

THE BASICS

The purpose of copyright law is to promote creativity, innovation and the spread of knowledge. The law does this by balancing the rights of both authors (copyright holders) and users.

Authors' Rights. Any creative work, in fixed and tangible form, is copyrighted. Anything you create (writing, video, images, music, etc.) is automatically copyrighted at the moment you create it. As a creative individual, you are protected by copyright law, which gives you rights to control how your works are distributed. As the copyright holder, you are responsible for detecting infringement. When other people distribute your copyrighted work without your permission, this may be an infringement of your legal rights. Violating copyright can have severe financial consequences but it can be expensive and time-consuming to pursue legal action.

Users' Rights. Under some circumstances, users can use copyrighted works as part of their own creative work. The doctrine of fair use (Section 107 of the Copyright Act of 1976) states that people can use copyrighted works without payment or permission when the social benefit of the use outweighs the harms to the copyright holder. To make a fair use determination, users consider all the factors involved in the context and situation of their use of the copyrighted material. Fair use is especially helpful when people want to use small amounts of a copyrighted work for socially beneficial purposes, like news reporting, teaching, comment and criticism, research and scholarship. In the context of copyright law, the doctrine of fair use is one of the main guarantees of free expression. News reporters depend on fair use because of its obvious importance in disseminating information. Broadcasting professionals routinely claim fair use when they make use of short clips from popular films, classic TV programs, archival images, and popular songs without payment or permission.

Special Exemptions for Teachers and Librarians. Copyright law includes provisions that enable educators to use copyrighted material for teaching and learning. Section 110 allows educators to make performances and displays of all types of works in a classroom. Students and teachers can show videos, read plays, project slides or use copyrighted materials in other ways for educational purposes. When materials are used for online distribution, the law allows posting of materials to servers under some conditions. When teachers want to use materials for online learning, they may also rely on the doctrine of fair use or seek permission.

ATTRIBUTION AND GOOD FAITH



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Some people mistakenly believe that they can use any copyrighted work in their own creative work as long as they "cite their sources" or use attribution to identify the author. Using attribution is sign of good faith in the fair use process, but it does not shield a user from copyright liability. That's why it's important to make a careful fair use determination using the process described below. Early Light Academy Charter School recommends that you make use of attribution whenever possible. But

attribution is not required in order to claim fair use. Many broadcasters use short excerpts of copyrighted clips under fair use without attribution, for example. Students and teachers should review the various norms for attribution that exist across different media genres (non-fiction, scientific writing, art, poetry, websites, documentary film, etc).

MAKING A FAIR USE DETERMINATION

Critical thinking is required to make a fair use determination. Ask yourself two questions:

1. **Transformativeness.** Is my use of a copyrighted work transformative? Am I using the material for a different purpose than that of the original? Or am I just repeating the work for the same intent and value as the original?
2. **Amount.** Am I using only the amount I need to accomplish my purpose, considering the nature of the copyrighted work and my use of it?

The law empowers users to make a fair use determination for themselves. Thinking about the issue from the perspective of both the copyright holder and your own point of view is important.

Early Light Academy Charter School recommends that when using copyrighted material in your digital media production, you put your answers to these questions in writing, using reasoning to support your ideas. A supervising Early Light Academy Charter School teacher should collect these documents as part of the pre-production process.

REVIEW THE CODES OF BEST PRACTICE IN FAIR USE

A number of creative communities have developed documents to help people understand how to use fair use reasoning.

The "*Code of Best Practices for Media Literacy Education*" identifies common situations where fair use clearly applies to the use of copyrighted materials for building students' critical thinking and communication skills. Educators can:



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- Make copies of newspaper articles, TV shows, and other copyrighted materials and use them and keep them for educational use
- Create curriculum materials and scholarship that contain embedded copyrighted materials
- Share, sell and distribute curriculum materials that contain embedded copyrighted materials.
- Learners can use copyrighted works in creating new materials and distribute their work digitally if they meet the transformativeness standard.

Also review the *Code of Best Practices for Online Video*, which applies to the creation of new videos that are distributed online. People can use copyrighted material:

- To comment on or critique copyrighted material
- To use copyrighted material for illustration or example
- When capturing copyrighted material incidentally or accidentally
- When reproducing, re-posting, or quoting in order to memorialize, preserve, or rescue an experience, an event, or a cultural phenomenon
- For copying, re-posting and re-circulating a work or part of a work for purposes of launching a discussion
- When quoting in order to recombine elements to make a new work that depends for its meaning on the (often unlikely) relationships between the elements.

PERMISSIONS AND LICENSING

If you're using copyrighted material for the same purpose as the original or otherwise do not feel that your use of the work qualifies for a fair use exemption, Early Light Academy Charter School recommends that you ask permission from the copyright holder. For amateur creations (independent musicians, Flickr photos, YouTube videos), send the creator an email requesting to use their work. Request permission by stating your purpose and describe how you're using their work, along with your name and full contact information

When using commercial or professional work (AP photos, music) for non-transformative purposes that do not qualify for a fair use exemption, Early Light Academy Charter School recommends that you use the licensing process, which generally involves filling out a form or sending an email. When using copyrighted work under Creative Commons licenses, you can simply use the work.

FREQUENTLY ASKED QUESTIONS

Here are some examples of how fair use reasoning can be applied to specific situations.



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1. **Can I use facts, information or quotes from a research report, blog, news story or website?**

This depends on how you use it. Using small amounts of information, facts or quotes from copyrighted print materials is fair use. Identifying the source of the information shows good faith.

2. **Can I use clips from YouTube or Hollywood movies in my academic or creative work?** This depends on how you use it. Using movie clips in a news broadcast may be transformative since the clip is used in a new context. If the clip's original purpose was to entertain, but you are using it to inform, that's very transformative. However, if the original purpose was informative, and you're using it for

the same purpose, that's less transformative. Be sure to use just the amount you need to accomplish your specific purpose.

3. **Can I use images or photos in my academic or creative work?** This depends on how you use it. Consider the original purpose of the work in relation to your use of it. For example, the purpose of a news photo is to provide information about news and current events. If you use the photo for the same exact purpose, that's not very transformative. If you're using the photo as an example or illustration, you may claim fair use. When you're using an image or photo for a different purpose than it was originally intended, you may claim fair use. Otherwise, you should ask permission and use the licensing process.

4. **Can I use clips from popular music in my academic or creative work?** This depends on how you use it. The purpose of pop music is to entertain by creating a particular mood, feeling or emotion. If you're using the clip to accomplish this same goal, that's not very transformative. But if you're commenting or critiquing the music, that's a clear example of fair use. If you're using a short sample of a song as an illustration of a larger idea, you may claim fair use. But if you're merely exploiting the familiarity of the song to attract people's attention, then you should ask permission and seek a license.

5. **Can I show my academic or creative work in the classroom or on the school closed-circuit network?** If doing so is part of an educational experience, you can display your academic or creative work when it makes use of copyrighted materials.

6. **Can I show my academic or creative work to the community on public access TV or at a public event?** When your work is transformative under the fair use standard, your new work is protected by copyright, and you can choose to distribute it in any way you want. When you use copyrighted materials in non-transformative ways (exhibiting an entertainment film at a fundraiser, for example), you should ask permission and seek a license.

7. **When my academic or creative work uses copyrighted materials, can I post it to YouTube or somewhere else online?** When your work is transformative under the fair use standard, your new work is protected by copyright, and you can choose to distribute it in any way you want. If your



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academic or creative work is removed from YouTube or another Internet Service Provider by a mechanized takedown process, you can claim fair use and have it reinstated.

Learn More about Your Rights and Responsibilities Under the Law

Resources:

NEW! Model School Copyright Policy for Using Copyrighted Materials in Digital Media Production. The University of Rhode Island, Harrington School of Communication and Media. (August 22, 2011). Web. 7-18-2013. <http://mediaeducationlab.com/new-model-school-copyright-policy-using-copyrighted-materials-digital-media-production>

District Code: 750 Copyright Policy. Hopkins School District 270, Hopkins, Minnesota. Revised March 15, 2012. Web. 7-18-2013.
http://www.hopkinsschools.org/sites/default/files/hopkins_policy_750.pdf

The Code of Best Practices in Fair Use for Media Literacy Education. The National Writing Project. (April 23, 2009.) web. 7-18-2013.
http://www.nwp.org/cs/public/download/nwp_file/12469/Code_of_Best_Practices_in_Fair_Use_for_Media_Literacy_Education.pdf?x-r=pcfile_d

Acceptable Computer Use Agreement

Electronic information resources are available to qualifying students in Early Light Academy (the "School"). These resources include the use of the computer and related software and hardware and access to the Local Area Network and the Internet. Our school goal, in providing electronic services to students, is to promote educational excellence by facilitating resource use, innovation, communication and acceptable use.

Access to computers allows communication with people all over the world. Along with this access comes the availability of materials that may be considered to be inappropriate, unacceptable or possibly illegal or of no educational value in the school setting. The school has initiated safeguards to restrict access to inappropriate materials. Student use of the Internet is monitored. Students who abuse acceptable use, which includes, but is not limited to: violating copyrights; bullying, hazing, intimidation, harassment and threats; accessing pornography or other obscene material;



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inappropriate language; gambling; unauthorized games; or other unauthorized or inappropriate use, will be subject to discipline.

To qualify for electronic information resource services, students and staff must be willing to abide by the rules of acceptable use. Parents and teachers are responsible for helping our students also understand and abide by these simple but important rules.

Acceptable Use For Students:

Acceptable use means that as a student in the School you promise to use the School's computers and special learning tools and programs, such as the Internet, with honor and respect. Acceptable use means you promise to abide by the School's rules as outlined here and rules that are taught to you by your teachers and computer specialists in School. The use of these electronic teaching and learning tools are designed to support you education.

The use of electronic information resources is a privilege, not a right. Inappropriate use of these resources may result in disciplinary action (including the possibility of suspension or expulsion), and/or referral to legal authorities. The Direction, teacher/supervisor or systems administrator may limit, suspend or revoke students' use of computers or the Internet. If rules are broken, a student may lose his/her privilege of using the computer and the Internet. Please pay special attention to the following:

- **Be Polite and Show Respect:** When using the computer to write, send or receive messages or information, always use kind and proper language and abide by the rules of friendliness. Treat others with respect. Treat the School's equipment with respect. You may be alone in your use of the computer, but what you write or receive, using electronic machines, may be viewed by others with or without your knowledge. Parents or legal guardians may gain access to their student's e-mail upon request. You must not vandalize or abuse the equipment. Show respect for property, others, and self. The computer and electronic resources belong to the School. Furthermore, you may not search, read, copy, alter, or delete another person's computer files.
- **Be Honest and Obey the Rules:** Do not do things that would be against the rules, the law, or may be looked upon as dishonest. Use the computer and the Internet for appropriate educational purposes only. Stay away from inappropriate materials on the Internet. If you have questions about whether or not something is educational or if you accidentally come across inappropriate material, contact your teacher.
- **Keep Personal Things Private:** Students should not tell or show others any personal or family information over the Internet, such as: home address, phone numbers, passwords, and personal photos when used with names, birthdays, or Social Security Numbers. Do not log on or use another person's account. Keep personal and electronic information private.



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- Take Care of the Equipment: Neither food nor beverages are permitted near computers. After use, laptops should always be completely shut down and returned to the mobile labs where it is to be appropriately plugged in. Please notify your teacher or the library/media specialist if there are problems with the computer or if you find anything is concerning.

Resources:

ELA Student Acceptable Computer Use Agreement. Board Acceptance Date: 5-12-09.

Standler, Ronald B. Issues in a Computer Acceptable Use Policy. (2002). Web. 7-18-13.
<http://www.rbs2.com/policy.htm>