

2107 Library Materials Policy

1. Library Mission Statement

- a. The mission of the Karl G. Maeser Preparatory Academy Library is to provide a collection of works supporting the school's educational mission of empowering and inspiring students to learn continually, think critically, and communicate effectively in order to better themselves and their community. Literature and media help students gain technical knowledge, learn about the human experience, and/or enhance individual interests and literary enjoyment. Through both real and fictional stories, students cultivate cultural competency as they explore lives similar to and different than their own. Engagement with classical and popular works encourages students to develop their own opinions, define truth, honor, and virtue, and foster conversations with their peers.

2. Maeser's school library supports and enhances student learning. Maeser values libraries, media centers, and library staff who select, maintain, and preserve rich repositories of balanced, relevant, age appropriate, and varied educational sources for students.

3. All Maeser employees must adhere to this policy and are subject to the employee conduct policies for any personal violation.

4. Selection of Materials for Library Collection

- a. The librarian specialist will initially select all library materials under the direction of the local board, including gifts and donations, consistent with this policy using the following criteria:
 - i. seek recommendations and work collaboratively with parents, patrons, and others in the school community during the selection process;
 - ii. create a collection that reflects diversity of ideas; and
 - iii. create a collection that adheres to the law.
- b. Electronic databases and other web-based searches and content will be filtered through Maeser's state-required internet filter.
- c. Gifts and donations will be reviewed following selection criteria and will be accepted or rejected using the same criteria.
- d. The responsibility for final material selection rests with appointed library personnel under direction of Maeser's governing board using the following criteria:
 - i. Overall purpose and educational significance
 - ii. Legality

- iii. Age and developmental appropriateness
- iv. Timeliness and/or permanence
- v. Readability and accessibility for intended audience
- vi. Artistic quality and literary style
- vii. Reputation and significance of author, producer, and/or publisher
- viii. Variety of format with efforts to incorporate emerging technologies
- ix. Quality and value commensurate with cost and/or need.
- e. A record of reviewed materials will be maintained by Maeser and include:
 - i. the title and author of the material;
 - ii. all available formats of the material (digital/hard copy/etc.);
 - iii. the intended use of the material;
 - iv. the date the material was reviewed; and
 - v. the employee's name and title that reviewed the material.

5. Library Collection Maintenance

- a. Library materials will be maintained consistent with the criteria listed in 4.D, state and federal laws, including Utah Code Ann. Section 53G-10-103, and represent varying viewpoints.
- b. The school librarian or designated appointee will inventory the school library collection and equipment at least every five (5) years. The inventory may be used to:
 - i. Determine losses and remove damaged or worn materials to be considered for replacement.
 - ii. Deselect and remove materials that are inconsistent with the law, or that are no longer relevant to the curriculum or of interest to students.
 - iii. Identify gaps or deficits in the library's collection.
- c. Weeding and De-Selection Criteria
 - i. As part of the inventory process, the school librarian or designated specialist may weed out or de-select materials based on the following criteria:
 - 1. Poor physical shape
 - a. Brittle paper and/or covers
 - b. Faded colors
 - c. Poor binding
 - 2. Poor format
 - a. Excessively large or small print
 - b. Poor quality images and/or pictures
 - 3. Poor content
 - a. Out of date (especially technology, science, medicine, geography, culture)
 - b. Trivial subject or approach

- c. Mediocre or substandard writing
 - d. Inaccurate information
 - e. Superseded editions
- 4. Inappropriate for the specific collection
 - a. Unneeded duplicates
 - b. Unneeded titles in little-used subject areas
 - c. Interest or reading level inappropriate for clients
 - d. Change in curriculum and/or age group served
- 5. What not to weed
 - a. Classics, except when more attractive format is available
 - b. Local and Utah history unless replaced with newer copy
 - c. Major school publications, including yearbooks
- ii. An item will be reviewed by the librarian specialist and at least one administrator before removal. There will be no appeal process.
- iii. When a book is processed for deselection, the librarian specialist will record:
 - 1. Title and author of material;
 - 2. Format;
 - 3. Weeding and deselection criteria;
 - 4. Recommendations from pertinent departments and/or teachers (if applicable);
 - 5. Admin reviewer name and title;
 - 6. Removal decision;
 - 7. Any additional notes on consideration;
 - 8. Date decision was made
- 6. Library Materials Review Process
 - a. A library materials review request may only be made by:
 - i. a parent of a student that attends the school;
 - ii. a student who attends the school;
 - iii. an employee of the school; or
 - iv. a Maeser board member.
 - b. If challenges become unduly burdensome Maeser may limit the number of challenges an individual may make in the course of a school year. According to 53G-10-103 (3)(b)(ii), an individual may not trigger a sensitive material review during the remainder of the given academic year after three unsuccessful challenges.
 - c. A library materials review may be based upon the concern that the material is a sensitive material as defined in Section 53G-10-103, or upon concerns with age-appropriateness of content.

- d. The identity of the requestor will be protected and kept confidential from all individuals outside of the review process outlined in this policy, to the extent possible.
- e. Maeser will ensure access to a Library Materials Review Request Form (See Appendix A).
- f. The requestor must provide all information requested on the form including the requestor's complaint or objection to the library material.
- g. The material that is subject to a review request will have restricted access by maintaining the material behind the circulation desk until the processes described in this policy are completed. Access is limited to students with prior parent/guardian permission only. A list of restricted materials shall be made available to the public. If Maeser makes a determination that the challenged instructional material constitutes subjective sensitive material, the material shall be inaccessible to students in any school setting, including the termination of parent consent.
- h. Upon receipt of a request for review, Maeser shall make an initial determination as to whether the allegation presents a plausible claim that the challenged instructional material constitutes sensitive material or is age inappropriate, including whether the allegation includes excerpts and other evidence to support the allegation. The initial review will be determined by two or more Maeser employees.
- i. After the request has been determined plausible, , the school administrator or designee will acknowledge the receipt of the request, create a case number for the review, and convene a Materials Review Committee within a reasonable time according to the procedure outlined below:
 - i. The Materials Review Committee will be composed of three or more members including at least one parent and may include the designees from the initial review. Those responsible for procurement of the materials or the individual who brought the challenge may not serve on the review committee.
 - ii. The Materials Review Committee will determine the amount of time needed for an adequate review of a material to make a thorough and thoughtful decision and inform the requester of the determined timeline with a preference for 30 school days where possible and no longer than 60 school days.
 - iii. The Materials Review Committee may request that Maeser's board determine the maximum amount of time allowed for review and determination.
 - iv. Members of the Materials Review Committee will receive materials to complete the review process, including the following:

1. access to the complete work that includes the material being challenged;
 2. a copy of the Materials Review Request form;
 3. a copy of this policy;
 4. relevant information about the title compiled and shared by the library staff, including reason for initial approval of the material;
 5. recorded public comment as described below in Subsection vii; and
 6. a copy of Appendix B: Checklist for School Library Committee's Reconsideration of Instructional Material.
- v. Prior to a decision of the Material Reviews Committee, Maeser will provide an opportunity for public comment regarding the material at a governing board meeting.
 - vi. Maeser will provide notice to parents about the opportunity to provide public comment and include the name of the material that is the subject of the materials review at least 24 hours prior to the scheduled meeting for public comment.
 - vii. Maeser will record all public comments, including written comments received, and make those comments available to the Materials Review Committee within 48 hours of the public comment meeting.
 - viii. The Materials Review Committee will schedule meetings as determined by the Materials Review Committee and maintain minutes of each meeting.
 - ix. The notes from each meeting will be retained by Maeser along with all relevant documentation and the final determination.
 - x. The Materials Review Committee will determine whether the material constitutes sensitive material consistent with Section 53G-10-103
 - xi. In deciding whether the material is age appropriate due to vulgarity, violence, or content, the Committee must consider the material taken as a whole and consider whether it has serious literary, artistic, political, or scientific (SLAPS) value for minors, which may include the following objective criteria:
 1. reliable, expert reviews of the material or other objective sources;
 2. committee members' experience and background; and
 3. community standards.
 - xii. In deciding whether the material taken as a whole has serious literary, artistic, political, or scientific value as described in

Subsection xiii, t. The Committee should consider that serious value does not mean any value.

- xiii. In deciding whether the material constitutes sensitive material, the Committee must:
 - 1. consider all elements of the definitions of pornographic or indecent materials as defined in Utah Code Sections 76-5c-208, 76-5c-101, 76-5c-102, and 76-5c-207; and
 - 2. whether the material is age appropriate due to vulgarity or violence.
- xiv. Sensitive material must be deemed “subjective” or “objective” sensitive material according to definitions provided in 53G-10-103. If the Materials Review Committee makes a determination that the challenged instructional material does not constitute objective sensitive material, they will review the allegations and the challenged instructional material under the subjective material standards, ensuring that the review includes parents who are reflective of the members of the school's community when determining if an instructional material is subjective sensitive material. If objective, only problematic sections will need to be reviewed. If subjective, the book in its entirety must be read.
- xv. The Materials Review Committee will make a determination of a reviewed material as follows:
 - 1. Retained: the determination to maintain access in a school setting to the challenged material for all students.
 - 2. Restricted: the determination to restrict access in a school setting to the challenged material for certain students as determined by the Materials Review Committee.
 - 3. Removed: the determination to prohibit access in a school setting to the challenged material for all students.
- xvi. The decision of the Materials Review Committee will be determined by majority vote.
- xvii. A material may not be reviewed again for two school years following the Materials Review Committee’s determination.
- xviii. The determination of the Materials Review Committee will be communicated to the requestor and appropriate employees within 5 school days of the decision being made.
- xix. Maeser will maintain a list of all materials that receive a “removed” determination.
- xx. When a decision is made on a Sensitive Materials challenge, regardless of the outcome, an appointed LEA representative will inform the USBE of the decision through its online portal. This will

be done within 30 school days of the decision or, if an appeal is in process, at the conclusion of the appeal.

- xxi. If an item is removed on account of containing sensitive material, it will be physically disposed of and not sold or distributed. Additionally, vendors and publishers may need to be informed regarding the decision.

7. Appeals Process

- a. The original requestor or another individual who was not on the Materials Review Committee may appeal the determination of the Materials Review Committee in writing to the school Director within 15 business days of receipt of the Materials Review Committee's final determination using an Appeal Request Form (See Appendix B).
- b. The Maeser Board of Directors will act as the Appeals Committee. Upon submission of an Appeal Request Form, the requestor will receive a receipt of notice of submission within ten (10) school calendar days.
- c. If there is not an appeal of the Materials Review Committee's decision, the Materials Review Committee's recommendation is the final determination for the challenged material.
- d. The Appeals Committee will determine the amount of time needed for an adequate review, not longer than 60 school days and a preference for 30 school days, of a material required to make a thorough and thoughtful decision and inform the requestor of the determined timeline.
- e. Members of the Appeals Committee will receive materials to complete the review process, including the following:
 - i. a copy of the material;
 - ii. a copy of the Materials Review Request form;
 - iii. all Materials Review Committee meeting minutes;
 - iv. the Materials Review Committee's final recommendation and rationale for the decision;
 - v. any other documents considered part of the administrative record related to the Materials Review Committee's proceedings including all recorded public comments as described in Subsection vii and xiii above.
 - vi. The Appeals Committee will schedule meetings as needed, as determined by the Appeals Committee and maintain minutes of each meeting.
 - vii. The notes from each meeting will be retained by Maeser along with all relevant documentation and the final determination by the Appeals Committee.
 - viii. The Appeals Committee may make a final determination of a reviewed material as follows:

1. Retained: the determination to maintain access in a school setting to the challenged material for all students.
 2. Restricted: the determination to restrict access in a school setting to the challenged material for certain students.
 3. Removed: the determination to prohibit access in a school setting to the challenged material for all students; or
 4. Another determination as decided by the Appeals Committee.
- ix. A material may not be reviewed again for three school years if the Appeals Committee votes to uphold a Materials Review Committee's determination.
 - x. The final determination of the Appeals Committee will be communicated to the requestor and appropriate employees within 10 days of the determination.

8. Final Procedural Review

- a. The requestor may petition the USBE for a procedural review of the Appeals Committee's decision.
 - i. The USBE will review the petition and determine if a procedural review is warranted, to determine whether the LEA correctly followed its library materials review policy referred to in Rule R277-628.
 - ii. That determination may include the USBE's decision to have the appeal considered initially by a USBE Committee or a panel of USBE members.
 - iii. If the USBE determines in USBE's procedural review that the LEA did not correctly follow its materials review policy, it will return the appeal to the LEA with direction to repeat its review process in compliance with its library materials review policy referred to in Rule R277-628.
- b. The USBE will make a final written appeal decision no more than 60 school days after the USBE's determination that the appeal satisfies the criteria for USBE review.
- c. This USBE review decision is final.

9. Communication

- a. An easily accessible webpage on Maeser's website will be updated and available prior to the beginning of each school year to inform teachers, staff, students, and parents of the following:
 - i. A Materials Review Request Form (See Appendix A)
 - ii. An Appeal Request Form (See Appendix B)
 - iii. Contact information to serve on a Materials Review Committee
 - iv. This Library Policy

- v. A list of all materials that are restricted while under Review or have received a Materials Review Committee or Appeals Committee determination
- b. When the librarian specialist is notified of materials that have met the statewide removal threshold according to processes outlined in R277-628-5, they will remove said material from the library and communicate restrictions to faculty and staff. State legal requirements will trump decisions previously made by a Materials Review Committee.

Approved: 09.13.2022

Reviewed & Updated: 6.24.26

References: Section 53G-10-103, 53G-4-402, R277-628

Appendix A: Materials Review Form

Title:

Author:

Review Request Initiated by:

Telephone:

Address:

City:

Zipcode:

Email address:

1. Are you a:

☐ Student

☐ Parent

☐ Employee

☐ Board member

2. Was this material recommended, assigned, or made available through the student's school? If so, where?

3. What concerns you about this material? Please provide examples, page numbers, links, or any other information to help in locating or identifying content of concern. Please attach any images or other corroborating evidence.

4. Have you read the book in its entirety? (If not, how much have you read? Why do you assume the section you have read is characteristic of problems in the work as a whole?)

5. What action are you requesting the committee to consider?

- a. If you are requesting that the book be removed, what would you recommend to fill a similar niche for the Maeser library?

Signature:

Date:

****Below is for internal use only****

LEA Appointed Committee Facilitator (Determined by Maeser Administration)

Suggested Review Timeline: -----

Appendix B: Checklist for School Library Committee's Reconsideration of Instructional Material

Title:

Author:

Genre:

☐ Fiction

☐ Adventure

☐ Drama

☐ Fantasy

☐ Historical fiction

☐ Horror

☐ Humor

☐ Legend/fairy tale/fable

☐ Mystery

☐ Poetry

☐ Science Fiction

☐ Short Story

☐ Nonfiction

☐ Academic

☐ Biography/Autobiography

☐ Essay

☐ Historical

☐ Narrative nonfiction

☐ Religion

☐ Reference work

☐ Speech

☐ Other/Additional: -----

1. Purpose

- a. What is the purpose, theme or message of the material? How well does the author/producer/composer accomplish this purpose?

- b. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children? _____Yes _____No; for young adults? _____Yes _____No. If both are marked no, for what age group would you recommend? _____

- c. Will the reading and/or viewing and/or listening to material result in a more compassionate understanding of human beings? _____Yes _____No

- d. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems generally encountered in life?
 _____Yes _____No
- e. Are any questionable elements of the story an integral part of a worthwhile theme or message? _____Yes _____No

2. Content

- a. Does a story about modern times give a realistic picture of life as it is now?
 _____Yes _____No
- b. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless? _____Yes _____No
- c. When factual information is part of the story, is it presented accurately?
 _____Yes _____No
- d. Is prejudicial appeal readily identifiable by the potential reader?
 _____Yes _____No
- e. Are concepts presented appropriate to the ability and maturity of the potential readers? _____Yes _____No
- f. Do characters speak in a language true to the period and section of the country in which they live? _____Yes _____No
- g. Is the material offensive in the way it presents either the chief character or any of the minor characters? _____Yes _____No
- h. Is there preoccupation with sex, violence, cruelty, brutality, and/or aberrant behavior that would make this material inappropriate for children?
 _____Yes _____No; Young adults? _____Yes _____No
- i. Is the material well written or produced? _____Yes _____No
- j. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion or philosophy in any adverse way? _____Yes _____No
- k. Does the material make a significant contribution to the history of literature or ideas? _____Yes _____No
- l. Are the illustrations appropriate and in good taste? _____Yes
 _____No
- m. Are the illustrations realistic in relation to the story? _____Yes
 _____No

3. Reliability

- a. Is the author competent and qualified in the field? _____Yes
 _____No
- b. What is the reputation and significance of the author and publisher/producer in the field?

-
-
- c. Is the material up-to-date? _____Yes _____No
- d. Are information sources well documented? _____Yes _____No
- e. Are translations and retellings faithful to the original? _____Yes
_____No

4. Curriculum Suitability

- a. Does the material promote the educational goals and objectives of the curriculum? _____Yes _____No
- b. Is it appropriate to the level of instruction intended? _____Yes
_____No

Are there any other considerations that showcase serious literary, artistic, political, or scientific value?

Does this constitute objective sensitive material?

"Objective sensitive material" means an instructional material that constitutes pornographic or indecent material, as that term is defined in Section 76-5c-208, under the non-discretionary standards described in Subsections 76-5c-207(1)(a)(i)(A), (B), or (C).

Does this constitute subjective sensitive material?

"Subjective sensitive material" means an instructional material that constitutes pornographic or indecent material, as that term is defined in Section 76-5c-208, under the following factor-balancing standards:

- (A) material that is harmful to minors under Section 76-5c-101;
- (B) material that is pornographic under Section 76-5c-101; or
- (C) material that includes certain fondling or other erotic touching under Subsection 76-5c-207(1)(a)(i)(D).

Additional Comments

Recommendation by Materials Review Committee for Treatment of Challenged Material

Signature of Materials Review Committee Members

Date_____

Appendix C: Appeal Request Form

Instructions: A requestor will submit the Appeal Request Form along with a copy of the Materials Review Committee's decision within 15 business days of receiving the decision of the Materials Review Committee.

Requestor Information:

Date:

I am a:

- ☐ Student
- ☐ Parent
- ☐ Employee
- ☐ Board member

Name:

Address:

Email:

Phone Number:

School Challenge Decision Date:

Upon submission of an Appeal Request Form, the requestor will receive a receipt of notice of submission within ten (10) school calendar days. The receipt of submission will include an estimated timeline for a determination of the Appeals Committee to be completed within a reasonable time period, not to exceed 60 school days.

Challenged Material Information:

Title:

Author:

Publisher and date of publication:

What concerns you about this material? Please provide examples, page numbers, links, or any other information to help in locating or identifying content of concern. Please attach any images or other corroborating evidence.

Have you read the book in its entirety? (If not, how much have you read? Why do you assume the section you have read is characteristic of problems in the work as a whole?)

What action are you requesting the committee to consider?

If you are requesting that the book be removed, what would you recommend to fill a similar niche for the Maeser library?

Please provide a written statement setting forth your rationale to appeal the Curriculum Committee's decision regarding the title (attach additional pages as needed).

Requestor's signature: _____