

# COLLECTION DEVELOPMENT POLICY

Audit Rubric: Section 2.3 | PGS Rubric: Standard 8 | Guide: Section 4.1



OFFICE OF INSTRUCTIONAL  
MATERIALS & LIBRARY MEDIA

Collection development can be defined as the carefully chosen purchases of materials in multiple formats, designed to support the instructional goals and information needs of the school population served. Ultimately those purchases determine the impact of the school library's collections on student success and achievement.

The process of collection development includes 1) selection and deselection (weeding) of current and retrospective materials including donations; 2) a well-defined strategy for purchase of acquisitions; and 3) the evaluation of collections to ascertain how well they serve patron needs. These functions are guided by a district-approved collection development policy, which establishes priorities, supports efforts, and facilitates purchase decisions.

Selection decisions are usually made on the basis of reviews and standard collection development tools by school librarians and may also be done by teachers and students to help create a well-rounded collection that connects to both the curriculum and interests. Selection of new materials is an ongoing process. Given that the school librarian cannot read or preview every purchase selection, tools are critical in the selection process. The collection development policy can cite the different tools used to make educated-selection decisions. The tools can include recommendations by the library advisory committee or school library publications.

A collection development policy provides the basis for developing and maintaining the collection through the planned purchase of materials in diverse formats to meet instructional needs. The policy should include guidelines for selection, weeding, and challenged materials. The handling of gifts or donations to the school library should be included in the policy. A collection development policy is revised periodically to reflect the changing needs of the school community. Set collection goals and prioritize development based on biggest gaps and greatest needs. One goal of the collection policy is to add at least 1 new book per student each year.

## **SCHOOL LIBRARY SELECTION POLICY LIBRARY MATERIALS**

ADOPTED: \_\_\_\_\_

REVISION: \_\_\_\_\_

### **Philosophy**

The library in each school is an integral part of the school curriculum. Existing primarily for education purposes, the library offers enrichment and resource materials for students and faculty. Materials are selected from all forms of media available for interest, vocabulary, maturity, and ability levels of all students within the school, and it supports all departments of the school curriculum. The school library provides additional materials to attract students to reading, viewing, and listening as sources of pleasure and recreation over and above needed subject content. It attempts to foster reading as a lifelong activity through pleasurable exposure to print and non-print material.

### **Objectives**

1. To provide and maintain a collection of books and non-print materials designed to complement and enrich the school curriculum
2. To provide resource materials for students and faculty
3. To make available varied materials of use and interest to both students and faculty
4. To provide a wide selection of books for leisure reading and to promote a varied selection by students
5. To provide a well-balanced collection of materials on opposing sides of controversial issues so that students may develop the practice of critical reading and thinking
6. To provide material representative of many religious, ethnic, and cultural groups and their contribution to our American heritage
7. To consider the needs, interests, and abilities of individual students
8. To provide instruction and guidance in the use of the library and research materials
9. To keep the collection up-to-date and relevant to the learning community served

### **Responsibility for Selection of Materials**

The Board of Trustees is legally responsible for the selection of instructional materials. The authority is delegated to the professional personnel of the district for the selection of these materials.

Library materials at each school are selected cooperatively by the librarian in consultation with the administration, faculty, students, parents, and other community members. Selection is a cooperative, continuing process. Final recommendations for purchase rest with the librarian with the approval of the school principal and district superintendent.

## Criteria for Selection

Educational goals, curriculum needs, faculty needs, students' reading level, maturity level, background, needs and interests, and existing materials will be taken into consideration in developing the library collection.

Recommendations by the administrators, faculty members, students, parents, and other community members will be considered. Material selected should be favorably reviewed in one or more current or retrospective professional reviewing tools. Some examples of industry-recognized review sources include, but are not limited to:

### H.W. Wilson Company's Core Collections

Children's Core Collection  
Middle and Junior High Core Collection  
Senior High School Core Collection

### Journals

*Booklist*  
*The Book Report*  
*School Library Journal*

## Reconsideration Policies and Procedures

All materials selected will have been judged on the basis of relevance or permanent value, accuracy, authoritativeness, clear presentation and/or readability, and format. Insofar as it is practical, materials will be provided which present all points of view. Materials will not be excluded because of race, nationality, religion, or political views of the writer. When doubt arises about one of the possible selections whether print or non-print, approval copies will be examined by the librarian and the library advocacy committee.

The following procedures will be followed when a citizen challenges the appropriateness of an item in the library collection:

1. When a complaint is received which specifically relates to any materials in the library, an informal discussion will be held to determine the nature of the complaint.
2. When necessary, a *Request for Reconsideration of Library Resources* form will be provided to the complainant to fill out and return to the building principal within 14 days.
3. The *Request for Reconsideration of Library Resources* will be forwarded to the school's library advocacy committee, which consists of the librarian, teachers, building principal, the director of library media services (if applicable), and parents.
4. A meeting of this library advocacy committee will be scheduled within two weeks of receipt of the request for reconsideration.
5. Material will be judged by the committee as to its conformance with the criteria for selection listed.
6. The written decision of the committee will be forwarded to the superintendent, who will inform the Board of Trustees and the complainant of the committee's decision.
7. If the complainant is dissatisfied with the decision, a request may be submitted to the superintendent requesting the Board of Trustees or a sub-committee of the Board of Trustees to review all of the proceedings. The Board of Trustees will then render a final decision as to the appropriateness of the materials in question.
8. Challenged materials may remain in circulation until the process is completed.

**LETTER TO COMPLAINANT** (Source: *American Library Association*)

Dear \_\_\_\_\_

We appreciate your concern of the use of \_\_\_\_\_ in our school district. The district has developed procedures for selecting library materials and resources but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of the district's:

1. Instructional goals and objectives
2. Materials selection policy
3. Procedure for handling objectives

If you are still concerned after you review this material, please complete the *Request for Reconsideration of Material* form and return it to me (principal). You may be assured of prompt attention to our request. If I have not heard from you within two (2) weeks, we will assume you no longer wish to file a formal complaint.

Sincerely,

Principal

## REQUEST FOR RECONSIDERATION OF LIBRARY RESOURCES

The district's school board has delegated the responsibility for selection and evaluation of library materials and resources to the School Librarian and has established reconsideration procedures to address concerns about those resources. If you wish to request reconsideration of library resources, please return the completed form to the school's principal or librarian.

Format: Book \_\_\_\_\_ E-book \_\_\_\_\_ Periodical \_\_\_\_\_ Video \_\_\_\_\_ Other \_\_\_\_\_

Title \_\_\_\_\_

Author \_\_\_\_\_ Publisher \_\_\_\_\_

Request initiated by \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_

Complainant represents: \_\_\_\_\_ Self \_\_\_\_\_ Organization/Group

Name of Organization/Group \_\_\_\_\_

1. What brought this resource to your attention? \_\_\_\_\_

2. Did you read/hear/view the entire work? \_\_\_\_\_ Yes \_\_\_\_\_ No

3. If not, which part did you read, hear, or view? \_\_\_\_\_

4. Specifically, what part of the information did you find objectionable, and why? (Please cite pages, frames, sections, CD-ROMS, etc.) \_\_\_\_\_

5. Would you like to recommend this work for another age group? \_\_\_\_\_ Yes \_\_\_\_\_ No

6. If so, for what age group would you recommend this work? \_\_\_\_\_

7. How do you perceive students would be affected by exposure to this work?  
\_\_\_\_\_

8. What would you like for the school to do about this work?

\_\_\_\_\_ Withdraw it from all students \_\_\_\_\_ Withdraw it for reconsideration

\_\_\_\_\_ Do not assign it to my child or allow my child access to this work

\_\_\_\_\_ Place it on a closed shelf for special use under a specific teacher's guidance

Print Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Please list and attach supporting evidence**

## **INSTRUCTIONS TO RECONSIDERATION COMMITTEE**

Study thoroughly all materials referred to you and read available reviews. The general acceptance of the materials should be checked by consulting standard evaluation aids and local holdings in other schools.

Passages or parts should not be pulled out of context. The values and faults should be weighed against each other, and the opinions based on the materials as a whole.

The principal will present your report, presenting both majority and minority opinions, to the complainant at the conclusion on your discussion of the questioned materials.

### **The reconsideration committee shall:**

- Examine the challenged resource;
- Determine professional acceptance by reading critical reviews of the resource;
- Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context;
- Discuss the challenged resource in the context of the educational program;
- Discuss the challenged item with the individual questioner when appropriate;
- Prepare a written report.

The written report shall be discussed with the individual questioner if requested.

The school principal shall retain the written report, with copies forwarded to the appropriate district administrator. A minority report may also be filed.

Written reports, once filed, are confidential and available for examination by trustee and appropriate officials only.

The decision of the reconsideration committee is binding for the individual school.

Notwithstanding any procedure outline in this policy, the questioner shall have the right to appeal any decision of the reconsideration committee to the district's school board as the final review panel.

## **WEEDING POLICY**

Weeding is a process by which materials that are no longer useful are removed from the library collection, usually during inventory. However, weeding should be carried out continuously if the library collection is to be kept up to date. Types of materials which should be regularly weeded from the school library are:

1. Items in such poor physical condition that the readers cannot use them
2. Materials whose leaves have become yellowed and brittle with age
3. Sources which contain material that is outdated or no longer true
  - a. Materials in science, or social studies, especially about other lands and people
  - b. The copyright date is a great help in evaluating this type of materials
4. Books which have been replaced by new and revised editions
5. Materials which are not suitable for the readers using the collection
6. Items which are duplicated of books once popular
7. Dates audiovisual materials and equipment

Weeded materials should be completely removed so that they will not find their way back to the library. Old editions should be replaced by newer editions and discarded unless there is a special reason for keeping the old one. Material unsuitable to the collection (both print and digital formats) may be offered to other areas of the school, other libraries in the school system, or to a public library.

### **Discard Materials Procedure**

1. Deselected items must be disposed of properly and removed from the cataloging system and may follow the guidelines for disposal of obsolete textbooks
2. Items may be donated (if the recipient is made fully aware of the reason for discarding) or sent for recycling
3. The labels and all evidence of ownership must be removed before disposal takes place
4. Include a "Discard" stamp or label on the front and back inside cover of each item

**GIFT OR DONATION POLICY**

When organizations and individual parties express interest in donating books, reference resources, and other educational-related materials to a school library, the school librarian must review potential library donations using the following criteria:

1. Materials should be new or barely used, complete, and attractive
2. Reference materials, including atlases, encyclopedias, subject specific multi-volume sets, and other nonfiction resources should be no more than five years old; science, medical, computer, and other resources in areas in which information quickly becomes outdated should be no more than three years old
3. Fiction books, which are more than 10 years old, will not be accepted with the exception of books by well-known young adult authors and classics
4. All materials including reference, fiction and non-fiction, and other materials should be on the reading level and an interest of students enrolled at the school
5. Non-fiction books should not reflect outdated stereotypes of racial or cultural groups in either the text or illustrations and should avoid oversimplification of complex issues and other distortions that would give readers erroneous or misleading information
6. Textbooks, workbooks, standardized tests, most periodicals, pamphlets, and catalogs will not be accepted

**Statement of Donations**

The following listed articles were donated by the undersigned to a library media center.

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Contributions of goods are deductible for income tax purposes to the extent allowed by law. We do not fix an evaluation on your gift. That is the privilege and responsibility of the donor. We will use your gift as we see fit and in some way to benefit the school library. Thank you for your donation.

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Donor	Signature	Date
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