

Collection Development Manual

Collection Development Manual

Springfield School District 186

Jimee'n Jackson-Lucas

Illinois State University

Collection Development Manual

Table of Contents

Introduction.....	4
Mission Statement.....	4
Purpose and Objective.....	4
The Community and Library.....	5
Part 1. Policy and Procedure of Selection and De-selection of Materials.....	6
Responsibility of Selection.....	6
Criteria.....	6
Selection Procedures and Policy.....	7
Collection Analysis.....	8
De-selection Procedures: Weeding.....	8
Intellectual Freedom.....	9
ALA Library Bill of Rights.....	10-11
Confidentiality Policy.....	12-13
Copyright Policy.....	14-15
Part 2. Procedures for Dealing with Challenged Materials.....	16
Policy.....	16
Procedures.....	16-17

Collection Development Manual

Sample Letter of Complainant.....18

Instructions to Evaluating Committee.....19

State of Concern about the Library Resources.....20

References.....21

Collection Development Manual

COLLECTION DEVELOPMENT MANUAL

SPRINGFIELD SCHOOL DISTRICT 186

LIBRARIES

INTRODUCTION

This collection development policy is designed to provide operational guidance for the Springfield School Libraries. It serves to inform administrators, teachers, students, parents, and staff, about how the library manages the collection. As the Springfield community changes, so will the needs of its users. This policy is meant to be flexible and a broad overview of our collection management practices.

MISSION STATEMENT

Southeast High School Library:

- Encourages teachers, administrators, and staff to collaborate and promote lifelong learning.
- Improves and increases access to information.
- Creates a user-friendly atmosphere.
- Encourages students to think, create, share, and grow.

PURPOSE & OBJECTIVE

The objective of the Springfield School Libraries is to make available to students and staff a collection of materials on all different levels of difficulty, in a variety of formats, and with diversity of appeal that will enrich and support the curriculum and meet the needs of students and staff served.

THE COMMUNITY AND LIBRARY

The library values the diversity of its unique community. Springfield citizens vary in economic, racial, ethnic, religious, and educational backgrounds. The library recognizes the importance of needs assessment in identifying and responding to changing community needs and interests. The library seeks to offer itself as an information access point, community center, and meeting space for community organizations, activities, issues and services.

PART 1. POLICY AND PROCEDURE FOR SELECTION AND DESELECTION OF MATERIALS

RESPONSIBILITY FOR SELECTION

The Board of Education shall grant the school's professional library staff the authority and responsibility in choosing of all print and non-print materials. This process will occur in accordance with the school's curriculum and instructional program. The selection process may include consultation with school administrators, teachers, students, parents, staff, and the Springfield Schools Department of Libraries. If the school does not have a certified school librarian, the teacher who staffs the library should consult with professional staff and the Springfield Schools Department of Libraries in selecting library materials.

CRITERIA

The following kinds of material shall be selected for the library:

1. Materials which are an integral part of the instructional program.
2. Materials which are appropriate for the reading level and understanding of students in the school.
3. Materials which reflect the interest and needs of the students and staff served by the library.
4. Materials which merit inclusion in the collection because of their literary and/or artistic value.
5. Materials which present information with the greatest degree of accuracy and clarity possible.

Collection Development Manual

6. The media center will house materials which represent a fair and unbiased presentation of information. In controversial areas, the media specialist will work in cooperation with the staff and they shall select materials representing as many shades of opinion as possible in order that students may have available varying viewpoints.

SELECTION PROCEDURES AND POLICY

The following are resources that may be used to assist in the selection process:

1. In selecting learning resources, the librarian will evaluate available resources, curriculum needs and reputable aids.
2. Reviews in professional, reputable sources such as *Booklist*, *School Library Journal*, *Kirkus Reviews*, *Horn Book*, *Bulletin for the Center for Children's Books*, *Voice of Youth Advocates*, *AASA Science Books and Films*, and *American Film & Video Association*.
3. Professional selection bibliographies such as *The Best in Children's Books*, *Elementary School Library Collection*, *Books for the Teen Age*, *Best Books for Young Teen Readers*, *Senior High School Library Catalog*, and *Middle and Junior High School Library Catalog*.
4. Online collection development tools such as Follett's *Titlewave* and Baker & Taylor's *School Selection*.
5. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.
6. Recommendations for purchase involve the teacher librarian, administrators, teachers, students, district personnel, and community persons as appropriate.

COLLECTION ANALYSIS

1. Collection management is an ongoing process which includes the removal of materials no longer appropriate.
2. Materials will be evaluated for de-selection based on the following criteria:
 - Currency and accuracy
 - Condition
 - Similar holdings
 - Relevance to curriculum

DE-SELECTION PROCEDURES: WEEDING

Weeding is essential to maintaining a relevant, attractive collection. Professional library staff should periodically review the collection to determine which materials should be removed or replaced. Materials to consider for weeding include items that are in poor physical condition or have been superseded by current information, and those items containing subject matter no longer needed to support the curriculum; receiving little use; providing wrong, inaccurate or dated information, or encouraging stereotypes or biases. The Springfield Schools Department of Libraries shall post specific guidelines for weeding on its department web site. Weeding decisions should be made by the school's professional library staff, who may consult with school administrators, other teachers, students, parents, and staff of the Springfield Schools Department of Libraries.

INTELLECTUAL FREEDOM

To the extent that the American Library Association (ALA) Bill of Rights is consistent with other Board Policy (Community Relations, Visitors to and Conduct on School Property 8:30), the Springfield Schools Board of Education subscribes in principle to the library philosophies contained in the ALA Bill of Rights. A copy of the ALA Bill of Rights is available from the librarian.

Collection Development Manual

ALA

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.

Collection Development Manual

- 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.

Adopted June 18, 1948.

Amended February 2, 1961 and January 23, 1980,

inclusion of "age" reaffirmed January 23, 1996,

by the ALA Council.

CONFIDENTIALITY POLICY**In consideration of:**

- Council of the American Library Association's strong recommendation that the responsible officers of each library formally adopt a policy with regard to confidentiality of library patron records;
- ALA Policy Manual 54.15--Code of Ethics, point 3, which states "Librarians must protect each user's right to privacy with respect to information sought or received, and to materials consulted, borrowed or acquired;"
- Family Education Rights and Privacy Act of 1974, which prevents schools from distributing students' educational records to third parties without a student's consent; and
- Illinois Library Records Confidentiality Act, P.A. 83-179, effective January 1, 1984 which states: "The registration and circulation records of a library are confidential information. Except pursuant to a court order, no person shall publish or make any information contained in such records available to the public."

The Springfield School Libraries formally recognize:

- That all records identifying the names, social security numbers, or I.D. number of library patrons are confidential in nature;
- That such records are not to be revealed to anyone other than the patron in question without either the express written permission of the patron in question or the adherence to proper legal and procedures regarding required access to such information;

Collection Development Manual

- That library employees are encouraged not to keep records with personally identifiable information, unless that information is necessary, and to destroy such records as soon as possible.
- That the confidentiality of patron records requires that such records should be consulted by library employees only for legitimate purposes such as locating or recalling library materials, processing overdue notices and fines, adding or deleting names to the database, making collection development decisions, resolving billing matters, or investigating violations of Library circulation policies, including but not limited to, the following:

Legitimate Consultation of Patron Records

- expired I.D. number with overdue items still charged
- patrons who repeatedly claim to have returned books
- patrons who have manipulated the system to set their own due dates outside the library's established patron loan period
- patrons with outstanding Library accounts who have been referred to collection
- Library employees may not view patron records for such purposes as idle curiosity, personal interest, or general monitoring.
- Special requests for confidential information to be used for research purposes shall be addressed to the school librarian.

COPYRIGHT POLICY

Teachers and staff are expected to follow the guidelines for reproducing copyrighted material as outlined below.

You may copy:

- Any work for which you have obtained written permission from the copyright holder (author or publisher).
- Copies that meet the "fair use" standard for teaching.
- Any work that is considered public domain.
- Publications more than 75 years old.
- Works published before January 1, 1978 and which do not display a copyright notice.
- Most U.S. government documents.

A single copy of the following is permitted:

The reproduction must include the copyright information. If multiple copies are made from a single copy for classroom use, no more than 9 instances of multiple copying can occur during one class term per teacher.

- Copies that meet the "fair use" standard for teaching.
- Chapter of a book.
- Article from a periodical or newspaper.
- Short story, short essay, or short poem.
- Poems must be less than 250 words or not more than two pages; an excerpt of 250 words may be reproduced from a long poem.

Collection Development Manual

- Stories, articles, or essays must be less than 2,500 words; if it is longer, an excerpt of 1,000 words or 10% of the work is permitted.
- A chart, diagram, graph, drawing, cartoon or picture from a book, periodical, or newspaper. (Copyrighted, syndicated cartoons may not be copied).

You may not copy:

- An entire book, anthology, play, or collective work unless it is considered public domain.
- Consumables, such as workbooks, standardized tests, test booklets, and answer sheets.
- Videos or CDs
- Television or satellite broadcasts unless you are a non-profit organization and tapes are erased after 45 days.
- Computer software unless you are the legitimate owner and need to make an archival copy.
- Music which provides extra parts for one instrument, or music which substitutes for the purchase of music.

Collection Development Manual

PART 2. PROCEDURES FOR DEALING**WITH CHALLENGED MATERIALS****POLICY**

Any resident or employee of the school district may formally challenge library materials on the basis of appropriateness.

PROCEDURES

1. All complaints and/or concerns about staff members shall be reported to the teacher librarian, if not resolved, then forwarded to the building principal for resolution whether received by telephone, letter, or in personal conversation.
2. The principal shall contact the complainant to discuss the complaint and attempt to resolve it informally by explaining the philosophy and goals of the school district and/or the library.
3. If the complaint is not resolved informally, the complainant shall be supplied with a packet of materials consisting of the District's instructional goals and objectives, materials selection policy statement, and the procedure for handling the objection. This packet will also include a standard printed form which shall be completed and returned before consideration will be given to the complaint.
4. If the principal has not received the formal request for reconsideration within two weeks, it shall be considered closed. If the request is returned, the appropriate staff shall re-establish the reasons for the selection of the specific work.
5. In accordance with the statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the child (or children) of the parents making the complaint, if they so desire.

Collection Development Manual

6. Upon receipt of a completed objection form, the principal in the building involved will call together a committee of five to consider the complaint. The committee shall consist of the principal, the assistant principal, the librarian, a teacher, and the parent who serves on the building leadership team.
7. The committee shall meet to discuss the materials, following the guidelines set forth in Instructions to the Evaluation Committee, and shall prepare a report on the material containing their recommendation on disposition of the matter.
8. The principal shall notify the complainant of the decision and send a formal report and recommendation to the Superintendent. In answering the complainant, the principal shall explain the materials selection system, give the guidelines used for the selection, and cite authorities used in reaching the decision. If the committee decides to keep the work that caused the complaint, the complainant shall be given an explanation. If the complaint is valid, the principal will acknowledge it and make recommended changes.
9. If the complainant is still not satisfied, he/she may ask the Superintendent to present an appeal to the Board of Education which shall make a final determination of the issue. The Board of Education may seek assistance from outside organizations such as the American Library Association, the Association for Supervision and Curriculum Development, etc. in making its determination.

Sample Letter to Complainant

Dear _____:

We appreciate your concern over the use of _____ in our school district. The district has developed procedures for selection materials 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 statement
3. Procedure for Handling Objections

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

Sincerely yours,

Principal

Collection Development Manual

Instructions to Evaluating Committee

Bear in mind the principles of the freedom to learn and to read and base your decision on these broad principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.

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.

Your report, presenting both majority and minority opinions, will be presented by the principal to the complainant at the conclusion of our discussion of the questioned material.

Collection Development Manual

State of Concern about the Library Resources

Springfield Schools Board of Education has authorized use of this form. Return the completed form to the school principal.

Date _____ Name _____

Address _____

City _____ State _____ Zip _____

Phone # _____

1. Resources on which you are commenting:

_____ Book _____ Audiovisual Resource

_____ Magazine _____ Digitized Resource

_____ Newspaper _____ Other

Title _____

2. What brought this title to your attention?

3. Have you read the entire resource?

4. Please comment on the resource as a whole as well as being specific (citing page numbers and passages) on those matters which concern you. (Use other side if needed.)

Comment:

5. What resource(s) do you suggest to provide additional information and/or other viewpoints on this topic?

Collection Development Manual

References

Chicago Public Schools. (2006, March 22). New Collection Development Policy for School Libraries.

Duncan, S. (2010, June 28). University Library Confidentiality.

North Middlesex Regional School District. (2012). Library/Media Center Copyright Policy.

Midwest Central Community Unit School District 191. (n.d.). *Collection Development Policy*
[White paper].

Springfield Public Library. (2010, May). Collection Development Policy.