

# **Wellington Elementary School**

## **MEDIA CENTER COLLECTION DEVELOPMENT POLICY**

**2010-2011**

### **STATEMENT OF POLICY**

The policy of the Wellington Elementary Media Center is to provide a wide range of educational resources at varying levels of difficulty, with diverse appeal, presenting differing viewpoints to meet the needs of its school community.

### **OBJECTIVES OF COLLECTION DEVELOPMENT**

The library media specialists' primary objective in a collection development policy is to assist in the implementation, enrichment, and support of the school system's educational program by selecting and providing:

- . Educational materials that reflect modern society
- . Educational materials in all formats (printed, nonprint, and electronic) on all levels of difficulty, diverse appeal, reflecting varied viewpoints
- . Educational materials that satisfy the curricular needs, as well as the individual recreational and research needs of students, faculty and staff

### **GENERAL SELECTION CRITERIA**

The library media specialist has primary responsibility for selecting the materials offered for the use of the school community and in accordance with the following Fayette County Public School Board Policies: (see next page)

Draft: November 15, 2011

Adopted: December 13, 2011

Fayette County Public Schools Board Policy # 08.233:

**CURRICULUM AND INSTRUCTION**

**08.233 AP.1**

**Educational Media and Materials**

**STAFF RESPONSIBILITIES**

Selection of library books and educational media shall be a joint effort involving teachers, library media staff, and students and must correlate with curriculum needs.

In schools with SBDM school councils, the council shall consult with the school media librarian on the maintenance of the school library media center.

Identification of specific titles may be chosen by various techniques, including:

1. Directly examining potential materials;
2. Reading published reviews from reputable selection tools;
3. Visiting evaluation centers; and
4. Examining exhibits at conferences.

**STUDENT/PARENT RESPONSIBILITIES**

Students or parents shall pay the District the full value of library books that are lost, damaged, or destroyed while borrowed by the students.

Students who do not return library books at the end of the year or who do not pay assessed damages, including the full value of any book, shall not be permitted to borrow library books during the next school year. Upon payment of the fine or value of the book to the school librarian, the student may regain the privilege to borrow library books.

**SELECTION**

1. Elementary and secondary media advisory committees may be established to define different grade and subject content requirements.
2. The basic collection may be chosen from standard media selection aids.
3. Sets of materials and materials acquired by subscription shall be examined carefully and purchased only to fill a definite need.
4. Final choices of new materials shall be made by professional media personnel in cooperation with the Principal in each school.
5. Items which are worn, damaged, or lost shall be replaced periodically.

**GIFTS**

Gifts of materials shall be accepted in accordance with Board policies 03.1322/03.2322.

**DISCARDING MATERIALS**

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Selection is an on-going process that should include recommending the removal of materials no longer appropriate. Materials which become out-of-date or are no longer useful should be withdrawn from the collection. Decisions by the school librarians to discard print and nonprint materials shall be based on evaluation criteria and communicated to the Coordinator of Media Services.

The Coordinator of Media Services Center shall then give a detailed list of books which are to be disposed of to the Director, Physical Support Services on a semi-yearly basis. The Director shall then seek Board approval for appropriate disposal under the Model Procurement Code.

Review/Revised:7/26/10

### **School Collection Development Criteria:**

- . Materials to support the educational goals of the school district and the objectives of the board-approved curriculum
- . Materials selected for a reason and purpose and evaluated as to aesthetic, literary and social value, age appropriateness, and emotional maturity of the students served
- . Materials reflect sensitivity to the achievements, needs and rights of females and males, diverse ethnic groups and other cultures
- . Materials reflecting a variety of political and religious theories and ideologies, public issues and controversial topics maintain a balance representing diverse opinions.
- . All material is reviewed according to the specific collection development criteria listed below as a whole, considering the author's/producer's intent rather than focusing solely upon individual words, phrases, pictures or incidents taken out of context.

### **SPECIFIC COLLECTION DEVELOPMENT CRITERIA**

- . **AUTHORITY** - the qualifications and credibility of the persons accountable for the creation of the material.
- . **SCOPE** - the overall purpose and coverage of the material.
- . **FORMAT & TECHNICAL QUALITY** - the physical character and creation standards evident in the work.
- . **AUTHENTICITY** - the validity, reliability and completeness of the material as well as the degree of bias or objectivity presented; accuracy and timeliness are important considerations here, also.
- . **TREATMENT & ARRANGEMENT** - the clarity, logical development and flow of the content.
- . **AESTHETICS** - the material's appeal to the imagination, senses, and intellect so that the user's discernment and sense of artistic appreciation will be developed.
- . **PRICE** - the value of the contemplated selections relative to existing budget limitations and other priorities.
- . **SUITABILITY** - the appropriateness of the material to the prevailing maturity level of the students who will use the resource and its application to the school district's educational objectives and curriculum.

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. SPECIAL FEATURES - any distinctive or unique characteristics of one material that may be absent from others on the same subject.

## **PROCEDURES FOR COLLECTION DEVELOPMENT OF LIBRARY MATERIALS**

Library Media Specialists will consider one or more of the following when purchasing new materials:

- . Alignment to core content
- . Individual recreational reading interests of the school community
- . Long range collection development plan
- . Respected review sources - e.g.: Booklist, School Library Journal, Hornbook
- . School community requests will be purchased if at all possible when they meet the selection criteria.

Accepting gifts:

- . Gifts are appreciated, but acceptance into the library is contingent on gifts meeting selection policy standards. Materials may be forwarded onto the Family Resource Center or classrooms if not accepted into the library.
- Otherwise they will be disposed of as directed in FCPS Board Policy # 08.233 AP.1

Evaluating items to be withdrawn:

- . Dated, biased, damaged materials or materials no longer used will be withdrawn.
- . Replacements will be made when appropriate.
- . In accordance with Intellectual Freedom Guidelines (see next page)

**Review of Challenged Instructional Materials****REQUEST FOR REVIEW**

The review of instructional materials, including textbooks, supplementary materials, library books, audiovisual media, class content, and technology on the basis of citizen concerns will be conducted in response to a properly filed request. Forms for such requests will be made available to any resident of the District at the Principal's Office. The request shall include a statement of reason for objection and a statement of desired action regarding the material.

In the event of a citizen complaint regarding instructional materials, freedom of information and professional responsibility shall be the guiding principles. The use of challenged material may be restricted until final disposition has been made. However, individuals may be assigned other materials in lieu of those being challenged.

**REVIEW COMMITTEE**

The Superintendent/designee shall establish a Review Committee, composed of the Principal, professional librarian(s), two (2) staff members as designated by the Principal and whose subject area is affected, and two (2) parents. All committee members shall represent the school receiving the complaint.

The following steps shall be taken by the Review Committee:

1. Review the specific written complaint.
2. Read and/or examine the materials in question.
3. Determine general acceptance of the challenged materials in the community, other school systems and professional media.
4. Discuss the complaint and merit of the challenged material; make a value judgment based on the materials as a whole, and not on parts taken out of context.
5. Determine the merit of potential alternative instructional materials.
6. Prepare a recommendation for disposition of the complaint.
7. File a written decision with the Principal and/or school council, as appropriate, and send a copy to the Superintendent/designee.

The Principal shall inform the complainant in writing of the decision within ten (10) school days after receipt of the completed form.

**APPEAL**

Within ten (10) school days after the complainant has been informed of the committee's decision, the complainant may appeal the decision, in writing, to the Superintendent/designee.

Upon receipt of the appeal, the Superintendent/designee will review the challenged material and the decision of the Review Committee and, within ten (10) school days, notify the complainant and Principal of his/her determination.

CURRICULUM AND INSTRUCTION

08.2322 AP.1

(Continued)

### **Review of Challenged Instructional Materials**

#### **APPEAL (CONTINUED)**

Within ten (10) school days after the complainant has been informed of the decision of the Superintendent/designee, the complainant may appeal the decision, in writing, to the Board.

The Board will consider the appeal at the next scheduled meeting and so notify the complainant of its final decision regarding the challenged material.

#### **SCHOOLS ADOPTING SBDM**

Reviews of challenged instructional materials in schools which have adopted School Based Decision Making shall follow policies which have been adopted by the School Council.

Review/Revised:7/26/10

**Form 08.2322 AP.2 attached to pages 7 and 8**

### **School Review of Instructional Library Materials Policy**

#### **PROCEDURE**

##### **. Informal Reconsideration (when an informal complaint is received):**

The school library media specialist shall explain to the complainant the school's selection procedure, criteria and the qualifications of those selecting the material(s). The school library media specialist or the classroom teacher shall explain the particular place the questioned material occupies in the educational program, its intended educational purpose and any additional information regarding its use.

##### **. Formal Reconsideration:**

When a formal complaint is received, the complainant must personally obtain a copy of the school's "Request for Reconsideration of Instructional Materials" which is kept in the school library media center and on the Wellington Media Center website. The Request for Reconsideration of Instructional Materials form (08.2322 AP.2) shall be completed, signed and dated by the complainant and filed with the principal, with a copy to the library media specialist.

The material in question will not be pulled from the instructional program during the reconsideration process.

##### **. Guidelines for the Reconsideration Committee:**

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This committee will be formed prior to a reconsideration request being filed. Its membership will be predetermined at the beginning of each school year.

The library media specialist will alert the principal who will call the School Reconsideration Committee together within fourteen working days of receipt of the formal complaint. The School Reconsideration Committee will include the school library media specialist, two classroom teachers, a parent, and an administrator.

At the first organized meeting, the committee members will receive a copy of the challenged material. Within thirty working days of the initial meeting, the School Reconsideration Committee will convene and prepare a written recommendation to the SBDM for the disposition of the complaint.

The principal will notify the SBDM in writing of the recommendation regarding the committee's decision.

. The SBDM will vote to accept or reject the decision of the School Reconsideration Committee and will notify the complainant in writing of the SBDM decision.

**CURRICULUM AND INSTRUCTION**

**08.2322 AP.22**

**Staff/School Council Reconsideration of Instructional/Library Materials**

**SCHOOL** \_\_\_\_\_ **TEACHER** \_\_\_\_\_

**Please indicate the format of the material (book/textbook, DVD, magazine, Video, CD, display, audio recording, newspaper, electronic information, software, games, databases, and other emerging technologies):** \_\_\_\_\_

**TITLE** \_\_\_\_\_

**AUTHOR** \_\_\_\_\_

**PUBLISHER/PRODUCER** \_\_\_\_\_

Fayette County Public Schools endorse the ALA Library Bill of Rights. Libraries provide ideas and information across the spectrum of social and political views. Libraries provide choice for all Patrons. Parents are responsible for supervising their own children's library use. Collection does not imply endorsement.

**NON-FICTION**

**Purpose**

1. What is the purpose of the material? \_\_\_\_\_
2. Is the purpose accomplished?      YES    NO

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- |  |                              |                             |
|--|------------------------------|-----------------------------|
| 1. Is the view of life presented in the material a realistic one?                  | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 2. When factual information is part of the story, is it presented accurately?      | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 3. Is the language appropriate to the purpose of the text?                         | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 4. Is the material well written or produced?                                       | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 5. Does the story give a broader understanding of human behavior?                  | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 6. Does the material make a significant contribution to the history of literature? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 7. Are the illustrations realistic in relation to the story?                       | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

ADDITIONAL <hr/> <hr/> <hr/> <hr/> <hr/>	COMMENTS: <hr/> <hr/> <hr/>
<hr/> <i>Principal/designee's Signature</i>	<hr/> <i>Date</i> Review/Revised:7/26/10