

**Squires Elementary School
Lexington, Kentucky**

Policy Number: 5.2

Policy Area: Collection Development Policy for Squires Library

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Collection Development Policy for Squires Elementary School Library

Introduction

The collection development policy is meant to serve as a guide to the professional staff of the Squires Elementary School Library and also as a source of information about policies and procedures of the library to others of the library community.

The word materials in this document applies to books, pamphlets, magazines, newspapers, microforms, recordings, films, filmstrips, videocassettes, audiocassettes, compact discs, slides, transparencies, charts, posters, teaching sets, kits, pictures, media equipment, and computer software.

The Code of Ethics adopted by the American Library Association (June 30, 1981) is used as it applies to the duties of the school library media specialist (librarian).

CODE OF ETHICS

- I. Librarians must provide the highest level of service through appropriate and usefully organized collections, fair and equitable circulation and service policies, and skillful, accurate, unbiased, and courteous responses to all requests for assistance.
- II. Librarians must resist all efforts by groups or individuals to censor library materials.
- III. Librarians must protect each user's right to privacy with respect to information sought or received, and materials consulted, borrowed, or acquired.
- IV. Librarians must adhere to the principles of due process and equality of opportunity in peer relationships and personnel actions.
- V. Librarians must distinguish clearly in their actions and statements between their personal philosophies and attitudes and those of an institution or professional body.
- VI. Librarians must avoid situations in which personal interests might be served or financial benefits gained at the expense of library users, colleagues, or the employing institution.

Mission and Belief Statements

The mission of the Squires Elementary Library is to uphold the mission of the school, which is:

The Squires Elementary School Site Based Decision Making Council and Staff will implement strategies which create a positive community environment and offer exceptional learning experiences for children. The Squires community includes students, parents, teachers, administrators, area residents, and businesses. The Council and Staff are committed to implementing and evaluating identified goals on an annual basis.

Our school will:

...continually focus on quality instruction to help students realize their greatest potential.

...facilitate effective communication among all community members.

...foster a sense of unity, by providing meaningful participation for everyone.

Squires Belief Statements

We believe:

- * children deserve a positive and safe environment in which to learn.
- * all members of the school family deserve to be treated with respect and dignity.
- * every school family member should be offered the opportunity to participate in the education of our children.
- * teachers should offer quality instructional practices to all students.
- * the school should be of assistance to families in the acquisition of community resources which address academic, social, emotional, and physical needs.

Other primary goals are to uphold the curriculum of the school and help to foster a love of reading among the students. To support this mission, library materials are selected, organized and made accessible in order to meet the diverse needs of the community of Squires Elementary Library. The library tries to satisfy present needs as well as to anticipate future ones. Services provided are limited only by space and budget.

Intellectual Freedom

The selection of library materials is based on the patron's right to read, and his or her freedom from censorship by others. Many materials are controversial and any given item might offend some persons. Selections are not made on the basis of anticipated approval or disapproval. The merits of the work, its relationship to the total collection, and serving the library community as a whole will be the primary considerations. The library does not try to justify any particular idea nor promote any point of view.

Selection is made with respect to the age appropriateness of the materials. However, responsibility for reading of minors rests with their parents and legal guardians. Selection of shelving of materials will not be inhibited by the possibility that materials may be offensive to some persons.

Responsibility for selection and the selection process

The school library media specialist is responsible for materials selection, acquisition, and collection development. Guidelines in materials selection include:

- Ensuring that all subjects in the curriculum are
- supported and strengthened.
- Ensuring that adequate reading materials are available to
- meet demand.
- Reviewing requests of the library community.
- Ensuring that materials are appropriate for the level of
- the K-5 community.

Materials selection is made by consideration of review media, announcements of new publications by publishers, user recommendations, librarian personal review, study of bibliographies on specific subjects and examination of present collection.

Goals of selection

Squires Elementary Library selects, makes available, and promotes the use of library materials, whatever the format, which:

- Enrich and support the educational, recreational, and
- informational needs of the users, taking into
- consideration their varied interests, abilities, and learning
- styles;
- Represent differing viewpoints on a subject;
- Reflect the global community as it is, with its problems,
- attitudes, and ideals;
- Support the curriculum of the school;

- Stimulate self-understanding and growth;
- Enhance students' ability to become a world citizen;
- Are appropriate to the level of the user.

Policies guiding the selection of library materials

Library books selection is delineated in board policy number 08.233 AP.1. (Appendix 4)

Discarding Materials

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 non-print 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.

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Evaluation

The evaluation of materials is characterized by flexibility, open-mindedness, and a responsiveness to the changing needs of the library community. Because needs change, the materials must be evaluated initially and on a continuing basis. Materials are evaluated as a whole and not on the basis of a particular section or sections. A work will not be excluded from the library's collection because it presents an aspect of life honestly, as long as it is age appropriate. Criteria for selection may be different for different items at different times. Sometimes the criteria include artistic merit, scholarship, award winners, or the value of the material to the informational needs of the community. Sometimes the criteria is substantial demand, i.e., current trends in teaching, series books, interdisciplinary units taught in themes.

Recreational materials are collected to provide enjoyment, stretch the imagination, cultivate a love of learning and reading, stimulate creativity, supplement study, and provide an awareness of many different ideas. To build a collection that is vital and useful to the community, the Library strives for prompt acquisition of new materials and elimination of worn-out and dated materials.

Purchase requests - patron and staff requests are carefully considered and weighed in relation to the total library collection and budget.

Gifts of materials that have no conditions as to use, location, rebinding, or disposal are accepted by the library, and may be added even though they would not have ordinarily been

purchased. Generally, the same standards of selection are applied to gifts.

Duplication - Duplicate copies of materials are purchased to take care of permanent or temporary demands, i.e., dictionaries, thesauri, class sets of fiction titles, materials used in school wide units, books for Accelerated Reader.

Replacements: In considering replacement of library materials withdrawn because of theft, damage, or wear, each case is weighed with regard to several factors. If there are duplicate copies, other books that adequately cover the subject area, similar material that is more recent, and demand for the title are all considered. In the book collection, superseded editions are weeded regularly and replaced with the latest editions. Every effort is made to replace important titles.

Criteria to be used in the selection of library materials

No criteria can be completely satisfactory. However, every attempt will be made to consider all acquisitions in terms of the following standards.

General Criteria

- Suitability of physical form for library use;
- Suitability of subject, style and format for the intended
- age level;
- Present and potential relevance to the community
- interests and needs;
- Number and nature of requests;
- Current or historical significance;
- Relationship to the existing library collection and to
- other materials on the subject which are available in
- those collections;
- Reputation and significance of the author, illustrator,
- publisher, or producer;
- Attention of critics, reviewers, reference books such as
- the Elementary Library Children's Collection, and the
- public;
- Appropriateness and effectiveness of medium to
- content;
- Physical limitations of the building;
- Commercial availability of the material;
- Cost.

Selection Tools

Booklist - ALA

published bi-monthly
covers print and non print K-12
brief, critical reviews by editors and librarians
review is a recommendation to buy

The Elementary School Library Collection - Brodart

annotates books and AV materials
entry by author with suggested buying phases
reading levels included

Horn Book Magazine

recommended reviews only
reviews films and recordings
excellent articles
lists Braille books

Media & Methods

reviews of AV software
informative articles

School Library Journal - R. R. Bowker

reviews by librarians only, both favorable
and not
non-print included

Weeding the library collection

Weeding should entail the same care, thought and judgment as selection. Thought should be on the goals of the library as well upon the availability of funds for replacement of existing titles before older titles which are still useful for the collection are weeded.

Why weed - it provides a more appealing, more up-to-date collection, makes the media center easier to use, ensures a reputation for providing reliable information, provides feedback on the strengths and weaknesses of the collection, facilitates identification of works which need repair or replacement, and makes space. In other words, it provides a means to enhance the credibility and use of the collection.

In general, last copies and out-of-print books are retained, if their informational value is secure, i.e., not out-of-date and harmful to the community. Once the library is at maximum count, one book should be weeded for every one acquired.

Books that should be weeded from the collection include:

- Duplicate copies of titles that are no longer in demand;
- Three to five years without circulating and librarians knowledge that it has not been used in the library for reference would probably warrant discarding.
- Titles which have been superseded by newer editions;
- Books that are worn, damaged, or not in sufficient demand to justify extensive repair or rebinding;
- Books that contain out-of-date material and which are superseded by more current titles in any given category.
- Sets of textbooks and old textbooks unless single copies are to be used for reference;
- Sets of readers which can be returned to the classroom or other storage areas.

Generally, Segal's guide MUSTY is used for weeding:

M = Misleading (and/or factually inaccurate)

U = Ugly (condition beyond mending, rebinding or repairing)

S = Superseded (by a truly new edition or by a much better item on the subject)

T = Trivial (of no discernible literary or scientific merit)

Y = Your collection has no use for this item.

Commonly accepted practices include considering the age of the item and the last date it circulated.

Weeded books that are damaged beyond repair are destroyed. Those others are labeled DISCARD with black marker on the inside cover and are sent to Media Services.

Materials the library will keep include: the classics, unless a more attractive format is available, local and state history materials, unless they can be replaced with new copies, annuals and other major publications of the school, archival materials, such as public relations brochures and bond advertising if not maintained by another unit of the schools, and items incorrectly classified or poorly promoted, which might circulate under changed circumstances.

Specific helps in weeding non-fiction

- 000 Encyclopedias**
New edition is needed at least every five years
- Bibliographies**
Seldom of use after five years from day of copyright
- Books about reading**
Guides, etc. Value determined by use
- 100 Ethics**
Value determined by use. Most unscholarly works are useless after ten years.
- 200 Religion**
Value determined by use. Collection should contain basic information (but not propaganda) about as many sects and religions as possible.
- 300 Social sciences**
See that controversial issues are well represented from all sides.
- 310 Almanacs**
Yearbooks
Superseded by each new volume. Seldom of much use after five years.
- 320 Politics, Economics**
Books dealing with historical aspects - determined by use. Timely or topical material: discard after approximately ten years. Replace with new editions when available.
- 340-350 Government**
Ten years. Watch for new material on government to supersede older.
- 360 Social welfare**
Weeding depends on use. Most non-historical materials are passe after ten years
- 370-380 Education, Commerce**
Keep historical materials if they will be used.
Non-historical materials need replacement in ten years.
- 390 Folkways**
Keep basic material; weeding depends on use.
- 400 Languages**
Keep basic material; weeding depends on use.
- 500 Pure science**
Except for botany and natural history, science books are usually out of date within five years.
Try to keep collection current by discarding and purchase.
- 600-618 Invention, Medicine**
Five years, except for basic material on inventions and anatomy.
- 620 Farms, Gardens, Domestic animals, etc.**
Keep up to date with new editions and new material to replace older
- 621 Radio, TV**
Five years at most; progressing too rapidly to be of use longer, unless described, unless describing crystal set or other subject in demand for historical significance

- 630 Farms, Gardens, etc.**
Keep up to date with new editions and new material to replace older
- 640 Home Economics**
According to use. Keep mostly current material; except, keep almost all cookbooks
- 650 Business, etc.**
Ten years
- 660 Chemical, Food products**
Five to ten years, according to content
- 690 Manufacturers, Building**
Ten years, except that older books on crafts, clocks, guns, toys, may be useful
- 700 Art, Music**
Keep basic material
- 800 Literature**
Keep basic material
- 900 History**
Depends on use and needs of community, and on accuracy of fact and fairness of interpretation. Only outstanding W.W.II material should be left by this time - best material is now incorporated in regular histories.
- 910 Travel, Geography**
Discard travel books before 1960 unless useful from historical standpoint or of interest as personal accounts. African, European, and Asiatic geography before 1970 probably only of historical interest. Watch later books for hasty writing and misinformation.
- 920, 921 Biography**
Unless subject has permanent interest or importance, discard as soon as demand subsides. Replace older biographies of mediocre literary value whenever better ones appear. Keep those which are outstanding in content or style as long as they are useful.
- Rare Books**
List books published prior to 1900 and other old editions about which you are in serious doubt. Include publisher and copyright date, and send list to State Library or University Library for advice on value, possible sale to rare book dealer, or on storage in state or research libraries.
- Periodicals, Newspapers**
Five years for those in demand for reference.
Magazines may be kept longer, and bound after one year. With limited | space, bound volumes may be disposed of after 10 years.
Consider microforms.
- Pamphlets**
Weed according to nonfiction, but keep only up to date materials
- Government documents**
Order and discard according to use and requests of patrons. Small libraries should not keep at all.

Binding and Repairing

Staff and professional time are costly. It is not recommended that more than 10 to 15 minutes be spent repairing a book, especially if the book can be replaced or rebound.

To determine whether to rebind:

- If a new copy can be purchased for about the same cost as binding
- If they cannot be replaced
- If the cover is loose or shabby or sections of the book are loose
- If the books have at least ½ side margin. Don't bind more than once.

Gifts, memorials and monetary donations

Gifts of materials shall be accepted in accordance with Board policies 03.1322/03.2322 (Appendix 5). The library welcomes and encourages the donation of all materials to the library for the use of its community. All such gifts are accepted with the understanding that they may be placed anywhere in the library and used for any purpose by anyone in the community. They will be placed in the library and also weeded according to the policies for all library materials.

Donors requesting a statement for tax purposes must state the value of the contribution, as the library is not an appraisal agency and cannot assess the worth of gift materials as stated in IRS Publication 561, "Valuation of Donated Property."

Gifts in the form of cash donations and memorial requests are also accepted. Materials will be ordered in keeping with the donor's wishes if the request complies with the library's selection guidelines.

In order to establish the donor's wishes, the librarian, upon receipt of the monetary gift, should attempt to gain the following information: what type of material is desired, circulating or non-circulating, subject area, type of material. The donor's name should also be noted and written in

or on the materials. In case of a memorial donation, the librarian should note the person's name in whose memory the gift is made and the names and addresses of any family members to be notified of the gift. The donor will receive an acknowledgment/receipt. Memorial requests also bear the person's name in whose memory the gift has been made.

Privacy of library circulation records policy

The circulation records of the library are confidential, except for the following the sources of inquiry:

- a) a parent who is checking to see what their child has in order to help find the item to return
- b) a teacher who needs an item for classroom instruction,
- c) a staff member who is assisting in getting books returned.

Appendix I

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:

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.

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.

Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

A person's right to use a library should not be denied or abridged because of origin, background, or views.

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 June 27, 1967, by the ALA Council. Revised by the Intellectual Freedom Committee of the American Library Association, October 19, 1979, and adopted by the ALA Council on January 23, 1980.

Appendix II

Diversity in collection development

Throughout history, the focus of censorship has vacillated from generation to generation. Books and other materials have not been selected or have been removed from library collections for many reasons, among with are prejudicial language and ideas, political content, economic theory, social philosophies, religious beliefs, and/or sexual forms of expression.

Some examples of this may include removing or not selecting materials because they are considered by some as racist or sexist; not purchasing conservative religious materials; not selecting materials about or by minorities because it is thought these groups or interest are not represented in a community; or not providing information on or materials from non-mainstream political entities.

Librarians may seek to increase user awareness of materials on various social concerns by many means, including by not limited to, issuing bibliographies and presenting exhibits and programs.

Librarians have a professional responsibility to be inclusive, not exclusive, in collection development. Access to all materials legally obtainable should be assured to the user and policies should not unjustly exclude materials even if offensive to the librarian or the user. Collection development should reflect the philosophy inherent in Article 2 of the Library Bill of Rights: "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." A balanced collection reflects a diversity of materials, not an equality of numbers. Collection development and the selection of materials should be done according to professional standards and established selection and review procedures.

Because there are many sides to an issue, librarians have a professional responsibility to be fair, just, equitable, and to give all library users equal protection in guarding against violation of their right to read, view or listen to materials and resources protected by the First Amendment. Librarians have an obligation to protect library collections from removal of materials based on personal bias or prejudice, and to select and support the access to materials on all subjects that meet, as closely as possible, the needs and interests of all persons in the community which the library serves.

Appendix III

Challenged material

Complaints about Instructional Materials is Fayette County board policy number 08.2322 AP.1.

CURRICULUM AND INSTRUCTION 08.2322 AP.1

Complaints about Instructional Materials

Informal Resolution

The Principal (or designee) receiving a complaint regarding instructional materials shall attempt to resolve the issue informally.

1. The Principal shall explain the school's procedure for selecting materials, the criteria used, and the qualifications of those persons involved.

2. The Principal shall explain the particular place occupied in the education program by the questioned material, the intended usefulness of the material, and any additional information regarding its use.

3. After such explanations, if the complainant wishes to file a formal challenge, a copy of the form, REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS (08.2322 AP.2), shall be handed or mailed to the concerned party.

The Principal shall inform the Superintendent when a complaint has been filed.

Formal Request

Each school shall keep on hand and make available the REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS form. All formal objections to instructional materials to be made on this form (08.2322 AP.2).

The form shall be signed by the complainant and filed with the Principal and then referred to the Review Committee.

Review by Committee

The Review Committee, as established by the Superintendent, shall be composed of a community representative, a classroom teacher, the Director of Instructional Improvement Services, a student, and a curriculum coordinator.

The Committee may choose to consult support staff and/or citizens of the community, or other persons with related professional knowledge.

The committee shall review the challenged material and judge whether it conforms to the principles outlined in the District's policy on selection of instructional materials.

Resolution

The Review committee shall fulfill the responsibilities listed in Policy 08.2322 and, when appropriate, discuss the challenged item with the individual complainant.

Within 10 (10) schools days of receiving the completed complaint form, the Committee shall prepare and submit a written recommendation to the Superintendent and the Principal.

Revised and Reviewed: 11/20/95

CURRICULUM AND INSTRUCTION **08.2322 AP.2**
Request of Reconsideration of Instructional Materials

School: _____

Please check type of material:

- Book Film Record Periodical Filmstrip
 Kit Pamphlet Cassette Other (describe)

Title: _____

Author: _____

Publisher or Producer: _____

Request initiated by: _____ Telephone: _____

Address: _____ City/State/Zip _____

The following questions are to be answered after the complainant has read, viewed, or listened to the material in its entirety. If sufficient space is not provided, attach additional sheets. Please sign each additional attachment.

1. What do you object to in the material? (Please be specific; cite page, filmstrip frame, film sequence, etc.)

2. What do you believe is the theme or purpose of this material?

3. What do you feel might be the result of a student using this material?

4. For what age group would you recommend this material?

5. Is there anything good in this material? Please comment.

6. Would you care to recommend other instructional material of the same subject and format?

Signature of Complainant _____

Date _____

Reviewed by Board: 10/2/89

Appendix IV

CURRICULUM AND INSTRUCTION 08.233 AP.1

Library Books

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.

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

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

Appendix V

CURRICULUM AND INSTRUCTION 03.1322

-Certified personnel -

Gifts

Approval for gifts

Any gift presented to a District employee for the use of the school system must have the prior approval of the Superintendent or his designee. Any gift so approved and accepted on behalf of the school becomes the property of the Board of Education.

Reference:

KRS 160.580

Adopted/Amended: 12/18/95