

RSU 19 COLLECTION DEVELOPMENT POLICY

PART 1: Selection of Library Resources

I. Objectives of Selection

A. For the purposes of this statement of policy, “library resources” shall include, but not be limited to, items both print and non-print (including information accessed through the use of educational technologies) of an instructional or recreational nature.

B. The RSU 19 School Board recognizes that it is the primary objective of the library media centers in our schools to implement, enrich, and support the educational programs and mission of the schools. It is the duty of the library media center to provide a wide range of library resources on all levels of difficulty, with diversity of appeal and the presentation of different points of view to meet the needs of the members of our learning community.

C. To this end, the RSU 19 School Board asserts that the responsibility of the school library media center is:

1. To provide library resources that will enrich and support the mission of the school, taking into consideration the varied interests, abilities, learning styles, and maturity levels of the student served.
2. To provide library resources that will stimulate growth in factual knowledge, literary appreciation, personal growth, and ethical standards.
3. To provide a background of information which will enable students to make intelligent judgments in their daily life.
4. To provide library resources on various sides of controversial issues so that young citizens may have an opportunity to develop, under guidance, the practice of critical analysis and making informed judgments in their daily lives.
5. To provide library resources representative of the many religious, ethnic, and cultural groups that contribute to our national heritage and the world community.
6. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community.

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7. To work collaboratively with classroom teachers to ensure that students attain informational and digital literacies.

D. In addition, the RSU 19 School Board recognizes that the final authority as to what materials an individual student will be exposed rests with that student's parents or guardians. However, at no time will the wishes of one child's parents to restrict his/her reading or viewing of a particular item infringe on another parent's rights to permit their child to read or view the same material.

II. Responsibility for Selection of Library Resources

A. The School Board is legally responsible for all matters relating to the operation of RSU 19.

B. The responsibility for the selection of library resources for library media centers is delegated to the professionally trained library media specialists employed by RSU 19 and selections made by them shall be held to have been made by the School Board.

C. While the responsibility for final selection and recommendation for purchase rests with the licensed school library media specialist for library media center resources, suggestions will be welcomed from principals, teachers, students, and community members.

III. Criteria for Selection of Library Resources

A. The following criteria will be used as they apply:

1. Library resources shall support and be consistent with RSU 19's general educational goals and the educational goals and objectives of our individual schools and specific courses.
2. Library resources should be selected to support and enrich both the curriculum and the personal needs of the members of our school community.
3. Library resources shall meet high standards of quality in:
 - a) educational significance
 - b) authenticity/accuracy in factual content
 - c) timeliness or permanence
 - d) readability/popular appeal
 - e) presentation, including special features, such as indexes, table of contents, illustrations, photographs, maps, charts, graphs
 - f) artistic quality, literary style, or social value

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- g) physical format
- h) technical quality

4. The value of any work must be examined as a whole. The impact of an entire work will be considered, transcending individual words, phrases, and incidents.

5. Resources will be purchased in a variety of formats with efforts made to incorporate emerging technology when they meet the criteria outlined above.

6. The selection of library resources on controversial issues will be directed toward maintaining a balanced collection representing various views.

B. Gift materials will be evaluated by the criteria outlined above and shall be accepted or rejected in accordance with those criteria.

IV. Procedures for Selection of Library Resources

A. In selecting library resources for purchase for the school library media center, the school library media specialist will evaluate the existing collection and the curriculum needs, consider the weeding and replacement plans, and consult reputable, professionally prepared aids to selection and other appropriate sources. Among sources to be consulted are:

1. Periodicals such as: Book Links, VOYA, KLIATT, School Library Journal, Teacher Librarian and other professional journals.
2. Professional online review sites such as: Carol Hurst's Children's Literature, Univ. of Calgary (CANADA), NoveList, Amazon.com.
3. The Core Collections by H.W. Wilson
4. Other sources will be consulted as appropriate. Whenever possible, the actual materials under consideration will be examined.

B. Recommendations for purchase will be accepted from staff, students and community members. Such recommendations will be seriously considered but are not binding on the library media specialists.

C. Textbooks are not purchased, nor are multiple copies to supplement classroom sets.

D. Selection is an ongoing process. It shall include the removal of resources no longer appropriate and the replacement of lost and worn resources still of educational value. The policies and procedures for replacement and weeding shall guide this process.

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PART 2: Weeding of Library Resources

I. Objectives of Weeding

A. For the purposes of this statement of policy, “library resources” shall include, but not be limited to, items both print and non-print (including information accessed through the use of educational technologies) of an instructional or recreational nature.

B. Weeding is an integral part of collection development. It is essential to get rid of unsuitable and unnecessary library resources.

C. To this end, the RSU 19 School Board asserts that the responsibility of the school library media center regarding weeding is:

1. To provide quality library resources to support and enrich both the curriculum and the personal/recreational needs of the members of our school community.
2. To provide a more up-to-date collection.
3. To provide accurate information.
4. To make more effective use of space.
5. To provide a more attractive collection to encourage use.
6. To make library resources more visible and accessible.
7. To encourage patrons to handle library resources carefully since they appear to have been so treated.
8. To provide feedback on strengths and weaknesses of the collection.

D. In RSU 19 libraries, a plan for continuous, methodical weeding and review is implemented annually.

II. Responsibility for Weeding of Library Resources

A. The School Board is legally responsible for all matters relating to the operation of RSU 19.

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B. The responsibility for the weeding of library resources from library media centers is delegated to the professionally trained school library media specialists employed by RSU 19 and weeding decisions made by them shall be held to have been made by the School Board.

C. While the responsibility for the final decision of which library resources to weed rests with the licensed school library media specialist, subject area and grade level teachers may be invited to review the items marked for withdrawal.

III. Criteria for Weeding of Library Resources

A. The following criteria will be used as they apply to determine materials to be weeded:

1. Library resources no longer pertinent to the collection or curriculum.
2. Library resources no longer of student interest (unused, has not circulated in five years or more).
3. Library resources inappropriate to the reading levels of students.
4. Unnecessary duplicate copies.
5. Library resources superseded by more current information.
6. Library resources containing inaccurate, outmoded, or obsolete subject content.
7. Library resources in poor physical condition (such as too worn to be repaired; missing pages; faded; badly soiled; broken, scratched, or worn DVDs, CDs video cassettes, audio cassettes). A decision concerning replacement will be made.

B. The following library resources will be carefully scrutinized before being weeded to determine whether they may be worth taking up valuable shelf space.

1. Classics
2. Local and state materials of curricular interest.
3. Materials published by or about the school which might be considered archival items.
4. Incorrectly classified or poorly promoted items which might circulate with proper handling and promotion.

IV. Procedures for Weeding of Library Resources

- A. Weeded resources described under Criteria for Weeding of Library Resources, A, 1, 2, 3, and 4 will be offered to staff, then to students and then donated or disposed of.
- B. Weeded resources described under Criteria for Weeding of Library Resources, A, 5, 6 and 7 will be discarded (recycled if possible).
- C. All information identifying the resource as library or school district property will be removed (labels, identification stamps, etc.).
- D. For libraries with automation systems, follow instructions in the system manual to delete the weeded copy.

PART 3: Procedures for Dealing with Challenged Materials

I. Statement of Policy

- A. Any staff member, student, or community member of the school district may formally challenge library resources used in the district's educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.
- B. The school receiving a complaint regarding a library resource shall try to resolve the issue informally. The library media specialist or principal will explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the library resource, as well as the particular place the questioned library resource occupies in the education program, its intended educational usefulness, and additional information regarding its use.

II. Request for Formal Reconsideration

- A. If the questioner wishes to file a formal challenge, they will be asked to fill out the "Request for Reconsideration of Library Resources" form. A copy of the completed form will be forwarded to the Superintendent of Schools.
- B. The Superintendent shall appoint a committee composed of the following persons to review the complaint: one principal at the appropriate grade level; one library media specialist; one classroom teacher; the district curriculum coordinator; one community member; one Board member.

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C. The review committee shall:

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

D. The report of the committee shall be forwarded to the Superintendent of Schools who will inform the complainant of the results.

E. No materials shall be removed from use until the committee has made a final decision.

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

Cross Reference: IJJ-E Challenge of Instructional Materials Form