LaGrange School District 105

Library Collection Development Procedures

Gurrie Middle School
Hodgkins Elementary School
Ideal Elementary School
Seventh Avenue Elementary School
Spring Avenue Elementary School

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MISSION STATEMENTS

Library Media Program Statement of Mission

The mission of the District 105 library program is to ensure that students become effective users and producers of ideas and information as well as to promote a lifelong love of reading and learning.

District 105 Statement of Mission

District 105 strives to create an environment for a multicultural educational experience which promotes thought, appreciation, and respect for individual rights and interdependence of all human beings. This environment will foster optimum growth and development of each student through an academic program focusing on basic skills, critical thinking, creative problem solving, and transmission of cultural knowledge and values. A variety of enrichment activities will be offered to support and supplement the academic program, and to promote the development of the whole child. This mission will be accomplished through the efforts of a dedicated professional staff, with the cooperation of parents and the community.

COLLECTION DEVELOPMENT

The school library media program is an integral part of the school. As part of the instructional processes, the collection is developed based upon the belief that all students, faculty, administrators, and support faculty should have open access to all forms of information relevant to learning and teaching the curriculum. To ensure access to quality library media collections, a systematic process for the evaluation and development of library media materials is essential.

The development of the collection is the ongoing process of identifying strengths and weaknesses of library media collections in terms of student and faculty needs. Collection development demonstrates that funds are being spent wisely and that library media collections meet the informational needs of the curriculum as well as the independent reading and viewing needs of students. The three components involved in the collection development process are:

Analysis of the School Community

In order to be responsive to the unique needs of each school, a collection development process must be based upon an analysis of student needs at that particular school. There will be some similarities among library media collections across the district, but the profile provided by this analysis will ensure that the specific needs of each school are addressed.

Assessment of the Library Media Collection

Collection assessment is needed to determine the quality of the existing library media collection. It is an organized method for collecting statistics on the age of the collection, the number of titles in the collection, and the ability of the collection to meet curricular needs.

Objective and Scope of the Media Center Collection

Through cooperative effort by the classroom faculty, the library media specialists, and library learning center assistants, the library learning center (LLC) provides learning experiences that are an extension of the regular classroom curriculum. Activities are specifically designed to reinforce basic skills, remediate specific needs, and provide enrichment in a flexible and individualized learning environment. The LLC seeks to provide materials for student interest and enjoyment and promote the appreciation of reading and literature.

SELECTION

The objective of the selection policy is to increase the school community's awareness of the many considerations one must apply when making decisions about information resources available to students and faculty. With the selection policy as a guide, library media specialists are able to evaluate new materials and make wise decisions when making selections for the library learning centers.

A major selection emphasis should be to provide materials which meet curricular needs. The library media specialist needs to be familiar with changes and additions to the curriculum and how they affect collection development. It should be noted that the collection of books that this policy addresses does not include sets of books for classroom use or specific leveled guided reading materials.

The Role of the Library Media Specialist

Library media specialists take leadership in communicating to the educational community the purpose and scope of the selection policy. The responsibility for coordinating the selection of library materials rests with the library media specialist who seeks faculty, student, and parent recommendations for purchase of learning center materials. Favorable reviews from professional review journals and authoritative selection references should be used when developing library learning center collections. Wherever possible, direct examination of materials is advisable to ensure that they meet selection criteria.

School library media specialists are responsible for the review, evaluation, and selection of the library learning center collection. Library media specialists work cooperatively with administrators, faculty, and students to provide resources which represent diverse points of view, stimulate growth in thinking skills, and promote the overall educational program. Library learning center collections are developed to meet both curricular and individual student reading needs. To ensure that these needs are met, library media specialists apply selection criteria and use recommended selection tools. All purchases, including gifts, should meet the same selection standards. This selection policy reflects the philosophy and goals of the school system and supports the principles of intellectual freedom.

Selection Criteria for Library Media Materials

The materials purchased for the library collection should adhere to the following criteria:

Accurate in terms of content

- Library learning center materials should present facts in an objective manner. Authority of the author, organization, and publisher/producer should be a consideration in selection. Materials should contain facts which are presented in a manner appropriate to the level of the students.

Acceptable in literary style and technical quality

- Literary quality, technical merit, physical arrangement, and aesthetic characteristics should be considered as integral components in the evaluation of all media formats.

Appropriate copyright date depending on the subject

- Library learning center materials should be assessed for currency of the information as it relates to the content and purpose of the item.

Appropriate in format to effectively teach the curriculum

- Library learning center materials should be available in a variety of formats to meet the needs and learning styles of a diverse student population.

Access to resources for learners

- Library learning center materials should be accessible to students and meet curricular needs and the individual needs, interests, and learning styles of all students at all levels. The library learning center collection provides free and equitable access to information.

Cost-effective in terms of use

- Library learning center materials should be evaluated for cost effectiveness in terms of accessibility, projected use, and durability.

Pertinent to the curriculum and the objectives of the instructional program

- Library learning center materials should be selected on the basis of assessed curricular needs. Materials should reflect the identified learning outcomes of the instructional program.

Reflective of the pluralistic nature of a global society

- Library learning center materials should reflect the basic humanity of all people and provide a global perspective and promote diversity as a positive attribute of our society. It is important to include materials by authors and illustrators of all cultures.

Representative of differing viewpoints on controversial subjects

- Materials should represent various viewpoints on controversial issues so that students learn to explore, analyze, and make intelligent judgments. Students have the right to information on both sides of a controversial issue.

Supports students' right to free choice and reading for entertainment

- Library learning center materials should support the mission of promoting lifelong readers by providing interesting materials with a high degree of user appeal. Library learning center materials should stimulate student interest, foster and develop hobbies and special interests, inspire learning, and develop literacy appreciation.

Considerations for Selection of Print Materials

There are general selection criteria which apply to all library media materials. The following media formats require additional considerations.

Books

Due to the high cost of materials, it is important to examine books with the following additional criteria in mind before purchasing:

- Durability of bindings
- Illustrations and layout
- Readability and interest levels
- Curricular demand in the individual school

Periodicals

Periodicals support the curriculum and provide leisure reading for students. Professional review journals and library periodicals for instruction may be considered for purchase. Consideration may be given to providing access to full-text online periodical databases to further supplement the library's collection.

Consideration for Selection of Nonprint Materials

The criteria for selection of nonprint materials are essentially the same as for print materials. The quality of auditory and visual presentation should be considered as well as accuracy of information and the appropriateness of format. Nonprint materials include, but are not limited to: electronic resources, video, audiobooks, manipulatives, and realia. Nonprint materials should:

- Promote instructional goals and support the curriculum
- Provide a variety of media formats to meet the needs of the curriculum
- Functionality, including clear navigation, searching capabilities, and appealing layouts

Selection Tools

Materials will be selected by library media specialists using a wide variety of highly regarded review sources including, but not limited to:

Standard Review Sources

- Booklist
- Bulletin of the Center of Children's Books
- CCBC Choices (annual)
- The Horn Book
- Kirkus Reviews
- Knowledge Quest
- School Library Journal

American Library Association Awards and Honors

- Alex Awards
- Batchelder Award
- Caldecott Award
- Coretta Scott King Award
- Margaret A. Edwards Award
- Michael L. Printz Award
- Newbery Award
- Pura Belpre Award
- Sibert Award

Illinois Readers' Choice Award Lists

- Monarch Book Award
- Bluestem Book Award
- Rebecca Caudill Young Readers Book Award

Organizations

- American Library Association (ALA)
- Association of IL State Library Educators (AISLE)
- International Board on Books for Young People (IBBY)
- International Literacy Association (ILA)

Library media specialists will also utilize a variety of professional review sources, both print and electronic, specific to particular collection development needs.

Gifts and Donations to the Media Center

All gifts become the property of LaGrange School District 105. Their suitability as an addition to the library learning center collection shall be determined by the selection policy outlined in this document.

Maintaining and Reevaluating the Collection (Weeding)

It is the goal of the library learning center faculty to maintain a collection of current, appropriate, and useful materials. With that goal in mind, the collection will be continually evaluated at the library media specialist's discretion. Selection and deselection are ongoing processes that should include the removal of materials no longer appropriate and the replacement of lost and worn materials that retain educational value. Materials that are found to be in need of replacement or meet one or more of the following listed guidelines should be removed from the collection. Any removed materials will be either donated or shall be recycled in an environmentally-conscious manner. Materials shall be replaced as per the conditions outlined in the selection policy of this document.

The following guidelines will be used when determining which materials will be replaced or withdrawn:

- Appearance
    - Materials that appear to be excessively worn: dirty pages, brittle pages, missing pages, tattered and out-dated covers, and other similar conditions.
- Content
    - Dated information
    - Inaccurate, unreliable information
    - Poorly written or presented information
    - Encourages harmful perpetuation of stereotypes (including but not limited to sexual, racial, or cultural)
- Material no longer in demand; Duplicate and superfluous volumes
    - No longer relates to the curriculum
    - Older editions
    - Out-of-date information
    - Unneeded duplicate titles
- Use and Circulation Status
    - A fiction book that has not been checked out in the last 5-7 years.
    - A nonfiction book that has not been checked out in the last 10 years.

ALLOCATING FUNDS

Funds need to be allocated for the purchase of materials that will meet the community needs. With this in mind, our current demographic data requires that District 105 maintain a sizable collection of materials for youth, adolescent, and young adult students. The library media specialist will determine the current state of the collection in terms of percent of materials for each category of materials and will determine the ideal distribution of fund allocation to meet curricular needs.

RECONSIDERATIONS

District 105 prides itself on being responsive to the learning community needs and patron concerns. On the rare occasions where there is a concern or objection to material within the library learning center collection, a procedure is in place to handle concerns. Decisions about reconsiderations will be made based on the Collection Development Procedures by the District 105 Reconsideration Committee.

Statement of Intellectual Freedom

District 105 supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association, the Access to Resources and Services in the School Library: An Interpretation of the Library Bill of Rights, and Freedom to Read Statement of the American Library Association.

District 105 Reconsideration Committee

This committee shall include, but not be limited to, the following people: the Director of Curriculum and Instruction, the school principal, the school library media specialist, another district library media specialist, two faculty members, and a community member (preferably a PTO member). The task of the Reconsideration Committee is to provide a forum for discussion of challenged materials and to make an informed decision on the challenge.

Policies on Controversial Materials

Although the District recognizes that any item may offend some community members or patrons, selection of materials on controversial topics will not be made on the basis of

any anticipated approval or disapproval but rather on the merits of the material and its value to the collection and to the school community.

Library learning center materials, which may be deemed by some as objectionable, may be considered by others as having sound educational value or worth. Any concerned district resident, employee, or student may request reconsideration of school library learning center material; however, the challenged material will not be removed from circulation during the District's reconsideration process.

Reconsideration of Materials

This procedure establishes a framework for registering a complaint, the process for holding a hearing with appropriate action while defending the principles of freedom of information, the students' right to access of materials, and the professional responsibility and integrity of the school faculty.

The District will take the following actions when asked to reconsider material in the library learning center collection. These action steps include:

1. Asking the complainant to fill out a written complaint form: Reconsideration Request Form.
2. Forming a Reconsideration Committee that will examine the material in question following the Procedure for Handling Complaints and the Instructions to the District 105 Reconsideration Committee (listed below).
3. Requesting that the committee report their findings to the complainant and the School Board using the District 105 Reconsideration Committee Final Report Form.

Procedure for Handling Requests for Reconsideration of Materials

1. All concerns or reconsideration requests made to faculty members shall be reported to the building principal or library media specialist involved, whether received by telephone, letter, email, or in-person conversation within one week.
2. The principal, together with the library media specialist, 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 learning center.
3. If the complaint is not resolved informally, the complainant shall be supplied with the Collection Development Procedures document, which will include a Reconsideration of Materials Form, which shall be completed and returned before consideration will be given to the complaint.
4. If the formal Request for Reconsideration has not been received by the principal or library media specialist within two weeks, it shall be considered closed.
5. Copies of the completed form will be supplied to the building principal, the building library media specialist, and to the other library media specialists in the district.
6. Items for reconsideration will be considered in order of submission of the Request for Reconsideration of Library Materials forms.
7. Only one Reconsideration Request will be considered by District 105 at a time. The timeline for the reconsideration will be communicated to the complainant by the Reconsideration Committee.
8. No questioned materials shall be removed from the school library collection pending a final decision by the District 105 Reconsideration Committee. 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.
9. Before meeting, the Reconsideration Committee will review and examine the challenged material in its entirety, a copy of the reconsideration form, copies of professionally prepared reviews provided by a library media specialist, and the Library Collection Development Procedures document.
10. The committee shall meet to discuss the materials, following the guidelines set forth in the Instructions to Reconsideration Committee. The committee shall weigh the merit of the material based on selection criteria, relevance to the curriculum, and the educational mission and values of the district.
11. During this meeting or a subsequent one, the committee shall make its decision to retain or remove the item. The committee will present to the School Board and

Superintendent a formal written report, based on the Final Report Form of their findings.

12. After the final decision has been made by the Reconsideration Committee, the item will not be reconsidered for a period of five years after the original complaint.
13. A decision by the Reconsideration Committee to sustain a challenge will not be interpreted as a determination of irresponsibility by the professionals involved in the original selection and/or use of the material.

Instructions to the District 105 Reconsideration Committee

The policy of this School District related to selection of materials within the library learning center collection is that any resident of the District may formally challenge materials. This policy allows persons in the school and the community who are not directly involved in the selection of materials to make their opinions known. The task of the Reconsideration Committee is to provide a forum for discussion of challenged materials and to make an informed decision on the challenge.

The most critical component of the reconsideration process is the establishment and maintenance of the committee's credibility in the community. The community should not, therefore, infer that the committee is biased or is obligated to uphold prior professional decisions. For this same reason, a community member (preferably a PTO member) will be selected to serve on the committee.

The reconsideration process, which is the task of this committee, is just one part of the selection continuum. Material is purchased to meet a need. It is reviewed and examined, if possible, prior to purchase. It is periodically re-evaluated through updating, discarding, or re-examination. The committee must be ready to acknowledge that an error in selection may have been made despite this process.

The Reconsideration Committee should adhere to the following recommendations:

- 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.
- Read all materials referred to you including the full text of the material in question and read available reviews.
- Review the library mission statement, policies, and professional guides.
- Create an estimated timeline for the reconsideration process and share with the complainant.
- The general acceptance of the materials should be checked by consulting standard evaluation aids and selection policies.
- Challenged materials should not be removed from the collection while under reconsideration.
- 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.
- In order to prevent a tie, the principal should recruit an odd number of members for the committee.

- While it may be prudent to state what area/role a committee member represents in the makeup of the committee (ie, teacher, librarian, community member, administration, parent, etc), the personal identification should remain anonymous to protect the objectivity of the deliberation.
- While there may be a need for public comments to be heard, the Reconsideration Committee meeting should be closed.
- The committee will listen to the views of all interested persons before reaching a decision. In deliberating its decision, the committee should remember that the school system must be responsive to the needs of the community it serves. Therefore, the committee must distinguish between broad community sentiment and attempts to impose personal standards. The deliberations should concentrate on the appropriateness of the material. The question to be answered by the committee is, "Is the material appropriate for its designated audience at this time?"
- The committee's recommendation is to be an objective evaluation of the material within the scope of the library's collection policy.
- The report, presenting both majority and minority opinions, will be presented by the principal to the complainant at the conclusion of your discussion of the questioned material.

If the complainant chooses, the complainant may make an oral presentation to the committee to expand and elaborate on the written complaint. If requested, the committee will schedule the meeting to listen to the complaint. In these discussions, the committee should be aware of relevant social premises which are affecting the situation. Individuals who may try to dominate or impose a decision must not be allowed to do so. Minority viewpoints expressed by groups or individuals must be heard, and observers must be made to feel welcome. It is important that the committee create a calm, nonvolatile environment in which to deal with a potentially volatile situation. To this end, the complainant will be kept continuously informed of the progress of the reconsideration process.

The committee's final recommendation will be (1) to remove the challenged material from the total school environment, (2) to take no removal action, or (3) to agree on a limitation (to be specified by the committee) of the educational use of the materials.

The committee chairperson will convey the committee's recommendation to the office of the Superintendent. The recommendation should detail the rationale on which it was based. A letter will be sent to the complainant outlining the committee's final decision.

Reconsideration Request Form

The school board of District 105 has delegated the responsibility for selection and evaluation of library resources to the school library media specialist and has established reconsideration procedures to address concerns about those resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of school library resources, please return the completed form to the building principal or library media specialist. Incomplete forms will not be considered.

Date: _____

Name: _____

Address: _____

Telephone: _____ Email: _____

Relationship to school (parent, student, citizen, etc.): _____

School(s) in which resource is used: *(circle all that apply)*

Ideal Hodgkins Seventh Avenue Spring Avenue Gurrie Middle

Person (or group) making the request: _____

If group/organization, name of group: _____

Address of Group: _____

_____

Resource on which you are commenting:

___ Book (e-book)
___ Movie
___ Magazine
___ Database
___ Audio Recording
___ Digital Resource
___ App
___ Newspaper
___ Game
___ Streaming Media
___ Other

RESOURCE TO BE RECONSIDERED:

Title: _____

Author: _____

Publisher: _____

Date of Publication: _____

Format *(circle one)*: Hardcover Paperback Other (specify): _____

For LIBRARY MATERIALS: I have read the resource in its entirety. YES _____

(It is required you read/review the resource in full to complete the remaining components of this Reconsideration Request Form.)

The following questions should be answered after the person issuing the request has read, viewed or listened to the material in question ***in its entirety***. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. What brought this resource to your attention?

2. Explain the purpose and theme of this resource.

3. What concerns you about the resource, or to what in the resource do you object? (please be specific; cite pages, sections, or frames, etc.. (Use an additional page if necessary.)

4. What outcome may result from a student using this resource?

5. What positive features do you find in this resource?

6. What instructional value do you see in the use of this resource?

7. Would this resource be more appropriate for a different grade level(s)? If so, for what grade level(s) would you recommend this resource?

8. How has this resource been assessed by professional reviewers or educators? Please provide the text of a review & citation from an objective, professional review source (*School Library Journal, Booklist, Hornbook*). Provide the text & citation from an objective, professional review source that supports your objection to the resource.

9. In what ways does the resource fail to comply with the selection objectives and criteria specified in the District 105 Collection Development Procedures document?

10. In what ways does the resource fail to support the district's mission and goals? Add the district's mission and vision statements.

11. Are there alternate resource(s) you suggest to provide additional information and/or other viewpoints on this topic? *(Any items suggested would go through the standard process outlined in the D105 Library Collection Development Procedures*.)

12. How do you believe students would be affected by this resource?

13. What is your evidence for that belief? Please provide the text of relevant research and its citation.

14. Why do you believe you should be permitted to restrict the reading choices of children other than your own?

15. Do you authorize other parents or community members to restrict your child's access to library materials?

16. What would you like the school to do about this resource? *(check one)*
    - ☐ Do not allow my child/children to use it. *(No further action required by District 105 Reconsideration Committee.)*
    - ☐ Restrict its access to students of particular grade level(s).
    - ☐ Replace with specified resource(s) as listed in #11 on this form.
    - ☐ Withdraw it from the school library collection.
    - ☐ Other: _____

17. Do you wish to make an oral presentation to the District 105 Reconsideration Committee?

    Yes _____ No _____

If yes:

(a) Completion of this form is required for this process.

(b) Please call the building principal to schedule an appointment.

(c) Please be prepared at this time to indicate the approximate length of time the presentation will require: _____minutes.

Printed Name: _____

Signed Name: _____

Date: _____

Letter to Complainant

Date:

Dear:

We appreciate your concern over the use of _____ in our School District. The district has developed procedures for selecting materials, based on the American Library Association's recommendations but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are providing the following information:

1. District 105 Instructional Goals and Objectives (d105.net, Curriculum and Instruction webpage)
2. Collection Development Procedures document
3. Reconsideration Request Process

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,

Principal

District 105 Reconsideration Committee Final Report Form

(Attach extra pages if needed to complete statement)

1. Physical description of challenged material:

Title: _____

Author: _____

Publisher: _____

Date of Publication: _____

Format *(circle one)*: Hardcover Paperback Other (specify): _____

2. List any reviews the committee consulted, and attach copies if possible.

3. Reconsideration Committee's decision and comments: (include statements from majority and minority positions)

4. Justification for inclusion of material (if applicable):

- Does this resource support or enrich the curriculum? (*State why, or why not.*)
- Does it stimulate growth in factual knowledge, literary appreciation, aesthetic values, or societal standards? (*State why, or why not*.)
- Does it accommodate one or more of the interest levels, abilities, learning styles, or maturity levels found in our school population? (*State why, or why not.*)
- Does it promote a love of reading and learning?
- Does it provide information or insight on one or more aspects of a controversial issue? (*State why, or why not*.)

Signatures of Reconsideration Committee Members:

	Date: _____

School District 105, LaGrange, Illinois

Copies sent to: ___ District Office ___ School Board ___ Principal ___ Library Media Specialist ___ Complainant