

Materials should reflect the basic humanity of all people and be free of stereotypes, caricatures, distorted dialect, sexual bias, and other offensive characteristics. Library materials concerning religious, social, and political content should inform rather than indoctrinate.

- **Representative of differing viewpoints on controversial subjects**

Students have the right to information on both sides of a controversial issue. By having access to a variety of resources, students will have the knowledge base to develop critical thinking and problem solving skills. The school library media center provides free and equitable access to all information.

- **Appropriate format to effectively teach the curriculum**

Library media materials should be available in variety of formats, e.g., print, non-print, electronic, multimedia, to meet the needs and learning styles of a diverse student population.

- **Recent copyright date as appropriate to the subject**

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

- **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.

- **Cost effective in terms of use**

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

- **Appropriate for students with special needs**

Library media materials should be provided to meet curricular needs and the individual needs, interests, and learning styles of all students at all levels.

Implementing the Selection Policy

The objective of the selection policy is to increase the awareness of educators of the many considerations one must apply when making decisions about information resources available to students and teachers. The rapid production of knowledge as characteristic of the "Information Age" brings with it many challenges. According to John Naisbitt, "we have for the first time an economy based on a key resource (information) that is not only renewable, but self-generating. Running out of information is not a problem, but drowning in it is."

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 library media materials. Favorable reviews from professional review journals and authoritative selection references should be used when developing library media collections. Wherever possible, direct examination of materials is advisable to ensure that they meet selection criteria.

Essential Curriculum and Collection Development

The major emphasis of collection development should be to provide materials which meet curricular needs. To assess these needs, it is recommended that a copy of each curriculum guide be housed in the library media center. The library media specialist needs to be familiar with changes and additions to the curriculum and how they affect collection development.

Teacher Recommendations:

Communication with teachers to assess curriculum needs and recommendations for purchase is an important part of the selection process. Since the library media collection is an integral part of the instructional and learning process, the strength and value of the collection are ensured when teachers are actively involved in the selection process. A sample form is included at the end of this document.

Student and Parent Recommendations:

Suggestions from students and parents is also an important part of the selection process. As students seek information for curricular purposes or use the library media center for personal interests, students and parents are encouraged to make recommendations of specific resources or subject areas where information is needed. A sample form is included at the end of this document.

Professional Review Journals:

The following online sources are recommended as tools to locate reviews. Most are considered professional review journals; (e.g. Booklist, Booklinks, Multicultural Book Reviews, and School Library Journal); however, some are considered general popular review sources. The CCBC (Cooperative Children's Book Center) review of best books for children and Follett's listings of Award winning books is also utilized.

Review Resources:

- Amazon.com General; Children; Teens
- Barnes and Nobel
- Book Links
- The Book Report
- BookReview.com
- Booklist Online
- Caldecott Medal. Home Page
- Coretta Scott King Award Home
- Follett TITLWAVE
- Multicultural Book Reviews
- Newbery Medal Home Page
- School House Software Reviews
- Teen Hoopla Book Reviews
- Way Cool Software Reviews
- World of Reading (reviews by children)
- Young Adult Books

Online Collection Development and Acquisitions:

Using technology to work effectively and efficiently is a goal of the School District of Florence County. Online ordering greatly reduces the volume of paperwork and ensures more timely delivery of goods, as well is a savings to the school system by reducing the costs incurred with the preparation of Purchase Requisitions. This process will be our "preferred" method of collection development and acquisitions.

Vendor Catalogs:

Publisher and book dealer catalogs can be useful in preparing orders and determining the availability of materials. The Library Media Specialist should keep in mind that these are marketing tools, not selection tools. Some book dealers will prepare upon request subject specific bibliographies of materials, e.g., multicultural with reference to reviews. These lists can be used to facilitate preparation of purchase requisitions.

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:

- Illustrations and layout
- Type style and text density
- Paper quality
- Durability of bindings
- Readability and interests levels
- Indexing

Paperbacks:

Paperbacks are an inexpensive way to supplement the library media collection for duplication of titles, in-depth studies, special projects, and leisure reading. It is recommended that first copies of picture books be hardbacks.

When deciding whether to purchase paperback books or hardbound books consider the following:

- Curricular demand placed on these books in the individual school
- Use of these materials for research, independent reading, duplication of classics, and popular fiction
- Cost and use of paperback books as compared to the cost of hardback books

Periodicals:

Periodicals support the curriculum and provide leisure reading for students. Access to full text online periodical databases, e.g., Badgerlink Magazines (EBSCO) and other online resources through OWLSNET online catalog.

Newspapers:

Newspapers may be ordered as needed. Access to full text online newspaper databases, e.g. Badgerlink Newspapers and other online resources through OWLSNET and the Internet.

Reference:

Reference materials in both print and electronic formats provide comprehensive information in both general and subject-specific areas. They also serve as access tools to information from other sources including school, public, academic, and electronic collections.

The following points need to be considered:

- Cost effective in terms of projected use
- Authority
- Arrangement and indexing
- User-friendly

Selection of Non-Print Instructional Materials

The Information and Technology Committee preview and evaluate instructional materials which are being considered for inclusion in the library media centers and technology labs and classrooms. All materials are approved for purchase. Teachers who wish to submit materials for approval present the information to the committee.

The criteria for selection of non-print 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.

Non-print materials should:

- Promote instructional goals and support the curriculum
- Provide a variety of media formats to meet the needs of the curriculum
- Present content in appropriate format and acceptable technical quality.
- Avoid dense text and graphics

Considerations for Selection of Electronic Resources

The criteria for selection of electronic resources are essentially the same as for print materials. Electronic resources such as CD-ROM, computer software, and online services provide greater access to information. Access to these database services should be 24-hours a day with remote access from home (Badgerlink). Availability of network versions and site license agreements are also factors in selection.

Electronic resources should:

- Provide learner control through flexible pacing, variable difficulty, and optimal branching and linking
- Information is accurate and reliably maintained
- Organization, searching capabilities, and navigation tools enhance information retrieval
- Provide record keeping and management options, if applicable
- Provide readable text, attractive graphics, and an appealing layout
- Have easy-to-understand, comprehensive documentation
- User friendly
- 24-hour access with remote connection from home

Access to Internet Resources

Access to the Internet is a right and privilege granted to all students by the School District of Florence County. Through the annual notification process of the School District of Florence County, parents or guardians will receive a booklet of all behavior expectations, including appropriate and safe use of the Internet. Parents or guardians who DO NOT want their child to have access to Internet resources must submit a letter the school principal. The Telecommunications Policy defines use of the Internet for "educational purposes," outlines expectations for appropriate and acceptable use guidelines for school and office web publishing, and copyright compliance. Go to the School District of Florence County web site for information on Telecommunications Policy and Rules.

Collection Development

The school library media program is an integral part of the instructional process. As part of the instructional process, the collection development is based upon the belief that all students, teachers, administrators, and support staff 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 assessing and building library media collections is essential.

Collection development is the ongoing process of identifying strengths and weaknesses of library media collections in terms of student needs. Collection development demonstrates that funds ~~are~~ are being spent wisely and that library media collections meet the informational needs of the curriculum as well as 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 county, 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 assure 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.

Selection and Acquisition of Materials

The selection and acquisition of new library media materials will be based upon the needs of each library media center as determined by the collection assessment process and upon the availability of funding. The School District of Florence County Board of Education policy should be followed when selecting all library media materials.

Managing Organized Collections for Access

The School District of Florence County houses its online catalog as part of the OWLSNET ~~catalog~~ (Outagamie Waupaca Library System) catalog. The library catalog-is completely automated and because the library is a joint-use library with the Florence County Library, patrons and students have

access to our catalog from any Internet computer 24/7. Students may search the catalog, interloan and otherwise access information about their account at any time.

Assessment and Inventory Process

An essential step in collection development is the assessment of the needs of the curriculum and student population with regard to library media resources. Library Media Specialists will develop yearly and long-range plans to assist in ongoing assessment.

Assessment of the collection includes taking inventory of existing materials, assessing materials in relation to needs of instructional units, and weeding outdated and inappropriate materials.

The inventory is a process by which holdings are checked against the automated cataloging system and the actual item to determine if the resource is still part of the collection and still meets selection criteria. The objective of this inventory is to ensure that the automated cataloging system accurately reflects the collection which is the key access point for students and teachers to locate information within the library. This procedure should not disrupt the library media program as automation of school library holdings greatly speed up the process using the barcode scanning feature. An annual inventory is recommended as the data is critical to making collection development decisions about the quality and quantity of the collection in meeting the needs of students and staff.

Inventory Procedures

Weeding Library Media Materials

A good collection development plan must include weeding. The process of weeding is a key part of assessing the collection. It helps keep collections relevant, accurate, and useful; and it facilitates more effective use of space in the library media center. The final decision to withdraw materials from the library media collection is one which is made by the Library Media Specialist.

Library media materials should be weeded if they:

- are in poor physical condition.
- have not been circulated in the last five years.
- are outdated in content, use, or accuracy. (Copyright date should be considered; however, do not make a decision to weed based solely on the copyright date of the material. Some older material may be considered classic or may be of great historical value to your collection.)
- are mediocre or poor in quality.
- are biased or portray stereotypes.
- are inappropriate in reading level.
- duplicate information which is no longer in heavy demand.
- are superseded by new or revised information.
- are outdated and/or unattractive format, design, graphics, and illustrations.
- contain information which is inaccessible because they lack a table of contents, adequate indexing, and searching capabilities.
- are not selected in accordance with general selection criteria.

Withdrawing Library Media Materials

Although the final decision to withdraw materials from the library media collection is one which is made by the Library Media Specialist, subject area, grade level teachers, and other faculty members may be invited to review the items marked for withdrawal. All withdrawn materials will be sent to recycling if the following criteria are met:

- are in poor physical condition.
- are outdated in content, use, or accuracy. (Copyright date should be considered; however, do not make a decision to weed based solely on the copyright date of the material. Some older material may be considered classic or may be of great historical value to your collection.)
- are mediocre or poor in quality.
- are biased or portray stereotypes.

Withdrawn materials may be made available to classroom teachers, upon the decision of the Library Media Specialist, if the following criteria are met:

- have not been circulated in the last five years.
- duplicate information which is no longer in heavy demand.
- are superseded by new or revised information.
- are outdated and/or unattractive format, design, graphics, and illustrations.
- contain information which is inaccessible because they lack a table of contents, adequate indexing, and searching capabilities. (These materials can be utilized by teachers during instruction)
- are not selected in accordance with general selection criteria.

After staff has the opportunity to go through materials, items can be perused and utilized for other community programs.

Consideration File

Library Media Specialists should maintain a consideration file for future purchases. This file should reflect school needs, staff recommendations, and reviews. Technology has greatly enhanced the efficiency of creating consideration files, e.g., Follett's Titlewave. For items not available from book dealers who have online ordering and collection development, create a database to input ordering information for resources which are recommended for purchase and to output a list of resources to order. Some suggested database fields are: Title, author, publisher, copyright, review source, price.

Rebinding Procedures

Some books can be easily repaired by the Library Media Specialist. If a book cannot be repaired locally, a decision must be made to rebind or reorder the book. Rebinding is usually not an attractive or cost efficient option. Books that are rebound will have plain cloth covers without printed titles, illustrations, or book jackets. The best candidates for rebinding are expensive reference books and textbooks which are updated and expected to stay in the collection. Out of print books should be carefully evaluated as to their merit before rebinding. Books which have dirty, torn or brittle pages should be reordered and not sent for rebinding.

Reconsideration of Instructional Materials

Making a Request for Reconsideration of Instructional Materials

When a concern is expressed about instructional materials or library media resources, the Library Media Specialist needs to consider both the citizen's "right" to express an opinion and the principles of Intellectual Freedom. School Library Media Specialists support the right of students, parents, or legal guardians to reject the appropriateness of materials for themselves or their child/ward.

The *Citizen's Request for Reconsideration of Instructional Materials* form is used to notify the School District of Florence County of an objection to information resources available in the library media center.

Responding to a Reconsideration Request

- Listen calmly and objectively.
- Explain briefly selection criteria/procedures established by School District of Florence County.
- Request the complainant to complete the *Citizen's Request for Reconsideration of Instructional Materials* form. The complainant is responsible for sending the completed form to the appropriate office as indicated.
- Advise the administration of the resource in question and the nature of the complaint.
- Confer with the principal about the concern. Discuss the purpose and use of the resource, professional reviews, and the selection criteria/procedures. It is recommended that the item not be removed from the collection until the Reconsideration Committee makes its decision.
- The Library Media Specialist and complainant will be informed of the committee's action concerning the controversial material.

Revised: June 13, 2016

Adoption Date: Reviewed by Administration October, 2007

School District of Florence County

Citizen's Request for Reconsideration of Library / Media Material

Author:

Type of Instructional Material:

Title:

Publisher (if known):

Request Initiated By: _____ Telephone Number: _____

Street Address:

City: _____ State: _____ Zip Code: _____

Curriculum area and grade of item:

Complainant represents:

Please identify name of organization or group:

To what in the item do you object? (please be specific)

What do you feel might be the result of using this item?

For what age group would you recommend this item?

Do you feel there is any value in this item?

Did you examine the entire item? What parts?

Have you had an opportunity to discuss the proposed use of this item with a staff member?

Signature of Complainant

Date: _____

Please send this request to:

Superintendent
School District of Florence County
PO Box 440
Florence, WI 54121

You will receive a response from The School District of Florence County.

School District of Florence County

Faculty Recommendations for Library Media Center Materials

Teacher's Name: _____ Date: _____

Subject Area: _____ Grade Level: _____ Reading Level: _____

Curriculum Unit:

Special Needs? Visually Impaired / ESOL / Gifted & Talented
Other: _____

Type of Media Requested? Book / Video / Computer Software / CD-ROM
Other: _____

=====

Please List Specific Recommendations:

Author: _____

Title: _____

Type of Media: _____

Publisher / Producer: _____

Copyright Date: _____

Review Source (if known):

Author: _____

Title: _____

Type of Media: _____

Publisher / Producer: _____

Copyright Date: _____

Review Source (if known):

**Student and Parent Recommendations
for
Library Media Center Materials**

Name: _____ Date: _____

Address: _____ Telephone Number: _____

I would like materials on these subjects in the library media center:

I would like the following books in our library:

The library needs more information on the following subjects:

I would like to have the following non-print or electronic resources in the library media center: