

# **Crane Country Day School Library Collection Development Policy**

September 2011

## **Introduction**

This policy seeks to identify and describe the process by which the Librarian of Crane Country Day School Library makes decisions about purchases of books and other materials for its collections, as well as defining practices for weeding, access to material, and acceptance of donations.

The American Library Association, as well as many state library and school library associations, strongly recommends that all libraries have written collection policies in place, both to serve as a basis of judgment for those responsible for the selection of materials and to inform the community of the policies and practices of the library.

The guidelines described in this policy have been created with the purpose and mission of Crane Country Day School and its library in mind. The guiding principles set out by the American Library Association and the American Association of School Librarians, included in Appendices A and B, were also consulted.

## **Crane Country Day School Library Mission Statement**

The mission of the Crane Country Day School Library is to ensure that students and staff are effective, independent users of ideas and information for lifelong learning. Furthermore, the Crane Country Day School Library strives to instill a lifelong love of reading for pleasure.

The library collection supports this mission by providing access to a wide variety of materials that:

- support and enrich the curriculum;
- encourage critical thinking;
- extend students' knowledge and understanding of the world around them;
- promote a love of reading and literature.

## **Responsibility for Selection**

Responsibility for day-to-day selection and maintenance of materials in the Crane Country Day School Library collection is within the purview of the Librarian, who coordinates, selects, and purchases all materials. While advice is sought from staff, students, parents and others affiliated with the school, the Librarian has the final decision in selection, based on the criteria defined in this policy.

## **Selection Criteria**

In general, materials shall be selected for their strengths rather than rejected for their weaknesses.

The following criteria are used as a guide in selection:

- Literary and artistic merit
- Lasting importance or significance to a field of knowledge
- Contribution to the curriculum and the educational goals of the school
- Favorable reviews found in standard selection sources
- Favorable recommendations based on preview and examination of materials by professional personnel, adults with special expertise, or students
- Reputation and significance of the author, producer and publisher
- Currency or timeliness of material
- Contribution to the breadth and diversity of representative viewpoints on controversial issues
- Contribution to multicultural and pluralistic awareness
- High degree of potential user appeal and quality, durability, and variety of format
- Suitability of format and appearance for intended use
- Value commensurate with cost and/or need
- Variability of print and non-print formats to support student learning

## **Selection Tools**

The following recommended lists shall be consulted in the selection and retention of materials, but selection is not limited to their listings:

a) Bibliographies (latest editions available, including supplements)

- Best Books for Children, Preschool Through Grade Six
- Best Books for Young Teen Readers, Grades 7-10
- A to Zoo Picture Books
- Reference Books for School Libraries
- Other special bibliographies, many of which have been prepared by educational organizations for a particular subject

b) Current reviewing media, for example:

- School Library Journal
- Book Links
- Library Sparks
- New York Times Book Review

- Online reviewing tools

### **Procedures**

The Librarian will select materials for the Crane Country Day School Library in collaboration with the staff, parents, and students. The Librarian will use professionally recognized reviewing periodicals, standard catalogs, and other selection aids to guide in materials selection. Requests, suggestions, and reactions for the purchase of materials shall be gathered from staff to the greatest extent possible and from students and parents when appropriate.

### **Access to Materials**

Crane Country Day School Library does not restrict access to its collection by age or grade and does not label materials for potential controversial content.

The utmost efforts are made to select materials carefully, to place materials in age-appropriate collections (Picture Books, General Fiction and Nonfiction, or Upper School Collection), and to recommend suitable materials to individual students.

Parents are encouraged to communicate directly with their child about any limitations they wish to place on his/her reading, and to ask the Librarian for recommended alternatives to books they consider unsuitable for their child.

For background related to this access policy, please see Appendix A, “The Library Bill of Rights,” and Appendix B, “Access to Resources and Services in the School Library Program.”

### **Weeding and Discarded Materials**

The removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value are part of the selection process. The library staff shall continually evaluate materials in the collection according to the selection criteria listed above, and shall discard materials that are outdated, worn, or otherwise no longer appropriate to the library collection. Duplicates of books and other materials shall be weeded when demand for them decreases sufficiently that multiple copies are no longer required.

The following criteria are considered in weeding the collection:

- Circulation: If the material has not been used in ten years, it is weeded.
- Physical Condition: If an item is in poor condition, it is weeded, and a decision must be made on whether to replace it.

- **Timeliness:** Materials are weeded if they are (a) obsolete, particularly in the sciences and technology; (b) no longer in demand or not in support of the curriculum; (c) superseded editions.
- **Reliability:** If materials are inaccurate, incomplete or otherwise unreliable, they are weeded.
- **Duplicates:** Duplicates that are not circulating are discarded.

### **Retentions**

Materials are not weeded if they are within the following categories: materials on local history or of local interest, high research potential, core collection materials (e.g. materials in the most recent edition of Best Books for Children), or materials that lend balance to a subject area.

Weeded materials shall be discarded in the following ways, according to the Librarian's discretion:

- Materials that would enhance a classroom collection may be offered to a classroom teacher.
- Materials that may be of interest to individual students may be given away.
- Materials that have historical value may be donated to a research collection or archive.
- Materials that are extremely worn or damaged or that contain inaccurate information will be stripped of their covers and recycled. Outdated information that renders materials inappropriate for classroom or home use shall be handled in the same manner.
- Materials that are no longer appropriate to the Crane Country Day School Library Collection, but which may interest others, will be donated to the local public library or charities that have book sales.

### **Gifts and Donations**

Crane Country Day School Library welcomes gifts and donations, which are considered for the collection if they: are in excellent condition, are not currently represented in the library collection, and fit into the selection criteria mentioned above.

### **Requests for Reconsideration**

Any Crane Country Day School student, parent, board member, or employee may challenge the appropriateness of library materials. The purpose of the following procedure is to enable those who do not directly select materials to express their opinions.

**Informal Statement of Concern**

When the library receives a question about library materials, the issue may be resolved informally by the Librarian and the Head of School explaining the school's collection development policies.

**Formal Statement of Concern**

A formal challenge may be filed using the form "Statement of Concern About Library Resources" (Appendix C). Upon receiving such a form, the Librarian will inform the Head of School, who will assign a review committee to examine the material in question. The review committee will include: the Librarian, the heads of Lower and Upper School, and any staff members who have a vital interest in and/or expertise regarding the issue at hand. An odd number of committee members is advisable. The committee will meet to discuss the material and prepare a recommendation on the resolution of the matter. No materials will be removed from the library pending the outcome of a "Statement of Concern About Library Resources". The Head of School will inform the complainant in writing of the decision made by the review committee. The Crane Country Day School Library will implement the recommendation.

## **Appendix A**

### **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 of 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, age, 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 January 23, 1980,

inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

## **Appendix B**

### **Access to Resources and Services in the School Library Program**

The school library program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library program, the principles of the “Library Bill of Rights” apply equally to all libraries, including school library programs.

School library professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support curriculum and are consistent with the philosophy, goals, and objectives of the school. Resources in school library collections represent diverse points of view on current as well as historical issues.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library program provides resources that reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library program have access to resources and services free of constraints resulting from personal, partisan or doctrinal disapproval. School library professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view, or hear.

Major barriers between students and resources include: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic

information, charging fees for information in specific formats, requiring permission from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information. The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by the persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library professionals implement policies and procedures in the school.

Adopted July 2, 1986; amended January 10, 1990, by the ALA Council.



**Appendix C**  
**Statement of Concern About Library Resources**

**STATEMENT OF CONCERN ABOUT LIBRARY RESOURCES**

Date: \_\_\_\_\_  
Name: \_\_\_\_\_  
Telephone: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_

Complainant represents:  
\_\_\_\_\_ himself/herself  
\_\_\_\_\_ organization ( if yes, please name) \_\_\_\_\_  
\_\_\_\_\_ other group ( if yes, please identify) \_\_\_\_\_

Do you have a child in this school? \_\_\_\_\_ ( no) \_\_\_\_\_ ( yes)

Title of item under consideration: \_\_\_\_\_

Author/Producer: \_\_\_\_\_

Resource type: \_\_ Book \_\_ Magazine \_\_ Newspaper \_\_ Audiovisual \_\_ Other

If other, please specify: \_\_\_\_\_

1. What brought this resource to your attention?

\_\_\_\_\_

2. Did you read, view, or listen to the entire item? \_\_\_\_ (yes) \_\_\_\_ (no)

3. To what in the item do you object? Please be specific, and cite pages, paragraphs, frames, etc.

\_\_\_\_\_

\_\_\_\_\_

Please attach a separate sheet if necessary

4. Do you have a comment on the item as a whole? What do you feel is the value and purpose of this item? \_\_\_\_\_

\_\_\_\_\_

5. What resource(s) do you suggest to provide additional coverage on this topic?

\_\_\_\_\_

\_\_\_\_\_

6. For what age or grade level would you recommend this resource?

\_\_\_\_\_

\*Please attach copies of any reviews of this work that you have read.