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## **Collection Development Policy**

**Randall K. Cooper High School**

**2013-2014**

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## **Library Profile and Demographics**

Cooper High School is a public 9-12 high school located in a suburban county in Northern Kentucky near the larger city of Cincinnati, Ohio. There are currently 1150 students enrolled and 71 certified faculty members at Cooper. There are ten intervention specialists/special education teachers, seven para-educators and one instructional coach in the building. Cooper has four principals – one head principal and three assistant principals. There are also two full-time guidance counselors and one guidance assistant. Students are offered a wide range of classes to take with many Honors and AP courses as well as dual enrollment opportunities to obtain college credit. Beyond core-content classes, students have electives in areas such as: art, gym, computer, media, dance, drama, aerobics, entertainment and sports marketing. The following language electives are also offered: Spanish, French, and German.

The district is located in an area of rapid population growth and numbers are expected to continue to increase steadily each year. Many families in the district fall in the lower to middle socioeconomic bracket. While Cooper draws from a largely rural community, many students at Cooper come from troubled backgrounds and face issues prevalent nation-wide such as drug and alcohol addiction, teen pregnancy, domestic violence, bullying and suicide. Cooper's student population has the following race/ethnicity breakouts: White/Caucasian – 1071; African American – 45; Hispanic – 27; Asian/Pacific Islander – 18; Other (non-specified) – 30. There are a few students who have an ESL district coach, but the large majority speaks English as their primary language. There are a total of 313 students that qualify for either free or reduced lunch. On average, there are nine office disciplinary referrals per day.

The Cooper Library Media Center (LMC) is a technologically advanced facility. A collection of books, periodicals, newspapers, audio-visual materials, and electronic databases have been chosen to aid the students and faculty in their academic and recreational reading needs. Access to the collection is through a computerized catalog and circulation system. Online databases can be accessed at school or at home. The LMC has a relatively large collection, even though the high school and media center are only five years old. The media center collection itself is both new and up-to-date. The shelves and bookcases have plenty of room for expansion and growth. The media center hours are from 7:00 a.m.-3:30 p.m. daily and the media center is open for student use during lunch. Teachers are allowed to schedule media center computers through the online lab and resource scheduler site. There are 30 computers available for use in the LMC. The limit for computer use is three days in a row and the lab may only be scheduled for use up to three weeks in advance. Teachers may also schedule "table time" for their students to work in the media center if the lesson does not require computer use. There is one full-time certified media specialist and one full-time library assistant (classified staff). Student aides are also there most class periods to assist with daily routine duties.

## **Circulation Information**

Students are allowed to checkout as many as five books at any given time. Special allowances for additional books may be made on an individual need basis. Students bring their books to the circulation desk where their last name is searched (or Student ID is scanned) and then books are scanned for checkout. Books are checked out for a two-week period; however, some books have an overnight or three-day checkout period. Reference materials may be



checked out through special permission from the LMS. At the time of checkout, a checkout receipt slip is placed in the book to remind the student of the due date. The fine for overdue items, accruing on a daily basis, is \$.10 cents per day (max fine is \$5.00/4 day grace period). Students will receive overdue notices through their English classes to encourage book returns.

### **Mission Statement**

The mission of the library media program at Cooper is consistent and aligned with both the school and district missions. In collaboration with the community, the library media center program is committed to being an integral part of a student's learning experience by empowering its students to become independent, life-long learners in a global society. This mission is accomplished by the following:

- Enhancing opportunities and providing an atmosphere and program conducive to instilling a lifelong love of reading
- Providing students with a variety of resources and technologies to locate, organize and present information relevant to a specific need or problem
- Collaborating with stakeholders to promote critical thinking/21<sup>st</sup> Century skills necessary to succeed
- Making materials easily accessible, up-to-date, and varied
- Adapting and changing to continue to meet user needs - making the LMC a vital piece to the educational process

To carry out this mission, the LMC must offer a variety of services whose primary function is ensuring the development of thinking and information skills which effectively utilize the expanding search capabilities of today's ever-changing technologies. Services range from the selection and processing of appropriate materials and arranging them for ease of access, to providing access to materials outside the media center, to providing instruction to staff and students in locating, evaluating, and using the materials.

### **Goals and Objectives**

- Provide access to information and resources that accommodate a range of instructional needs and create a climate conducive to learning
- Encourage students to engage in reading, researching, writing, and listening to promote a culture of appreciation for literature, information, and new knowledge
- Provide opportunities for students to develop information literacy skills needed to accomplish instructional, vocational, and personal goals
- Collaborate with administrators, faculty members, students, and community to broaden library media services and resources to benefit all stakeholders
- Develop and maintain a collection of diverse resources that support the curriculum and fulfill learning needs

## **Collection Management**

The media specialist is solely responsible for collection development and all purchases, with final approval from the principal and the site-based council. The media specialist will, however, collaborate, survey, and gather suggestions when considering selections of new materials. The allocation per student is just under \$15.00. Details of the library budget can be found in the library budget section.

## **Collection Development Methodologies**

### *Inventory/Survey of Holdings*

It is imperative to know what books and other materials reside within the collection. Knowing the inventory allows the library media specialist to make informed decisions when weeding, replacing, or ordering new items for the library media center. Creating an inventory also helps to determine holes in the collection that need to be filled to meet a need within the school.

The inventory at Cooper High School will be conducted by the library media specialist, the library media center assistant, and student aides (when possible). This inventory will occur during the last few weeks of each school year and will be an "all at once" inventory using the circulation software which contains the information for all materials.

## **Cooperative Collection Development**

The district in which Cooper High School resides does not have a consortium for the school district or public library system. Each school library media specialist is responsible for the ordering of materials for their school. Currently, the school library media specialist consults with many resources including Follett Titlewave and Booklist when selecting materials.

New materials are also selected with the help of classroom teachers and students. Classroom teachers and students are encouraged to submit requests for materials within the library media center. This is done using a request form. The form includes the following information: title, author, publisher, and reason for request.

The Collection Development Policy is to be revised every two years.

## **Special Service Areas**

It is imperative for the library media center to maintain a collection that supports all learners, including those with special needs or diverse backgrounds. The library media specialist makes every attempt to accommodate students with materials to meet their IEP (Individualized Education Plan) goals. This is accomplished through regular collaboration conversations with the school guidance counselor and special education teachers.

Based on experience and student conversations, the guidance counselor is also encouraged to suggest topics for consideration to add to the diversity of the collection. The school library media specialist understands that conversations between the guidance counselor and students are privileged. With this in mind, the guidance counselor will only suggest *topics* for materials.



## **Gift and Donations**

Gifts and donations to the school library media center at Cooper High School are graciously accepted. Generally, donated materials must undergo a review using the same selection criteria used when purchasing new materials. This must occur prior to the donated item being placed into circulation.

Monetary gifts can be given to the school library media center at Cooper High School by making a donation to the school's general fund. A memo must accompany this money stating that you wish for the donation to go to the school library media center. If a donor has a specific wish for the use of these funds, it is the responsibility of the donor to contact the school library media specialist, in writing, to make their wishes known. The school library media center will do the best they can to accommodate donors' wishes; however, approval must be given by the principal and/or site-based council prior to the purchase of materials.

## **Rental/Lease Items**

Currently the Cooper High School has no rental or lease items within the collection. All materials are the sole property of the district or Cooper High School.

## **Rotating Collections**

Rotating Collections are accepted and celebrated at Cooper High School. The school library media specialist feels that rotating collections help to increase a student's experiences and understandings of other social or cultural groups.

Rotating collections may be commissioned from teachers or classes within Cooper High School. The exhibits must adhere to the guidelines set forth by the school library media center and the library media specialist must approve the exhibit before it is on display. The guidelines are as follows:

- a) Material presented within the exhibit must have a connection to Kentucky Common Core Standards. The standard which the exhibit relates to must be posted with the exhibit.
- b) The length of time which an exhibit may last is one month (four weeks). Longer time for an exhibit may be negotiated with the library media specialist. At the end of the designated exhibit time period, all exhibit pieces must be removed and the library returned to the original state.
- c) Tolerance for other cultures and social factors is expected from the exhibits in a rotating collection. Any exhibit demonstrating insensitivity towards these areas or one that uses profanity or course language will be removed immediately.

## **Repair/Replacement**

Every effort is made to inspect materials upon check-in or before re-shelving. Any materials that are found to be damaged will be slotted for repair (if possible). If the damage is beyond repair or the book is lost, it is the responsibility of the last patron who checked out the

book to pay for the replacement of the book. Adjustments will be made accordingly if the book is out of date or was slotted for weeding.

Damaged materials are repaired by the school library media specialist, the full time library assistant, or trained volunteers.

### **Evaluative Criteria for Materials Selection and Deselection**

Cooper High School's library media specialist will collaborate with teachers, students, and administrators for recommendations of materials for the media center. This will be done informally throughout the year, as well as formally via an end-of-the-year questionnaire. Suggestions and requests will be kept in a consideration file on the LMS's computer. Materials will be selected that supplement the curriculum, support the general educational goals of the district, are relevant in today's society, and meet the needs of the learners. The LMS will consider several factors when choosing materials:

- Budget
- Quality and appropriateness of content and format
- Immediacy of need
- Artistic, historic, and literary quality
- Potential user appeal
- Reputation of the author, illustrator, publisher, and producer
- Accuracy
- Value

### **Selection Aids**

The following will be consulted in the selection of materials:

- The H.W. Wilson series
- ALA recommended lists
- *Booklist*
- *Library Media Connection*
- *School Library Journal*
- *Knowledge Quest*
- *Teacher Librarian*
- *Book Links*

### **Weeding/Deselection of Library Materials**

Cooper High School's LMS understands that weeding a library's materials is a vital part of collection management, because it creates more space, ensures accurate materials, avoids the cost of maintaining unwanted items, maintains the library's reputation as a source of reliable information, and saves time in locating items. *The CREW Method* (Continuous Review,



Evaluation, and Weeding) will be used for weeding the media center's collection, as well as the MUSTY method, which states the following criteria:

M = Misleading or factually inaccurate information

U = Ugly, worn, and beyond mending

S = Superseded by a new edition or much better book on the subject

T = Trivial or no discernable literary or scientific merit

Y = Your collection has no use for this book - it is irrelevant to the needs and interests of your patrons

Collection titles will be examined closely based on these criteria, as well as for appropriate reading levels, low use, biased or stereotypical portrayals and relevance to the curriculum. Books that do not meet these criteria will have a colored label placed on them. The call number, date, and a notice of the intent to remove the item from the collection will be clearly visible on the inside covers. Students and staff will be asked to remove the slip and turn it in at the circulation desk if they think the book should be kept. At the end of the school year, the LMS will check for materials that still have slips and remove only those items. Then, materials that are deselected can be donated to classrooms, families, or charities.

### Acquisition Procedures

Once the budget has been approved, the LMS has evaluated the curriculum needs and existing materials, selection aids have been consulted and procedures have been followed for ordering materials, Cooper High School will use Follett Titlewave for ordering. Titlewave provides quick and accurate delivery of all school orders; offers flexible account specifications, including special shipping requirements, rush orders, stop ship, and back orders; flexible options for cataloging and processing; has a complimentary quotation service; provides lifetime book-binding guarantee; offers free order typing services; and provides 'Do Not Exceed' fund control. The library media specialist will complete orders and direct inquiries through Follett Titlewave rather than individual publishers.

### Library Budget

Category	Percentage of Total Library Budget	Approximate Budgetal Amount	Description
Books	41.7%	\$7,000	Ordering new titles, replacement books and updated volumes
Periodicals	3%	\$500	Subscriptions to magazines and local newspapers
Online Subscriptions	38.7%	\$6,500	Subscriptions to online databases and catalogues
Audio/Visual/Technology Equipment	3%	\$500	Films, CDs, DVD/VHS players, TVs, stereos, multimedia projectors, overhead projectors, laptops and other various technology needs that require updating or replacing
General Supplies	3%	\$500	General office supplies, book binding materials
Destiny Renewal	10.7%	\$1800	Online ILS catalog
<b>Total</b>	<b>100%</b>	<b>\$16,800</b>	



## Rationale for Budget

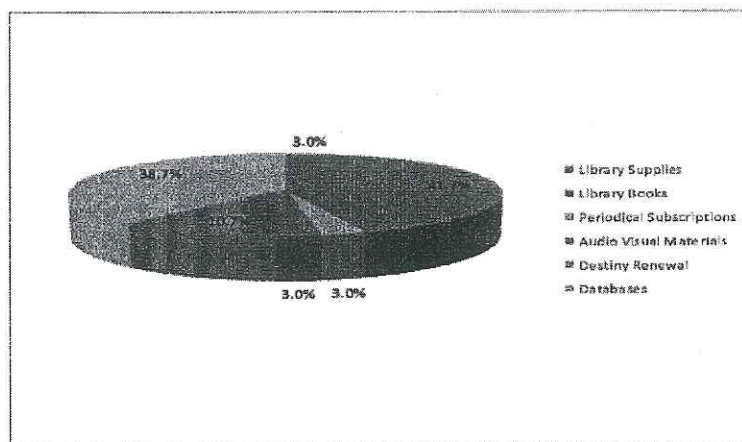
### Purpose:

The purpose of this budget is to create a fiscal plan that will allow the school and the school library media specialist to meet the educational and collaborative needs of the students and teachers of Cooper High School. The budget provides a framework to build upon the needs for the school library media center including additions and deletions (Johnson, 2003) to the collection.

### Selection Policy:

The budgetary funds are spent in accordance to the plan set up by the school collection development policy. The policy plan is carried out with input from a school library media center advisory committee consisting of parents, teachers, students, and the school library media specialist. This helps to ensure that the educational and collaborative needs of the school are being met. The school library media specialist has the final say in purchases and purchases are made solely by the LMS. Final approval is given by the principal and Site-Based Council.

## Allocation of Funds



## Source of Funds

The funds for Cooper High School's library media center are acquired through the school's allocated budget; local, regional, and national grants; endowments; PTO donations; and fundraisers such as book fairs, read-a-thons, and author visits.

## Informal and Formal Procedures for Handling Materials Challenges or Complaints

Challenges from parents, community members, teachers, administrators or organized groups are expected to occur from time to time in any school setting. Therefore, Cooper High School's LMC has a policy in place to handle such cases. RCHS adheres to the philosophy developed by the American Library Association's *Library Bill of Rights* and the American

Association for School Librarians' *School Library Bill of Rights for School Library Media Programs*, and therefore includes them in the appendix of this CDP. ALA defines a challenge as "an attempt to remove or restrict materials, based upon the objections of a person or group. Challenges do not simply involve a person expressing a point of view; rather, they are an attempt to remove material from the curriculum or library, thereby restricting the access of others."

The following procedures are in place for processing and responding to challenges or complaints of approved material. In every situation, the LMS will handle the complaints in a respectful and fair manner while maintaining the philosophy that "Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment." (Article 3, *Library Bill of Rights*.)

### **Informal Procedures**

1. The LMS will calmly listen to the complainant's concern.
2. Explain the need for diversity in library collections and discuss the educational uses of the material in question.
3. Provide a written copy of the selection procedure for the media center's collection.
4. Try to reach an agreement to resolve the issue in an informal manner. Assert the principles of the *Library Bill of Rights* as a professional responsibility.
5. If no agreement can be reached using these steps, proceed to a formal complaint.

### **Formal Procedures**

1. Provide a copy of the policies and procedures relating to the handling of challenged materials and a copy of the *Request for Reconsideration of Instructional/Library Materials*. This form is included in the Appendix of the CDP and must be completed before a formal complaint proceeds.
2. Keep the challenged material in circulation until the process is complete.
3. Inform the principal of the challenge, as well as the identity of the complainant.
4. When the complainant returns the completed form, the principal will inform the school superintendant of a request for formal reconsideration.
5. Form a reconsideration committee to include an administrator, two teachers from the appropriate grade levels, the LMS, and two objective community members/parents. Appoint a chairperson.
6. Arrange a meeting of the committee to be held within 10 working days after the form is returned. Here, the committee will read the *Request for Reconsideration of Instructional/Library Materials*, as well as review the material in question.
7. Committee members form an opinion on the resource as a whole and reach a decision to retain or remove the item. Majority rules.
8. The chairperson will complete a report of the committee's procedures and decision. This will be submitted to the principal, with a copy sent to both the superintendant and the complainant.
9. If the complainant continues to be dissatisfied after all the above steps have been taken, he or she may appeal the decision to the school superintendant and the district school board.



## **Public Relations/Promotions of Library Services**

### **Introduction:**

Freshmen new to Cooper High School will be introduced to the library through their English classes. Introduction lessons should be completed within the first term (six weeks). Students will be introduced to general library workings and layout, the check out and check in process, as well as the Follett Destiny online catalog for searching books.

### **Collaboration:**

Subsequent visits following the initial introduction will be left up to the teachers in a flexible schedule. The library media specialist will meet with assigned professional learning community leaders in each content area in order to help plan and coordinate collection development to best meet the needs of the students and curriculum. These meetings will happen on a bi-weekly basis with an invitation for the library media specialist to attend any professional learning community meetings throughout the building. The library media specialist will also attend the weekly school administrator meeting to ensure that the collection is meeting the needs of the school. The library media specialist will meet with district personnel, including district level library media specialists on a regular basis throughout the school year.

### **Library Fundraisers:**

The library media specialist will host an annual book fair (or more if needed) in the library. The library media specialist will work with English teachers to organize a schedule for students to attend over the course of a week. The book fair will also be open during all lunches and during one afterschool evening for working parents to attend. The profits of the book fair will go towards the library budget. Should the need for additional fundraisers occur, the library media specialist will seek approval from administration and the SBDM to create additional fundraisers that are related to the library.

## **Appendices and Intellectual Freedom Documents**

### Copyright and Fair Use Guidelines

#### **Copyright/Fair Use Guidelines**

Key points of the RCHS interpretation of The Copyright Act of 1976 as contained in  
A Guide to the Use of Copyrighted Materials, 2002

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The Copyright Act protects the copyright owner against the theft of intellectual property.

- The copyright owner (usually the creator) has the exclusive rights of adaptation, reproduction, publication, performance or display of the work.
- Copyright protection applies to any type of creative expression, including but not limited to: books, articles, sheet music, computer software (CDs or floppy disks), video recordings, audio recordings, recordings of TV or radio broadcasts, Internet publications, films, illustrations, artwork.

**Even though there may be no © symbol, if you can read it . . . play it . . . watch it . . . or dance to it, assume that it is protected by Copyright Law.**

Good News . . . The Fair Use Exemption allows limited use and reproduction of the work under certain circumstances. The U.S. Congress has established several broad factors in copyright laws that determine "fair use." ALL must apply.

1. Use is for nonprofit educational purposes.
2. Contains a limited portion of the original (see explanation for each format below).
3. The copying/display will not cause the owner the loss of a sale.
4. Nature of work:
  - Facts (e.g., Top Ten Movies), instruction guides - No restrictions
  - Published creative, imaginative works - Fair Use Exemption applies
  - Unpublished works (writings, letters, diaries photos) - MUST have owner's permission

Each copy must show a copyright notice that includes the date of copyright and the copyright holder, for example, "Copyright 2001, Simon & Schuster."

#### **Books and Periodicals**

##### **Permitted:**

- Single Copies for Teachers - A single copy may be made of any of the following for scholarly research or use in teaching a class:
  - Chapter from a book, or article from a periodical or newspaper
  - Short story, essay or poem
  - Chart, graph, diagram, drawing, cartoon or picture
- Multiple Copies for Classroom Use - Requires meeting ALL of the following tests:
  1. Brevity:
    - Poem = 250 words or less.



- Prose = 10% of work or 1,000 words, whichever is less (Complete item may be printed if less than 2,500 words.).
- Illustrations = one per book/periodical issue.
- 2. Spontaneity: There is not sufficient time to request permission from the owner.
- 3. Cumulative Effect:
  - Copying of the material is for only a single course.
  - Only one piece by a single author may be copied.

*Current news publications are exempt from requirements 2 & 3.*

("Reproduction of Copyrighted Works by Educators and Librarians," p. 8. [www.copyright.gov/circs/circ21.pdf](http://www.copyright.gov/circs/circ21.pdf))

**Prohibited:**

- Copying to avoid purchase.
- Copying from consumables such as workbooks.
- Creating anthologies from multiple sources.
- Scanning copyrighted illustrations for school publications, multimedia work, or web pages.

**Printed Music**

**Permitted for multiple copies:**

- Emergency copying to substitute for purchased copies that are not available for imminent performance.
- Excerpts of 10%, or less, of the whole may be made for use in class instruction.
- Each copy MUST include a copyright notice, such as, "Copyright 1997, Boston Music Co."

**Prohibited:**

- Copying to avoid purchase
- Creating anthologies or compilations.

**Video/Sound Recordings**

**Classroom use permitted** if the following requirements are met:

- They must be shown/played by the teacher (or student as part of a class assignment).
- They must be used during face-to-face instruction as part of a lesson plan.
- They must be legally acquired copies of the work.

Videos from rental centers, such as Blockbuster, may be shown to your class as long as they are PART OF A LESSON PLAN, even though the label may say "for home viewing only." (This is a more liberal interpretation than in the past when they were prohibited regardless of purpose for use.)

NOTE: Viewing "R" rated films requires parental permission for any student under the age of 17. An alternate activity must be available for those not permitted to watch. (Consult school policy before showing.)

### **Prohibited:**

- Making copies, or creating an anthology or collection from clips or excerpts.
- Showing videos for recreational use, as a reward, or as a time-filler.

Teachers are asked to not put themselves in a difficult position by showing videos to classes for other than face-to-face instructional purposes. IT IS ILLEGAL.

### **Computer Software**

#### **Prohibited:**

- Copying software, except for one archival copy (for back-up, not for use).
- Running a program on more than one computer at a time unless such is covered by the license.

### **Internet**

Observe the "Fair Use Factors" and the requirements for copying books and periodicals.

- Factual information (e.g., "movies with highest box office receipts for 2003") is not copyright protected.
- Text and creative material, such as artwork/graphics and Web page design, is copyrighted.

### **E-mail**

The author of an e-mail message is the copyright owner of the message. The recipient should not make copies or forward the message without written consent of the author.

### **Multimedia Project Limitations** (video, PowerPoint, HyperStudio, etc.)

**Motion Media** (film, video, TV) - Up to 10% or 3 minutes, whichever is less, of an individual program.

**Text** (prose, poetry, drama) - Up to 10% or 1,000 words, whichever is less. Poems of less than 250 words may be used in their entirety.

**Music, Lyrics, and Music Video** - Up to 10% or 30 seconds of a single work, whichever is less.

**Illustrations, Cartoons and Photographs** - Up to 5 images from a single artist/photographer

Must include the following documentation:

1. At the beginning (or on 1<sup>st</sup> slide) - "This presentation contains copyrighted material used under the educational Fair Use Exemption to U.S. Copyright Law."
2. At the end - A mediagraphy that includes the copyright date and copyright holder for each piece of copyrighted material used in the presentation (for example, "Seas. Copyright 2002, Warner Bros").

(Simpson, Carol. Copyright for Schools. Worthington, OH: Linworth Publishing, Inc., 70.)

**Please see your school library media specialist if you have any questions.**



**Request for Reconsideration of Instructional/Library Materials**

SCHOOL \_\_\_\_\_ TEACHER \_\_\_\_\_

Please indicate the format of the material (book, DVD, magazine, CD, etc.):  
\_\_\_\_\_  
\_\_\_\_\_

TITLE \_\_\_\_\_

AUTHOR \_\_\_\_\_

PUBLISHER/PRODUCER \_\_\_\_\_

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_ Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP Code \_\_\_\_\_

Complainant represents ☐ himself ☐ herself ☐ organization, specify \_\_\_\_\_Please answer the following questions after you have read, viewed, or listened to the school instructional/library material in its entirety.

1. Have you read, viewed, or listened to the material in its entirety? ☐ YES ☐ NO
2. Have you discussed this work with the teacher/librarian who assigned/ordered it? ☐ YES ☐ NO
3. What do you find objectionable in the material? (Please be specific, cite page(s), scenes, etc.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What do you believe is the theme or purpose of this material? \_\_\_\_\_

5. What do you feel might be the result of a student's using this material? \_\_\_\_\_

6. For what age group would you recommend this material? \_\_\_\_\_

7. Is there anything good in this material? Please comment. \_\_\_\_\_

8. Would you care to recommend other school library material of the same subject and format as a replacement? \_\_\_\_\_

9. What action do you desire school personnel to take as a result of this written request for reconsideration?  
\_\_\_\_\_  
\_\_\_\_\_*If sufficient space is not provided, attach additional sheets. Please sign your name to each additional attachment.*\_\_\_\_\_  
Complainant's Signature\_\_\_\_\_  
Date**PLEASE RETURN COMPLETED FORM TO THE SCHOOL PRINCIPAL.**

Review/Revised: 8/12/10

Staff/School Council Reconsideration of Instructional/Library Materials

SCHOOL \_\_\_\_\_ TEACHER \_\_\_\_\_

Please indicate the format of the material (book, DVD, magazine, CD, etc.): \_\_\_\_\_

TITLE \_\_\_\_\_

AUTHOR \_\_\_\_\_

PUBLISHER/PRODUCER \_\_\_\_\_

NON-FICTION**Purpose**

1. What is the purpose of the material? \_\_\_\_\_
2. Is the purpose accomplished? ☐ YES ☐ NO

**Authenticity**

1. Is the author competent and qualified in the field? ☐ YES ☐ NO
2. What are the reputation and significance of the author and publisher/producer in the field?  
\_\_\_\_\_
3. Is the material current and accurate? ☐ YES ☐ NO
4. Are information sources well documented? ☐ YES ☐ NO
5. Are translations and retellings faithful to the original? ☐ YES ☐ NO

**Appropriateness**

1. Does the material promote the educational goals and objectives of the curriculum? ☐ YES ☐ NO
2. Is it appropriate to the level of instruction intended? ☐ YES ☐ NO
3. Are the illustrations appropriate to the subject and age levels? ☐ YES ☐ NO

**Content**

1. Is the content well presented by providing adequate scope, range, depth and continuity? ☐ YES ☐ NO
2. Does this material present information not otherwise available? ☐ YES ☐ NO
3. Does this material give a new dimension or direction to its subject? ☐ YES ☐ NO

**Reviews**

1. Source of review \_\_\_\_\_  
☐ Favorably reviewed ☐ Unfavorably reviewed
2. Does this title appear in one or more reputable selection aids? ☐ YES ☐ NO  
If answer is yes, please list titles of selection aids. \_\_\_\_\_
3. Does this material give a new dimension or direction to its subject? ☐ YES ☐ NO



Staff/School Council Reconsideration of Instructional/Library MaterialsFICTION**Purpose**

1. What is the purpose, theme, or message of the material? \_\_\_\_\_
2. Is the purpose accomplished? ☐ YES ☐ NO
3. Does reading, viewing, and/or listening to material result in more compassionate understanding of human beings? ☐ YES ☐ NO
4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various ethnic groups? ☐ YES ☐ NO
5. Are questionable elements of the story central to a worthwhile theme or message? ☐ YES ☐ NO

**Content**

1. Is the view of life presented in the material a realistic one? ☐ YES ☐ NO
2. When factual information is part of the story, is it presented accurately? ☐ YES ☐ NO
3. Are concepts age appropriate for the potential readers? ☐ YES ☐ NO
4. Do characters speak in a language true to the period/section of the country in which they live? ☐ YES ☐ NO
5. Is the presentation of the main character or any of the minor characters offensive? ☐ YES ☐ NO
6. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate? ☐ YES ☐ NO
7. If there is use of offensive language, is it appropriate to the purpose of the text? ☐ YES ☐ NO
8. Is the material well written or produced? ☐ YES ☐ NO
9. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion, or philosophy in any adverse way? ☐ YES ☐ NO
10. Does the material make a significant contribution to the history of literature? ☐ YES ☐ NO
11. Are the illustrations appropriate and in good taste? ☐ YES ☐ NO
12. Are the illustrations realistic in relation to the story? ☐ YES ☐ NO

ADDITIONAL  
COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
*Principal/designee's Signature*

\_\_\_\_\_  
*Date*  
Review/Revised: 8/12/10

Staff/School Council Reconsideration Decision

\_\_\_\_\_  
(Date)

Dear \_\_\_\_\_:

The staff has reviewed your request to reconsider \_\_\_\_\_.  
We have decided to:

- ☐ Retain
- ☐ Replace
- ☐ Reassign (alternative)
- ☐ Other, as specified \_\_\_\_\_

You must contact me within ten (10) days of the date of this letter if you wish to appeal this decision to the Superintendent.

Thank you for your interest in the District's schools and the instructional materials used.

Sincerely yours,

\_\_\_\_\_  
*Principal/designee's Signature*

\_\_\_\_\_  
*School*

Review/Revised: 8/12/10



## **Intellectual Freedom Links**

[American Library Association Library Bill of Rights](#)

[AASL School Library Bill of Rights](#)

[American Library Freedom to Read Statement](#)

[American Library Association Interpretation of the Library Bill of Rights](#)

[American Library Association Statement of Intellectual Freedom Manual](#)

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## **Review and Revision of Policies**

This document will be reviewed every two years to ensure that the current collection development policy is meeting the needs of Cooper High School. At that time, it will be imperative to evaluate the circulation statistics as well as collection and library media center policies.

A review committee is to be formed to evaluate the collection development policy. This committee will consist of the library media specialist, the library media center full-time assistant, two student library aides (when applicable), two classroom teachers, and the principal.

Prior to the collection development review, electronic surveys will be sent out to students and educators at Cooper High School regarding policies and procedures within the collection development policy. The data from this electronic survey will be reviewed and used when the collection development policy is evaluated. This will help the committee determine if the current collection policies in place are meeting the educational needs of the students of Cooper High School.

The current collection development policy will next be reviewed during the 2015-16 school year.

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**POLICY EVALUATION**

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: 01.15.14

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

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