

SCHOOL COUNCIL POLICY

Pikeville Independent Schools

Pikeville Junior High/High School

Policy Type (Check One)

 Council Operations School Operations**POLICY TOPIC DESCRIPTION****COLLECTION DEVELOPMENT POLICY – LIBRARY MEDIA CENTER****POLICY STATEMENT**

**Collection Development Policy
Pikeville Junior / Senior High School
Library Media Center**

Mission Statement

The Mission of Pikeville High School Library Media Center is to provide instruction and a collection of materials in a variety of formats that will assist students and staff in becoming effective and discriminating users of information, developing a pattern of lifelong learning, and in fostering a love of reading. The Library Media Center will educate students on the proper use of library materials and will allow students access to these materials. The Library Media Center of Pikeville School operates to support the overall school curriculum and to provide users with updated information necessary to fulfilling their educational goals and becoming productive citizens of their communities.

Purpose

The purpose of the Collection Development Policy for the Pikeville High School Library Media Center is to establish criteria for selection of materials, provide guidelines for removal of items from the library collection, and reduce personal bias on the part of the library media specialist as the primary selector of library materials.

The Collection

The collection maintained in the Pikeville High School library media center is chosen primarily to spark student interest in reading for learning and leisure as well as to support the curriculum of Pikeville High School defined by the School Board.

Guidelines for Selection of Materials

The materials selected for the Pikeville High School library media center will be chosen based on the following criteria:

- Materials which support the school curriculum
- Books for leisure based on student interests
- Materials to enhance student experience at PHS

Additional questions which will be considered when choosing materials for the library media center include:

- Are the materials age appropriate for the intended readers?
- Are the materials going to become obsolete or outdated quickly?
- Will the materials help expand a smaller area of the collection or are there sections of the collection that are already full?
- Is the format appropriate for the library and its readers?
- Are the materials accurate in content and appropriately formatted for the subject matter?
- Will the materials be widely used?
- Are the materials cost effective?

Suggestions for material purchases may be made by faculty, staff, students, and parents. The certified library media specialist, using the collection development policy as a guide, however, makes the ultimate decision as to what materials are purchased for the library media center collection.

Specific Criteria for Material Selection

Books:

- Reviews from reputable organizations will be considered.
- Reviews from online sources such as Novelist will be considered.
- The school library media specialist will view the books in person whenever possible.
- The physical condition of the books should be of high quality and long lasting. Although paperbacks may be purchased if no other binding type is available.
- On an annual basis, the library media specialist will select specific sections of the nonfiction collection for greater focus and review. Fiction will always be reviewed in its entirety.
 - The tentative schedule shall follow & be evaluated for effectiveness by the library media specialist during the 2022-2023 school year:
 - 000 - 199.999 2019-2020
 - 200 - 399.999 2020-2021
 - 400 - 599.999 2021-2022
 - 600 - 799.999 2022-2023
 - 800 - 999.999 2023-2024

Periodicals:

- Periodicals will be chosen that have a wide appeal among students.
- Periodicals will be chosen for leisure reading and to support the curriculum.

Graphic Novels:

- These books will be selected to encourage reluctant readers in addition to being available for readers based on personal interest.
- Graphic novels that are selected should age appropriate.
- Through interest in graphic novels, students will ideally graduate to reading higher level books.

Audio Visual Materials (DVDs, CDs, Videos, etc):

- These materials will be chosen to help support the overall school curriculum.
- Materials which will not quickly become outdated will be chosen.
- Professional reviews will be considered with the library media specialist viewing the materials in person when possible.

Electronic Resources:

- Subscription databases and software will be selected to help support the curriculum.
- Electronic resources offering reference capabilities will be a priority in selection.
- Electronic resources should help foster knowledge of and ability to use technology.
- User friendly, age-appropriate resources will be selected.

Reference Materials:

- Reference materials should support the school curriculum.
- Reference materials that will not become outdated quickly will be given top priority.
- Reference materials that do not duplicate information available through the media center's electronic resources are preferred.

Miscellaneous Materials:

- Miscellaneous materials such as book displays, games, etc may be purchased for library use. Though these items are not considered to be a part of the library collection, they will still be chosen with collection development criteria including:
 - Age-appropriateness

- Support of curriculum
- Ability to be widely used
- Will not become outdated quickly

Acceptable Use of Electronic Resources

All uses of the electronic resources available in the Pikeville High School Library Media Center must abide by the guidelines set forth by the Pikeville Independent Schools Acceptable Use Policy.

Evaluation and Weeding

In order to keep the materials available in the Pikeville High School library media center relevant and in good useable condition, the overall collection will periodically be evaluated and appropriate materials will be “weeded,” or removed from the collection (at least once per school year). Library materials may be weeded when:

- They are in poor physical condition
- They have not been checked out of the library in the last ten years
- They have become outdated, are no longer relevant, or contain inaccurate information
- They have content which displays inappropriate stereotypes
- They are not age appropriate for the intended readers
- They have become outdated because of the graphic design or photography contained within the material
- They are part of a large section of the library collection which is no longer highly popular
- They are of poor quality

When materials are weeded from the library collection they will be donated or discarded. The final decision as to what library materials will be discarded is up to the discretion of the library media specialist.

Reconsideration of Materials

If a material is removed from the library at the suggestion of the library media specialist, and following the guidelines marked in the collection development policy, yet a student, parent, or staff member of Pikeville High School believes the material should remain in the library, a reconsideration of materials request form may be filled out. This request form will be reviewed by the library media specialist, as well as the school administration and applicable teachers (dependent upon the material subject matter) and a decision will be made as to the ultimate fate of the material.

Challenged Materials

While the collection development policy will be followed in order to select materials for the library media center, materials may still be found objectionable to some and therefore may be challenged. The Pikeville High School Library Media Center supports the first amendment right to free speech as well as the *School Library Bill of Rights* (see appendix) of the American Association of School Librarians. If library materials are challenged, adherence to these guidelines will be followed. If a library material is challenged, the following will take place:

- The person challenging the material will be given a copy of the collection development policy for review.
- The challenger may submit a reconsideration of materials request form to the library media specialist.
- A committee made up of the library media specialist, principal, SBDM members and relevant teachers/staff will review the reconsideration of materials request.
- The material will either be judged suitable and will continue circulating or will be pulled based on the committee’s decision which shall be reached by a simple majority vote. (The principal shall vote only to break a tie)
- If the material is deemed appropriate and the challenger still wishes to file an additional complaint, an appeal may be made to the school board for another review of the reconsideration of materials request.
- The school board’s decision regarding the challenged material will be final.

Gifts and Donations

The Pikeville High School library media center gladly accepts gifts in the form of both monetary donations and gifted library materials. Material donations and gifts, however, will be evaluated under the same criteria as new materials purchased for the media center. If donated materials are not judged to be relevant according to the collection development policy, the donations will be respectfully declined, or used for other purposes rather than becoming a part of the circulation library collection. Donated materials are not completely “free.” Processing, evaluating, and shelving materials, whether purchased or donated, requires valuable time and resources from library staff. It is essential that all materials, gifted or purchased, fit the

criteria laid out in the collection development policy.

Reconsideration of Materials Request Form Pikeville High School Library Media Center

Date: _____

Type of Material (check one): _____ Book _____ Periodical

_____ Audio Visual _____ Electronic _____ Other

Title of Material: _____

Author: _____ Publisher: _____

Requester's Name: _____

Address: _____

Phone Number(s): _____

Complaint represents (check one): _____ Self
_____ Organization (specify) _____

Did you read or view the material in its entirety? _____ Yes _____ No

What concerns do you have about this material (please be specific): _____

Have you discussed these concerns with school personnel? (Check all applicable items) _____ Library Media Specialist _____
Classroom Teacher _____ Principal _____

What would you like the school to do about this material? _____

Signature of requester: _____ Date: _____

- **A committee will be formed to review and make a decision.**

Pikeville High School
Reconsideration Policy Response to Request for Removal of Library Materials

The committee has determined after evaluation of the material being considered that:

- _____ A. The book/material will remain in the library's collection.
- _____ B. The book/material will be removed from the library's collection.
- _____ C. The book/material will be placed in a different area of the collection from which it is presently housed.

Supporting Reasons for Decision:

1.

2.

3.

Committee member Signatures:

_____	_____
_____	_____

The Freedom to Read Statement Of the American Library Association

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

1. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

1. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

1. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

1. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

1. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

1. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

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.

- I. 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.
- II. 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.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. 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.

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Michael Rowe
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