

Regulation IS - 38 School Library Materials Selection & Adoption

November 2022

I. Purpose. This Administrative Regulation establishes the Superintendent's expectations for the selection and adoption of school library materials to support and enrich the instructional program and recreational reading needs of students in the Beaufort County School District (BCSD).

II. Non-Discrimination. The BCSD affirms the right of all individuals to be treated with respect and to be protected from intimidation, discrimination, physical harm, and/or harassment. The BCSD is committed to nondiscrimination and equal opportunity for all students, parents/legal guardians, staff, visitors, applicants for admission and employment, personnel, and community members who participate or seek to participate in its educational programs or activities. Accordingly, the BCSD does not discriminate against any individual on the basis of race, religion, gender, gender identity, sexual orientation, sex, pregnancy, childbirth, or any related medical conditions, color, physical or mental disability, age (40 or older), ancestry, genetic information, national origin, or any other applicable status protected by Title VI, Title VII, Title IX or any other local, state, or federal law.

III. Definitions.

- A. **Instructional Material.** Instructional materials are all materials designed for use by students and their teachers as a learning resource. They may be printed or non-printed and may include books, audiovisual materials and kits, and computer programs.
- B. **Instructional Program.** School libraries should support the academic curriculum to promote student achievement by providing information resources in a variety of formats within school grade bands.
- C. **Recreational Reading.** Recreational reading is the reading students choose to do on their own. It reflects the reader's personal choice of the material, within the scope of the school library's collection. Recreational reading is done for information or for pleasure, no one assigns it.

IV. Role of the School Library Professionals.

- A. School Librarians at each school hold the primary responsibility for identifying, selecting, classifying, and organizing school library materials. School library materials include library books, audiovisuals, electronic resources, and other materials. Since materials are selected to provide for the broad curricular needs and interests of the school community, school librarians welcome and consider suggestions from principals, teachers, students, and other members of the school community. The school principal has the responsibility to adhere to the BCSD defined procedures and practices for the purchase of all instructional materials.
- B. School Librarians should develop a school library collection which creates and sustains a diverse and accessible range of materials appropriate to the developmental and maturity levels of the students served. A well-developed school library collection provides space and resources for a variety of views and ideas and supports students as they develop the critical information literacy skills necessary to locate, analyze, evaluate, interpret, and communicate information and ideas within a pluralistic and increasingly media-rich society.

V. Objectives for School Library Services and Materials Selection.

- A. The school library is integral to and supports the school curriculum. Students are encouraged to realize their potential as informed citizens who think critically and solve problems, to observe rights and responsibilities relating to the generation and flow of information and ideas, and to

appreciate the value of literature in an educated society.

- B. Materials provided in school libraries will build a broad collection of knowledge representing multiple viewpoints, interests, and formats. Adhering to the South Carolina Standards for School Library Resource Collections and language defined in this Administrative Regulations, the collection will address the needs of appropriate school grade bands and text complexity.

Materials will be selected with a focus on the following objectives:

- a. To provide resources for a variety of views and ideas and to support students as they develop critical information literacy skills necessary to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-rich world;
- b. To develop an accurate and up-to-date library collection which meets the instructional and curricular needs of the school and its' students;
- c. To encourage an appreciation and interest for both informational and recreational reading/viewing/listening;
- d. To equitably provide for the needs of diverse learners, including students with disabilities or accessibility needs, multilingual learners, students with varying reading or maturity levels, and students of varying socioeconomic backgrounds;
- e. To provide materials representative of multiple viewpoints that may include sensitive or controversial issues;
- f. To provide materials representative of the many religious, ethnic, racial, and cultural groups which contribute to our local and global societies;
- g. Reflect the linguistic pluralism of the community; and
- h. Provide resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval.

- C. School Librarians do not necessarily endorse every idea or presentation they make available for use within a library's collection. It would conflict with the public interest for School Librarians to establish their own political, moral, or aesthetic views as a standard criterion for selecting library material. Materials shall support and be consistent with the BCSD general educational goals and the educational goals and objectives of each individual school. Materials shall be appropriate for the students for whom they are selected.

- a. The School Librarians shall use their professional training and expertise to continually evaluate the existing collection and identify areas in need of improvement. The school librarian accepts requests for materials from administration, faculty, staff, students, and parents, and establishes a school-level library acquisitions committee to examine, evaluate, and approve suggested school library materials. When selecting materials, School Librarians must consult reputable, unbiased, and professionally prepared selection aides (such as School Library Journal, Kirkus Reviews, Booklist, Publisher's Weekly, The Horn Book, and The Bulletin of the Center for Children Books). The school-level library acquisitions committee will review the entire list of suggested school library material. Items considered for purchase will be reviewed using the SCDE guidelines in addition to the following considerations:

1. Needs of the school and value to the collection;
2. Reputation and significance of author and producer;
3. Clarity, adequacy, and scope of text;
4. Validity, accuracy, objectivity, currency, appropriateness of text;
5. Organization and presentation of contents;
6. High degree of readability and/or comprehensibility;
7. High artistic quality and/or literary style; and

8. Value commensurate with cost.
9. Educational significance:
 1. Support the BCSD's mission, vision, and goals.
 2. Directly support the acquisition of related standards.
 3. Contribute to improved academic achievement for a variety of learners and learning styles.
 4. Promote the integration of higher-level thinking skills.
 5. Reflects the needs/interests of the school and the culture of the school community.
 6. Adds value to the library/school collection.
 7. Reflects a clear, adequate, and broad presentation of the content.
10. Be of excellent quality, content, and manner of presentation.
 1. Be aligned to instructional standards, as outlined in the South Carolina Department of Education College and Career Readiness Standards.
 2. Be engaging and able to meet a variety of student needs. Meet high standards of quality in factual content and presentation to include, but not limited to:
 - i. No errors, validity, accuracy;
 - ii. Objectivity;
 - iii. Well written; and
 - iv. Strong visual appeal.
 3. Ensure reputation and significance of author and producer.
 4. Contains a value commensurate with cost.
 5. High artistic quality, and/or literary style.
 6. Avoid bias and adhere to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status.
 7. Contains clarity, adequacy, and scope of text.
 8. Organized in a manner that provides clarity and ease to the reader.
 9. Ensures a high degree of readability and/or comprehensibility.
11. Avoid pervasive vulgarity
 1. When considered as a whole, does not appeal to sexual interest in a shameful manner.
 2. Does not depict or describe, in a clearly offensive way, sexual conduct.
 3. Abides by prevailing standards in the adult community as to what is suitable material for minors.
 4. Is free from graphic depictions of sexual activity.
12. Appropriateness of text to the:
 1. Age and grade level of students.
 2. Maturity level of students.
 3. Content area.
 4. Reflects the contemporary community standards.

D. The approved final list is to be submitted to the principal for consideration and approval.

E. Principal approval is required for material that is likely to be controversial.

F. Upon approval of book purchasing list, school is to follow BCSD procurement practices for

purchasing and acquisition. As best practice, schools are to order library/class set materials at increments not to exceed \$4500, to allow for appropriate review of titles.

- G. A technical review is required prior to purchasing/downloading any software, hardware, online programs, or other digital resources.
- H. The purchase of school library materials must be in alignment with this Administrative Regulation and confirmed by the school principal.
- I. Resource sharing shall be considered in purchasing decisions. Materials may be purchased or not purchased based on networking and collaborative relationships with other area collections and depending upon extent of need.
- J. Materials will be purchased in a variety of formats with efforts made to incorporate emerging technology when they meet the criteria outlined above.
- K. In accordance with Administrative Regulation OS-9 Authorized Signatures, school principals and department heads are authorized to sign all BCSD purchase orders and payment requests.
- L. Gift materials will be evaluated by the criteria outlined above and will be accepted or rejected in accordance with these criteria. Gifted materials may be rejected in accordance with these criteria or additional considerations, such as available space, duplication/overlap of current resources, conflicting collection development priorities, and other related factors.

VI. Classification and Organization of School Library Materials. The classification and organization of library materials (to include cataloging, labeling, shelving, and special displays) will be determined by School Librarians to best meet the needs of the school community. A consortium catalog will be used to allow for standardized cataloging processes and to facilitate resource-sharing opportunities between individual schools, such as interlibrary loan.

VII. School Library Collection Inventories and Analyses. School Librarians will conduct collection inventories and analyses at least once a year, to ensure accurate cataloging data/records and to identify aged, outdated, or lost materials. Generally, librarians should build library collections with the following goals:

- A. As needed, at least 5% of the collection is updated annually.
- B. The overall average copyright date for the fiction books, including Easy, paperbacks, audiobooks and ebooks, is no more than 15 years from the current calendar date.
- C. The overall average copyright date for the nonfiction books, including Easy, audiobooks and ebooks, is no more than 5 years from the current calendar date.
- D. The average copyright date for the total collection is no more than 11 years from current calendar date.

VIII. Materials Deselection. Weeding, or the regular removal of items from a library collection, is essential to maintaining a current and appealing collection. In adherence with the South Carolina Department of Education Standards for School Library Resource Collections, and to keep the library collection relevant to current and anticipated needs, school librarians will regularly weed from the library catalog based on subjective and objective criteria as follows:

- A. Objective Criteria for weeding is based on collection data sourced from the above referenced collection inventories, analyses, and circulation reports. Objective criteria for weeding may include:
 - a. Material exceeds overall target copyright date for the collection area as listed above.
 - b. Material's circulation records are historically low or represent a significant decline from previous years. (ex. less than 2 circulations in the last 2 calendar years)

- B. Subjective Criteria for weeding may include:
- a. Material is damaged.
(ex. irreparably torn pages, covers, or bindings)
 - b. Material is physically unappealing.
(ex. outdated covers or illustrations)
 - c. Material is inaccurate, biased, or depicts inappropriate stereotypes.
 - d. Material is superseded by a newer or better edition/resource.
 - e. Material is no longer appropriate for the maturity or reading levels of the students served.
(ex. The school's grade level bands have changed)
 - f. Material is no longer relevant to patron interests.
(ex. Biographies of once-famous figures; multiple copies of past award winners)
- C. Clarification of subjective criteria for weeding guidance from BCSD
- a. Needs of the school and value to the collection;
 - b. Reputation and significance of author and producer;
 - c. Clarity, adequacy, and scope of text;
 - d. Validity, accuracy, objectivity, currency, appropriateness of text;
 - e. Organization and presentation of contents;
 - f. High degree of readability and/or comprehensibility;
 - g. High artistic quality and/or literary style; and
 - h. Value commensurate with cost.
 - i. Educational significance:
 - 1. Support the BCSD's mission, vision, and goals.
 - 2. Directly support the acquisition of related standards.
 - 3. Contribute to improved academic achievement for a variety of learners and learning styles.
 - 4. Promote the integration of higher-level thinking skills.
 - 5. Reflects the needs/interests of the school and the culture of the school community.
 - 6. Adds value to the library/school collection.
 - 7. Reflects a clear, adequate, and broad presentation of the content.
 - j. Be of excellent quality, content, and manner of presentation.
 - 1. Be aligned to instructional standards, as outlined in the South Carolina Department of Education College and Career Readiness Standards.
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 - 3. Ensure reputation and significance of author and producer.
 - 4. Contains a value commensurate with cost.
 - 5. High artistic quality, and/or literary style.
 - 6. Avoid bias and adhere to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status.
 - 7. Contains clarity, adequacy, and scope of text.

8. Organized in a manner that provides clarity and ease to the reader.
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- k. Avoid pervasive vulgarity
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 3. Abides by prevailing standards in the adult community as to what is suitable material for minors.
 4. Is free from graphic depictions of sexual activity.
- l. Appropriateness of text to the:
 1. Age and grade level of students.
 2. Maturity level of students.
 3. Content area.
 4. Reflects the contemporary community standards.
- m. Resources should be free of political bias, unless being used to address a related standard. In this case, a broad range of views should be presented.

Adopted: July 18, 2001

Revised: October, 2007; September, 2009; October, 2017; June 2022; November 2022

Legal references:

Federal legislation:

Copyright Act of 1976, [Title 17 USC Section 101](#) *et seq.*, effective January 1, 1978.
[20 U.S.C. Code, Section 1232h](#), as amended.

S. C. Code, 1976, as amended:

[Section 59-31](#)-10 - Library committee.
[Section 59-31](#)-220 – Furnishing library books.

South Carolina Standards for School Library Resource Collections.

South Carolina Department of Education Model Policy for Library/Media Center Materials Selection and Reconsideration Process.

American Library Association – School Library Media Research: *Independent Reading and School Achievement. Volume 3, 2000.*

Beaufort County Schools Coherent Governance Manual:

GC-1 Board Purpose.

GC-2 Governing Commitments (GC 2.1, 2.2, 2.3).

GC-3 Board Job Description (GC-3.4.b.c.d., 3.17).

GC-6 Annual Work Plan.

GC-11 Diversity Statement and Goals.

B/SR-4 Authority of the Superintendent.

B/SR-5.8 Superintendent Accountability.

OE-1 Global Operational Expectation.

OE-3 Treatment of Stakeholders (OE-3.1, 3.3).

OE-10 Communicating with the Board (OE-10.1, 10.2, 10.4, 10.6, 10.12, 10.16).

OE-11 Communicating with the Public (OE-11.1, 11.2.a.b.c).

OE-12 Instructional Program.

OE-16 FOIA (OE-16.1, 16.2).

Beaufort County Schools
