

TKS Libraries Collection Development Guidelines

1. Rationale

The KAUST School (TKS) Libraries' collection supports learners to develop the wide range of literacies needed to thrive and contribute in a complex world. It supports the TKS academic program, which is concept-driven, inquiry-based, standards-aligned, and framed upon the International Baccalaureate.

The libraries are guided by TKS' overall mission, vision, and values. Three key areas influencing this rationale include TKS Identity, TKS Values, and the Intercultural Learning statement (see [Appendix A](#)). The combination of these underpins how the libraries curate resources and provide opportunities for learners.

2. Purpose

With the TKS Guiding Statements in mind, the TKS Libraries select resources to:

- support and enrich the school curriculum and personal interests, taking into consideration the diverse cultural and educational needs of the school community.
- promote student agency and foster curiosity.
- support the IB position on language and multiliteracies (See [Appendix B](#)) that develop students' ability to access and engage with multiple texts and modes.
- inspire a reading culture where students actively and widely read and explore.
- provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, societal standards, complex reasoning skills, and habits of mind.
- provide resources that support home language literacy and multilingualism.
- foster awareness and knowledge of the culture and heritage of Saudi Arabia.

3. Guidelines for developing and managing a collection

The physical and digital library resources are continually reviewed to ensure the quality and relevance of the collection to inform procurement of new resources, as well as the mending and deselection of current resources.

3.1 Responsibility for selection

The TKS librarians are responsible for selecting resources and considering requests from students, faculty, staff, and the school community.

Librarians provide principles above personal opinion and reason above prejudice in selecting materials of the highest quality to ensure a comprehensive collection appropriate to the school community.

3.2 Selection criteria for school library resources:

Library materials are selected to provide patrons with a wide range of resources. The criteria for selection of instructional materials are based on the following:

- appropriateness for the age and maturity level of the students
- currency and accuracy
- intended use
- durability of the material
- range of formats
- favorable and/or award-winning reviews found in professional selection tools
- Intercultural representation
- balanced perspectives
- cultural sensitivity and objectivity of the resource (see [Appendix C](#) for specific topics)

3.3 Resource selection tools

The librarian draws upon a range of professional and reputable selection tools when determining materials for possible purchase. This may include but is not limited to:

- Follett Library Resources “Titlewave”
- NoveList Plus
- Horn Book
- School Library Journal
- Kirkus Reviews
- Booklist
- ALA Online
- Common Sense Media
- International Society for Technology in Education (ISTE)
- Literary Reference Center Plus

3.4 Guidelines on accepting donations

TKS Libraries will accept resources that are in good condition, and meet the school’s rationale, purpose, and selection criteria. Items that do not will be returned to the donor or deselected. Donors are informed that in giving the material to the school, they relinquish ownership of the item/s.

In the case of books donated in other languages, donors will support the evaluation process of materials to ensure they meet the selection criteria.

3.5 Cooperative relationships with other libraries

As stated in our TKS Identity statement, TKS is uniquely positioned to be situated at King Abdullah University of Science & Technology. TKS Libraries supplement the offerings of the [KAUST Harbor Library](#) and [KAUST University Library](#).

3.6 Maintenance & Deselection

During the evaluation process, librarians consider the merit of repairing a book over deselection and/or replacement.

- Mending can extend the life of existing resources but is costly in terms of time and materials. Extensive mending will only be undertaken if replacement of the item is not possible.
- Deselection of the collection is an ongoing process of removing items that are duplicated, worn out, damaged, or no longer meet our selection criteria.

In some special instances, an irreplaceable title of importance must be retained regardless of condition. Special handling should be given to such resources.

The following factors, based on the international deselection criteria acronym MUSTIE, ([Appendix D](#)) are considered when deciding to repair or deselect library materials:

- physical condition, including quality of paper, margins, illustrations
- cost-effectiveness of repair or replacement
- relevance, currency, and accuracy
- number of other copies in the collection
- availability of the title for re-order
- value as an archival resource

The procedure for deselected materials is as follows:

- materials marked as deselected are deleted from the system
- barcode and spine labels are removed (remove book jacket if possible), covered, or crossed out
- if the KAUST School stamp is present, 'withdrawn' will be stamped over the top

Distribution of Weeded Materials:

- Donation:
 - TKS Internal (e.g. reallocated to other divisions/classrooms)
 - KAUST initiatives* - e.g. teen space, thrift shop, Harbor Library
 - Schools in Jeddah/Saudi Arabia - via KAUST Social Responsibility department (with vetting for suitability in Kingdom)
 - Schools outside of Kingdom
- Repurposing:
 - Use for art or altered book project: furniture chairs/tables (e.g. black-out poetry)
 - Add to school's re-use room if available
- Disposal:
 - Send to the KAUST recycle center
 - Shred sensitive materials

All receivers of materials from outside of The KAUST School must sign the [receipt](#) of donated materials and TKS [release of liability](#) forms.

3.7 Challenged Resources

TKS libraries maintain that only parents or legal guardians can restrict access to library resources for their children. School staff cannot restrict individual students from accessing specific resources held by the school library.

When a concern is raised about a resource in the school's collection, the process outlined below will provide guidance to manage these concerns fairly and transparently.

1. All elevated concerns, whether received by telephone, email, or personal conversation raised by community members about the library collection, shall first be reported to the specific librarian(s). Once brought to the librarian's attention, they will:
2. Contact the community member within 48 hours to share the resource and collection guidelines and provide the opportunity to meet. In parallel, the librarian will also review the resource and collection guidelines.
3. If a meeting is requested, the librarian will:
 - a. listen to the community member's concern,
 - b. discuss the school's selection criteria and procedures,
 - c. explain the intended educational use of the resource,
 - d. explain the process of filing a formal complaint.
4. If the concern is unresolved, the community member will complete the [Request for Reconsideration of Materials](#) form. The objection will be resolved if the complainant does not return the form within one week of receipt.
5. Upon receipt of a completed *Request for Reconsideration of Materials* form, a committee will be formed to review the formal complaint.
6. The committee will consist of the librarian(s), a member of the divisional leadership team, and other staff members as deemed appropriate such as the Director of Learning & Innovation, TKS Cultural Liaison or HR representative.
7. The divisional librarian will inform the committee members to:
 - a. read the challenge raised about the resource,
 - b. read/review the *TKS Collection Development Guidelines*,
 - c. review the challenged resource,
8. After reviewing the school guidelines and challenged resource, each committee member will complete an [Evaluation of Library Materials form](#).
9. A review committee meeting will be called within fifteen (15) working days of receiving the completed *Request for Reconsideration of Materials* form. At this meeting, the concerns listed on the form will be addressed, and a decision will be made on how to best include the resource at TKS, or to remove it from the collection.
10. The divisional librarian will email the committee's recommendation to the community member. The TKS Director of Learning and Innovation, The TKS Director, the TKS Cultural Liaison, and the TKS HR Representative are included in the email.

Unless instructed by a member of the TKS Administration team or the TKS Cultural Liaison representative, no challenged resources will be removed from the collection of resource materials except by the action of the review committee. Additionally, no resource may be removed solely because it presents ideas that may be unpopular or offensive to some. Any action to remove material will accompany the review committee's statement of the reasons for the removal.

Appendices

Appendix A - TKS Identity, Values, and Intercultural Learning

TKS Identity	TKS Values	Statement on Intercultural Learning
<p><i>As an integral part of King Abdullah University of Science and Technology, located on the shores of the Red Sea, The KAUST School has access to outstanding resources and unique opportunities. We are a diverse, coeducational Pre-Kindergarten to Grade 12 international school that serves the KAUST Community.</i></p>	<p>Adaptability</p> <ul style="list-style-type: none"> <i>We face change confidently as global citizens</i> <i>We promote resilience and growth to adapt to ever-changing conditions</i> <i>We engage in a reflective thought process to promote change</i> <p>Innovation</p> <ul style="list-style-type: none"> <i>We diversify our thinking as we engage in problems solving</i> <i>We cultivate a spirit of inquiry to guide learning and discovers</i> <i>We play with endless curiosity</i> <p>Diversity (included in the Intercultural learning statement)</p> <ul style="list-style-type: none"> <i>We embrace uniqueness in people, cultures, languages and beliefs</i> <i>We seek multiple perspectives to deepen our understanding</i> <i>We draw upon our differences to strengthen collaboration</i> <p>Inclusivity</p> <ul style="list-style-type: none"> <i>We create a sense of belonging within our community</i> <i>We provide equitable access to opportunities and resources</i> <i>We encourage the pursuit of personal aspirations</i> <p>Responsibility</p> <ul style="list-style-type: none"> <i>We contribute to and benefit from our collective learning</i> <i>We side to challenges, own decisions and overcome failures</i> <i>We recognise our impact on the world and act sustainably</i> 	<p>As a school within a diverse international community, located within the distinctive culture of Saudi Arabia we aim to reach beyond intercultural understanding and optimize the opportunities for students to learn from each other. This belief is grounded in our statement on Intercultural Learning:</p> <p>We are open and curious to multiple possibilities and perspectives, actively drawing upon our differences to strengthen collaboration and deepen our understanding. By diversifying our thinking, we positively impact humanity through creativity and innovation.</p> <p>The pursuit of intercultural Learning is supported by the TKS Values, The IB Learner Profile and the IB Global Contexts.</p>

Appendix B - Multiliteracies

Image below taken from [PYP: The Learning Community](#), page 53

Multiliteracies

Technology supports the IB position on language, literacy and multiliteracies, that develop students' ability to engage with multiple texts in multiple modes.

Examples of multiliteracies include:

- **digital literacy:** knowing and using a range of digital devices, including networking, as well as computing devices such as tablets, laptops, smartphones, and so on
- **media literacy:** knowing how to access, analyse, evaluate and create media
- **information literacy:** collecting, exploring and using information, data and evidence
- **critical literacy:** critical thinking through digital technologies, questioning and comparing what aids, extends and hinders learning
- **design literacy:** knowing that the world has been designed to aid and extend. For example, maintaining the focus on play by structuring early learning spaces with technological design choices that aid or extend children's play.

Appendix C - Sensitive topics that should not be included in our collection or items that need parental permission.

- **Content that references LGBTQ.** Homosexuality is illegal in the Kingdom of Saudi Arabia, and symbols (e.g. six colored rainbows) that represent this are banned in many countries in the region.
- **Polarization and discrimination.** This relates to text that promotes any specific culture or religion as superior or inferior to others. The political context at the time of ordering should also be considered.
- **Content of a sexual nature or includes sexual connotations (visual and written).** Please note that anatomical illustrations which are developmentally appropriate and supportive of our curriculum can be included in our collection.

When unsure about the appropriateness of a text, please consult your divisional librarian.

Appendix D - MUSTIE Deselection Criteria

- **MUSTIE** (excerpt from [CREW: A Weeding Manual for Modern Libraries](#))
 - M = Misleading—factually inaccurate
 - U = Ugly – worn beyond mending or rebinding
 - S = Superseded – by a new edition of/or by a much better book on the subject (out of date)
 - T = Trivial – of no discernible literary or scientific merit
 - I = Irrelevant to the needs and interests of the library's community (Low circulation)
 - E = Elsewhere – the material is easily obtainable from another library