



ROUND LAKE AREA SCHOOLS
Community Unit School District #116

Collection Development Procedure

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Round Lake Area Schools
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Library Mission Statement

Round Lake Area CUSD #116's libraries aspire to meet the unique needs of our diverse student population, honoring the qualities that make us individuals and affirming those that unite us as an educational community. We value intellectual freedom, curiosity, and access to information as a means of discovery, growth, and life-long learning.

This collection development procedure will guide each library to provide

- all library users with educational materials that enrich and support the curriculum.
- materials in different formats, various levels of difficulty, and of multiple perspectives.
- highly-regarded materials that present various sides of controversial issues to allow students the opportunity to develop the analytical skills necessary to make informed decisions.
- materials including varied, current literature to allow for developing and strengthening the love of reading.

Support for Intellectual Freedom

The school libraries of this district are guided by the principles set forth in the Library Bill of Rights and its interpretative statements, including "Access to Resources and Services in the School Library Program." See Appendix (in this procedure) for these documents.

Collection

Description of Collection

There are nine formal, staffed school libraries in the district including a kindergarten, five elementary schools, two middle schools, and a high school. Additionally, this procedure covers all collections purchased and maintained with district funds in all district buildings including both digital and physical resources, such as those located in district-funded classroom libraries and at the Early Education Center.

Responsibility for Selection

The elected Board of Education shall delegate the superintendent of schools and/or the designated district administrator the authority and responsibility for the selection of library materials in all formats. Responsibility for actual selection rests with the District Librarian who oversees each collection and may delegate to the professionally trained library personnel using the board's adopted selection criteria and procedures.

Selection Criteria

Before being included in one of our district's collections, library personnel must consider the merits of the work and how it could enrich the collection as a whole. A collection addition should meet as many of the following criteria as possible:

- Be appropriate in subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected
- Contribute to a variety of resources in both print and non-print format
- Incorporate accurate, authentic, current, and factual content from authoritative sources
- Contribute to differing but factually supported viewpoints on controversial issues
- Provide a global perspective and promote diversity by contributing to materials by illustrators and authors of different cultures and backgrounds
- Meet practical concerns regarding pricing, binding, durability, and vendor-offered warranties
- Be of high interest to students in terms of covering popular subjects, being culturally relevant, having visual appeal, currency, and engaging themes
- Support and enrich the curriculum and/or students' personal interests
- Earn favorable reviews from professional reviewers such as Kirkus, School Library Journal, and Booklist
- Be recommended by professional organizations such as the American Library Association and their divisions and the Association of Illinois School Library Educators
- Be on literary award lists, most notably the Monarch, Caldecott, Newberry, Lincoln, and Bluestem winners and nominees

Gifts and Donations

Gifts and donations to our school libraries are accepted with the understanding that the decision for use will follow the same selection criteria as purchased materials. Gifts and donations, like purchased resources, will be removed from the collection at the end of their useful life.

Acquisitions Procedures

- Library staff will evaluate available resources, curriculum needs, and consult reputable, professionally prepared aids to guide the selection of collection materials.
- District staff members, students, and community members are encouraged to provide suggestions for collection additions.
- Gift materials shall be judged by the selection criteria and shall be accepted or rejected by those criteria.

- Selection is an ongoing process that should include removing materials that are no longer used or needed, adding materials, and replacing lost and worn materials that still have educational value.
- District library staff should endeavor themselves with the material being added as much as feasible.

Policies on Selecting Materials on Controversial Topics

Our district libraries serve all of our students and staff. In accordance with the American Library Association's Library Bill of Rights and the Freedom to Read Statement, our libraries will provide access to a diversity of materials and viewpoints in a variety of difficulties, some of which may be offensive and/or controversial to some patrons. Library staff will provide high-quality, historically, and academically accurate materials on opposing viewpoints to enable students to develop necessary critical thinking skills to become discriminating users of information and productive members of society. To ensure our collections are of the highest quality, our libraries will provide a formal process in which individuals or groups may request reconsideration of materials they find to be offensive or inaccurate or otherwise fail to meet the ideals of this procedure.

Collection Maintenance and Weeding

At the end of each school year, the Library Media Assistant will inventory the school library collection and all resources. This is to determine book losses as well as remove damaged and worn materials for replacement. Additionally, this is an opportunity to identify items that are no longer relevant to the students or curriculum. In addition to the annual inventory, Library Media Assistants will work with the District Librarian to routinely review school library collections and systematically inspect materials that should be weeded because they are outdated, damaged, or irrelevant.

When feasible and cost-effective, materials will be repaired by the Library Media Assistants. The School Board will be notified before weeded materials are removed from district property.

Fine Policy

Students will not be fined for overdue materials. Fines will be charged in the case of lost or damaged materials.

Procedure Revision

- Annual Review
 - This procedure should be reviewed annually by the superintendent and/or designated administrator.
- Regular Revision
 - This procedure should be reviewed for possible revisions no less than every three years by the District Librarian and the designated administrator. Careful attention should be paid to updating external documents such as those from the American Library Association.
- Timing of Revision
 - No revision should be undertaken when a formal challenge is occurring. When the challenge has been resolved, those involved should reflect on the reconsideration experience and use the new knowledge to suggest meaningful changes to the current procedure.

Reconsideration Policy

To ensure our collections are of the highest quality, our libraries provide the following process to individuals or groups to request reconsideration of materials they find to be offensive or inaccurate or otherwise fail to meet the ideals of this procedure.

Staff members can refer to the [Administrative Procedure - Curriculum Objection](#).

Parents can refer to the [Student Handbook: 11.10 Student Privacy Protections](#).

Appendix

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.

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

Inclusion of "age" reaffirmed January 23, 1996.

Although the Articles of the Library Bill of Rights are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as [Interpretations of the Library Bill of Rights](#).

"Library Bill of Rights", American Library Association, June 30, 2006.

<http://www.ala.org/advocacy/intfreedom/librarybill> (Accessed January 10, 2022).

Access to Resources and Services in the School Library: An Interpretation of the Library Bill of Rights

The school library plays a unique role in promoting, protecting, and educating about intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library, the principles of the American Library Association's Library Bill of Rights apply equally to all libraries, including school libraries. Under these principles, all students have equitable access to library facilities, resources, and instructional programs.

School librarians assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School librarians work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Intellectual freedom is fostered by educating students in the use of critical thinking skills to empower them to pursue free inquiry responsibly and independently. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School librarians cooperate with other individuals in building collections of resources that meet the needs as well as the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

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

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School librarians

resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access regardless of technology, formats or method of delivery.

Major barriers between students and resources include but are not limited: to imposing age, grade-level, or reading-level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; charging fees for information in specific formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

It is the responsibility of the governing board to adopt policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. It is the responsibility of school librarians to implement district policies and procedures in the school to ensure equitable access to resources and services for all students.

Adopted July 2, 1986, by the ALA Council; amended January 10, 1990; July 12, 2000; January 19, 2005; July 2, 2008; and July 1, 2014.

"Access to Resources and Services in the School Library: An Interpretation of the Library Bill of Rights", American Library Association, May 29, 2007.

<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accessresources>

(Accessed January 10, 2022).