

Deerfield District 109 School Library Program Guidelines

(revised 5/18/23)

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VISION STATEMENT

To be the welcoming heart of our school communities where all come to learn, discover, create, and connect

MISSION STATEMENT

The mission of the Deerfield District 109 school library media program is to cultivate dynamic learning environments characterized by innovation, collaboration, curiosity, adaptability, critical inquiry, and multiple literacies for all stakeholders.

SCHOOL LIBRARY CORE BELIEFS

An effective school library program includes the following:

- A dedicated full-time certified school librarian and support staff;
- A fully funded, dedicated library space;
- Personalized learning environments for students and staff;
- A responsive schedule that allows for collaboration;
- Resources that are equitably accessible for all library users;
- A collection and instruction that reflect equity, diversity, and inclusion, and support social-emotional learning;
- Support for intellectual freedom and the right to read;
- Responsible technology use as a means to demonstrate, share, and create knowledge;
- Creation and consumption of information ethically and responsibly;
- Protection of confidentiality and privacy;
- Opportunities to promote global awareness and social responsibility.

SELECTION POLICY

Goal

To provide physical and virtual resources that have been selected through strategic planning, research, and best practice, which will implement, enrich, and support the educational programs of the school. The library information specialist should curate a wide range of material on all levels of difficulty, present different points of view, and represent voices that provide “[mirrors, windows, and sliding glass doors](#)” for all students.

Objectives for Selection

We seek to reaffirm the objectives of many professional organizations that the responsibility of the school library is:

1. To provide resources that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. To provide resources that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. To select resources that present various sides of controversial issues, giving students an opportunity to develop analytical skills resulting in informed decisions.
4. To provide resources that are accurate representations of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
5. To place principle above personal opinion and reason above prejudice in the selection of resources of the highest quality in order to assure a comprehensive collection appropriate for the users of the school library.

Criteria for Selection (from [ALA Selection Criteria](#))

1. Support and enrich the curriculum and/or students' personal interests and learning;
2. Meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format;
3. Be appropriate for the 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;
4. Incorporate accurate and authentic factual content from authoritative sources;
5. Earn favorable reviews in standard reviewing sources and/or favorable recommendations based on preview and examination of materials by professional personnel;
6. Exhibit a high degree of potential user appeal and interest;
7. Represent differing viewpoints on controversial issues;
8. Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures;

9. Include a variety of resources in physical and virtual formats including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-books, educational games, and other forms of emerging technologies);
10. Demonstrate physical format, appearance, and durability suitable to their intended use;
11. Balances cost with need.

Top Five Recommended School Library Reviewing Sources ([according to ALA](#)):

- [Association for Library Service to Children \(ALSC\) Notable Children's Books](#)
- [Booklist](#)
- [School Library Journal](#)
- [We Need Diverse Books website](#)
- [Young Adult Library Services Association \(YALSA\) Best Books for Young Adults](#)

LOST AND DAMAGED MATERIALS

Patrons assume full responsibility for any lost items or items that are returned damaged to the extent they cannot be returned to the shelf. Examples of damaged items may include:

- Animal teeth or claw marks
- Liquid damage or stains
- Food damage or stains
- Pages stuck together
- Pages marked, burned, missing, or torn
- Swollen or odoriferous pages
- Mold or mildew in the book
- Any damage rendering the item unusable

If an item is damaged to the point it cannot be returned to the shelf, or a patron is unable to locate a lost item, the patron will be charged for that item.

WEEDING GUIDELINES

The Library Information Specialist assumes the responsibility for the quality and quantity of the library collection. Per the selection guidelines, he/she must assume the professional responsibility for removing materials that are no longer appropriate for or are not supportive of the existing school programs and the school community.

Systemic weeding is a needed service that enhances the credibility and use of the Learning Commons (LC)/ Library Media Center (LMC). A planned method of weeding is

an integral part of maintaining resources. Weeding should be done at a time when the school program will be least interrupted.

MUSTIE is an easily remembered acronym for six negative factors that frequently ruin a book's usefulness and mark it for weeding:

M = Misleading (and/or factually inaccurate)

U = Ugly (worn and beyond mending or rebinding)

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

T = Trivial (of no discernible literary or scientific merit)

I = Irrelevant to the needs and interests of your community

E = Elsewhere; the material may be obtained expeditiously through interlibrary loan or reciprocal borrowing.

In all cases, weeding decisions ultimately depend upon the professional judgments of the library staff who are responsible for the selection of materials in response to the needs of their library's patrons.

Adapted from [The CREW Guidelines for Weeding Your Collection](#)

INTELLECTUAL FREEDOM POLICY

“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](#)’ and [The Students’ Right to Read statement of the National Council of Teachers of English](#).” (From [the American Library Association](#))

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.

[From The American Library Association](#)

BOOK CHALLENGES

If a school stakeholder has questions or concerns about a school or classroom library resource, they are encouraged to reach out to the school librarian and/or school principal to gather more information. If the concerned individual is not satisfied during the discussion and still wants the item removed, the district can proceed with a formal reconsideration process. A formal process includes the following steps:

1. The concerned individual must complete the [Library Request for Reconsideration of Material Form](#).
2. Upon receipt of the completed form, the library media specialist will notify the principal by forwarding a copy of the request.
3. The principal will form a committee within 15 working days to review the material and challenge. The committee may include library media specialists, parents/guardians, students, and school/district administration. (The challenged material will remain on the shelves during the reconsideration process.)
4. The committee will conduct a thorough review and notify the complainant and superintendent of the committee's recommendation based on the district's collection development policy.
5. The written decision of the committee will be sent to the complainant within 45 days of receipt of the complaint.
6. If still dissatisfied, a written appeal can be directed to the school superintendent.
7. Complainants may not raise the same or substantially same challenge after the appeal has been decided or matter closed.

LIBRARY DONATIONS

(Criteria) Organizations and individuals may express an interest in donating books and other resources to Deerfield District 109 libraries. Generally, professional library staff must review potential library donations using the same criteria as purchased material. Additional criteria include the following:

1. Donated materials should be new or barely used (in good to excellent condition with no writing or other defacing), complete, clean, durable, and attractive;
2. Reference materials, including atlases, encyclopedias, subject specific multi-volume sets, and other non-fiction resources should be no more than five years old; science, medical, computer, and other resources in areas in which

information quickly becomes outdated should be no more than three years old.
Book sets should be complete;

3. Fiction books should be no more than eight years old with the exception of books by well - known children's authors and classics;
4. All materials should have a reading level and an interest level of Pre-K through 12th grade;
5. Non-fiction books should not reflect outdated stereotypes of racial or cultural groups in either the text or the illustrations and should avoid oversimplification of complex issues and other distortions that would give readers erroneous or misleading information; and
6. Materials that generally are not appropriate for library use, such as textbooks, consumable instructional materials such as workbooks, standardized tests, most periodicals, pamphlets, and catalogs will not be accepted.

LINKS TO ORGANIZATIONS

[AASL](#)—American Association of School Librarians

[AISLE](#)—Association of Illinois School Library Educators

[ALA](#)—American Library Association

[IDEA](#)—Illinois Digital Educators Association

[ILA](#)—Illinois Library Association

[IRC](#)—Illinois Reading Council

[ISBE](#)—Illinois State Board of Education

[ISTE](#)—International Society for Technology in Education

ILLINOIS READERS' CHOICE BOOK AWARDS

[Monarch Award: Illinois' K-3 Readers' Choice Award](#) (Grades K–3)

[Bluestem Award: Illinois 3-5 Readers' Choice Award](#) (Grades 3–5)

[Rebecca Caudill Young Readers' Book Award](#) (Grades 4–8)