



Policy: 2021P

Section: 2000 - Instruction

Procedure - Library Information and Technology Programs

Library Collection Development

This procedure guides ~~Teacher-L~~ibrarians and informs the community about the process for selecting, acquiring, evaluating, and maintaining library information and technology program materials. The objective of each program is to implement, support, and enrich the ~~educational program of the district~~ district's educational program.

To best meet the unique needs of each school, the district will strive to create a library collection based upon an assessment of student and staff needs. This will be accomplished by the following:

1. Providing ~~resource materials, both curricular and personal curricular and personal resource materials~~ for students and faculty;
2. Providing materials that meet the interests, vocabulary, maturity, and ability levels of all students;
3. Providing a diversity of materials ~~in the interest of achieving to achieve~~ a balance of sources and perspectives;
4. Fostering reading as a lifelong activity through pleasurable exposure to printed and digital materials; ~~and~~
5. Including materials in the collection because of their academic, literary, ~~and/or~~ artistic value and merit.

Library Materials and Electronic Resources

Library materials or digital services are those items accessible through the library information and technology program that provide support for an area of the curriculum, information for independent study, or resources for enrichment and recreational interest. Electronic resources include access to electronic documents, databases, and websites.

Suggestions for Acquisition:

Students, parents, community members, or teachers may suggest materials for the district to acquire ~~Suggestions for acquisition or electronic resources may originate from students, parents, community members and teachers.~~ Library information and technology staff will weigh requests, evaluate materials, and select those materials which that fulfill the needs of the instructional program. ~~Teacher-L~~ibrarians in each school determine final selections.

Selection

Teacher-librarians will use multiple sources to select materials. Those sources may include the following ~~Sources for the selection of materials include but are not limited to:~~

Vendor catalogs, American Historical Fiction, Basic Book Collection for Elementary Grades, the Best in Children's ~~B~~ooks, Children and Books, Children's Catalog, Elementary School Library Collection, European Historical Fiction and Biography, Guide to Sources in Educational Media, Junior High School Catalog Reference Books For School Libraries, Subject Guide To Children's Books in Print, Subject Index to Books for

Intermediate Grades, Subject Index to Books for Primary Grades, and Westinghouse Learning Directory.

Teacher-librarians may also use Current review journals like :-

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AASA Science Books and Films,
American Film & Video Association Evaluations,
Kirkus Reviews,
Media and Methods,
School Library Journal,
Bulletin of the Center for Children's Books,
Horn Book,
KLIATT,
VOYA, and
Booklist.

All items selected for placement in the school library will do the following:

1. Support and be consistent with the state's and district's general educational goals ~~of the State of Washington and _____ School District~~ and the aims and objectives of individual schools and specific courses;
2. Support and be consistent with school library media and information literacy standards established by the American Association of School Librarians and the as well as content area standards established by the Office of the Superintendent of Public Instruction ~~of the State of Washington~~;
3. Meet high standards of quality in factual content and presentation;
4. Contain appropriate subject matter for the age, emotional development, ability level, learning styles, and social development of the students for whom they are selected;
5. Serve the intended purpose, in both physical format and appearance for library materials for library materials in both physical format and appearance;
6. Help students gain an awareness of our pluralistic society;
7. Motivate students and staff to examine their own duties, responsibilities, rights, and privileges as participating citizens in our society, and to duties, responsibilities, rights, and privileges as participating citizens in our society and make informed judgments in their daily lives;
8. Withstand scrutiny based on their strengths ~~rather than be rejected for their weakness~~; and
- 1.9. Clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively objectively presenting and analyzing intergroup tension and conflict, placing emphasizing on recognizing and understanding social and economic problems.

Gifts/Donations

Materials donated to the school library will be accepted or declined in accordance with the criteria applied to the purchase of materials.

Collection Assessment

De-selection (weeding out) of outdated and damaged materials is a natural part of the library's life cycle and maintenance of the quality and integrity of the collection. ~~The Teacher-Librarians~~ will evaluate the library collection on a continuing basis ~~in order to~~ assure-ensure that ~~itthe collection~~ meets the district's mission statement and goals ~~of the _____ School District~~.

Considerations for De-selection

Teacher-librarians will consider the following in deciding what materials to de-select:

1. Whether ~~Currency~~ – ~~T~~he subject matter is out of date or no longer relevant to the instructional program
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- ~~2. Whether Physical Condition – the Item is worn, soiled, missing pages, antiquated in appearance, or unattractive;~~
- ~~3. Whether the item has Not circulated for within a reasonable amount of time;~~
- ~~4. Whether a newer edition has superseded the item Superseded by newer editions;~~
- ~~5. Whether the materials pPerpetuates cultural, ethnic, or sexual stereotypes;~~
- ~~6. Whether the materials aren't appropriate for students' reading levels Inappropriate reading level; or~~
- ~~7. Whether the materials contain appropriate subject matter for the age, emotional development, and social development of the students for whom they were selected~~
- ~~3.8. Whether there are already multiple copies of an item Unneeded duplication of materials.~~

Requests for Review and Removal consideration of Library Media Materials

- 1. Request for Review:** A parent or legal guardian of a student enrolled in the district (a "parent") may submit a written request to review and remove library materials to the applicable teacher-librarian and principal.
- 2. Seeking Resolution:** If the parent requests, the school will arrange a meeting with the parent, the principal, and the teacher-librarian to address the parent's concerns and find solutions.
- 3. Principal's Decision:** If the issue cannot be resolved, the principal, in consultation with a teacher-librarian, will review the materials and issue a written decision on whether to remove them. The decision must be issued within 30 days of meeting with the parent or within 60 days of receiving the request to review and remove if the parent doesn't request a meeting.
- 4. Appeal Process:** If the parent or teacher-librarian disagrees with the principal's decision, they may appeal to the superintendent or designee in writing. The superintendent's or designee's decision is final and cannot be appealed. Once the final decision is made, the same materials may not be reconsidered for at least three years unless the superintendent determines a significant change in circumstances arises.

The decisions made under this process must comply with RCW 28A.320.233, will be based on the criteria for selecting and de-selecting library materials described in this procedure, and may apply only to the student or students whose parent submitted the request to review and reconsider. When a concern is expressed about library resources, the Teacher-Librarian will consider both the resident or staff member of the district's right to express an opinion and the principles of intellectual freedom.

Informal Reconsideration

Residents of staff members of the district wishing to make a complaint regarding library resources will be asked to direct their complaint to the Teacher-Librarian. The Teacher-Librarian will attempt to resolve the issue informally by:-

- Discussing the request with the complainant and listening carefully to the concerns expressed;
 - Explaining why the material was selected, and how its inclusion in the collection was guided by the district collection development policy/procedure; and
 - Share review sources for the item in question;
- If the informal process does not resolve the matter, the complainant may submit a formal request for reconsideration of Library resources. Library materials in question will remain in the collection until the process is completed and a final decision is made.

Formal Reconsideration

The building principal will be informed whenever a resident or staff member of the district asks for a *Request for Reconsideration of Library/Media Materials* form.

The Request for Reconsideration of Materials form, together with a copy of the challenged materials process will be furnished to the complainant by the principal.

The formal process will follow the process required by Procedure 2020P for a written challenge, with the understanding that the criteria and rationale for reconsideration of library materials differs from classroom/district adopted materials. When reviewing a challenge to library materials the instructional review committee will:-

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Examine the Request for Reconsideration form;

Read and evaluate the book/material in question;

Study thoroughly all materials referred and read available reviews. The general acceptance of the materials should be checked by consulting standard evaluation aids and holdings in other schools;

Discuss the book/material in the context of the educational program and the audience for which it was selected;

Consider the entire work, rather than extracting passages or parts. Weighing the values and faults against each other and weighing the conflicting opinions based on the materials as a whole; and

Base the final decision upon the appropriateness of the material for its intended educational use.-

The decision of the Instructional Materials Committee may be appealed by a concerned party to the Board of Directors, by submitting a written request to the office of the superintendent. The purpose of the Board of Director's review will be to determine whether the committee applied the appropriate criteria and followed the proper process.

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The superintendent will notify the concerned parties of the findings of the board's review.

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If the correct criteria and process were followed by the Instructional Materials Committee, the decision of the committee stands. If it is determined they were not followed, the Board of Directors will determine the outcome of the challenge.

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The decision regarding challenged materials will not be subject to reconsideration for a minimum of three years, unless there is a substantive change of circumstances as determined by the superintendent.

Last Revised: **March 02, 2022**

Classification: **Discretionary Essential**

Prior Revised Dates: **04.11; 12.11; 12.15; 07/01/2017; .25**