ISD # 700 Hermantown School District

Collection Development Policy

Developed April, 2010

By Lisa Wensmann

I. Collection Policy:

The goals of the school media center collection are to address the variety of needs and interests of our students in the context of the school curriculum and educational goals. We strive to provide quality informational resources from all viewpoints. We work to incorporate as many diverse materials as possible, and make them accessible to all students. We stand by the School Library Bill of Rights (Appendix A), and work to create the best and most accessible collection we possibly can.

II. Selection Policy:

At Hermantown Schools, we work to select the best materials for our students. The materials we select address the many views and needs our students have, as well as enrich and support the school curriculum and educational goals. Selection should contribute to the construction of a collection that fits the needs of the school.

A. Selection Objectives

TO provide students and staff with materials appropriate to their needs.

TO provide a broad range of materials appropriate to the needs of

students and staff

TO enhance and enrich the school curriculum with many resources from a

number of different viewpoints

TO prevent personal bias in the creation of the collection by putting principles

above personal opinion

TO provide many different formats, including both print and electronic, in which

students and staff can receive information

B. Responsibility for Selection

The selection of materials for school media center will ultimately be left up to the media specialist because of their expertise in this area. Teachers, students, and parents may make suggestions, but the final decision belongs to the media specialist.

C. Criteria for Selection

The selection of materials will be based on whether a material meets the following criteria:

1. Relationship to the philosophy and objectives of the district, the school, or a specific curriculum area.

2. Fitting with students recreational and leisure reading interests

3. Appropriateness for students’:

a. age level

b. maturity level

c. interest level

d. reading ability

4. Representation of numerous viewpoints on controversial topics

5. Cost is justifiable in comparison to other available materials

6. High quality in technical and artistic elements

7. Relevant to the community and its needs

8. Meets professional needs of school district staff.

9. Ability to be used by all students and/or staff

10. Relevant to the world and society today

D. Selection Procedures

1. Materials for the media center will be selected by the media specialist with the cooperation of the administration, faculty, parents, and students. All are encouraged to assist with the building of the collection by submitting requests for materials they would like to see in the school media center. The media specialist should review requests as they come in. Those materials that are chosen to be purchased should be placed on a list until they are able to be obtained. The list may be print or electronic, according to the preference of the media specialist.

2. Final Decisions on whether to purchase materials will be based on one or more of the following:

a. positive reviews by professional and reputable selection sources, e.g. Booklist, Horn Books, School Library Journal, YALSA Top Ten Lists, Content area bibliographies, etc.

b. favorable preview of an item before purchase

c. review by a committee of media specialists and teachers

d. professional judgment of the media specialist and/or content area teacher(s)

3. Upon decision for acquisition, materials will be purchased from the most appropriate vendor. The item should be purchased from the vendor who offers the greatest quality for the smallest cost. If an item must be obtained in a short amount of time, items may be purchased from a local bookstore, even if the cost is greater than that of an online vendor. All other acquisitions should follow the stated guideline. Materials should not be purchased in sets unless each item has been favorably reviewed on the basis of the above listed tools.

4. Gifted Materials

In regards to gifted materials, the media specialist will decide whether or not to accept the material based on the criteria for selection previously stated. Only gifts which our given outright will be accepted. These materials will be placed within the general collection. One exception to this rule is the Aiden Collection at the Hermantown Middle School which will continue to be shelved in a designated area.

III. Intellectual Freedom and Censorship

The Hermantown School Board backs the media specialists in creating a welcoming place for students to learn. This means that we stand by the media specialist’s judgment in the purchase of new materials, as well as in the removal of unsuitable items. We stand by our students’ rights to receive and distribute information and ideas. Our students have these first amendment rights, and as such we will stand against any form of censorship towards the media center collection. The Board backs their position with the School Library Bill of Rights (Appendix A) and the Access to Resources and Services in the School Library Media Program (Appendix B).

A. Regarding Controversial Topics/Areas

1. Religion: A representation of all major religions and doctrines will be housed in the media center. The media center will also include religious materials that are historically important.

2. Ideologies: The basic facts at student level on any ideology or philosophy which is of historical or current importance and relevance will be included in the media center.

3. Sex and Sexuality: Materials which present sexual accounts or nuances will only be included if the material has strong literary, scientific, or historical importance which outweighs the questionable sexual content. Media staff and teachers will carefully evaluate these works to make sure they are appropriate for the students use. Materials containing information on and protagonists that are straight as well as Lesbian, Gay, Bisexual, and Transgender (LGBT) will be included in the media collection to ensure that all students can relate to the materials offered.

4. Profanity: The use of any kind of offensive speech will not automatically keep the item from being selected if the language is an integral part of the setting and character portrayal.

5. Science: Medical and scientific knowledge will be made available without any biases. Varying viewpoints on such things as abortion and the formation of the Earth will be housed in the media center.

B. Challenging Materials

Criticism of materials housed in the library should be submitted using the Citizen’s Request for Reevaluation Form (Appendix C) supplied by the school. The form will be submitted to the principal who will pass it on to the superintendent. Prior to submission of the challenge the media specialist or teacher should try to share the reasoning behind the inclusion of the material in the collection. They should also supply the challenger with a copy of the Collection Development Policy, and the Reevaluation Form. A committee will be appointed by the principal. The committee will consist of two teachers in the content area of the material being considered (if the material is fiction any teacher may be chosen), a media specialist, and an administrator. This committee will review the material being challenged, and judge it based on the principles of selection previously listed. The committee will decide whether or not to remove the item from the shelves. If anyone is unsatisfied with the results, they may appeal the decision through the superintendent or School Board.

IV. Reevaluation and weeding.

Reevaluation of materials is an integral part of keeping our media center collections up to date, accessible, and accurate. Materials need to be reviewed from time to time to ensure that they still fit the criteria for selection and more importantly the needs of our students. Materials that are found to still fulfill our students’ needs will remain on the shelves, and those that do not will be removed and disposed of properly.

A. Criteria for weeding

The CREW method’s MUSTIE standards (Appendix D) will be used as the basis of reevaluation and weeding in conjunction with the following criteria.

1. Severely out of date

2. Include harmful or misleading information

3. Include stereotypes, discriminatory language, or profanity that is not integral to the setting and character in a work of literary or other merit

4. Obsolete formats

5. Severely damaged books for which there is a suitable replacement

available

B. Special Considerations

Items that will be very carefully reviewed before removal include the Opposing Viewpoints and Minnesota Collections. If these items no longer specifically fit the needs of our students, but are of historical interest, they will be moved to the district archives or a local historical museum/society. Yearbooks and other materials specifically related to the district will be kept in the schools as long as possible. If and when space becomes limited these items will also be moved to the district archives, or a local historical museum/society.

**Resources.**

Bishop, K. (2007). *The collection program in schools: Concepts, practices, and information*

*sources.* (4th ed.) Westport, CT: Libraries Unlimited.

Hermantown School District. (n.d.). *Policies and procedures for selection of school library*

*materials.* Hermantown, MN: Hermantown School District.

American School Library Association. (2000). *School library bill of rights.* Retrieved from

<http://www.asla.org.au/policy/p_bor.htm>

American Library Association. (2010). *Access to resources and services in the school library*

*media program: An interpretation of the library bill of rights* Retrieved from <http://www.ala.org/ala/issuesadvocacy/librarybill/interpretations/accessresources.cfm>

American Library Association. (2010). *Online challenge reporting form.* Retrieved from

<http://www.ala.org/ala/issuesadvocacy/banned/challengeslibrarymaterials/challengereporting/onlinechallengeform/index.cfm>

Arizona State Library, Archives and Public Records. (2010). *Weeding.* Retrieved from

<http://www.lib.az.us/cdt/weeding.aspx>

SUNLINK. (2010). *SUNLINK weed of the month.* Retrieved from

<http://www.sunlink.ucf.edu/weed/>

**Appendix A**

**SCHOOL LIBRARY BILL OF RIGHTS**

for School Library Media Center Programs

The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

TO provide a comprehensive collection of instructional materials selected in compliance

with basic written selection principles and to provide maximum accessibility to these materials

TO provide materials that will support the curriculum, taking into consideration the

individual’s needs, varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served

TO provide materials for teachers and students that will encourage growth in knowledge and

that will develop literary, cultural and aesthetic appreciation and ethical standards

TO provide materials which reflect the ideas and beliefs of religious, social, political,

historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments

TO provide a written statement, approved by the local Boards of Education, of the

procedures for meeting the challenge of censorship of materials in school library media centers

TO provide qualified professional personnel to serve teachers and students

Available at: <http://www.asla.org.au/policy/p_bor.htm>

**Appendix B**

**Access to Resources and Services**

**in the School Library Media Program**

An Interpretation of the *LIBRARY BILL OF RIGHTS*

The school library media program plays a unique role in promoting 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 shapes the resources and services of a school library media program, the principles of the *Library Bill of Rights* apply equally to all libraries, including school library media programs.

School library media specialists 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 library media specialists 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. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media specialists cooperate with other individuals in building collections of resources appropriate to the needs and to 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 media 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 equal access to resources and services, the school library media program 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 media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media specialists resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Available at: <Http://www.ala.org/ala/issuesadvocacy/librarybill/interpretations/accessresources.cfm>

**Appendix C.**

**Citizen’s Request Reconsideration of Library Materials**

Adapted from ALA Online Challenge Reporting Form

Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Publisher/ Producer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type of Material:

Book \_\_\_ Textbook\_\_\_ Magazine\_\_\_ Newspaper \_\_\_ Pamphlet \_\_\_

Student Publication \_\_\_ Film/Video\_\_\_ Sound Recording \_\_\_ Computer Software \_\_\_

On-line Resource:\_\_\_ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For which class, or in which media center was this material used? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Complaint initiated by (name):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade in school: \_\_\_\_\_\_\_\_\_

Relationship to complainant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reason for Complaint:

Racism\_\_\_ Sexism\_\_\_\_ Inaccurate\_\_\_\_ Homosexuality\_\_\_\_ Nudity\_\_\_\_

Sexually Explicit\_\_\_\_ Unsuited to Age Group\_\_\_\_ Offensive Language\_\_\_\_

Political Viewpoint\_\_\_\_ Religious Viewpoint\_\_\_ Violence\_\_\_ Abortion\_\_\_ Drugs\_\_\_ Occult/Satanism\_\_\_\_ Suicide\_\_\_\_ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please explain:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do you believe will be the result of students reading/ viewing/ listening to this material? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did you read this entire work? \_\_\_\_\_\_ If not, what parts?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional Comments and Concerns: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_20\_\_\_\_ Signature of Citizen\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix D**

**MUTIE Standards**

The CREW method uses an acronym, MUSTIE, to indicate when an item should be removed from the collection. MUSTIE stands for:

* **M**isleading and/or factually inaccurate: (this includes items that fail to have the substantial periods of time not represented because of the age of the material)
* **U**gly (worn out beyond reasonable mending or having been poorly repaired in the past):
* **S**uperseded by a new edition or a better source; (keep in mind the use of the Web as a better, more up-to-date source in many cases)
* **T**rivial (of no discernable literary or scientific merit & without sufficient use to justify keeping it);
* **I**rrelevant to the needs and interests of your community; (not used even though we may find it “interesting”!)
* **E**lsewhere (the material may be easily borrowed from another source or found on the Web)

Available at <http://www.lib.az.us/cdt/weeding.aspx>

Additional weeding assistance can be found at <http://www.sunlink.ucf.edu/weed/>