

Collection Development

Manual

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A. Community Analysis of School

There are 11 branches of the County Library throughout the county. One branch is 1.5 miles from this middle school that offers summer reading programs for all local students. They host a Make and Take session for teens and a Teen Advisory Group. They have an outreach program for local teens to work with/for local vendors. The

administrative office holds the collection development policy in the government office. The County's Library/Media Programs Supervisor is Diane Stinson. The vision for the PWCS library system is to promote information and digital literacy for all students, staff, and the community. Through collaboration, research and thinking critically, students will become proficient learners in accessing information. Title I school. Located in Woodbridge, VA, it is 30 miles south of Washington, DC and .5 miles from the Potomac River. It includes grades 6-8 with the 8th grade being the largest at 420 students. They have a multi-cultural population which includes 47% Hispanic, 31.5% African American, 9% Asian, 8.1% White, and 4.2% Multi-ethnic. Special Education students make up 11.2%, 41.9% are English language learners and 69% are economically disadvantaged. Most students home language is Spanish and the second largest is Arabic and/or Farsi. All students are eligible for free breakfast and lunch due to the Title I classification. The school's administration consists of a principal, 2 assistant principals, and an administrative intern. The library staff includes two media specialists and a desk attendant. The library is not only used to check out books, but also for teaching classes. The school's population is currently 1, 178 students. They use standards-based learning and restorative practices. (PWCS.edu)

The county is made up of 63 elementary, 3 traditional schools, 17 middle, and 14 high schools. The county consists of 91, 178 students. Prince William county is a suburb of Washington, D.C. and is located 22 miles south. Specific to this zone of attendance in Woodbridge. The median income is \$45,024 (Census Bureau Quick facts). The largest percentage of employment is from Public Administration 12.9%, with Healthcare and Social Assistance coming in second with 10.7%. There are 2 major hospitals with 3 other health services locations.

Virginia Department of Education. (n.d.). *Rippon Middle - Virginia school quality profiles*. Virginia School Quality Profiles.

<https://schoolquality.virginia.gov/schools/ripton-middle>

B. Philosophy Statements

School Philosophy

We believe in each and every one of our students, and I will always put their best interests first. All in, every day, whatever it takes.

Library Philosophy

Collaborate with staff and students in support of instruction and curriculum to enhance learning.
Enable students to access, evaluate and synthesize information from a variety of sources.
Encourage life-long intellectual curiosity by providing an inviting and positive environment

C. Intellectual Freedom Statement

Prince William County Schools follow the American Library Association's Library Bill of Rights <http://www.ala.org/advocacy/intfreedom/librarybill/> and its supporting documents. This policy follows the ideology of the constitution of the United States of America that guarantees citizens free access to information. Those beliefs include but are not limited to the following:

It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.

Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.

It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.

There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.

It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.

It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.

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

D. Impact Statement

The plan for the school library is created to support all students enrich the community, and uphold the principles of intellectual freedom. This to make certain that all students will have equal access to diverse, high-quality resources.

Community Impact

The school library serves students, teachers, and the community. This is accomplished by constantly curating and weeding the collection. The school library's main goal is to offer a sense of belonging and shared identity.

Philosophical Impact

The school library's collection will challenge, inspire, grow the student's interests, and supporting them to use critical thinking.

Intellectual Freedom Impact

We believe every student should have the chance to explore ideas. The school library is a safe environment for students to create, be independent, and feel supported.

E. Define a Collection

A school library collection refers to the organized and purposefully assembled assortment of educational resources housed within a school's library. This collection is designed to support the educational goals, curriculum, and recreational needs of students, teachers, and the broader school community. The materials within a school library collection typically include a diverse range of formats and subjects. Here are key components commonly found in a school library collection:

1. Books: A wide selection of books catering to various reading levels, genres, and topics to promote literacy and reading engagement. The core component of any library is books covering various subjects, genres, and formats (e.g., fiction, non-fiction, reference books, graphics).
2. Reference Materials: Print and or non-print dictionaries, encyclopedias, atlases, and other resources that provide quick access to information for academic and research purposes.
3. Periodicals: Print and or non-print magazines, journals, and newspapers relevant to educational subjects and students' interests.
4. Digital Resources: E-books, audiobooks, online databases, journals, and educational software that support digital literacy and research.
5. Audiovisual Materials: Educational DVDs, CDs, and multimedia resources that enhance learning through visual and auditory means when applicable.
6. Educational Technology: Items such as computers, tablets, and other devices that facilitate research, learning activities, and access to online educational resources.
7. Career and College Resources: Information on careers, college admissions, and vocational training to support students in planning for their future when applicable.
8. Multicultural and Inclusive Materials: Literature and resources that reflect diverse cultures, backgrounds, and perspectives to promote inclusivity and understanding.
9. Curriculum Support Materials: Additional materials like lesson plans, study guides, textbooks, maps, posters, and other supplementary resources that align with the school's curriculum.
10. Educational Kits and Games: Materials designed for educational purposes, including kits, games, and other interactive learning tools.

A well-rounded school library collection is carefully curated to meet the educational needs of the

school community, fostering a positive learning environment and contributing to the overall academic success and enrichment of students.

Mardis, M. (2021). *The Collection Program in Schools: Concepts and Practices*. Libraries Unlimited.

ChatGPT. (2023, December 4.) <https://chat.openai.com/> F. Selection statements

F. Selection Statement

I. Purpose

This policy is designed to ensure that the library collection supports the educational goals of the school, reflects the diverse needs and interests of the students, and adheres to ethical and legal standards. Selection decisions are made without personal bias to ensure the collection is representative of the community.

II. Responsibility for selection

The school librarian will select materials for the library. Stakeholders, such as administrators, teachers, and community members, are welcome to make recommendations for purchase of materials.

III. Criteria

Library materials will be:

- 1) Age appropriate and developmentally appropriate for the student population served

2) Related to the content, curriculum, goals of the school, as well as the interests of the student body.

3) Selected to support the instruction and enrichment of that content

4) Non-Fiction materials are credible and accurate in the information they present

5) Selected to promote critical thinking and increased literacy amongst the student body

6) Selected in accordance with reviews and recommendations from professional journals. Example of professional review sources are:

a) School Library Journal

b) Booklist

c) Hornbook

d) Kirkus Review

e) Notable Book Lists

f) Notable Award Lists

7) Purchase decisions will be made with consideration to:

a) Quality of content

b) Accuracy of content

c) Cost and need

d) Value added

e) Relevancy

8) Selected based on student interest and level of appeal

9) Representative of multiple perspectives, including those of controversial issues, to ensure students think critically and make informed judgements

10) Inclusive and representative of the diverse population the library serves 11)

Available in multiple formats to promote accessibility for all. Formats should include both print and digital resources.

12) Selection for school specific technology resources will be based on

a) Availability of user access (home and school)

b) Consideration of content already available

c) Age appropriate content

d) Currency

e) Frequency of updates

f) Support services available

g) Ease of use

h) Cost and need

IV. Review and Revision

This selection policy will be reviewed and revised as necessary to adapt to changes in the curriculum, educational goals, and societal standards.

Mardis, M. (2021). *The Collection Program in Schools: Concepts and Practices*. Libraries

Unlimited

“Policy 5046 Criteria and Selection of School and Classroom Library Materials”, Loudoun

County Public Schools, June 27, 2023.

[go.boarddocs.com/vsba/loudoun/Board.nsf/files/CSLR7M6852D5/\\$file/Policy%205046%20Criteria%20and%20Selection%20of%20School%20and%20Classroom%20Library%20Materials%2006132023%20-%20SB%20-%20Redlined.pdf](https://go.boarddocs.com/vsba/loudoun/Board.nsf/files/CSLR7M6852D5/$file/Policy%205046%20Criteria%20and%20Selection%20of%20School%20and%20Classroom%20Library%20Materials%2006132023%20-%20SB%20-%20Redlined.pdf) (Accessed November 28, 2023)

"Selection Criteria", American Library Association, December 19, 2017.
<http://www.ala.org/tools/challengesupport/selectionpolicytoolkit/criteria> (Accessed November 28, 2023)

G. Acquisitions statements

1. Curriculum Alignment: School librarians work closely with teachers and administrators to understand the curriculum and educational goals. The acquisition process is influenced by the need to support classroom instruction and enhance students' learning experiences.

2. Budgeting and Funding: The school allocates a budget for library acquisitions, often in collaboration with the district or school board. This budget may come from various sources, including district funds, grants, or fundraising efforts. **3. Selection Based on Grade Levels:** Materials are selected based on the age and grade levels of the students. The collection needs to cater to a range of reading levels and subject areas to support the diverse needs of the student body. **4. Vendors:** Orders will be placed with the approved vendors that contract with the division.

5. Incorporating Diverse Formats: Recognizing the different learning styles of students, school libraries may acquire materials in various formats, including print books, e-books, audiobooks, and multimedia resources.

6. Collaboration with Teachers: Librarians collaborate with teachers to identify specific needs for classroom projects or assignments. They may acquire supplementary materials to support these projects.

7. Promotion of Literacy Programs: School libraries often play a key role in promoting literacy programs. They may acquire materials that align with these programs and organize

events to encourage reading among students

. 8. **Integration of Technology:** In addition to traditional library materials, school libraries may acquire and provide access to digital resources, online databases, and educational software to support technology-integrated learning.

ChatGPT. (2023,November 30.) <https://chat.openai.com/>

H. Gift statement

The school library welcomes materials in good condition for donation from a variety of sources. Donations once made become the property of the school which will be considered for placement in the library with the same criteria used when purchasing new collection materials. All materials should support the curriculum and/or the recreational needs or interests of library users. Attention will be paid to the fact that the library is not obligated to keep donations. When applicable, resources will be reused or recycled. Gifts and donations, like purchased resources, will be removed from the collection at the end of their useful life. It should be noted that no advertising beyond the name of the contributing company can be included in any promotional or published sources. In the event of a monetary donation, the money will be deposited into a library fund. This money will then be used to purchase items following the procedure and requirements as per division policy. The librarian will be responsible for selecting materials purchased. When donations of items are received we will not provide a receipt stating value or appraisal.

Donation Acceptance Form:

https://docs.google.com/document/d/1Q7xnrVPs_mGHbR1IX29IzBr4Jiojx5_EC0VUxzfeZpk/edit

Sources used for this section (in APA format, please!):

ChatGPT. (2023,November 30.) <https://chat.openai.com/>

KPEKOLL. (2017, December 25). *Gifts and donations*. Tools, Publications & Resources.

<https://www.ala.org/tools/challengesupport/selectionpolicytoolkit/donations> Mardis,

M. A. (2021). *The collection program in schools: Concepts and practices, 7th edition*.

I. Shared Resources

All of the schools in the district are connected by a shared OPAC system and mail system allowing interlibrary loans to occur between schools. Resources among the schools may be borrowed through an honor system. Requests are made through e-mail or phone. This interlibrary system offers students and teachers additional resources. School catalogs use the Destiny Quest system and access is available through each school's website.

The public library system also offers access to their materials through their website. Students may request materials using their public library card and they also have access to databases and e-books through the library website. Teachers may request "classroom carryouts" that include fine free materials for classroom use. Students and teachers do have to physically pick up and return their print materials from the public library.

[Interlibrary Loan Form.pdf](#) - Mardis, M. A. (2021). The collection program in schools: Concepts and practices. Libraries Unlimited, an imprint of ABC-CLIO, LLC.

J. Policy and procedure for handling challenges Policy and Procedures for Challenged Books

Introduction:

The purpose of this policy is to establish guidelines and procedures for handling book challenges within our educational institution. As an institution committed to fostering intellectual growth and a love for learning, we recognize the importance of promoting diverse perspectives and encouraging critical thinking. This policy aims to ensure that challenges to books are addressed in a fair, transparent, and respectful manner, while upholding the principles of academic freedom and intellectual inquiry.

Policy:

1. Intellectual Freedom:

- a. Longwood County Public Schools affirm the principles of intellectual freedom, encouraging

the exploration of diverse ideas, opinions, and expressions.

b. The library collection is curated to provide a broad range of materials that represent various viewpoints and experiences.

2. Right to Challenge:

a. Any member of the school community, including students, parents, guardians, and staff, has the right to challenge a book within the library collection.

b. Challenges must be based on age appropriateness, educational suitability, content appropriateness, or adherence to the curriculum.

3. Review Committee:

The division level review committee shall be composed of diverse stakeholders, including instructional administrators, school-based employees, and parents.

- One administrator from the appropriate level;
- Two teachers (one of whom should teach at the grade level or content area in which the material is used).
- One librarian from the appropriate level;
- The specialist of the content area and/or coordinator of library services; and
- One student, when appropriate
- A parent from the community.

Procedures:

Procedures for Reconsideration

Any member of our educational community, including students, parents, faculty, or staff, may report a book challenge by submitting a written complaint to the appropriate authority. The complaint should clearly state the reasons for the challenge and provide supporting evidence or examples from the book in question. The complainant should also specify the specific educational resource (e.g., curriculum, library, reading list) where the book is found.

A. Initiation of a Challenge:

A complainant must make contact with the librarian, specifying the reasons for objection. Before a formal challenge, the complainant must discuss their concerns with the school librarian. Then, if unsatisfied with the result of the meeting with the librarian, the complainant will schedule a meeting with the school administrator. If unsatisfied with the result of the meeting with the school-level administrator, then the complainant will complete the [reconsideration form](#).

B. Review Process:

The school level review committee will convene to thoroughly assess the challenged material. Committee members will consider the educational value, appropriateness, and alignment with curriculum standards.

The committee will submit recommendations to the Administration within 30 days of receiving the formal challenge.

C. Superintendent's Decision:

The Superintendent/ Central Office will review the committee's recommendations and make a final decision within 15 business days.

The Superintendent's decision will be communicated in writing to the complainant, along with any actions taken.

D. Appeal Process:

If dissatisfied with the Superintendent's decision, the complainant may appeal to the School Board within 15 business days.

A committee appointed by the School Board will conduct a comprehensive review, and their decision will be final.

E. Recordkeeping:

All challenges and decisions will be documented, maintaining confidentiality as appropriate.

A summary of each challenge, the committee's findings, and the final decision will be maintained as part of the library's records.

F. Public Communication:

Decisions and actions taken in response to challenges will be communicated to the Longwood community while respecting privacy and confidentiality.

The library will provide a brief summary of challenges and resolutions on the district website.

This policy and procedures report aims to uphold the principles of intellectual freedom while providing a structured process for addressing concerns related to library materials within our school district.

-ChatGPT (2023, December 2) <https://chat.openai.com/>

K. Policy for evaluation of collection

The librarian will evaluate the collection when it's deemed necessary.

- Important for reflecting on current activities and prioritizing future work
- Should include both quantitative and qualitative measures •
Can provide data to demonstrate the library's importance to stakeholders
- Techniques can include
 - Collection analysis (average age of collection, etc.)
 - Circulation statistics
 - Relative use factor (% of circulations of a particular collection/% of holdings the particular collection represents)
 - User surveys

Mardis, M. A. (2021). *The collection program in schools: Concepts and practices*. Libraries Unlimited, an imprint of ABC-CLIO, LLC.

L. Weeding/deselection statement

The school librarians will conduct a complete inventory every 5 years, according to the chart below, to evaluate losses and replace or remove damaged, worn, or irrelevant materials.

Cyclical inventory, evaluation, and weeding of the school library's collection ensure that it stays relevant, accurate, and useful. Our librarians deselect materials according to the CREW method:

Continuous Review, Evaluation, and Weeding. For considering weeding a resource from the collection, the CREW method recommends the acronym, MUSTIE (Mardis, 2021, p. 149):

M = Misleading - factually inaccurate; biased or portrays stereotypes; outdated in content, use, or accuracy (consider copyright)

U = Ugly - worn beyond mending or rebinding; poor physical condition

S = Superseded - by a new edition of/or by a better book on the topic

T = Trivial - of no discernible literary or scientific merit

I = Irrelevant to the needs and interests of the library's community; has not circulated in the last five years

E = Elsewhere – easily obtainable from another library

Responsibilities of Library Staff

1. The library staff is responsible for conducting regular weeding, documenting the process, and making informed decisions about removing materials.
2. Collaborate with teachers and other stakeholders to ensure that weeding decisions align with curriculum needs.
3. Ensure that library staff members are trained in the weeding process, including the criteria for

removal and proper documentation and disposal.

4. The librarian will remove all labels and any evidence of school library ownership and stamp weeded items with “discard” on the front and back inside covers before disposing of them.

Year ending in:		1	2 3 4 5	6 7 8 9	0
Class	Interval				
000	5 years		X		X

100	5 years		X		X
200	5 years		X		X
300	3-4 years		X	X	X
400	5 years	X		X	
500	2 years		X X	X X	X
600	2 years		X X	X X	X
700	5 years		X	X	
800	3-4 years	X	X	X	
900	3-4 years		X	X X X	
92	3 years		X	X	
Graphic novels/manga	5 years		X		
Fiction	5 years		X	X	

(Adapted from Kerby, 2019).

Sources used for section L:

American Library Association (ALA). (2017). *Collection maintenance and weeding*.

<https://www.ala.org/tools/challengesupport/selectionpolicytoolkit/weeding>

Kerby, M. (2019). *An introduction to collection development for school librarians*. (2nd ed.). AASL.

Mardis, M. A. (2021). *The collection program in schools: Concepts and practices*. (7th ed.). Libraries Unlimited.

New York City School Library System. (2023, November 16). *Weeding guidelines*.

[Weeding - NYC School Librarian Guidebook - New York City School Library System at NYC](#)

[DOE Office of Library Services \(libguides.com\)](#)

OpenAI. (2023). *ChatGPT* (Dec 1 version) [Large language model]. <https://chat.openai.com/chat>

Prince William County Public Schools (PWCS). (2022, December). *The School Librarians' collection development handbook*.

M. Policy for revision of the policy

To maintain the currency and accuracy of this policy, the school librarian will update as needed.

ChatGPT (2022, June 16.) <https://chat.openai.com/>

N. Bibliography

American Library Association (ALA). (2017). *Collection maintenance and weeding*.

<https://www.ala.org/tools/challengesupport/selectionpolicytoolkit/weeding>

<https://www.ala.org/tools/challengesupport/selectionpolicytoolkit/do>

nations Mardis,

ChatGPT. (2023, December 4.) <https://chat.openai.com/>

[Interlibrary Loan Form.pdf](#) - Mardis, M. A. (2021). The collection program in schools: Concepts and practices. Libraries Unlimited, an imprint of ABC-CLIO, LLC.

Kerby, M. (2019). *An introduction to collection development for school librarians*. (2nd ed.).

AASL.

Mardis, M. A. (2021). The collection program in schools: Concepts and practices. Libraries Unlimited, an imprint of ABC-CLIO, LLC.

New York City School Library System. (2023, November 16). *Weeding guidelines*.

[Weeding - NYC School Librarian Guidebook - New York City School Library System](#)

[at NYC DOE Office of Library Services \(libguides.com\)](#)

North Hunterdon-Voorhees Board of Education(2023). Request for *Library Materials* *Reconsideration*.

https://drive.google.com/file/d/1-2hV9LSuZvZ0gH0-dGrRKi4iPDMzQHPI/view?usp=share_link

OpenAI. (2023). *ChatGPT* (Dec 1 version) [Large language model].

<https://chat.openai.com/chat>

Prince William County Public Schools (PWCS). (2022, December). *The School Librarians' collection development handbook*.

Virginia Department of Education. (n.d.). *Rippon Middle - Virginia school quality profiles*. Virginia School Quality Profiles.
<https://schoolquality.virginia.gov/schools/ripton-middle>