

Parker Charter Essential School Library

Collection Development Policy

Intellectual Freedom

“The right of library users to read, seek information, and speak freely as guaranteed by the First Amendment. Intellectual Freedom is one of the core values of the library profession; it promotes access to information and guides the defense against censorship” (ALA Office for Intellectual Freedom 2018).

Selection Policy Objective

To provide faculty and students with materials that enrich and support the curriculum and meet the needs of the students and faculty.

- To provide students with a wide range of educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view
- To select materials that present various sides of controversial issues, giving students an opportunity to develop analytical skills resulting in informed decisions
- To select materials in all formats, including up-to-date, high quality, varied literature to develop and strengthen a love of reading
- Ultimate decision lies with the school librarian

Selection Criteria

General Criteria:

- Support and enrich the curriculum and/or students' personal interests and learning
- Be appropriate for the subject area and for the age (grades 7-12), maturity level (a wide range), emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected
- Fill senior's requests with books to help support their year-long project
- Incorporate accurate and authentic factual content from authoritative sources
- Earn favorable reviews in standard reviewing sources
- Show a high degree of potential user appeal and interest
- Represent differing viewpoints on controversial issues
- Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures

Sources

- Vendor catalogs and websites (Ingram, Follett, Baker and Taylor, Amazon)
- Association for Library Service to Children (ALSC)
- School Library Journal
- We Need Diverse Books website
- Young Adult Library Services Association (YALSA)

Selecting Materials on Controversial Subjects

This library subscribes to the principles expressed in the American Library Association's Library Bill of Rights (see below). It is the responsibility of the school district to provide a wide range of materials on different levels of difficulty and to represent different points of view. School library professional staff will provide materials on opposing viewpoints on controversial issues to enable students to develop necessary critical thinking skills to be discriminate users of information and productive members of society.

Gifts and Donations

Gifts and donations to the school library are accepted with the understanding that the decision for the use and disposition of the materials and/or funds will be determined using the same selection criteria as purchased materials. All materials should support the curriculum and needs of library users. Gifts and donations, like purchased resources, will be removed from the collection at the end of their useful life.

Maintenance and Weeding

The school librarian will continually conduct an inventory of the school library collection. The inventory can be used to determine losses and remove damaged or worn materials which can then be considered for replacement. The inventory can also be used to deselect and remove materials that are no longer relevant to the curriculum or of interest to students. Additionally, school librarians should develop a collection maintenance plan that includes systematic inspection of materials that would result in weeding outdated, damaged, or irrelevant materials from the collection. All books have a lifespan.

Library Bill of Rights

The American Library Association (ALA) 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.

ALAAmericanLibraryAssociation

Why Are These Books in My Library?

<https://www.ala.org/tools/sites/ala.org.tools/files/content/youthresourcesFAQ.pdf>

What Your Librarian Wants You to Know

1. *How can you help children and teens make the best use of the library?*

- Encourage your children to think about the library as a place to get answers to questions, as well as to find interesting things to read for fun. By asking questions and learning to find their own answers, young people learn to think for themselves and analyze what they see and hear.
- Talk to your librarians. Your librarian will ask you and your child questions, then make suggestions based on your child's age, maturity level, knowledge, and interest. When you can't go along, ask your children to talk with you about what they found at the library.
- Children are generally not attracted to materials that are too advanced for their reading or maturity levels. If you feel an item is too advanced or not appropriate for your child, use this as an opportunity to express your views and provide guidance. Discuss your family expectations regarding library use with your children.
- Sometimes young people seek information from libraries when they are embarrassed or uncomfortable about asking an adult. Factual information from the library can ease their fears and even keep them safe from harm. Remember that when a child is reading or viewing something, it does not mean they are participating in or approve of it. Children and teens are sometimes more comfortable learning about a topic from someone else's experience in a book or movie. If you have a concern, take the opportunity to discuss it.
- Be a role model for library use. Nothing teaches children better than seeing you use and enjoy the wide range of materials available and talking about how to make your own choices.

2. *Why can't adults tell the librarian what materials youth shouldn't have access to?*

Like adults, children and teens have the right to find the information they choose. Libraries have a responsibility to provide information for a wide variety of users. If you are a parent or guardian, you have the right and responsibility to make decisions about what materials are suitable for your own family. *No one has the right to make rules restricting what other people use, or to make decisions for other families.*

3. *How are libraries different from movie theaters or bookstores, which often have restrictions for children and teens?*

You have probably used movie guidelines such as G, PG, and PG-13. These standards are developed by the Motion Picture Association of America (MPAA), a private institution. Other organizations also provide movie guidelines. You may be aware of recommendations from parenting resources or from your pediatrician. Librarians can help you find movies that fit your family. We may use information from a variety of sources, including MPAA, but we will find other information for you as needed. As public institutions, libraries cannot discriminate based on origin, age, background, or views. Retail stores and theaters are businesses that may be required to — or can choose to — apply restrictions.

4. How do librarians select their collections?

Each library develops its own policies or criteria for collection development. Policies are approved by the library or school governing board, which is made up of community representatives. The majority of books and other materials selected have been reviewed in professional magazines or journals. Purchases are also sometimes made based on requests by library users. In schools, librarians work closely with teachers and school administrators to provide collections that support and supplement the school's curriculum.

To serve entire communities, librarians seek materials on a broad range of subject matter that reflect diverse experiences. Librarians do not select materials based on their personal beliefs. They select materials in keeping with their libraries' policies and the Library Bill of Rights.

The [Library Bill of Rights](#) was adopted by the American Library Association in 1939 in response to the censorship taking place during World War II. This set of six articles defines the core values of librarianship.

5. How do librarians decide where the materials should be shelved?

Librarians divide the collection into sections so that patrons can find what they need more easily. Nonfiction, reference, fiction, YA/teens, children, graphic novels, and movies are sections found in most public libraries.

Some fiction books could fit in two categories (for example: a book for “tweens,” i.e., older children or young teenagers). Librarians are familiar with their library's collection development policies, which, among other things, outline the needs and interests of the community, and give a framework for each section of the collection. Librarians usually rely on their own professional assessment of the book, along with professional reviews and a good knowledge of the community.

6. What about the internet?

The internet, a global, decentralized network of computers, provides a means to access information far beyond the library's own collections. The internet is also a new opportunity for children to expand their minds and experiences, and to develop skills necessary for the future. The quality of a child's experience directly relates to a parent's investment in that experience. If you take the time, you can make your child's internet activities positive, productive, and educational.

No individual, company, or government agency controls or monitors the internet in the U.S. While much of the information accessed can be valuable and enlightening, the user may also find materials that are unreliable, personally offensive, or illegal under U.S. law. Therefore, parents are advised to supervise their children's internet sessions at the library. By taking responsibility for their children's online computer use, whether at the library or at home, parents can minimize any potential risks associated with online computer use.

Book Reconsideration Form

--Use this form to submit a book title that you would like the library to reconsider having as part of the collection.

Request for Reconsideration of Material Form

Please return the completed form to the librarian.

Parker Charter Essential School, 49 Antietam St., Devens, MA 01434
Date:

Name _____

Address _____

City _____ State/Zip _____

Phone _____ Email _____

Do you represent self? Or an organization? Name of Organization _____

1. Resource on which you are commenting:

Book (e-book) Database App
 Magazine Audio Recording Newspaper Other
 Digital Resource

Title _____

Author/Producer _____

Is the resource part of the curriculum, library collection, or other?

2. What brought this resource to your attention?

3. Have you examined the entire resource? If not, what sections did you review?

4. What concerns you about the resource? This could be subject matter, illustrations, language used.

5. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

Works Cited and Referenced

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