

# **School Library Collection Development Policy Guidelines**



**School Library Media Services  
Office of Technology  
South Carolina Department of Education**

**Inez Moore Tenenbaum  
State Superintendent of Education**

**2005**

# Contents

Shaping the School Library Collection Development Policy Document: An Overview .....	1
I. Basic Elements of the Policy Document's Introduction	
A. Statement of the Library Media Center Mission .....	3
B. Statement of the Library Media Center Goals .....	3
C. Statement of the Purpose of the Collection Development Policy .....	3
D. Description of the Learning Community .....	4
E. Description of the Needs of the Users .....	4
F. Description of the Collection .....	4
G. Explanation of Interlibrary Cooperation .....	5
II. General Policy Statements on Procedures	
A. Selection of Materials .....	6
B. Requests for Reconsideration (Challenged Materials Policy) .....	6
C. Weeding the Collection .....	6
D. Gifts and Donations .....	7
E. Missing, Lost, and Damaged Materials .....	8
F. Funding and Budgeting .....	8
III. Description of the Collection	
A. Subject Areas .....	9
B. Present Collection Levels .....	9
C. Acquisition Goals .....	9
D. Special Collections .....	10
E. Other Considerations .....	10
IV. Explanation of Development Policy Implementation, Review, and Revision .....	11
Appendixes	
A. Library Media Center Advisory Committee Membership and Responsibilities .....	12
B. Curriculum and Collection Maps Template .....	17
C. Sample Materials Selection Policy .....	18
D. Sample Policy for Requests for Reconsideration .....	19
E. Sample Request for Reconsideration Form .....	21
F. Sample Materials Evaluation Committee Report Form .....	23
G. Access to Resources and Services in South Carolina School Library Media Centers .....	25
H. Guidelines on Weeding .....	26
I. Sample Acknowledgement Letters .....	27
J. LMS Annual Survey Table for Average Age of Collection by Dewey Decimal Category .....	28
K. General Review Sources .....	29
Glossary .....	30

## **Shaping the School Library Collection Development Policy Document: An Overview**

The mission of the school library media center is to support the informational and recreational reading needs of all users. To accomplish this mission, the library media specialist has several responsibilities for establishing and maintaining the library media center's resource collection:

- providing resources in multiple formats that are aligned with the instructional program of the school,
- providing resources that encourage and facilitate recreational reading by students and faculty, and
- providing professional resources that facilitate the personal professional development of the faculty.

Establishing a quality, usable collection requires a valid, viable, and current collection development policy, which is flexible enough to meet the ever-changing needs of the library media center and the school's instructional program.

Common to all libraries, collection development is an activity that assists the library professional in evaluating the resource collection to identify strengths and weaknesses and to plan a strategy for addressing and correcting the identified weaknesses. Collection development means that the needs of all users are considered when materials are added to, or weeded from, the resource collection. The school library media specialist—who is responsible for the review, evaluation, and selection of materials for the library resource collection—should use the knowledge of the school's curriculum and information that he or she has gained from collaborative partnerships with teachers to ensure that the library media center's resources will meet the needs of the primary users (i.e., students and teachers). The library media center resource collection should be a reflection of the learning community as dictated by the school's instructional program, the school's emphasis on recreational reading, and the school's emphasis on teacher professional development.

Collection development is a dynamic process, and the published policy should be reviewed annually and revised as necessary. To ensure their support for the library media program, all members of the learning community—students, teachers, support staff, administrators, and parents—should be aware of the policy and procedures for updating the library resource collection.

Each school library media center's collection development policy should be written with input from the library media center advisory committee and should be published in the library media center's policy and procedures manual. (A template for creating or updating a policy and procedures manual is available on the School Library Media Services Web site at <http://www.myscschools.com/offices/technology/ms/lms/LMCManagement.cfm>.)

Just as its name implies, the library media center advisory committee is charged with working in an advisory capacity with the library media specialist. This group may receive comments and suggestions from users and pass them on to the library media center professional staff for consideration in reviewing and/or revising the collection development policy. However, the final decision regarding the school library media center resource collection rests with the library media center professional staff. (See appendix A for information on establishing a library media center advisory committee and setting forth its responsibilities.)

The collection development policy should be specific and should include, at a minimum, the following elements:

- a description of the collection;
- a statement detailing the criteria and responsibility for material selection;
- an explanation of the relationship of the school library media center to neighboring school library media centers, public libraries, and academic libraries;
- an explanation of the process for funding and budgeting;
- an explanation of the process for handling complaints and challenges to library media center materials;
- an explanation of the process for acceptance of gifts/donations; and
- an explanation of the process for collection maintenance.

Other sections may be added as needed. The length of a collection development policy will vary, depending on the library media center itself. The amount of information included in each section may range from one sentence to one paragraph to multiple pages.

Note: Terms appearing in boldface type in the running text of this document are defined in the glossary.

## I. Basic Elements of the Policy Document's Introduction

### A. Statement of the Library Media Center Mission

- ▶ What are the mission statements of the library media center, the school, and the district?

These mission statements are available in the library media center's policy and procedures manual. If your library media center does not have such a manual, you, as the library media specialist, should set a goal to create this important library management tool. A template for creating a library media center policy and procedures manual is available online at

<http://www.myscschools.com/Offices/Tech/ms/lms/LMCManagement.cfm>.

If your library media center does not have a mission statement, consult the following two works for assistance in writing such a statement:

- *Information Power: Building Partnerships for Learning*, by the American Association of School Librarians (Chicago: American Library Association, 1998)—a book that, in addition to setting forth the nine Information Literacy Standards for Student Learning, outlines the goals and objectives of a quality library media center program.
- *Catalyst: Setting the Standards for Student Learning through School Libraries*, a document that sets forth the South Carolina Department of Education's program recommendations for school library media programs in the state (online at [https://www.myscschools.com/offices/tech/ms/lms/Catalyst\\_2002](https://www.myscschools.com/offices/tech/ms/lms/Catalyst_2002)).

### B. Statement of the Library Media Center Goals

- ▶ What are the goals of this library media center?

You may choose to include here the goals found in *Catalyst: Setting the Standards for Student Learning through School Libraries* (see above) if these goals are in line with the school's goals. These goals should align with the library media specialist's professional goals-based evaluation (GBE) goals for **ADEPT** evaluation.

### C. Statement of the Purpose of the Collection Development Policy

- ▶ What is the purpose of the collection development policy?

The collection development policy should

- facilitate library media center management,
- demonstrate fiscal responsibility,
- support the school's instructional program, and
- support a schoolwide reading program.

- ▶ How will the policy be shared with all members of the learning community?

#### **D. Description of the Learning Community**

Include in this description the grades served by the school (e.g., K–5, K–7, 9–12), the size of student body, the number of faculty, administrators, and support staff, any special classes, and the number of students on free or reduced lunch.

Also include here any unique or distinguishing characteristics of the school, student population, or surrounding community. Is this school a Title I school? A magnet school? A charter school? Much of this sort of information can be found in the library media specialist's **ADEPT** long-range plans, the school's **BEDS** report, and the school's **SACS** report, if the school is SACS accredited.

#### **E. Description of the Needs of the Users**

Include here a description of the implemented curriculum at your school or a curriculum map of your school—that is, a visual representation of the curriculum implemented by the school. Organized on a time continuum by teacher, by grade, and by subject area, a curriculum map shows overlapping instructional units as well as gaps in the curriculum and facilitates the aligning of a school's instructional program with state academic standards.

If your school has not completed a curriculum map, you yourself should complete one for your use in the library media center. (See appendix B for the template to create such a map.)

If, however, circumstances prevent your creating a curriculum map of your school, then include here a description of how you keep abreast of the school's implemented curriculum and any curriculum changes.

In addition, include here a description of the schoolwide reading program and the way the library media center is involved in that reading program. Include any forms, surveys, questionnaires used to solicit information from the students regarding their recreational reading interests and needs.

Also include here a description of the professional development needs of the teachers. Include any forms, surveys, or questionnaires used to collect this information from the teachers. Include here also a description of how the library media center resource collection helps teachers meet their professional development needs.

#### **F. Description of the Collection**

- ▶ What is the current state of the collection?

Information included here will be both quantitative and qualitative in nature.

- ▶ What is the age of the collection? What is the size of the collection? What is the annual renewal rate of the collection? See *Catalyst*, page 6 (online at [https://www.myschools.com/offices/tech/ms/lms/Catalyst\\_2002](https://www.myschools.com/offices/tech/ms/lms/Catalyst_2002)) for the state-recommended annual renewal rate.

- ▶ How is the collection arranged?

If the collection is arranged on the basis of a system other than the Dewey decimal system, include a full description of that system and the rationale for its use.

- ▶ How does the collection support the curriculum?

A collection map—a visual representation of how the library media center resource collection directly supports the school’s curriculum—is an essential component of a library media center collection development policy. Based on a school’s curriculum map, the collection map facilitates the aligning of the media center resource collection with the curriculum and shows the number of resources available for each instructional unit in a school and the age of those resources. (See appendix B for the template to create such a map.)

If you have not been able to create the curriculum map and are, therefore, unable to create a collection map, include here a full description detailing what criteria are used for ensuring that the collection supports the curriculum.

- ▶ What formats are included in the collection (e.g., e-books, books on tape, large print books, foreign language books, paperback books, videotapes, DVDs, CDs, CD-ROMs, periodicals)?

- ▶ Does the collection include multiple copies?

If the collection does include multiple copies, give a full description of the criteria used to determine which titles will be ordered in multiples.

- ▶ Does the collection include classroom sets of books?

If the collection does include classroom sets of books, give a full description of the criteria and the rationale used for including classroom instructional materials in the library media center resource collection. Also include here a description of the funding used for purchasing these classroom sets of books. If library media center funding is used, include here the rationale for purchasing classroom instructional materials with library media center funds.

## **G. Explanation of Interlibrary Cooperation**

- ▶ Does the library media center participate in any interlibrary loan partnerships?

If library media center does participate in any interlibrary loan partnerships, describe how resources are shared between and among libraries (school, public, and academic).

- ▶ How does participation in interlibrary loan partnerships help improve the ability of the collection to support the curriculum and to meet the professional development needs of the faculty?

## II. General Policy Statements on Procedures

### A. Selection of Materials

- ▶ What criteria are used in the selection of materials? (See appendix C for a sample selection policy and appendix K for suggested review sources.)
- ▶ What input do faculty members and students have regarding the selection of materials?
- ▶ What input does the library media center advisory committee have regarding the selection of materials?

Include here a copy of any forms, surveys, and/or questionnaires used to solicit input from faculty, students, and the library media center advisory committee.

- ▶ Does the district have a selection policy that individual library media specialists must follow?

If the district does have a selection policy that individual library media specialists must follow, that policy should be included here, along with an explanation of how the library media specialist follows the district policy.

The following statement should also be included in this section: “The final decision regarding the school library media center resource collection rests with the library media center professional staff.”

### B. Requests for Reconsideration (Challenged Materials Policy)

- ▶ What is the policy for requesting reconsideration of instructional materials?

Include here an explanation of the full procedure with all the relevant forms used by the library media center, the school, and the district. (See appendix D for a sample policy statement and appendix E for a sample request for reconsideration form.)

Include here also the text of appendix G, the statement (taken from *Catalyst: Setting the Standards for Student Learning through School Libraries*) regarding student access to materials in South Carolina school library media centers.

### C. Weeding the Collection

Weeding is the systematic removal of old, obsolete, worn, irreparable materials from the library media center resource collection. Materials deemed too old for the library media center resource collection are too old for classroom libraries and other school uses and should be discarded on the basis of approved school and/or district procedures.

- ▶ When, why, and by what criteria are materials weeded, discarded, and withdrawn from the library resource collection? (See appendix H for South Carolina Department

of Education guidelines on weeding. Guidelines are also available on the School Library Media Services Web page at <http://www.myschools.com/offices/tech/ms/lms/LMCManagement.cfm>.)

- ▶ What is the process or procedure for disposing of withdrawn materials? Does the district have a policy for disposal of outdated, obsolete, and discarded materials?

If the district does have a policy regarding such materials, that policy should be included here, along with an explanation of how the school library media center adheres to the district policy.

- ▶ What is the policy and procedure for rebinding, repairs, and replacements?

Include the following statement in this section of the collection development policy: “The final decision regarding items to be withdrawn from the library media center resource collection rests with the library media center professional staff.”

#### **D. Gifts and Donations**

- ▶ Does the library media center accept gifts and donations?
- ▶ Are all donations and gifts accepted? What criteria are used to decide what is added to the collection from the donations received?

All donations and gifts should meet the same selection criteria as newly purchased acquisitions. Include here a reference to the location of the selection policy in the school library media center’s collection development policy document.

- ▶ What happens to items not selected for addition to the collection?
- ▶ Are gifts accepted with “strings,” or conditions, attached?

If your library media center does accept such a gift, what procedure is in place to ensure that the conditions attached to it will be met?

- ▶ Are monetary gifts and bequests accepted? What procedure is in place to ensure fiscal accountability for these monetary gifts and bequests?
- ▶ How are gifts and donations acknowledged? Who is responsible for these acknowledgments? (See appendix I for sample letters of acknowledgment.) What records are kept in the library media center to demonstrate accountability with regards to gifts and donations? How are gifts and donations designated in the collection so users will recognize them (e.g., book plates, labels, plaques)?
- ▶ What responsibility does the library media center advisory committee have for securing and acknowledging gifts and donations to the library media center?
- ▶ What special programs (e.g., birthday book club, honoring a retiring teacher or other school-affiliated persons) are in place to encourage gifts and donations?

Include the following statement in this section of the collection development policy: “The final decision regarding gifts and donations rests with the library media center professional staff.”

### **E. Missing, Lost, and Damaged Materials**

- ▶ What is the policy for identifying lost or missing items? How are items marked as lost or missing in the library media center automation system database? When is an item no longer marked as missing and is instead marked as lost?
- ▶ If a student or a teacher damages an item, will that person be held responsible for paying for the item’s repair? If so, how will damages be assessed? Will the scale that is used for assessing damages to textbooks also be used to assess damages to library books? If so, that scale should be included here.
- ▶ If the item damaged by a student or a teacher is beyond repair, will that person be held responsible for paying for a replacement of the item?

### **F. Funding and Budgeting**

- ▶ How are funds obtained by and allocated to the library media center?
- ▶ Does the library media center receive any funds from special sources (e.g., Title I, Title V, grants, PTO)?

Include here a full explanation of these funding sources (e.g., amount allocated to library media center, accounting procedures to document fiscal responsibility).

- ▶ Is funding tied to student enrollment? Does the library media center receive a budgetary amount based on a per-pupil spending formula?

If a per-pupil spending formula is used, include a specific description of that formula (e.g., \$1 per pupil, \$12.50 per pupil).

- ▶ Does the library media specialist submit an annual budget request?  
Include here a description of the process for determining the budget request. Budget requests should be based on the current average cost of library books. (You can find the current average price of books online at <http://www.slj.com>.)
- ▶ What involvement does the library media center advisory committee have in developing funding/budget requests from the library media center?
- ▶ What procedures are in place to demonstrate fiscal responsibility and accountability for funds provided to the library media center?

### **III. Description of the Collection**

#### **A. Subject Areas**

Identify the specific subject areas in the library's collection.

The detail of this section will depend on the size of the library and the needs of its users. Subject-area information can be presented in one of two ways: either by Dewey categories (e.g., 000s, 100s, 200s, 300s) or by curricular areas as noted on your curriculum map. Since the **LMS Annual Survey** collects data in broad, general categories according to the Dewey decimal system, you may consider using the table from the annual survey to provide information for this section. (See appendix J for a sample category table.)

#### **B. Present Collection Levels**

Referring to the subject categories or Dewey decimal categories identified in item A, above, include here a brief description of the current collection for the particular subject. This description should include all formats available in the library media center resource collection.

Also include here a description of the strengths and weaknesses of the collection for each subject area.

The collection map will provide much of the information to be included in this section. (See appendix B for the South Carolina Department of Education's collection map template.)

#### **C. Acquisition Goals**

Using the subject areas identified in item A, above, describe the needs and goals for updating each particular section or subject area. What needs to be done to change the collection? Include here a prioritized list of the sections of the collection that need attention.

One of the goals listed in this section will, of course, be the acquisition of new titles. A separate goal may be to weed certain sections of the library media center resource collection. Information from the collection map will provide the foundation for setting the goals for this section.

Here are some examples of goals to be specified in this section:

- Weed technology sections to improve the average copyright age to 2003.
- Add twenty-five new resources to support the curricular change from the Middle Ages to the Renaissance.
- Add two copies of each of the current year's South Carolina Book Award nominees.
- Add titles to support the school's summer reading program.

#### **D. Special Collections**

Include here a description of any subject areas or format collections that form a unique part of the library media center resource collection. Examples are a vertical file collection, a local history collection, a slide collection, videotapes, DVDs, CDs, e-books, a South Carolina history collection, and any special group of materials that do not circulate.

Also include here a description of materials that are housed in a location other than the library media center. Examples are those resources that are on permanent loan to a specific classroom or to a specific teacher or administrator and those materials that are kept in a library media center annex.

#### **E. Other Considerations**

Include here any other information relevant to establishing and maintaining a current, usable collection of resources.

If a collection analysis—that is, an evaluation of your library resource collection for size, age, and connection to and correlation with the school's curriculum—has been completed, include here statements explaining

- what specific method was used,
- when the analysis was completed,
- who was involved in the analysis,
- what timetable for repeating the analysis was,
- what method for disseminating the information in the analysis was used, and
- how the analysis will be used for collection development.

#### IV. Explanation of Development Policy Implementation, Review, and Revision

- ▶ How will the collection development policy be reviewed?

Include here a description of the review process.

- ▶ When will the collection development policy be reviewed?

Include here the timetable for the review process.

- ▶ Who will review the collection development policy?

Include here a list of persons, by title or job responsibilities, to be involved in the review process. If the library media center advisory committee will be the reviewers, it is not necessary to state the specific names of the committee members, just the offices/positions that each member represents (e.g., principal, fifth-grade lead teacher, PTO president).

- ▶ How will information about review and/or revision of the collection development policy be shared?

After the collection development policy is reviewed and revised, it should be published.

The final section of the policy statement should show the date the policy was approved and the names and signatures of the persons charged with the responsibility of reviewing and revising the collection development policy. The action to adopt the new collection development policy, or the revision of an existing policy, should be noted in the minutes of an official meeting (e.g., a library media center advisory committee, school improvement council).

Sample collection development policy review form:

<b>Collection development Policy Review</b>
The collection development policy of the _____ Library Media Center was reviewed on _____, 20__.
<b>Library Media Specialist</b>
Name ( <i>please print</i> ): _____ Signature: _____ Date: _____
<b>Principal</b>
Name ( <i>please print</i> ): _____ Signature: _____ Date: _____
<b>Secretary, Library Media Advisory Committee (or School Improvement Council)</b>
Name ( <i>please print</i> ): _____ Signature: _____ Date: _____

## APPENDIX A

### **Library Media Center Advisory Committee Membership and Responsibilities**

The South Carolina Department of Education's School Library Media Services recommends in *Achieving Exemplary School Libraries: Library Media Center Evaluation Rubrics* the creation of a building-level and a district-level library media advisory committee. The school library media center advisory committee (LMCAC) works in an advisory capacity with the library media center's professional staff much as the school improvement council works with the building-level principal. In a like manner, the district library media advisory committee (DLMAC) works with the district library media services supervisor. These advisory committees serve as the leading advocates for the school library media programs both within and beyond the school.

#### **BUILDING-LEVEL LIBRARY MEDIA CENTER ADVISORY COMMITTEE**

The LMCAC's membership should be diverse and broad based and should include the following:

- the entire library media center professional staff,
- the principal or his or her designee,
- teachers (at least *two*),
- parents (at least *two*),
- students (at least *two*),
- the curriculum specialist on-site or the teacher specialist on-site
- district office staff (at least one),
- business partner (at least *one*), and
- community-at-large representative (at least *one*).

The district library media services supervisor should represent the district on the building-level LMCAC. However, if the district has not designated a library media services supervisor, then the district-appointed library media services coordinator (e.g., assistant superintendent for curriculum and instruction, district technology director) should be the district representative.

If the school has a curriculum specialist on-site or a teacher specialist on-site from the State Department of Education (SDE), he or she should serve on the LMCAC. If the school has more than one teacher specialist on-site, then only one must be a member of the LMCAC. If the school does not have an SDE curriculum specialist on-site or a teacher specialist on-site but employs a curriculum specialist, then that person should serve on the LMCAC.

LMCAC membership should be a two-year term. Members should be divided into classes (e.g., class of 2005, class of 2006) with 50 percent of the membership rotating off each year. Membership rotation provides continuity and facilitates the work of the committee.

The LMCAC should elect a chairman, vice-chairman, and recording secretary at the first meeting of each school year. The chairman's responsibilities include, but are not limited to,

- working with the library media center professional staff to set the agenda for each meeting,
- presiding at each meeting, and
- assisting other members of the LMCAC as necessary to ensure that the work of the committee is accomplished.

The vice-chairman's responsibilities include, but are not limited to,

- presiding at any meeting where the chairman is absent,
- assisting the library media center professional staff in preparing library media center statistical reports (e.g., quarterly reports to the principal, end-of year reports to the district, LMS Annual Survey), and
- serving as chair of the strategic planning subcommittee.

The secretary's responsibilities include, but are not limited to,

- recording and disseminating minutes from each of the meetings,
- tracking attendance, and
- handling any and all correspondence from the LMCAC such as writing and distributing minutes of the meetings, submitting news articles related to the school library media center, and sending meeting reminders.

### **Schedule of Meetings**

The LMCAC should meet at least twice during the school year (i.e., once each semester). Exemplary school library media programs have an LMCAC that meets at least quarterly. The meeting dates should be scheduled for the entire school year, and those dates should be noted on the school's calendar. Meeting reminders with the proposed agenda should be sent to all members and meetings announced in the minutes from the previous meeting, the school's newsletter, the school's Web page, the library media center's newsletter, and the library media center's Web page.

### **Responsibilities of the LMCAC**

As advisors to the library media center (LMC) professional staff and as advocates for the library media center program, members of the LMCAC make a commitment. Each member pledges to support the LMC staff and program and to work collegially to enhance and improve the LMC program, resources, and services for the benefit of all students and teachers.

The LMCAC works with the LMC professional staff to

- conduct regular needs assessments to determine what additional resources (e.g., books, videotapes, DVDs, computer software, furnishings) are needed in the LMC;
- conduct regular student and faculty surveys to gauge customer satisfaction with the LMC program;
- develop a five-year strategic plan for the library media center based on student and faculty surveys and the needs assessment;
- collect relevant data and use that data to prepare and submit regular reports to the building-level administration and to the district showing direct positive impact of the LMC program on student achievement;

- prepare a budget request to meet the needs identified in the needs assessment;
- develop short-range plans for collection development based on the school's implemented curriculum, a related LMC collection map, and input from teachers and students;
- identify strategies for facilitating collaboration between the classroom teachers and the LMC professional staff to ensure integration of the LMC resources and services into the school's instructional program;
- work with the building-level administration, the LMC professional staff, and the classroom teachers to implement identified collaborative instructional strategies;
- assist the LMC professional staff in collecting relevant data for the SDE LMS Annual Survey; and
- advocate for the school's library media program.

### **DISTRICT LIBRARY MEDIA ADVISORY COMMITTEE**

The DLMAC's membership should be diverse and broad based and should include the following:

- district library media services supervisor or the district library media coordinator (e.g., assistant superintendent for curriculum and instruction, district technology director);
- district superintendent or his or her designee;
- library media specialists (at least *three*—one representative from the elementary schools, one from the middle schools, and one from the high schools);
- principals or assistant principals (at least *three*—one representative from the elementary schools, one from the middle schools, and one from the high schools);
- teachers (at least *three*—one representative from the elementary schools, one from the middle schools, and one from the high schools);
- parents (at least *three*—one representative from the elementary schools, one from the middle schools, and one from the high schools);
- students (at least *two*—one representative from middle schools and one from the high schools);
- curriculum coordinator or curriculum specialist on-site [see the explanation below];
- school board member (at least *one*);
- business partner (at least *one*); and
- community-at-large representative (at least *one*).

If the district has a curriculum specialist on-site from the State Department of Education (SDE), then that person should serve on the LMCAC. If the district does not have an SDE curriculum specialist on-site but employs curriculum coordinators, then a representative from the curriculum coordinators should serve on the DLMAC.

DLMAC membership should be a two-year term. Members should be divided into classes (e.g., class of 2005, class of 2006) with 50 percent of the membership rotating off each year. Membership rotation provides continuity and facilitates the work of the committee.

The DLMAC should elect a chairman, vice-chairman, and recording secretary at the first meeting of each school year. The chairman's responsibilities include, but are not limited to,

- working with the district library media services supervisor to set the agenda for each meeting,
- presiding at each meeting,
- assigning each member to work on various subcommittees created to accomplish the work of the DLMAC,
- serving as chair of the strategic planning subcommittee, and
- assisting members of the DLMAC as necessary to ensure that the work of the committee is accomplished.

The vice-chairman's responsibilities include, but are not limited to,

- presiding at any meeting where the chairman is absent,
- assisting the district library media services supervisor in preparing library media center statistical reports (e.g., quarterly and end-of year reports to superintendent and superintendent's cabinet, SDE LMS Annual Survey), and
- serving as chair of the short-range planning committee for collection development.

The secretary's responsibilities include, but are not limited to,

- recording and disseminating minutes from each of the meetings,
- tracking attendance, and
- handling any and all correspondence from the DLMAC such as writing and distributing minutes of the meetings, submitting news articles related to school library media centers, and sending meeting reminders.

### **Schedule of Meetings**

The DLMAC should meet at least twice during the school year (i.e., once each semester). Exemplary district library media programs have a DLMAC that meets at least quarterly. The meeting dates should be scheduled for the entire school year, and those dates should be noted on the district's calendar. Meeting reminders with the proposed agenda should be sent to all members and meetings announced in the minutes from the previous meeting, the district's newsletter, the district's Web page, the district library media services' newsletter, and the district library media service's Web page.

### **Responsibilities of the DLMAC**

As advisors to the district library media services supervisor and as advocates for the district's library media center programs, members of the DLMAC make a commitment. Each DLMAC member pledges to support the district's library media centers' staff members and programs and to work collegially to enhance and improve all library media center programs, resources, and services for the benefit of students and teachers.

The DLMAC works with the district library media services supervisor to

- collect data from each school's LMC needs assessments to determine what additional resources (e.g., books, videotapes, DVDs, computer software, furnishings) are needed;
- collect data from each school's LMC student and faculty surveys to gauge customer satisfaction with the LMC programs;
- develop a five-year strategic plan for the library media centers based on the results from the student and faculty surveys and the needs assessments;
- collect relevant data and use that data to prepare and submit regular reports to the district administration showing the direct positive impact of the LMC programs on student achievement;
- prepare a proposed budget to meet the needs identified in the needs assessment and submit it to the superintendent;
- develop short-range plans for collection development based on the district's implemented curriculum, LMC collection maps, and input from teachers and students;
- work with district- and building-level administration, LMC professional staff, district curriculum coordinators, and classroom teachers to implement identified collaborative instructional strategies that will facilitate collaboration between teachers and the library media specialist and will therefore ensure the integration of the LMC resources and services into each school's instruction program;
- assist LMC professional staff in collecting relevant data for the SDE LMS Annual Survey; and
- advocate for the district's school library media programs.

APPENDIX B

Curriculum and Collection Maps Template



School Library Media Services  
Office of Technology  
South Carolina Department of Education  
Inez M. Tenenbaum, State Superintendent

Curriculum Map Template

(To be completed by the classroom teachers)

	Standards	Essential (Focus) Questions	Skills	Activities	Assessment	Number of Students
Timeline	Academic, Information Literacy, Technology	What are the questions that drive the instruction and facilitate student understanding of the unit/lesson concepts? Example: Social Studies— “Immigration: Whose country is this anyway?”	What skills will students learn and use as a result of this unit/lesson?	What are the instructional and learning activities implemented to facilitate student learning.? Include here any major research projects.	How will student learning be assessed? If using rubrics, attach a copy to the completed map.	

Collection Map Template

(To be completed by the library media specialist)

LMC Resources	Average Copyright Date of LMC Resources
Arranged by unit/lesson topic and sub-topic in Dewey order	Arranged by unit/lesson topic and subtopic in Dewey order

## APPENDIX C

### Sample Materials Selection Policy

The library media center provides materials representing multiculturalism and different points of view in a variety of formats and in a wide range of complexity. Materials are selected to support the curriculum and instructional program of the school as well as to meet the needs and interests of all patrons (i.e., students, teachers, administrators, and support staff).

The library media specialist is charged with the day-to-day operation of the library media center, including the selection and purchase of all materials for the resource collection. The final decision on acquisitions is the responsibility of the library media specialist. The library media specialist solicits input from the library media center advisory committee, the faculty, curriculum specialists and other specialists on-site, teaching assistants, parents, and students.

The following considerations regarding library media materials serve as a guide in the effort to select the best resources for the library media center:

- support of the curriculum and the educational goals of the school as evidenced by a curriculum map;
- support of the schoolwide reading program;
- reading levels appropriate for the intended audiences;
- appeal to the interests of the media center's patrons;
- suitability for intended use;
- favorable reviews found in standard selection sources (see appendix K for a suggested list of review sources);
- favorable recommendations by educational professionals based on preview and actual examination of the materials;
- timeliness of the subject matter;
- return on investment commensurate with need as evidenced by a collection map;
- reputation and significance of the author, illustrator, or publisher;
- contribution to the diversity of the collection on controversial issues;
- contribution to multicultural awareness;
- literary and artistic excellence;
- good organization, with index, table of contents, glossary;
- photos and illustrations that enhance the text;
- clear citations and accurate documentation;
- lasting importance or significance to a field of knowledge; and
- support of professional development needs of faculty as evidenced by needs assessments, surveys, and so forth.

## APPENDIX D

### Sample Policy for Requests for Reconsideration

A review committee must be assembled to handle each request for reevaluation, including requests from district employees (e.g., principal, classroom teacher, guidance counselor). In addressing challenges, or requests for reevaluation or reconsideration of a specific library media resource, the main consideration will be to determine the educational value of the resource as a whole. The decision of the review committee may be appealed to the school superintendent and to the board of education.

The reevaluation policy should

- encourage ownership of the library media program by all members of the learning community,
- recognize everyone's right to voice a grievance about a particular library media resource and specify which individuals or groups may ask for reconsideration,
- clarify procedures for addressing requests for reevaluation by detailing the review process and establishing a timeline for reconsideration and rendering a decision, and
- specify the types of individuals who will comprise the review committee's membership.

#### Structure and Operation of the Review Committee

I. Who are the committee members (named by *position*, not as specific individuals)

- A. The principal or his or her designee
- B. One classroom teacher (appointed by the principal)
- C. The library media specialist
- D. Two students
- E. Two parents

II. Who convenes the committee

III. Who supplies and distributes copies of the challenged resource

IV. How the committee works

- A. Length of a committee member's term
- B. Establishment of the committee leadership
  1. Election of a chair
  2. Election of a vice-chair
  3. Election of a recording secretary
- C. Duties of the chair
  1. Accepting the formal notification of the challenge
  2. Notifying committee members of the challenge
    - a. Setting a meeting date
    - b. Sending a copy of the request for reevaluation to each committee member
    - c. Sending a checklist for the reevaluation to each committee member
    - d. Providing each member a copy of the resource in question

3. Working with the library media specialist to find reviews of the resource in question
  4. Sending the reviews to committee members
  5. Inviting the complainant to the meeting
  6. Inviting expert witnesses to the meeting
- D. Duties of recording secretary
1. Recording attendance at the meeting
  2. Transcribing the minutes of the meeting
  3. Completing the committee report form
  4. Obtaining committee signatures on final report form
  5. Sending the report to the committee chair and the school superintendent within the specified time limit
  6. Sending copies of the final report to all involved parties
  7. Keeping written records of all meetings and copies of committee's decision
- E. Duties of committee members
1. Examining the resource in question, considering the resource as a whole and not in isolated segments
  2. Examining the reviews
  3. Weighing the educational value of the resource
  4. Hearing testimony
  5. Making a decision by public vote

## **Review Process**

### **I. Initial complaint**

- A. The person receiving the initial complaint informs the complainant of the selection policy and the process for addressing requests for reconsideration.
- B. The principal is immediately informed.

### **II. Second complaint**

- A. The complaint is referred to principal, who informs the complainant of the selection policy and the process for addressing requests for reconsideration.
- B. The chair of the review committee is immediately informed.

### **III. Third complaint**

- A. The issue is referred to the review committee.
- B. A due process timeline is established, published, and followed.
- C. The report of the review committee
  1. is filed on approved report form (see appendix F for a sample form),
  2. is filed with the superintendent and the committee chair within the time limit,
  3. includes all materials consulted during the review process, and
  4. is sent to all involved parties.

## **Status of Challenged Resource**

The library media resource will remain in unrestricted use during the reconsideration period.

APPENDIX E

**Sample Request for Reconsideration Form**

*(Add additional pages as necessary to complete this form.)*

Request initiated by: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
street city zip area code

Complainant represents:  self  organization  other group

Name of organization or group: \_\_\_\_\_

Title of work: \_\_\_\_\_

Author, composer, producer, or artist: \_\_\_\_\_

Publisher: \_\_\_\_\_

1. In this work, to what do you object? Please be specific and cite exact examples.

2. Do you find any value in this work? If so, please explain in specifics.

3. If you did find value in this work, for what age group would you recommend it?

Grade K-2  Grades 3-5  Grade 6-8  Grades 9-12  Other

4. If you responded "other" to question 3, please describe the age group for which you would recommend this work:

5. What do you believe is the theme or purpose of this work?

6. What do you feel would be the impact on our students from reading, viewing, or listening to this work?

7. Did you read, view, or listen to the *entire* work?  Yes  No

8. If you responded “no” to question 7, what particular pages or section did you read, view, or listen to? Please be specific:

---

---

9. Have you read any of the published reviews of this work?  Yes  No

10. Are you aware of the selection process for including materials in the resource collection for the library media center?  Yes  No

11. What would you prefer the school do about this work?

- Do not assign or recommend this work to my child.
- Restrict the accessibility of this work so that students must have parental permission before reading, viewing or listening to this work.
- Remove this work from the library media center resource collection.

Signature of complainant: \_\_\_\_\_

Date: \_\_\_\_\_

APPENDIX F

**Sample Materials Evaluation Committee Report Form**

*(Add additional pages if necessary to complete this report.)*

Committee members (please print):

---

---

---

---

---

---

---

---

---

---

1. Description of the work under reconsideration:

Title of the work: \_\_\_\_\_

Author, composer, producer, or artist: \_\_\_\_\_

Publisher: \_\_\_\_\_ Copyright date: \_\_\_\_\_

2. Justification for including this work in the library media center resource collection:

3. Critical judgment of the work in question (attach copies of the reviews, if possible, and indicate the source of each review):

4. Decision of the Materials Evaluation Committee (please include statements from both the majority and the minority positions):

- This work should be retained in the library media center resource collection, and students should have unrestricted access.
- Teachers should not assign or recommend this work to students, but the work should be kept as part of the library media center resource collection.
- The accessibility of this work should be restricted so that students must have parental permission before reading, viewing, or listening to it.
- This work should be removed from the library media center resource collection.

Signatures of committee members:

---

---

---

---

---

---

---

---

---

---

Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_

Copies sent to

- superintendent
- Board of Education chair
- principal
- library media specialist
- complainant

## APPENDIX G

### **Access to Resources and Services in South Carolina School Library Media Centers**

The school library media center plays a unique role in the school by serving as the information resource center for the entire learning community—students, faculty and staff, administrators, parents, and the community at large. Students are empowered to practice their critical-thinking and problem-solving skills through independent use of the library media center resources. Students are also encouraged to engage in self-selected recreational reading.

School library media specialists work in a special capacity in the school by assisting both student and adult learners in locating, retrieving, and evaluating a wide range of information, ideas, and information technology. School library media specialists work closely with classroom teachers to design instructional activities and thematic units that will prepare students to work independently in the information-rich society of the twenty-first century.

School library media specialists know the school's curriculum, the state and national standards, the information needs of their patrons, and the composition of the learning community being served. On the basis of this knowledge, they develop a collection of resources that is developmentally appropriate for the students being served and that meets the information and recreational reading needs of all patrons. These resource collections support the school's curriculum as well as the mission and goals of the library media center, the school, and the district. South Carolina's school library media center collections, which are aligned with each school's curriculum, support the mission and goals of the particular library media center itself, the school, and the district. These resource collections represent a diversity of cultures, periods, and viewpoints and are available in all formats—print, nonprint, electronic, and Web-based.

South Carolina's schools reflect the cultural diversity of our general population. Many of our students must learn English as a second language (ESL). School library media specialists are aware of needs of these ESL students and work to provide equal access to information, resources, and services to address the linguistic, ethnic, and cultural diversity of the learning community.

School library media specialists partner with members of the learning community to select new resources for inclusion in the school library media center collection. These educators rely on their professional expertise as well as sound selection policies and criteria in making their decisions for new acquisitions. Resources are selected to support the curriculum and to meet the recreational reading needs of all library media center users. School library media specialists and other educators select resources without regard for their personal, political, social, or religious views. Students and other members of the learning community have equal and open access to the resources and services of school library media centers in South Carolina schools.

Reprinted from *Catalyst: Setting the Standards for Student Learning through School Libraries*, p.20 (Columbia: South Carolina Department of Education, 2002). Available online at [https://www.myscschools.com/offices/tech/ms/lms/Catalyst\\_2002](https://www.myscschools.com/offices/tech/ms/lms/Catalyst_2002).

## APPENDIX H

# Guidelines on Weeding

### Why Weed

- To remove outdated, obsolete items and make room for newer more valuable items
- To make the library more user friendly
- To strengthen the collection in support of the classroom curriculum
- To remove the illusion of a well-rounded, well-stocked collection

### How to Weed

- Identify a target circulation date (e.g., two years, five years).
- Identify a target copyright date, either a general copyright date or dates specific to Dewey areas (e.g., Fiction, 20 years; 600s, 3 years).
- Pull materials for further evaluation.
- Identify other items that meet the subjective criteria (e.g., condition, format, content).
- Include lead teachers, department chairs, and so forth, to evaluate the identified materials and assist in final determination.

### What to Weed

#### SUBJECTIVE CRITERIA

##### Physical Condition

- Pages torn
- Book covers torn—not repaired or not repaired appropriately
- Ragged bindings, poorly repaired bindings

##### Content

- Out-of-date
- Trivial subject matter or approach to subject matter
- Inaccurate information (*Misinformation is worse than no information!*)
- Newer editions available
- Not on a standards list
- Not circulated
- Not used for reference
- Unneeded duplicate
- Biased, depicts inappropriate stereotypes
- Interest or reading level inappropriate for student body

#### OBJECTIVE CRITERIA

- Exceeds target copyright date
- Low circulation rate

**Remember: Final decisions on weeding rest with the library media specialist.**

## APPENDIX I

### Sample Acknowledgement Letters

#### Letter Acknowledging Gifts and Donations in Honor or Remembrance

Dear \_\_\_\_\_:

On behalf of the library media center at \_\_\_\_\_ School, I wish to thank you for your donation of \_\_\_\_\_ in memory [or *in honor*] of \_\_\_\_\_. A letter has been sent to [insert the name of the person or the name of someone in his or her family] \_\_\_\_\_ acknowledging this gift to our library on his [or *her*] behalf.

Our students and faculty very much appreciate the generosity you have extended to us for the enrichment of our resource collection. Thank you for thinking of us in such a tangible way.

Sincerely,

#### Sample Letter Acknowledging General Gifts and Donations

Dear \_\_\_\_\_:

On behalf of the library media center at \_\_\_\_\_ School, I wish to thank you for your donation of \_\_\_\_\_.

Our students and faculty very much appreciate the generosity you have extended to our school library media center. All materials given to our library media center must meet the same selection criteria that we use when purchasing new resource materials. If the items you have donated to our library media center do not meet our selection criteria, we will share these materials with other schools that may be able to use the items. We very much appreciate your thinking of us in such a tangible way.

Sincerely,

**APPENDIX J**

**LMS Annual Survey Table for Average Age of Collection  
by Dewey Decimal Category**

<b>Dewey Decimal Category</b>	<b>Average Copyright Date</b>	<b>Age in Years</b>
Fiction		
000–099		
100–199		
200–299		
300–399		
400–499		
500–599		
600–699		
700–799		
800–899		
900–999		
Biography		
Reference		
<b>Total Collection</b>		

## APPENDIX K

### General Review Sources

There are many general review sources for a library media specialist to consult when selecting materials to be added to the library media center collection. Here are some of them.

- *American Historical Fiction: An Annotated Guide to Novels for Adults and Young Adults*, by Lynda G. Adamson (Phoenix, AZ: Oryx Press, 1999)
- *Book Links* magazine (online edition available at <http://www.ala.org/BookLinks/>)
- *Booklist* magazine (online edition available at <http://www.ala.org/ala/booklist/booklist.htm>; “Reviews of the Month” version of *Booklist* magazine available online at <http://www.ala.org/ala/booklist/reviewsofmonth/reviewsmoath.htm>; searchable index to *Booklist* reviews from September 1, 2000, to the present available at <http://www.ala.org/ala/booklist/booklistindexes/indexes.htm>; annual indexes to the print version of *Booklist* also available at this URL)
- *English Journal* (available for subscription at <http://www.jstor.org/journals/00138274.html>; current edition also available for browsing at this URL)
- *Horn Book Magazine* (available for subscription at <http://www.hbook.com>; sample reviews from the latest issue also available at this URL)
- *Kliatt* magazine (published in Wellesley, Massachusetts; subscription information available by phone at 781-237-7577 and by e-mail at [kliatt@aol.com](mailto:kliatt@aol.com))
- *Library Journal* (available by subscription, which is required for accessing the online edition at <http://www.libraryjournal.com/>)
- *Library Media Connection* magazine (published by Linworth Publishing; featured articles online at [http://www.linworth.com/lmc\\_article.html](http://www.linworth.com/lmc_article.html))
- *Reading Teacher* magazine (published by the International Reading Association)
- *School Library Journal* (available for subscription at <http://www.schoollibraryjournal.com/>)
- *Senior High School Library Catalog* (published by H. W. Wilson; available in print or electronic format; subscription and ordering information online at <http://www.hwwilson.com/print/srhscat.cfm>)
- *Subject Guide to Children’s Books in Print*, 2 vols. (New York: R. R. Bowker, 2004)

## Glossary

**ADEPT** (Assisting, Developing, and Evaluating Professional Teaching). The statewide system for the professional evaluation of certified school personnel. Information on ADEPT is available online at <http://www.scteachers.org>. The ADEPT competent performance descriptions for school library media specialists are published online at <http://www.myschools.com/offices/tech/ms/lms>.

**BEDS** (Basic Education Data System). The system used by the South Carolina Department of Education to collect local school data such as the number of teachers, teacher certification levels, teacher education levels, enrollment, and the number of students on free or reduced lunch.

**LMS Annual Survey**. The online survey conducted annually by the SDE's School Library Media Services office to collect data from South Carolina school library media centers. For information on the LMS Annual Survey, you may contact Martha Alewine, consultant for School Library Media Services, by e-mail at [malewine@sde.state.sc.us](mailto:malewine@sde.state.sc.us).

**SACS** (Southern Association of Colleges and Schools). The accrediting agency for K–12 schools and institutions of higher education in the Southeast. Information about SACS is available online at <http://www.sacs.org>.