

# Lamar Consolidated ISD Library Collection Development Procedure

## Introduction

Collection Development is an important aspect of a campus or district library program that continuously takes place in campus libraries. While the Lamar Consolidated ISD Board of Trustees holds the ultimate authority for determining and approving library purchases, librarians serve as professional designees, who cultivate the library collection. The Lamar Consolidated ISD Library Collection Development Procedure includes a collection development plan that guides librarians in curating, maintaining, and reviewing library materials. This document will explain Board policy and provide detailed procedures for the selection of library resources.

## Overview

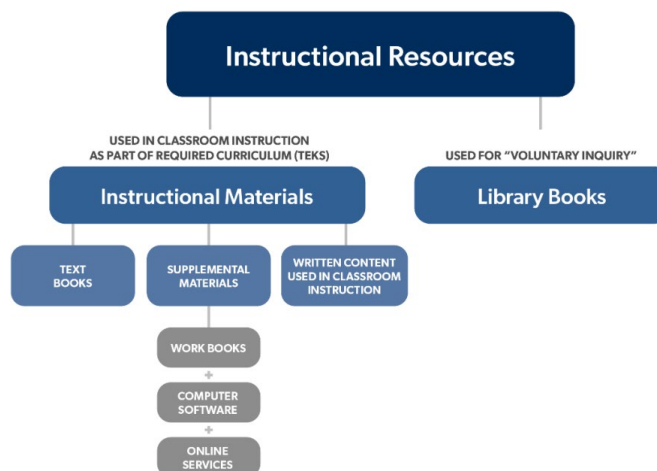
Books are purchased for the school library program to help students practice information literacy such as being able to evaluate and ethically use or communicate information on a wide range of topics. One of the primary goals of school libraries is to help students become autonomous critical thinkers who can both use and produce ideas and information. This applies both to fiction and nonfiction titles.

Both learners and educators practice the ethical and legal use of information, which includes but is not limited to the following: fair use, intellectual freedom, free access to information, and confidentiality. Reference points for these rights come from various sources including local school board policy (EF), the American Library Association's Bill of Rights, and the 1<sup>st</sup> Amendment to the Constitution.

*School Library Programs: Standards and Guidelines for Texas* (Texas State Library and Archives Commission, 2018) places particular focus on 1) cultivating the intellectual development of students, 2) collaborating with all community stakeholders, and 3) protecting the privacy of school library patrons.

Full-time, certified school librarians with graduate degrees in their field, manage the purchase of school library books in Lamar Consolidated ISD. Lamar Consolidated ISD librarians undergo continuous professional development and collaborate with teachers, students, parents, community members, and administrators when considering books to purchase.

Additionally, there is an important distinction between instructional materials, the use of which is mandated by classroom teachers, and library books, which are used by individual students for purpose of "voluntary inquiry." The diversity of topics and viewpoints will necessarily be for the latter, as the scope of students' interests, personalities, beliefs, etc. is not constrained by specific curricular goals. (See Chart)



(Texas Association of School Boards, 2021)

## Guiding Principles

Lamar CISD shall rely on District professional staff to select and acquire instructional resources that comply with Board Policy EF, including resources that:

- Enrich and support the curriculum, taking into consideration students' varied interests, abilities, learning styles, and maturity levels.
- Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.
- Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
- Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.
- Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.

School library materials serve two main purposes: supporting the curriculum and providing materials for individual student choice. The school library is a place for "voluntary inquiry" (Board of Education v. Pico, 457 U.S. 853, 1982).

Librarians select library materials to promote the enjoyment of reading as well as the habits of lifelong reading and learning. Selected materials should include:

- Texts that function as "mirrors, windows, and sliding glass doors" that enhance global awareness (Harris, 2007).
  - Mirrors, windows and doors is the idea of children being able to see themselves and learn about the lives of others through the literature available to them.
- Present various points of view, perspectives, and lifestyles.
- Encourage growth and understanding of a holistic learner.

- Provide balanced information on opposing sides of topics, including those deemed controversial.
- Provide materials that reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contributions to American and world cultural heritage.

Librarians offer students annual or point-of-need self-selection lessons so students can develop and understand their first amendment rights, which include their freedom to read and pursue individual inquiry.

As recommended by the American Association of School Librarians, Lamar Consolidated ISD librarians will seek out the input of learners, parents, educators, and administrators who support library programming such as book fairs, community events, author visits, gifts, donations, and input on library purchasing priorities.

## Selection Criteria

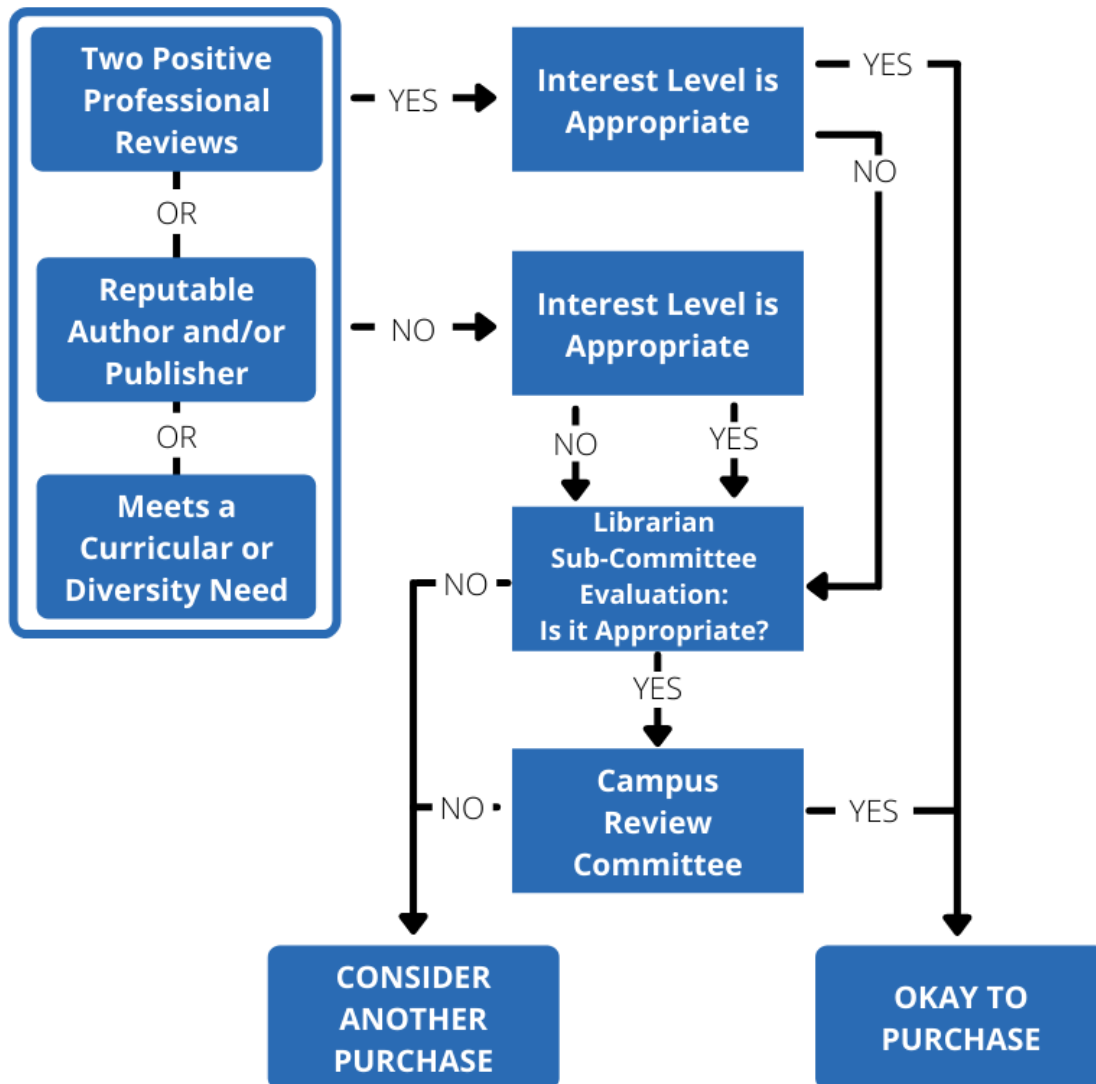
As part of their degree program, librarians learn how to collect, interpret, and effectively use data to curate a balanced and cohesive school library collection. Librarians collect formal and informal data from students and faculty to create selection lists and prioritize campus library needs. Librarians also rely on selection aids such as bibliographies, catalogs, professional journals, and award lists, as well as opinions and judgements from professional specialists and their reviews.

Selection lists should align with campus, district, and state goals and objectives for providing materials that support the curriculum, taking into consideration:

- Campus needs
- Individual needs
- Varied interests and abilities
- Diverse backgrounds
- Maturity levels of students served

Items selected for the library must include two professional reviews, or be from a reputable author and/or publisher, or meet a specific curricular or diversity need. All items selected for the library must also have an interest level that includes at least one grade level for the campus. Items that do not meet these requirements may be purchased if, after further evaluation from a committee of librarians, they are deemed appropriate for the campus and they have been approved by the Campus Review Committee.

## Selection Criteria Flowchart



## Selection Criteria Definitions:

- **Two Positive Professional Reviews:** The selected book has received a minimum of two favorable reviews in at least TWO peer-reviewed, unbiased professional library journals such as:
  - *School Library Journal*
  - *Kirkus Reviews*
  - *Horn Book Magazine*
  - *Booklist*
  - *Teacher Librarian*
  - *Knowledge Quest*
  - *School Library Connection*
  - *Voice of Youth Advocates*

Non-professional reviews or commercial sites such as Amazon or Barnes and Noble should not be used to determine selection of library materials.

- **Favorable Reviews:** The following items can be used as an objective method for determining if a review is favorable:
  - It has a starred review;
  - It states that the item is “highly recommended” or “recommended;”
  - There are positive keywords in the review such as “deeply moving,” “achingly beautiful,” “remarkable, irresistible,” “the case of characters shine,” “every character is well-developed and relatable,” etc.
- **Reputable Author and/or Publisher:** The selected book is from a known author that has regularly received positive professional reviews for previous works. Consideration of reputable publishers will most frequently be applied to nonfiction titles and follow the same standard as a reputable author, having regularly received positive professional reviews for previous works.
- **Meets a Curricular or Diversity Need:** The selected book meets identified curricular or diversity need as identified by campus staff.
- **Interest Level is Appropriate:** Age and grade level appropriateness shall be determined by considering reviews from unbiased professional library journals. Age appropriateness is based on the language and content of a book and it’s appropriateness for its intended audience.
  1. **Elementary:** A book whose grade range from the majority of reviews should begin no higher than 5<sup>th</sup> grade (examples of grade ranges: Kinder – 3, 2 – 8, 3 – 6).  
**Exception:** If the majority of a book’s reviews are 6<sup>th</sup> grade and up or 11 years and up but a librarian still feels it is appropriate for the elementary library, the book shall be sent to a subcommittee of five elementary librarians to read and review for age-appropriateness, making notes of profanity, violence, sexuality, and/or death. A vote of 4-1 will be required in order for the book to be sent to the Campus Review Committee.
  2. **Middle Grades:** A book whose grade ranges from the majority of the reviews begin no higher than 6<sup>th</sup> grade (examples of grade ranges: grade 4 – 8, 5 – 10, 6 and up) is considered Middle Grades and is not considered or cataloged as Young Adult.
  3. **Junior High Young Adult:** A book whose grade ranges from the majority of reviews include 7<sup>th</sup> and/or 8<sup>th</sup> grades (examples of grade ranges: grades 7 – 10, 7 – 9, 8 – 11, 8 and up) is considered Junior High Young Adult. It will be catalogued as YA and parents will be notified upon check-out if they opt in for notification. **Exceptions:** If **the majority** of a book’s reviews from professional library journals are “high school only” (9-12 or 9 and up), but a librarian still feels it is appropriate for the junior high library, the book shall be sent to a subcommittee of five librarians to read and review for age-appropriateness, making note of profanity, violence, sexuality, and/or death. A vote of 4-1 will be required in order for the book to be sent to the Campus Review Committee.
  4. **High School Young Adult:** A book whose grade ranges from the majority of reviews begin with grade 9, 10, 11, or 12 or is recommended for “teens” or “college bound.” **Exceptions:** If **the majority** of a book’s reviews from professional library journals are “Adult,” but a librarian still feels it is appropriate for the high school library, the book shall be sent to a subcommittee of five librarians to read and review for age-appropriateness, making note of profanity, violence, sexuality, and/or death. A vote

of 4-1 will be required in order for the book to be sent to the Campus Review Committee.

5. **Age Conversion Chart:** The chart below will assist Librarians in converting grade to age ranges and vice versa:

Age	Grade	Classification
5	K	Early Readers
6	1	Early Readers
7	2	Early Readers
8	3	Early Readers
9	4	Middle Grades
10	5	Middle Grades
11	6	Middle Grades
12	7	YA Junior High
13	8	YA Junior High
14	9	YA High School
15	10	YA High School
16	11	YA High School
17	12	YA High School
18	12	YA High School

- **Campus Review Committee:** For any book that does not include two positive professional reviews, or is not from a reputable author or publisher, or does not meet a specific curricular or diversity need, and/or does not align with the appropriate campus interest level, and has been approved by a library sub-committee, will be reviewed by a Campus Review Committee. The Campus Review Committee will include at least one teacher, one campus administrator, two parents, and the campus librarian. It is recommended that campuses utilize their Campus Improvement Council for this work. A two-thirds majority is required to purchase a book brought to the Campus Review Committee. The committee must follow EF (Legal) and EF (Local) when considering their decision. Training on how to evaluate texts and resources to utilize when completing the evaluation will need to be provided to the committee.

## Graphic Novels

Graphic Novels must be considered for purchase on an individual basis and should meet the same criteria as other books purchased for the library. If a favorable review does not exist in a professional, unbiased, peer reviewed library journal, follow the publisher rating guidelines below:

- E (everyone) or A (all ages) for elementary, middle school, and/or high school libraries
- Y (youth, ages 10+) or T (teens, ages 13+) for middle school, junior high, and/or high school libraries
- T+ or OT (teens, ages 16+) for high school libraries
- M (mature, 18+) and AD (adult) do not follow selection guidelines and may not be purchased unless it is approved by a librarian sub-committee and a campus review committee.

## Family Selection Criteria

Lamar Consolidated ISD families are encouraged to monitor and adjust student selection of library materials based on their individual family values. Family expectations regarding library books checked out by a student should be discussed with the student by the guardian and reviewed as necessary to ensure the student understands their family expectations. Books may be returned to the library at any time if a student or parent objects to content.