



Rochester CUSD 3A

Library Collection Development Procedures

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Library Mission Statement

The Learning Commons are 21st century spaces that encourage exploration, creativity, and collaboration between students, teachers, and the broader community. Each of our Learning Commons are learning hubs that combine the best physical and digital resources to inspire lifelong learners. We are building a culture of creativity, innovation and discovery while supporting intellectual freedoms.

Role of School Libraries

The library program should be an extension of the classroom and thus fully integrated into the educational program. Information literacy skills should be taught and learned in the Learning Commons and reinforced in the classrooms. We encourage cooperative planning between the Director of Library Media Services and the building librarians, as well as between librarians and staff.

The American Association of School Librarians (AASL), a division of the American Library Association (ALA), strongly discourages school librarians from labeling, according to the ALA Position Statement on Labeling Books with Reading Levels. "It is the responsibility of school librarians to promote free access for students and not to aid in restricting their library materials," reads the statement. Labeling can compromise student privacy and First Amendment rights as well as negatively affect browsing and motivational reading.

Faculty are encouraged to utilize the Learning Commons as much as possible, for a variety of classroom activities including, but not limited to meeting space for cooperative group work; a showcase for student work; sharing of work or other collaboration; searching for print or digital resources; finding books for pleasure or classroom assignments.

The building librarians are on hand to assist staff in any and all matters related to the Learning Commons. Librarians have been trained to use all library services and technology, and are happy to meet with staff to ensure that all of the Learning Commons' resources are used effectively.

Library Bill of Rights

The American Library Association 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. Materials should not be excluded because of the origin, background, or views of those contributing to their creation. *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 provide materials and information presenting all points of view on current and historical issues. *Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.*
- IV. Materials should not be proscribed or removed because of partisan or doctrinal disapproval. Materials should not be labeled or categorized as such that promotes restrictive or prejudicial practices. *Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.*
- V. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment. *A person's right to use a library should not be denied or abridged because of origin, age, background, or views.*

- VI. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas. *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. A person's right to use a library should not be denied or abridged because of origin, age, background, or views. *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.*
- VIII. ~~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.~~ (This is VI on the ALA Bill of Rights)

(Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; *January 29, 2019*. Inclusion of "age" reaffirmed January 23, 1996.)

Freedom to Read Statement

1. It is in the public interest for the Board of Education (Board) and licensed school library media specialists (LMS) to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.
2. The Board and LMS 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.
3. It is contrary to the public interest for the Board and LMS to bar access to writings on the basis of the personal history or political affiliations of the author.
4. 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.
5. 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.
6. It is the responsibility of the Board and LMS, as guardians of the student'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.
7. It is the responsibility of the Board and LMS 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.

(Based on the Freedom to Read Statement adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.)

Procedure Revision & Review

Director and licensed staff shall meet at least every three years to review policy and update as needed. In the event of a staffing change, all staff will meet with new staff members to review policy and update if necessary.

~~Library & Curriculum Goals~~

~~The Rochester CUSD Learning Commons all adhere to I-SAIL (Illinois Standards-Aligned Instruction for Libraries) goals, as outlined by the Illinois School Library Media Association.~~

~~I-SAIL Standards~~

~~Standard 1:~~ Access information efficiently and effectively to inquire, think critically, and gain knowledge through the research process

~~Standard 2:~~ Evaluate information critically and competently Analyze, evaluate, create, and communicate using a variety of objective forms responsibly, including, but not limited to, print, visual, audio, interactive, and digital formats (Illinois Public Act 102-0055)

~~Standard 3:~~ Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society Understand the impact of an online presence to yourself and others while maintaining privacy and security practices

~~Standard 4:~~ Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth Promote the appreciation of literature and its impact on an individual as a foundation of lifelong learning, the development of empathy, and an appreciation for the diverse, vibrant world in which we live.

~~Standard 5:~~ Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes.

Benchmarks & Objectives

Librarians in each building will adhere to benchmarks for each grade level, as outlined on the ISLMA website. Each grade level has its own set of skills and benchmarks including digital citizenship and information literacy standards.

~~By the end of high school students will have the opportunity to:~~

- ~~● Practice articulating information needs and forming questions to refine search strategies~~
- ~~● Search for and locate materials in an electronic catalog~~
- ~~● Locate materials on library shelf by call number~~
- ~~● Use print and electronic resources to access, extract, and process information~~
- ~~● Practice locating information *within* a source~~
- ~~● Choose the correct keywords to refine search results~~
- ~~● Practice locating materials and information using databases, such as Gale~~
- ~~● Identify reasons for using specific types of resources~~
- ~~● Recognize point of view and opinion of the author~~
- ~~● Practice distinguishing between the web, databases, and electronic catalogs~~
- ~~● Organize information from multiple sources into a logical sequence~~
- ~~● Select an appropriate format for communicating ideas~~
- ~~● Create a product using technology when appropriate~~
- ~~● Present, perform, share, and evaluate the results of information searches~~
- ~~● Avoid plagiarism by observing copyright guidelines~~
- ~~● Cite print and digital sources in a properly formatted bibliography~~
- ~~● Self-select reading material appropriate for a specific purpose~~
- ~~● Read literature from a diversity of places and perspectives~~
- ~~● Read various genres~~
- ~~● Read and comprehend informational texts~~
- ~~● Develop individual taste in series, author, and genre reading~~
- ~~● Use literary awards to help guide personal reading selections~~
- ~~● Read for pleasure~~
- ~~● Seek answers and explore topics of personal interest~~
- ~~● Access libraries, staff, and resources both personal and virtually~~
- ~~● Recognize and avoid potentially damaging or invasive content~~
- ~~● Practice locating ethical and reputable sources~~

- ~~Understand the basics of online consumerism~~
- ~~Read and comprehend Acceptable Use Policies, privacy policies and terms of use~~
- ~~Independently articulate an information need and formulate questions to refine search strategies~~
- ~~Choose an appropriate resource to resolve an information need~~
- ~~Identify point of view or opinion of the author~~

Materials Selection

It is the goal of the Learning Commons to collect multiple and relevant media formats that support our students' literacy skills from kindergarten through graduation. The policies of professional library organizations provide criteria used for selection along with need, want, availability, price, teacher requests and popularity. Materials are also selected to supplement building level curriculum, support reading for fun and foster lifelong learning.

Materials in the Learning Commons support and enhance the curriculum in each building. In general, materials in the Learning Commons are grade level appropriate along with materials under or over reading levels as necessary for reluctant or advanced readers. The materials selected reflect current district and state level laws. The Director and staff will also endeavor to provide materials that support diversity, equity and inclusion for all students. Materials will also support building level themes like kindness, tolerance, and acceptance. The collection will also include materials that support the social and emotional needs of students.

Consideration is always given to the current collection before new materials are purchased. Sources consulted include, but are not limited to: Follett book reviews (our materials vendor), School Library Journal, Voice of Youth Advocates, Association for Library Service to Children, We Need Diverse Books, Young Adult Library Services Association, and Common Sense Media. Book awards such as the *Caldecott, Newbery, and Illinois Readers Choice Award Nominee books* ~~Newbery, Monarch, Caldecott, Caudill, and Abraham Lincoln High School Book Award (ALHSBA)~~ are prioritized. Preference may be given to titles on Caldecott and ~~ALHSBA~~ *Readers Choice Award Nominee* lists so that students may participate in activities involving these titles.

Each Learning Commons librarian is expected to create displays highlighting award winners and to promote those books to staff and students. If librarians wish, they may also participate in *state* ~~national~~ activities associated with Caldecott and *Readers Choice Award Nominee books*. ~~ALHSBA awards.~~

Requests and Replacement Materials

All materials in the Rochester CUSD libraries are purchased at the discretion of the Director of Library Media Services. Individual Learning Commons' staff should compile quarterly lists of requests to submit to the director. Staff should indicate if these are new titles or replacements for lost/damaged items. Replacement materials may be purchased as time and budget allows.

Staff may request materials in writing or via email by contacting their campus librarian. Requests for items needed for classroom use should be submitted to the director and building principal so items can be purchased if the budget allows.

The Director shall work closely with each building principal to purchase furniture, technology, and other library materials to ensure compliance with state safety regulations.

Budget

The Learning Commons operates using an itemized budget for the following items:

- Print materials
- Electronic resources – ebooks
- *Cataloging supplies*
- Furniture - shelves, seating, etc
- Circulation software and computers

Other items housed in the Learning Commons, *which may include, but not limited to*: televisions, green

screen & iPads, and 3-D printers, are considered the responsibility of the Technology Department, and included in that department's budget. Repair and replacement of those items is the responsibility of the technology department. Lamination film is purchased for the high school by the building administrator. Databases for grades four through twelve are purchased by the respective building administrator. Reading is Fundamental fees are split between the elementary and intermediate school administrators' budgets.

Personnel

Library Media Services staff includes the following positions:

- Director of Library Media Services
- 1 Full-time librarian for each campus
 - Route 29 (high school & junior high)
 - EC 1 & 2 (grades K-3)
 - Intermediate campus (grades 4 - 6)
- · Volunteer staff - as needed
- · Classroom teachers - as needed

The Director of Library Media Services serves all five buildings. The position requires a minimum of School Library Media Specialist License (24 hours of coursework).

Duties of the director include:

- Supervise all licensed staff and volunteers (including student volunteers)
- Supervise professional development for Learning Commons staff
- Supervise acquisition of new materials for each building's Learning Commons
- Adhere to state mandates and curriculum requirements
- Collaborate with staff on goals for Learning Commons
- Place orders on behalf of building librarians
- Weed collection semi-annually
- Unpack & sort materials to be cataloged
- Maintain and update district collection catalog
- Maintain master file of district materials
- Work cooperatively with building librarians, building administrators, volunteers, and other staff as needed

The Director of Library Media Services oversees all five attendance center libraries. This staff member ~~Each campus shall be staffed by one full-time librarian, plus volunteers as available.~~ Full time library staff should hold a School Library Media Specialist License, at minimum. ***There are also Library Aides assisting at each of the attendance centers.*** Duties of full time staff include:

- Assisting Director with ~~annual~~ ***the periodical*** weeding of collection
- Assisting Director with cataloging of materials in building
- Shelf materials within library
- Coordinate with volunteers to ensure library is staffed as much as possible
- Work with teachers in building to foster collaboration
- Check out, check in, or renew materials to students/staff at circulation desk
- Keep track of hold requests
- Keep track of requested items from staff - report to Director as appropriate to acquire new materials
- Assess lost fines and collect payment for lost or damaged materials
- Supervise students using Learning Commons for technology or collaboration

Volunteers should be trained as appropriate, to ensure that the Learning Commons be available to as many students as possible.

Duties of adult volunteers are as follows:

- Run circulation desk by checking out, renewing, or checking in materials
- Take hold requests from students or staff
- With instruction from Director or licensed staff, weed materials from collection
- Reshelve materials
- Supervise students using Learning Commons for technology or collaboration

Classroom teachers may be trained on circulation as necessary.

- Run circulation desk by checking out, renewing, or checking in materials
- Supervise students using Learning Commons for technology or collaboration
 - If another adult is not present, staff must remain in LC to supervise students. Students should not be sent to LC without supervision.

Circulation

All materials checked out from the Learning Commons are the responsibility of the borrower.

Teachers (all buildings)

- As many items as needed
- Loan period as long as school year, unless someone else requests the item

Students

- **Grades 1 - 3:** Maximum of one (1) item checked out at a time, loan period of one (1) week (five school days)
- **Grades 4 & 5:** maximum of two (2) items checked out at a time, loan period of one (1) week (five school days)
- **Grades 6 - 8:** Maximum of two (2) items checked out at a time, loan period of two (2) weeks (10 school days)
- **Grades 9 - 12:** Maximum of *four (4)* items checked out at a time, loan period of two (2) weeks (10 school days)
- Items can be renewed up to three (3) times if no holds have been placed
- Students can place up to two (2) holds at a time
 - Students will be notified via email when a title is available, that title will be held for five (5) school days before being put back into circulation, or moving on to the next student on the hold list
- No fines are assessed for overdue items for any student. Students receive an email notification when an item is due.
- If a book is more than two weeks overdue, it is considered “lost” and the student will be assessed a fine equal to the amount established for the title when it was cataloged
 - Notification will be sent to student *and* to parents
 - Payment may be made in cash or check, delivered to licensed library staff **only**.
 - If an item is located after a student has paid a fine, money will be refunded, provided the item is not damaged. The student can choose to keep the book if the fine was already paid.
 - If a student returns a damaged item (stained, water-logged, torn cover or pages, etc.), that student will be assessed a replacement fine equal to the amount established for the title when it was cataloged.

Gifts & Donations

All Learning Commons are happy to accept gifts or donations of books in new or like new condition only. These items must meet existing standards for the collection. The Director of Library Media Services reserves the right to determine whether or not to include a title in a building’s collection. Items determined to be inappropriate for the collection will be donated. We do not accept used items or items other than books (electronic devices, videos, etc.). These items will be directly returned to donors.

Weeding

Weeding is a necessary process in order to keep any collection current and relevant. Each item in the collection should have value. In order to keep the Learning Commons collections active and useful, the Director and other ~~licensed~~ staff will periodically weed the collection. Regular weeding frees up shelf space for new materials, removes damaged items so they may be replaced, and enhances the overall appearance of the collection.

~~Staff will follow the Continuous Review, Evaluation and Weeding (CREW) guidelines for weeding the collection. Staff will utilize the formula 8/3MUSTIE. The first number refers to the book's most recent copyright date (8 being no more than 8 years ago), the second number refers to the book's most recent checkout date (3 being no more than 3 years ago). The letters MUSTIE refer to negative factors—Misleading, Ugly, Superseded, Trivial, Irrelevant, and Elsewhere.~~

~~A title more than 8 years old, which has not been checked out in more than 3 years may be removed from the collection.~~ Withdrawn titles will be immediately removed from shelves, taken out of electronic records, school labels marked out or removed, stamped with “withdrawn” or “discard”, and sent for disposal. Staff is allowed to take withdrawn books for classroom projects, but be mindful when adding them to their classroom libraries.

Titles of any age, with any checkout record may be removed if they meet one or more of the **MUSTY** ~~MUSTIE~~ criteria. These titles may be replaced based on circulation, need, number of copies, and/or popularity.

M=Misleading	Look for: <ul style="list-style-type: none"> • Dated popular fiction • Obsolete information • Books containing racial, cultural, or sexual stereotyping
U=Ugly (physical condition of the book)	Look for: <ul style="list-style-type: none"> • Antiquated appearance • Worn-out, frayed, dirty • Unable to mend
S=Superseded	Look for: <ul style="list-style-type: none"> • Almanacs, yearbooks, encyclopedias that are superseded by newer versions
T=Trivial (appropriateness of collection)	Look for: <ul style="list-style-type: none"> • Poor writing • Inaccurate information • Inappropriate interest or reading levels for students
Y=(useful)	Your collection has no use for the book. It is irrelevant to the curriculum

Inter-library Loans

Teachers in any building may request items from Rochester Public Library. Director of Library Media Services or other licensed staff may retrieve these items. Staff will be notified by email when items are available. These materials are the responsibility of the staff member requesting them, and any and all fines or fees associated with lost, damaged, or overdue materials are the responsibility of that staff member. Fines or fees should be given to the Director in a timely fashion, as materials are checked out to the school's library card.

At this time, students are not able to request items from Rochester Public Library through their school Learning Commons. Students are welcome to visit the public libraries on their own time and request items using their own cards. These items will not be delivered to schools and should be picked up from and returned to the public library. If a student requests materials for school purposes, the Director can pick it up from the public library and deliver it directly to the student after notifying guardians.

Rochester CUSD 3A currently partners with the Rochester Public Library and the Illinois Heartland Library System. Students and teachers are allowed to request items from the public library and from other buildings after consideration from one or more the following: the Director, library aide, guardians, teachers.

Challenges & Consideration of Materials

In the interest of handling all legitimate complaints, the Director of Library and Media Services will discuss the collection procedures with the parties involved and attempt to resolve any conflicts in a timely and professional manner. Initial concerns should be addressed to that building's administrator and Director. They will attempt to resolve these matters in house. If the matter is not able to be resolved in house, concerned parties may request a form for reconsideration of the material. The building principal should be informed of this request once it is filed and will form a committee for reconsideration. This committee should consist of: the principal, the Director, at least one faculty member, at least one parent who is an active member of the PTO, and at least one student (for grades 6 - 12 only).

The committee will review the material and the complaint within 10 days, to give all members time to review both the material and the request. The committee will assess the strengths and weaknesses of the item, and report findings. The building principal shall inform the concerned party of the committee's decision. The concerned party does have the right to appeal the ruling with the school board. Challenged material will remain in the Learning Commons for the duration of the process. If it is determined that the material does need to be removed, it will be promptly withdrawn once the committee has rendered its decision.

Concerns about items used in individual classrooms should be addressed to the classroom teacher, not the ~~librarian~~ library staff or Director of Library Media Services. Classroom teachers and building administrators will deal with these concerns directly.

New Language:

The Rochester CUSD 3a School District Libraries subscribe in principle to the philosophy expressed in Illinois Public Act 103-0100 and the American Library Association's Library Bill of Rights and its supporting documents.

While parents and guardians are free to reject titles of which they do not approve for themselves or their own children, they cannot restrict the freedom of others to choose what to read, hear, or view.

Items are not withdrawn from the collection due to their controversial nature; merely because individuals or

groups object to the material; or the unpopular portrayal of events, institutions or people.

The Rochester CUSD 3a School District Libraries also recognize that occasionally materials selected may be questioned, despite the care taken in selecting them. A procedure for processing and responding to criticism of approved material has been established and shall be followed.

Initial concerns should be addressed to that building's administrator and the Director of Library Media Services, via the Request for Consideration of Materials form. Upon receiving a complaint, the Director of Library Media Services and the Building Principal shall hold a conference within 10 business days with the patron making the complaint.

If the complaint cannot be resolved during the conference, the patron making the complaint can ask for a committee review. This procedure shall include a formal signed complaint of standard format and an appointed committee to reevaluate the material in question.

This committee should consist of: the building administrator, the Director, at least one faculty member, at least one parent who is an active member of the PTO, and at least one student (for grades 6 - 12 only).

The committee will review the material and the complaint within 10 business days, to give all members time to review both the material and the request.

A letter explaining the decision shall be sent to the complainant.

The materials in question will remain in the library during the time of the review.

Complainants will not raise the same or substantially same challenge after the appeal has been decided or matter closed.

Concerns about items used in individual classrooms should be addressed to the classroom teacher, not the librarian or Director of Library Media Services. Classroom teachers and building administrators will address these concerns directly.

Request for Consideration of Materials

Name:

Address:

City:

Phone number:

Email:

Grade Level of Student:

Who do you represent? Choose one: Self Organization (please list):

Resource type:

Information about the Resource:

Title:

Author/creator:

Copyright Date:

Have you read this resource in its entirety? ____yes ____no

Have you discussed your concerns with the **librarian or teacher**? ____yes ____no

Was your student required to read this material for a class or report? ____yes ____no

Please list the **specific** concerns you have with this item.

What is the primary concern for your student as a result of this material?

Do you have a recommendation for a resource to replace this title?

What action do you want school personnel to take regarding this material?

Your Signature:

Date: