

# **Jesuit Schools Network Collection Development Guidelines for School Libraries**

**Member Library**



**Loyola**

**LOYOLA HIGH SCHOOL**

**Modified 2022-2023**

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## Introduction

Loyola High School is a member of the Jesuit School Network. Our mission is to assist young men and young women in their formation as leaders and as "women and men for others" in the tradition of the Society of Jesus.

Henceforth, in this document, the Head Librarian is the person who has the overall responsibility for the administration of the school library, its programs, and services. The Head Librarian is responsible for the review, evaluation, and selection of the school library and media collection. They are guided by the philosophy and procedures set forth by their individual school and accrediting agencies. The Head Librarian works cooperatively with administrators and teachers to provide resources which represent diverse points of view, stimulate growth in thinking skills, and promote the overall educational program. Library collections are developed to meet both curricular and personal needs. To ensure that these needs are met, librarians apply selection criteria and use recommended selection tools. All materials, including gifts, should meet the same selection standards.

This selection policy reflects the mission, vision and goals of the school and supports the principles of intellectual freedom described in *Information Power: Guidelines for School Library Media Programs*, the *Library Bill of Rights* (ALA), *Students' Right to Read* (NCTE), and other position statements on intellectual freedom from the American Library Association, the American Association of School Librarians, the Canadian Federation of Library Associations and the Ontario Library Association.

The school library is an integral part of the instructional process. As part of the instructional process, the collection development is based upon the belief that all students, teachers, administrators, and support staff should have open access to all forms of information relevant to learning and teaching the curriculum. To ensure access to quality library or media collections, a systematic process for assessing and building library media collections is essential.

The librarian at LHS engages in an ongoing process of identifying strengths and weaknesses of the library collections in terms of student needs.

Students and staff shall have access to an organized and centrally managed collection of instructional materials and technologies. Therefore, all materials will be cataloged and processed. U.S. MARC Records are made for all holdings, and these digital records are imported into school library automated catalogs and circulation systems as determined by each school.

## Selection Policy

The Head Librarian takes leadership in communicating to the educational community the purpose and scope of the selection policy. The responsibility for coordinating the selection of library materials rests with the Librarian who seeks faculty and student recommendations for

purchase of library materials. Favorable reviews from professional review journals and authoritative selection references should be used when developing library collections. Wherever possible, direct examination of materials is advisable to ensure that they meet selection criteria.

In general, the following guidelines are observed for selecting material or resources whether in print or digitally. Materials are purchased in a variety of formats with efforts made to incorporate emerging technology when they meet the criteria outlined below.

**Appropriate for recommended levels**

Materials are accessible to students of varied abilities and meet informational and interest needs of all students in our university preparatory educational program.

**Pertinent to the curriculum and the objectives of the instructional program**

The library provides materials which enrich and support the curriculum, meet the information needs of students and faculty, and reflect the institution's instructional goals.

**Accurate in terms of content**

Materials should present facts in an objective manner. Authority of the author, organization, and publisher/producer are considered during selection.

**Reflective of the pluralistic nature of a global society**

Materials provide a global perspective and promote diversity as a positive attribute of our society. Materials by authors and illustrators of all cultures are included.

**Free of bias and stereotype**

Materials reflect the basic humanity of all people and be free of stereotypes, caricatures, distorted dialect, sexual bias, and other offensive characteristics. Materials concerning religious, social, and political content should inform rather than indoctrinate. A special emphasis is placed upon purchasing materials to reflect the Catholic Church and the Society of Jesus teachings.

**Representative of differing viewpoints on controversial subjects**

Students have the right to information on both sides of a controversial issue. By having access to a variety of resources students will have the knowledge base to develop critical thinking and problem-solving skills. The school library provides free and equitable access to all information.

**Appropriate format to effectively teach the curriculum**

Materials are available in a variety of formats to meet the needs and learning styles of a diverse student population.

**Recent copyright date as appropriate to the subject**

Materials are assessed for current and accurate information as it relates to the content and purpose of the item.

**Cost effective in terms of use**

Library and media materials are evaluated for cost effectiveness in terms of accessibility, projected use, and durability.

**Appropriate for students with special needs**

Materials are provided to meet curricular needs and the individual needs, interests, and learning styles of all students at all levels.

**Promote lifelong readers**

Materials promote the development of lifelong readers and provide recreational or popular reading materials.

## **Books**

In addition to content the following may be a consideration in selection:

- Illustrations and layout
- Type style and text density
- Paper quality
- Durability of bindings
- Readability and interest levels
- Indexing

Paperbacks can supplement the library media collection with duplication of titles, in--depth studies, special projects, and leisure reading.

When deciding whether to purchase paperback books or hardbound books consider the following:

- Curricular demand placed on these books in the individual school
- Use of these materials for research, independent reading, duplication of classics, and popular fiction
- Cost and use of paperback books as compared to the cost of hardback books

## **Periodicals**

Periodicals support the curriculum and provide leisure reading for students. Professional review journals and library periodicals for instruction should be considered for purchase. Access to full text subscription periodical databases is needed.

Newspapers, print and non-print, may be ordered as needed. It is recommended to have one local newspaper and one national newspaper. The local and national Catholic newspapers should also be purchased.

## **Databases**

Access to subscription databases should be 24/7/ during the school year. Availability of network versions and site license agreements are also factors in selection.

Criteria for selecting online resource:

- Provide learner control through flexible pacing, variable difficulty, and optimal branching and linking
- Information is accurate and reliably maintained
- Organization, searching capabilities, and navigation tools enhance information retrieval
- Provide record keeping and management options, if applicable
- Provide readable text, attractive graphics, and an appealing layout
- Have easy-to-understand, comprehensive documentation
- User friendly

## **Recommendations**

### **Faculty Recommendations**

Communicating with teachers about curricular/instructional needs and their specific recommendations for purchase is an important part of the selection process. Since the library collection is an integral part of the instructional and learning process, the strength and value of the collection are ensured when teachers are actively involved in the selection process.

### **Student Recommendations**

Suggestions from students are also an important part of the selection process. As students seek information for curricular purposes or use the library media center for personal interests, students are encouraged to make recommendations of specific resources or subject areas where information is needed.

### **Professional Review Journals**

There are print and online review resources available to help in the selection process. Please review those resources listed in the Appendix.

## **Collection Assessment**

Collection assessment is needed to determine the quality of the existing library media collection. It is an organized method for collecting statistics on the age of the collection, the number of titles in the collection, usage of online subscription resources - number of hits, counter reports, and the ability of the collection to meet curricular needs.

The selection and acquisition of new library media materials as well as the elimination of an online subscription resource will be based upon the needs of each library as determined by the collection assessment process and the current standards for school libraries.

The collection development process should be responsive to the unique needs of the school community and be based upon an analysis of student needs at that particular school. There will be some similarities among library media collections across the county, but the profile provided by this analysis will ensure that the specific needs of each school are addressed.

## Weeding

A good collection development plan must include weeding. The process of weeding is a key part of assessing the collection. It helps keep collections relevant, accurate, and useful; and it facilitates more effective use of space in the library media center. The [CREW method](#) gives six general criteria for considering weeding an item from the library's collection. These have been summed up with the acronym MUSTIE.

M= Misleading--factually inaccurate

U= Ugly--worn beyond mending or rebinding

S= Superseded--by a new edition of by a much better book on the subject

T= Trivial--of no discernible literary or scientific merit

I= Irrelevant to the needs and interests of the library's community

E= Elsewhere--the material is easily obtainable from another library

Although the final decision to withdraw materials from the library collection is made by the Head Librarian, other faculty members may be invited to review the items marked for withdrawal.

## Reconsideration Requests

When a concern is expressed about instructional materials or library media resources, the Head Librarian needs to consider both the citizen's right to express an opinion and the principles of Intellectual Freedom. The Head Librarian supports the right of students, parents/guardians, or faculty/staff to question and/or reject the appropriateness of materials for themselves or their child/ward but not for the community at large.

When there is a challenge to any instructional or library resource from a student, parent, guardian, or school employee the Head Librarian should follow the Guidelines for Responding to a Reconsideration Request:

- Listen calmly and objectively
- Explain briefly selection criteria/procedures
- Ask if the complainant would like to formalize their concerns by completing the Reconsideration of Library Materials form which will be submitted to the administration.

Sometimes just having the conversation with the librarian will alleviate the complainants' concerns and they will choose not to file an official complaint.

- If the complainant does want to formally proceed with a complaint they will be asked to confirm, in writing, that they have read the work in question in its entirety. They will then be issued the Request for Reconsideration Form which must be completed, signed and submitted to the Head Librarian.
- Confer with the principal about the concern. Discuss the purpose and use of the resource, professional reviews, and the selection criteria/procedures. It is recommended that the item **not** be removed from the collection until the Materials Reconsideration Committee makes its decision.
- Upon receipt of the completed form the Head Librarian will call together the Challenge Review Committee which will re-evaluate the item.
  - Any committee established to consider the challenge should always include:
    - The Head Librarian.
    - The appropriate Vice Principal (who is responsible for the grade level from which the challenged material comes).
    - The English Department Head
    - Two teachers, again from the appropriate grade level, one who is involved in the subject that the challenged material comes from and the other who should come from an unrelated discipline.
    - Two students, either junior or senior, depending on the material in question
- The review will include:
  - Reading the challenged item
  - Examining critical reviews of the item from recognized review journals
  - Debating the strengths and weaknesses of the material as a whole and not based on passages or sections taken out of context
  - Discussing the material in the context of Loyola's Mission and educational program
- The item in question will not be removed from library circulation, or have its access limited, until the Review process has been completed.
- Within 15 days, the Review Committee will make a written recommendation to the school Principal who will make the final decision regarding the challenged material. The principal's decision will be conveyed in writing to the complainant within 5 days of his receipt of the committee's report.

Should it be necessary the committee can consult procedures recommended by the Canadian Federation of Libraries, the Ontario Library Association and the American Library Association who have numerous resources on these procedures.

A Request for Reconsideration of Library Materials form (see Appendix) is used to notify the School Administration of an objection to information resources available in the library.

With Grateful Acknowledgement:

Baltimore County Public Schools Policy at:

<http://www.bcps.org/offices/lis/office/admin/selection.html>



# **Appendix**

[Internal-Loyola Guidelines for Responding to an official reconsideration request](#)

[Complainant Pack: Explanation of procedure and required form](#)

[Complainant Form only](#)