

	<p>GUIDELINES FOR BUILDING A COLLECTION OF LIBRARY MATERIALS</p>	<p>C29.00 Revised 1999</p> <p>Page 1 of 2</p>
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BOARD-ADOPTED PROCEDURE

Introduction

The school Library is an Instructional Resource Center with a collection of library media materials selected to meet the varying curricular interests, needs, and abilities of students. It provides material directly related to subject content, or information that offers enrichment within subject areas of the curriculum.

Definitions

The term “library media materials” refers to all books, audiovisual items, periodicals, and information obtained via electronic means, that provide resource materials for any area of the curriculum and to materials in any medium which are used for independent study, enrichment, or recreational interests. Library media materials are either located in the Library, or their maintenance and use by students and staff is the responsibility of the librarian.

Responsibility for Selection

The basic responsibility for library media materials selection belongs to the certificated librarian. The librarian chooses material based on the Criteria for Selection. Students, teachers, parents, and administrators are encouraged to recommend materials for purchase. The final responsibility for including any materials in a school, or having and enforcing acceptable usage policies, rests with the building principal. (See Board Procedure C32.01 for complaint procedure).

Criteria for Selection

The following criteria should be used in developing or maintaining a school’s Library collection. Library materials should individually and collectively:

1. Be consistent with District-adopted curriculum and relevant policies, procedures, and regulations (e.g., controversial issues, advertising).
2. Provide material for the curriculum, taking into consideration the varied instructional needs, learning styles, abilities, and development levels of the students served.
3. Provide material for student growth in critical thinking, reasoning, and problem-solving, and support lifelong learning and workplace applications.



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4. Be of sufficient variety to meet the diverse needs/characteristics of students and present balanced but differing views of issues, controversial or otherwise, in order that students may develop analytical and decision-making skills.
5. Contribute to the development of an understanding of the diversity of American life by being appropriately inclusive regarding the roles and contributions of various groups and cultures.
6. Contribute to the development of self-respect, pride, and an appreciation of differences, and reflect respect for the worth and dignity of all people.
7. Offer the most appropriate format(s) (including technological, visual, and/or auditory components) to support adopted curriculum.
8. Be generally free of sex bias, stereotyping, and other forms of bias. The Board recognizes that under certain circumstances biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed in order to teach students about bias, stereotyping, and propaganda. Also, classic and contemporary literary works, periodicals, and technical journals may be selected even if they do not meet this general standard, if otherwise educationally necessary or appropriate.
9. Be free of obscene or pornographic material.

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