

**WASHINGTON-HENRY**

*"The Heart of the Community"*

**Elementary School**



# Library Media Center Collection Development Policy

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Washington Henry Elementary School  
Mechanicsville, Virginia

Collection Development Policy for Washington Henry Elementary School  
Library Media Center

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**Preface**  
**Washington Henry Elementary School Library Media Center**  
**Collection Development Policy**

The Collection Development Policy is meant to serve as a guide to the professional staff of Washington Henry Elementary School (WHES) Library Media Center as well as a source of information about policies and procedures of the library to school staff, students, and community members. The collection development process encompasses selection, acquisition, evaluation, and maintenance of media center materials, as well as other information pertinent to the Library Media Center. The WHES Library Media Center is guided by the Hanover County School Division. Guidelines are established, but WHES is responsible for the implementation of policies and procedures within their own Library Media Center.

The word “materials” in this document applies to books, pamphlets, magazines, newspapers, microforms, recordings, videocassettes, audiocassettes, compact discs, slides, transparencies, charts, posters, teaching sets, kits, pictures, media equipment, and computer software.

The Collection Development Policy was written by Stephanie Gordon, Lead Librarian, for the purpose of establishing guidelines and procedures for the WHES Library Media Center. This policy will be reviewed annually (third week of June) by the members of the WHES Library Selection Committee. The purpose of the committee is to make amendments to the policy that reflects the changing needs and programs within the school and curriculum.

## Section A

### Washington Henry Elementary School Community Analysis

Washington Henry Elementary School is located in Mechanicsville, Virginia. The school and county are rich in history and culture, as several Civil War Battles were fought here. WHES is located in Hanover County's "Central Corridor," between Interstate 95 and Interstate 295, so it is only a short drive to the state's capitol of Richmond and approximately 85 miles from the nation's capital of Washington D.C.

WHES is the county's oldest school, built in 1778 as a private boarding school for boys. The school has served both public and private needs and has been the base for all grades from kindergarten to twelfth. In 1938 WHES served as a high school. In the 1950's WHES was expanded to the building you see standing today. It was not until 1958 when WHES became an elementary school for grades one through seven. In 1971 kindergarteners were enrolled for the first time.

In 1991, Hanover County adopted the middle school concept and WHES became an elementary school housing kindergarten through fifth grade. WHES currently has four teachers in each grade level, with first grade being the exception at three. Students participate in weekly encore classes to include, art, music, physical education, guidance, and library. The teacher/student ratio is approximately twenty to one. The school population is just under 500 students. The school is 88% Caucasian and 12% minority, which is representative of this area of Hanover County. Fifteen percent of the school population is identified as special needs and eleven percent is gifted. The students enrolled with special needs are each assigned their own aides throughout the day and many are mainstreamed into the classroom when possible. Less than 10% of the students are on free or reduced lunches.

WHES employs 23 grade level classroom teachers and 7 instructional teachers. Seventy percent of these teachers hold advanced degrees and five hold National Board Certification. WHES has received recognition with several employees being named "Teacher of the Year" and "Support Employee of the Year." WHES has also received numerous grants, thanks to the hard work and dedication of their excellent teachers. WHES prides itself on high standards and it received the 2012 Virginia Board of Education Excellence Award.

Mechanicsville is considered one of Richmond's suburbs, so many parents commute into the city for work. The majority of students live in subdivisions and come from middle class professional families with both parents working outside the home. Parents contribute to the workforce and economic activity through occupations in education, banking, government, manufacturing, health/dental care, social assistance, retail trade and tourism.

Being a smaller school in the county, WHES is known as the heart of the community and students, faculty and parents take great pride in their school and education. WHES has 100% participation in the Parent Teacher Association and a huge number of parents who volunteer in the school in various capacities, many of which volunteer hours in the Library Media Center. WHES students give back to their community by participating in service learning projects. They have raised funds and donations for The American Heart Association, FeedMore, Hanover Safe Place, Children's Hospital Foundation, Richmond Food Bank, The Ara Parseghian Medical Research Foundation, and The Leukemia & Lymphoma Society.

The Washington Henry Elementary School Library Media Center supports the school mission statement and the growing needs of its staff, students and community through a diverse compilation of materials to support the ever changing and growing curriculum.

**Section B**  
**Washington Henry Elementary School Philosophy Statement**

At Washington Henry Elementary School: “We are learning, caring, and sharing together.”

Shared Values

We at Washington Henry Elementary School are committed to a strong academic foundation that empowers students to be creative lifelong learners through the interaction of students, staff, family, and community. Our values can be achieved through these beliefs:

- We encourage and support each other and celebrate success.
- We provide a challenging curriculum and set high expectations for success.
- Students will demonstrate good citizenship.
- We believe in a safe, nurturing environment.
- We communicate to inform and to promote a positive environment.
- We embrace diversity.

Implementing our philosophy and values, Washington Henry Elementary School prides itself in creating 21st century learners who will develop into individuals who can adapt, create, collaborate, succeed, and meet the challenges of a constantly evolving world.

As the information center of WHES, the Library Media Center will embrace the school philosophy and values and consider all forms of media and school curriculum when making new selections and reviewing current inventory for the school library.

## Section C

### Washington Henry Elementary School Library Media Center Mission Statement

Washington Henry Elementary School Library Media Center functions as the information center for the school and ensures that students are effective users of ideas and information.

The mission of the Washington Henry Elementary School Library Media Center is to enable students, staff, and other members of the school community to be literate, critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information; empowered to succeed as life-long learners. The library media center strives to provide the school community with a wide range of materials in all formats for all curriculum content areas.

The Library Media Center will achieve its mission by:

- providing opportunities for students and staff to become life-long learners who can independently access, evaluate, and use information
- promoting literacy and reading, instilling a love of reading
- providing instruction in the use of information technology and search strategies
- extending the classroom curriculum through an educational partnership between teachers and the library media specialist
- utilizing current technology and services to assist students in becoming proficient users of information

**Section D**  
**Selection Statements**

**Selection Philosophy**

The philosophy of the Washington Henry Elementary School Library Media Center is to provide access to information and ideas that support the mission and the instructional program of Washington Henry Elementary School. The library collection supports the school curriculum, and the Virginia state standards of learning and provides for the informational and personal needs of the staff and students of WHES. Resources will be selected in various formats with varying levels of difficulty. They will be objective, promote diversity, free of stereotypes and help students develop critical thinking skills and aesthetic appreciation.

**Responsibility and Selection Tools**

The primary responsibility for selection of library resources and maintenance of the library collection rests with the professionally trained school librarian. The library staff will select resources with regards to the suggestions made by faculty, students, and parents. Faculty members are encouraged to suggest resources that fulfill their teaching objectives and standards of learning goals. Professionally recognized collection development lists and reviews are used to aid in the selection process. The following list of selection tools will aid in the selection process:

- ALA Booklist
- The Elementary School Library Collection
- The Horn Book Magazine
- School Library Journal
- Media and Methods
- Caldecott Award List
- Newberry Award List
- National Book Award
- Library Media Connection
- Teacher Librarian

**Criteria for Selection**

The following criteria is considered for the selection of all materials in the WHES Library Media Center:

1. Relevance to the vision, mission, and expectations of the school
2. Suitability of subject and style for the age, maturity, abilities, learning styles and information needs of the users
3. Suitability of physical form and quality for library use
4. Reputation and significance of the author, illustrator, publisher and producer
5. Attention of critics, reviewers, and reference books
6. Number and nature of requests
7. Materials representing a fair and unbiased presentation of controversial materials

8. Present and potential relevance to the community interests and needs
9. Current or historical significance
10. Relationship to the existing library collection and to other materials on the subject which are available in those collections
11. Cost

Due to the high cost of materials, the following media formats require additional considerations:

**Considerations for Selection of Print Materials** (Books, Paperbacks, Periodicals, Magazines, and Newspapers)

- Illustrations and layouts
- Paper quality
- Durability of binding
- Type style and text density
- Readability and interest levels
- Indexing
- Curricular demand
- Cost and use of hardback vs. paperback
- Use for research, personal interest, popular fiction, duplication of classics
- Access to online newspapers, magazines, and periodicals
- Authenticity of historical or social setting
- Cost effective in terms of projected use

**Considerations for Selection of Non-print Materials**

- Promote instructional goals and support the curriculum
- Structurally sound (will withstand heavy usage)
- Technically sound
- User friendly
- Current and anticipated demand warrants purchase
- Accessories to use with devices exist and are readily available
- Present content in appropriate format and acceptable technical quality
- Appropriate and necessary maintenance will be available
- Best overall value (balance between cost and above criteria)

**Considerations for Selection of Electronic Resources**

- Information is accurate and reliably maintained
- User friendly
- 24 hour access with remote connection from home
- Provide readable text, attractive graphics and an appealing layout
- Provide learner control through flexible pacing, variable difficulty, and optimal branching and linking



- Organization, search capabilities, and navigation tools enhance information retrieval
- Availability of network versions and site licensed agreements
- Contracts/Cost/Fee based databases

### **Consideration File**

The lead librarian will maintain a consideration file for future purchases. This file will reflect school needs, staff recommendations, student/parent recommendations, and reviews. The following information will be collected for items placed in the consideration file: title, author, publisher, copyright, ISBN number, review source, and price.

## Section E Acquisition Statement

The lead librarian at Washington Henry Elementary School will be responsible for making all purchases for the Library Media Center. Great thought and care will be taken when considering future library media purchases. All the criteria listed in the Selection Policy of this Collection Development Policy will be enacted and suggestions from students, parents, and school faculty will be taken under advisement when ordering materials.

WHES Library Media Center will receive its annual budget from the Hanover County Public School Board each August. The amount owed WHES is dependent on the number of students enrolled each school year. The lead librarian will have to accommodate their orders to the allocated amount.

The following steps will be taken when making purchases:

1. Obtain bibliographic information
2. Confirm that material is available for purchase *and is not already in your collection*
3. Identify and select sources for ordering materials (Follett)
4. Determine format/binding
5. If necessary/possible, negotiate prices and terms or collect bids
6. Final approval with the school principal's signature
7. Place order and allocate funds (with financial secretary)
8. Keep records of outstanding and received orders
9. Verify receipt of material against packing slip and check for damages, ensure financial secretary receives copy of final receipt

Washington Henry Elementary School currently uses the following vendors, **Follett** and **Bound to Stay Bound** as their main sources for purchasing books and media for the Library Media Center. These vendors provide books, eBooks, play-aways, digital media, and audio-visual materials. Orders will be submitted through their respective online ordering services.

Orders that cannot be fulfilled in a timely manner through these companies may be purchased locally using the Purchase Order form found in Section O. These purchases must be approved and signed off by the school principal.

Monies that are collected from fundraisers, donations, event nights, and Scholastic Book Fairs are considered "free" spending money. These funds will be placed in a Library Media Center account. This money can be used as the lead librarian deems fit for library consumption and items can be purchased without approval of the school principal. Hanover County School Board does require an annual record of monies collected from these events, but does not have any jurisdiction over these funds.

**Section F**  
**Criteria and Procedures for Library Donations**

Organizations and individuals frequently express an interest in donating books and other resources to the Washington Henry Elementary School Library Media Center.

1. The library staff must review potential library donations using the same criteria as purchased material, as stated in Section D of this policy and any applicable school district policy, see Hanover County Public Schools Library Procedures Manual. Additional criteria include the following:

-All materials should have a reading level and an interest level of Pre-K through 5<sup>th</sup> grade.

-Donated materials should be new or barely used (in good to excellent condition with no markings or defacing), complete, clean, durable, and attractive.

-Reference materials, including atlases, encyclopedias, subject specific multi-volume sets, and other non-fiction resources should be no more than five years old.

- Science, medical, computer, and other resources in areas in which information quickly becomes outdated should be no more than three years old. Book sets must be complete.

-Fiction books should be no more than eight years old with the exception of books by well known children's authors, classics, and title series (such as Harry Potter and Percy Jackson).

-Non-fiction books should not reflect outdated stereotypes of racial or cultural groups in either the text or the illustrations and should avoid oversimplification of complex issues and other distortions that would give readers erroneous or misleading information.

-Materials which are not appropriate for library use, such as textbooks, consumable, instructional materials such as workbooks, standardized tests, most periodicals, pamphlets, and catalogs will not be accepted.

-Magazines that are age and content appropriate may be used, if space permits, but will be given to the art room or classroom teachers after use in the library.

-Materials which are primarily sectarian in nature, content or treatment, which would be best used in religious instruction will not be accepted.

2. Procedures

-No appraisal of materials can be made by library staff, and donors must agree that the library may utilize the materials in any way the library deems appropriate.

-The donor will complete a Gift Donation Form, as provided in Section O of this policy for each donation. The donation form will include the number and types of items donated, not to include a dollar amount, unless the gift was monetary in nature. The library will keep a copy on file for two years and the donor will receive a copy for themselves and tax purposes.

-If donor requests a bookplate be on the items donated, the librarian will follow their wishes and fulfill the request within a timely manner.

-If deemed appropriate, donated items will be marked for catalog entry and placed on the shelves in a timely manner for student access.

-Any individual or company submitting donations will be notified in writing that the library does not accept gifts with restrictions or conditions relating to their final use, disposition, or location. Donations not adhering to the selection criteria stated in Section D of this policy will be disposed of at the librarian's discretion in accordance with Hanover County Public School Library Procedures Policy Manual.

-All donations will receive a written note of thanks from the school librarian.

**Section G**  
**Cooperative Resources and Networking Statement**

Washington Henry Elementary School Library Media Center provides the appropriate resources necessary to support the curriculum and the instructional needs of its students, faculty and staff. However, in today's growing technological world it is understood that no library can be self-sufficient any longer. It is essential that library resources be shared for adequate and effective library service. The WHES Library Media Center maintains a cooperative relationship with Hanover County Public Schools and the Pamunkey Regional Public Library system throughout Hanover County. Individuals borrowing through the Pamunkey Regional Public Library must possess a valid library card from that library system.

This communication between library staff members may include sharing of professional expertise and resources where feasible. Every effort is made to exhaust our own resources before requesting from another library. The lending library has the privilege of deciding in each case whether a particular item should or should not be provided.

School library media centers ordinarily will not loan the following:

- Books in current and recurring demand which have extensive holds and waiting lists at the requested library media center.
- Reference materials
- Materials on reserve for group or class use
- Non-print materials at the Middle School and High School
- Equipment

Borrowers:

- Borrowing school library media centers are responsible for filling out the Inter-library Loan (ILL) Request form, as found in Appendix O.
- Borrowing school library media centers and patrons will make every effort to return materials promptly and in the condition as received.
- All materials borrowed from Hanover County Schools library media centers must be returned by the specified due date.

Lending libraries:

- The decision to loan material is at the discretion of the lending library media center. Each library media center will be as generous as possible with due consideration to the interests of its primary clientele.
- Lending libraries are not expected to process subject requests.
- Lending libraries will process requests promptly.
- There will be no charge for material loans.

- The loan period for items borrowed will be 21 days from the date of checkout. This includes travel time.
- A patron may borrow up to 5 items.
- No patron with overdue materials will be permitted to request additional items until all overdue materials have been returned.
- Replacement costs plus a \$10 processing fee will be charged for all unreturned or damaged materials.
- All material on loan is subject to immediate recall. Borrowers should respond promptly.

**Section H**  
**Intellectual Freedom Statement**

The Washington Henry Elementary School Library Media Center supports the principles of intellectual freedom inherent in the First Amendment to the United States Constitution as expressed in official statements of professional associations. These include *The Library Bill of Rights*, *The Freedom to Read Statement*, and *The Freedom to View Statement* and form a part of this policy, as included in Section N.

The selection of library materials is based on the patron's right to read, and his or her freedom from censorship by others. Many materials are controversial and any given item might offend some persons. Selections are not made on the basis of anticipated approval or disapproval. The merits of the work, its relationship to the total collection, and serving the library community as a whole will be the primary considerations during selection. The WHES Library Media Center does not try to justify any particular idea nor promote any point of view.

Selection is made with respect to the age appropriateness of the materials. However, responsibility for reading of minors rests with their parents and legal guardians. Selection of shelving of materials will not be inhibited by the possibility that materials may be offensive to some persons.

Circulation records and other records identifying the names of library users are confidential in nature. At WHES, every effort will be made to protect student confidentiality by the staff and volunteers.

**Section I**  
**Policy and Procedure for Handling Challenges**

The Washington Henry Elementary School Library Media Center subscribes in principle to the philosophy expressed in the American Library Association's Library Bill of Rights and the Freedom to Read Statement.

The WHES Library Media Center also recognizes that occasionally materials selected may be challenged or questioned, despite the care taken during the selection process. A procedure for processing and responding to criticism of approved materials has been established and shall be followed. This procedure shall include a formal signed complaint of standard format and an appointed committee to reevaluate the materials in question.

The "Request for Reconsideration of Library Materials" form is included in Section O of this policy manual. The WHES Library Media Center Request for Reconsideration Policy and Procedures have been reviewed and approved by the Hanover County School Board.

**Request for Informal Reconsideration:**

When a complaint is received regarding library media program materials, the school will try to resolve the issue through a discussion between the questioner, the librarian and the principal.

-The librarian calmly explains to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.

-The librarian will calmly explain the particular place the questioned resource occupies in the educational program, its intended educational purpose, and any additional information regarding its use.

-If the questioner is still not satisfied, they will be invited to file a formal complaint and a copy of the "Request for Reconsideration of Library Materials" shall be handed or mailed to that person by the lead librarian.

**Request for Formal Reconsideration:**

All formal objections to library resources will be made on the form "Request for Reconsideration of Library Materials," will be signed by the complainant, and will be filed with the librarian and the principal will be notified.

The Hanover County School Superintendent will be informed of the receipt of the formal complaint by the school principal.

Upon receipt of a request for formal reconsideration of a library resource, the librarian will notify the Challenged Materials Committee, with the following membership (Sample Letter to Prospective Committee Participants in Section O of this policy):

- Principal
- Lead Librarian
- Two members of the teaching staff
- Two parents in the school community



The Challenged Materials Committee will meet within 10 working days after the complaint is received and take the following steps:

1. Read, view, or listen to the material in its entirety.
2. Check recognized selection and review aids for evaluations of the material.
3. Discuss the challenged resource in context of the educational program.
4. Prepare a written response (Form in Section O of this policy) to the complainant, upholding the material or directing its removal.
5. If either party disputes the decision, the complainant may appeal to the Hanover County School Board; thereupon the final decision of the School Board shall be delivered to the complainant and staff members in writing.

**Guiding Principles:**

-Any resident, parent/guardian of a student, or employee of the school district has the right to object to resources used in the WHES Library Media Center. Each parent/guardian has the right to determine the reading, viewing, or listening matter for only his or her own children.

-When library resources are challenged, all concerns will be treated in a serious, professional and respectful manner. The principles of intellectual freedom, the right of access to materials, and the freedom to read/view/listen must be considered throughout the reconsideration process.

-The major criterion for final decision is the appropriateness of the materials for its educational use, within the grade level context.

-Challenged materials will remain in circulation until the reconsideration process is complete.

## Section J Technology Statement

In keeping with our role as a source of information, the Washington Henry Elementary School Library Media Center provides Internet access to information beyond the confines of our collection. The Internet provides connections to global information services and networks outside the library and enables our users to have immediate access to timely and comprehensive information as well as a wide variety of primary sources.

As the vast amount of information on the Internet is generated outside the library, the library cannot be responsible for accuracy, authenticity, currency, availability, or completeness of information. While we evaluate the overall content and appropriateness of any online sources that we purchase, we cannot be responsible for all content or links to other sources.

Because of the library's limitations in control of Internet content, the user is responsible for using discretion when considering the quality of material, questioning the validity of information, and choosing what is individually appropriate. We cannot insure that Internet communications are secure or private.

Through the library's website, printed handouts available in the library, and direct instruction, we provide students with guidelines for evaluating web sites and search strategies for finding the most appropriate information from the web. In addition, as students visit our library to conduct research on the Internet, we informally guide them in using the Internet in a responsible and discriminating manner.

The WHES Acceptable Use Policy form found in Section N, governs student use of the Internet in the library and in the classroom.

**Section K**  
**Policy for Evaluation of Collection**

The Washington Henry Elementary School Library Media Center ensures that the collection provides the necessary support for the curriculum and meets the needs of the students, faculty, and staff. A process to evaluate the collection of print and non-print resources is vital. Such a process will provide quantitative as well as qualitative data, through both informal and formal methods of assessment. This is an on going process.

Informal assessment of the collection occurs on a daily basis, through interactions with students and teachers while locating materials, discussing lesson or curriculum ideas, handling materials during circulation, recommendations received from students or faculty, etc. These informal assessments often provide input for identifying collection areas that need expansion or specific materials that are needed for particular units.

Formal assessment of the collection provides more concrete and extensive data to make selection and weeding decisions, to show the relationship between the collection and the curriculum, and to provide support for funding requests. The first step in a formal assessment process is the collection of data, including: size of total collection, and subsections number of titles per student age and currency of the collection, and subsections.

WHES will receive a *TitleWise* Collection Analysis from Follett, our primary vendor, twice a year. The quantitative analysis is delivered twice during the school year, mid-year and years end. This analysis will state the number of books in the collection, break them down categorically by numbers and provide the average age of each subsection.

Collection assessment continues with an in-depth study of the curriculum, in preparation for determining the quality of the collection resources with respect to whether they meet curricular needs as well as the interests of students and teachers. Determination of the strengths and weaknesses of the collection will identify which areas of the collection are best developed, most current and most frequently used. In addition, it will also identify which areas of the collection are least developed, the most outdated, in need of weeding or in need of promotion.

**Section L**  
**Weeding/Deselection Statement**

Weeding is a key part of assessing the Washington Henry Elementary School Library Media Center's collection; it should entail the same care, thought and judgment as selection. Weeding provides a more appealing, more up-to-date collection, makes the media center easier to use, ensures a reputation for providing reliable information, provides feedback on the strengths and weaknesses of the collection, facilitates identification of works which need repair or replacement, justifies future budgets, and provides space.

Library media materials will be weeded based on the following criteria:

- \* Poor physical condition (missing pages, damaged spines, water damage, markings, etc.)
- \* No/poor circulation in the last three to five years
- \* Outdated in content, use, or accuracy (Copyright date should be considered; however, do not make a decision to weed based solely on the copyright date of the material. Some older material may be considered classic or may be of great historical value to your collection.)
- \* Mediocre or poor in quality
- \* Biased or portray stereotypes
- \* Inappropriate in reading level or subject matter unsuitable for users
- \* Duplicate information that is no longer in heavy demand
- \* Superseded by new or revised information
- \* Outdated and unattractive in format, design, graphics, and illustrations
- \* Contain information that is inaccessible because they lack a table of contents, adequate indexing, and searching capabilities
- \* Not selected in accordance with general selection criteria that support school curriculum

The acronym **MUSTY** is used as a helpful guide for weeding:

**M** = Misleading (and/or factually inaccurate)

**U** = Ugly (condition beyond mending, rebinding or repairing)

**S** = Superseded (by a truly new edition or by a much better item on the subject)

**T** = Trivial (of no discernible literary or scientific merit)

**Y** = Your collection has no use for this item.

Typically, last copies, classics, and out-of-print books are retained, if their informational value is secure, i.e., not out-of-date and harmful to the community. Books and media items historically relevant to the community, such as yearbooks, will be retained. Once the library is at maximum count, one book should be weeded for every one acquired.

### Withdrawing Library Media Materials

The lead librarian will make all final decisions when weeding/withdrawing materials from the library media collection. However, it is acceptable for subject area, grade level teachers, and other faculty members to make suggestions and recommendations, based on the aforementioned criteria. The lead librarian will employ adult volunteers armed with the above criteria to help physically remove books from the shelves and place them at a weeding/discard station. This will aid the librarian and give them a head start on the weeding process.

The chart listed below is a rotational weeding chart that will be used annually to ensure proper weeding is occurring in the WHES Library Media Center. The lead librarian will make changes when deemed necessary to the collection, based on changes in the school curriculum.

Year ending in:		1	2	3	4	5	6	7	8	9	0
Class 000	5yrs					Weed					Weed
Class 100	5yrs					Weed					Weed
Class 200	5yrs					Weed					Weed
Class 300	3yrs	Weed			Weed			Weed			
Class 400	4yrs	Weed				Weed				Weed	
Class 500	2yrs		Weed		Weed		Weed		Weed		Weed
Class 600	2yrs		Weed		Weed		Weed		Weed		Weed
Class 700	5yrs		Weed					Weed			
Class 800	5yrs			Weed					Weed		
Class 900	3yrs			Weed			Weed			Weed	
Biography	3yrs			Weed			Weed			Weed	
Fiction	5yrs	Weed					Weed				
Everyone/EC/ER	5yrs		Weed					Weed			

\*Professional, Reference, and Audio-visual materials are inventoried bi-annually. Technology is evaluated on a continuous basis.

After weeding the materials, items that have been deselected will be removed from the catalog database, clearly stamped with the word “DISCARD” on the inside front and back covers and all barcodes and labels will be removed. The school name or identifying marks will be crossed out with permanent markers.

The following procedures should be followed when disposing of discarded library books or materials:

1. Items in disrepair will be placed in boxes labeled “TRASH,” and immediately disposed of in the school dumpsters.
2. Surplus library books and equipment can be given to classroom teachers or offered to other schools within Hanover County. However, the librarian must ensure the technology is still pertinent and none of the information in the books is outdated.
3. Surplus library books and equipment not disposed of via option #1 or #2 must be submitted for sale at a district surplus auction, as outlined in Hanover County Public Schools Library Procedures Manual.

**Section M**  
**Policy for Revision of the Policy**

Annually, during the third week of June, members of the Washington Henry Elementary School Library Selection Committee will convene and review the WHES Library Media Center’s Collection Development Policy. The purpose is to ensure the policy remains current, pertinent and portrays an accurate reflection of the changing needs of the students, faculty, school curriculum, the library and its collection development objectives.

**Section N**  
**Appendices**

1. Library Bill of Rights
2. Code of Ethics of the American Library Association
3. Freedom to Read
4. Freedom to View
5. Free Access to Libraries for Minors
6. Diversity in Collection Development

## **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. 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 challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries that 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.



## **Code of Ethics of the American Library Association**

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

- I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
- II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
- IV. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
- V. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
- VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
- VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

## Freedom to Read

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a

rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

- 2. Publishers, librarians, and booksellers 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.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

- 3. It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

- 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.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

- 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.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

- 6. It is the responsibility of publishers and librarians, as guardians of the people'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.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

*7. It is the responsibility of publishers and librarians 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.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

## Freedom to View

The **FREEDOM TO VIEW**, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

## Free Access to Libraries for Minors

Library policies and procedures that effectively deny minors equal and equitable access to all library resources available to other users violate the *Library Bill of Rights*. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users.

Article V of the *Library Bill of Rights* states, "A person's right to use a library should not be denied or abridged because of origin, age, background, or views." The "right to use a library" includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer. Every restriction on access to, and use of, library resources, based solely on the chronological age, educational level, literacy skills, or legal emancipation of users violates Article V.

Libraries are charged with the mission of developing resources to meet the diverse information needs and interests of the communities they serve. Services, materials, and facilities that fulfill the needs and interests of library users at different stages in their personal development are a necessary part of library resources. The needs and interests of each library user, and resources appropriate to meet those needs and interests, must be determined on an individual basis. Librarians cannot predict what resources will best fulfill the needs and interests of any individual user based on a single criterion such as chronological age, educational level, literacy skills, or legal emancipation.

Libraries should not limit the selection and development of library resources simply because minors will have access to them. Institutional self-censorship diminishes the credibility of the library in the community, and restricts access for all library users.

Children and young adults unquestionably possess [First Amendment](#) rights, including the right to receive information in the library. Constitutionally protected speech cannot be suppressed solely to protect children or young adults from ideas or images a legislative body believes to be unsuitable for them.<sup>1</sup> Librarians and library governing bodies should not resort to age restrictions in an effort to avoid actual or anticipated objections, because only a court of law can determine whether material is not constitutionally protected.

The mission, goals, and objectives of libraries cannot authorize librarians or library governing bodies to assume, abrogate, or overrule the rights and responsibilities of parents. As "[Libraries: An American Value](#)" states, "We affirm the responsibility and the right of all parents and guardians to guide their own children's use of the library and its resources and services." Librarians and governing bodies should maintain that parents—and only parents—have the right and the responsibility to restrict the access of their children—and only their children—to library resources. Parents who do not want their children to have access to certain library services, materials, or facilities should so advise their children. Librarians and library governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child.

Lack of access to information can be harmful to minors. Librarians and library governing bodies have a public and professional obligation to ensure that all members of the community they serve have free, equal, and equitable access to the entire range of library resources regardless of content, approach, format, or amount of detail. This principle of library service applies equally to all users, minors as well as adults. Librarians and library governing bodies must uphold this principle in order to provide adequate and effective service to minors.

<sup>1</sup>See [Erznoznik v. City of Jacksonville](#), 422 U.S. 205 (1975)-"Speech that is neither obscene as to youths nor subject to some other legitimate proscription cannot be suppressed solely to protect the young from ideas or images that a legislative body thinks unsuitable [422 U.S. 205, 214] for them. In most circumstances, the values protected by the First Amendment are no less applicable when government seeks to control the flow of information to minors. See [Tinker v. Des Moines School Dist.](#), *supra*. Cf. [West Virginia Bd. of Ed. v. Barnette](#), 319 U.S. 624 (1943)."

## Diversity in Collection Development

Throughout history, the focus of censorship has fluctuated from generation to generation. Books and other materials have not been selected or have been removed from library collections for many reasons, among which are prejudicial language and ideas, political content, economic theory, social philosophies, religious beliefs, sexual forms of expression, and other potentially controversial topics.

Some examples of censorship may include removing or not selecting materials because they are considered by some as racist or sexist; not purchasing conservative religious materials; not selecting materials about or by minorities because it is thought these groups or interests are not represented in a community; or not providing information on or materials from non-mainstream political entities.

Librarians may seek to increase user awareness of materials on various social concerns by many means, including, but not limited to, issuing bibliographies and presenting exhibits and programs. Librarians have a professional responsibility to be inclusive, not exclusive, in collection development and in the provision of interlibrary loan. Access to all materials legally obtainable should be assured to the user, and policies should not unjustly exclude materials even if they are offensive to the librarian or the user. Collection development should reflect the philosophy inherent in Article II of the *Library Bill of Rights*: “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.” A balanced collection reflects a diversity of materials, not an equality of numbers. Collection development responsibilities include selecting materials in the languages in common use in the community the library serves. Collection development and the selection of materials should be done according to professional standards and established selection and review procedures.

There are many complex facets to any issue, and variations of context in which issues may be expressed, discussed, or interpreted. Librarians have a professional responsibility to be fair, just, and equitable and to give all library users equal protection in guarding against violation of the library patron’s right to read, view, or listen to materials and resources protected by the **First Amendment**, no matter what the viewpoint of the author, creator, or selector. Librarians have an obligation to protect library collections from removal of materials based on personal bias or prejudice, and to select and support the access to materials on all subjects that meet, as closely as possible, the needs, interests, and abilities of all persons in the community the library serves. This includes materials that reflect political, economic, religious, social, minority, and sexual issues.

Intellectual freedom, the essence of equitable library services, provides for free access to all expressions of ideas through which any and all sides of a question, cause, or movement may be explored. Toleration is meaningless without tolerance for what some may consider detestable. Librarians cannot justly permit their own preferences to limit their degree of tolerance in collection development, because freedom is indivisible.

## **Section O**

### **Forms**

Form 1: WHES Library Donation Form

Form 2: WHES Interlibrary Loan Request Form

Form 3: Sample Letter to Prospective Challenged Materials Committee Participants

Form 4: Request for Reconsideration of Library Materials Form for Complainant

Form 5: Sample Letter To Complainant of Recommendation

Form 6: Suggested Materials/Resources Purchase Request

Form 7: Acceptable Use Policy Agreement Form

Form 8: Purchase Order Form



# WASHINGTON-HENRY "The Heart of the Community" Elementary School



## Library Donation Form

Thank you for your donation of books or materials to Washington Henry Elementary School Library Media Center. The library appreciates your support. Please consult the WHES Library Media Center's Donation Policy on the reverse side of this form before donating materials. **No gifts can be accepted without a signed Donation Form.**

### Donor Information

Date: \_\_\_\_\_  
Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_  
Teacher: \_\_\_\_\_

Approximate number of items: \_\_\_\_\_  
General description of materials (e.g. books, journals, DVDs): \_\_\_\_\_

Book Plate Information – Fill it in exactly as you want it to appear on the bookplate.

Donated By \_\_\_\_\_ Date \_\_\_\_\_  
In Honor of \_\_\_\_\_

Write your own: please include special occasion or personal message, name of honoree(s) and date

\_\_\_\_\_

### Please check one:

- I will **not** take a tax deduction for this donation and do not need a receipt from WHES.  
 I will take a tax deduction for this donation and would like a receipt from WHES. (Donor must supply the value of all items.)

**Your signature on this form acknowledges that the materials donated are now the property of Washington Henry Elementary School, and anything not added to the collection may be offered to the art room, classroom teachers, or otherwise disposed of at the Librarian's discretion. In accordance with Internal Revenue Service code, Washington Henry Elementary School Library Media Center cannot appraise gifts. It is the donor's responsibility for determining value.**

I have read the Washington Henry Elementary School Library Media Center Donation Policy and agree that my donation will be handled according to its stated terms.

Signature: \_\_\_\_\_

### FOR OFFICE USE

Name of person accepting donated items: \_\_\_\_\_ Date: \_\_\_\_\_

### Criteria for Library Donations

Organizations and individuals frequently express an interest in donating books and other resources to Washington Henry Elementary School Library Media Center. The library staff must review potential library donations using the same criteria as purchased material, as stated in Section D of WHES Collection Development Policy and any applicable school district policy, see Hanover County Public Schools Library Procedures Manual in Appendix 1. Additional criteria include the following:

- All materials should have a reading level and an interest level of Pre-K through 5<sup>th</sup> grade.
- Donated materials should be new or barely used (in good to excellent condition with no markings or defacing), complete, clean, durable, and attractive.
- Reference materials, including atlases, encyclopedias, subject specific multi-volume sets, and other non-fiction resources should be no more than five years old.
- Science, medical, computer, and other resources in areas in which information quickly becomes outdated should be no more than three years old. Book sets must be complete.
- Fiction books should be no more than eight years old with the exception of books by well known children's authors, classics, and title series (such as Harry Potter and Percy Jackson).
- Non-fiction books should not reflect outdated stereotypes of racial or cultural groups in either the text or the illustrations and should avoid oversimplification of complex issues and other distortions that would give readers erroneous or misleading information.
- Materials which are not appropriate for library use, such as textbooks, consumable instructional materials to include workbooks, standardized tests, most periodicals, pamphlets, and catalogs will not be accepted.
- Magazines that are age and content appropriate may be used, if space permits, but will be given to the art room or classroom teachers after use in the library.
- Materials which are primarily sectarian in nature, content or treatment, which would be best used in religious instruction will not be accepted.

# Washington Henry Elementary School Interlibrary Loan Request Form

-----  
**BORROWER** *(Complete this section as fully as possible.)*

Name: \_\_\_\_\_ Home phone: \_\_\_\_\_

Teacher \_\_\_\_\_ Administrator \_\_\_\_\_ other *(specify)*: \_\_\_\_\_

Request materials be sent to *(building)*: \_\_\_\_\_

Contact person *(librarian's name)*: \_\_\_\_\_

Date of Request: \_\_\_\_\_ Date Needed by: \_\_\_\_\_

Type of material: book \_\_\_\_\_ other: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Publisher, Place of publication, Copyright date: \_\_\_\_\_

Edition, Volume no., etc. *(if applicable)*: \_\_\_\_\_

-----  
**LENDING LIBRARY**

Item barcode: \_\_\_\_\_

Replacement cost of item: \_\_\_\_\_ *(Value of item, plus \$5.00 processing fee)*

Date sent: \_\_\_\_\_ Date due: \_\_\_\_\_

Overdue fine policy: \_\_\_\_\_

Sent by *(librarian's name)*: \_\_\_\_\_ Library name: \_\_\_\_\_

-----  
**BORROWING LIBRARY**

\_\_\_\_\_  
*(Signature of borrower, signifying receipt & acceptance of responsibility for material)*

Date of receipt: \_\_\_\_\_

Date returned to borrowing library: \_\_\_\_\_ Received by *(initials)*: \_\_\_\_\_

-----  
**LENDING LIBRARY**

Date returned to lending library: \_\_\_\_\_ Received by *(initials)*: \_\_\_\_\_

Comment *(if necessary, verify condition of book or document further action needed)*: \_\_\_\_\_

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**\*Availability of material is at the discretion of the lending library.**

**Sample Letter to Prospective Challenged Materials Committee Participants**  
**\*on school letterhead\***

(date)

FIELD (Name)

FIELD (Title)

FIELD (Address)

Dear FIELD (Salutation):

Hanover County Public Schools has established a materials selection policy that will “provide a wide range of materials on different levels of difficulty, with diversity of appeal, and representing different points of view” (Regulation 6-5.6). This policy also includes guidelines on procedures for the review of resources about which concerns have been raised. The established guidelines provide for a timely and fair hearing of selections and assure that the procedures are applied equitably to all expressions of concern.

You have been recommended to serve on the Challenged Materials Committee for Washington Henry Elementary School for the school year 20( ) - 20( ). If you choose to accept this position, you will be contacted should a *Request for Reconsideration of Library Materials* be filed.

It would be of great benefit to our school if you would be willing to serve. Please contact me with your decision at your earliest convenience.

Sincerely,

Stephanie Gordon  
Lead Librarian, Washington Henry Elementary School

## Request for Reconsideration of Library Materials Form

The Hanover County School Board of Washington Henry Elementary School has delegated the responsibilities of books and other resources to the school librarian, and has established reconsideration procedures to address concerns about any of the selected materials. If you wish to request reconsideration of a book or other library resource, please return the completed form to the principal of Washington Henry Elementary School.

Please check type of material:  Book  DVD/VHS  Record  Periodical  Cassette  Kit  Pamphlet/Magazine  Other (describe) \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Publisher or Producer: \_\_\_\_\_

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

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

Address: \_\_\_\_\_ City/State/Zip: \_\_\_\_\_

Email: \_\_\_\_\_

The following questions are to be answered after the complainant has read, viewed, or listened to the material in its **entirety**. If sufficient space is not provided, attach additional sheets. Please **sign** each additional attachment.

Are you representing yourself? \_\_\_\_\_ Organization/Group? (Name) \_\_\_\_\_

What do you object to in the material? (Please be specific. Cite pages, verses, film scenes, etc.)

\_\_\_\_\_  
\_\_\_\_\_

What brought this book/resource to your attention?

\_\_\_\_\_

What do you believe is the theme or purpose of this material?

\_\_\_\_\_  
\_\_\_\_\_

What do you feel might be the result of a student using this material?

\_\_\_\_\_  
\_\_\_\_\_

For what age group would you recommend this material?

\_\_\_\_\_

Is there anything good in this material? If so, please comment:

\_\_\_\_\_

Would you care to recommend other instructional material of the same subject and format?

---

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What action would you like the library to take regarding this book/resource?

Do not assign/lend it to my child

Return it to the staff selection committee/department for re-evaluation

Other. Explain \_\_\_\_\_

Signature of Complainant \_\_\_\_\_ Date \_\_\_\_\_

Date Received by School: \_\_\_\_\_

Recommendation of the School Review Committee: \_\_\_\_\_

---

Principal Signature

Date

**Sample Letter To Complainant of Recommendation**  
**(adjust as needed)**  
**\*on school letterhead\***

(date)

Address of Complainant

Dear (Salutation):

Following your request for a reconsideration of the library book (or other media type) title, a review committee composed of the vice principal, a number of teachers, a parent, and a library media specialist met. Each member of the committee read the book in its entirety. The committee carefully considered the objections that you raised in the reconsideration request. There was a thorough, lengthy, and wide-ranging discussion among committee members concerning these issues. Further, the committee checked for general acceptance of the book by reading reviews and consulting recommended lists and judged it against established selection criteria.

OPTION 1: As a result, the committee unanimously recommended to me, in writing, that title remain in the library, and I have directed the library media specialist to continue to include the book in our collection.

OPTION 2: As part of the principle of intellectual freedom set forth in the First Amendment to the Constitution of the United States of America, the committee believes that the library should contain the widest possible variety of materials and points of view. While we do not want to eliminate access to this book, we understand the nature of your concern with the language and illustrations found in one chapter of the book, as relates to age-appropriateness for elementary school children.

Accordingly, after evaluating numerous options, the recommendation of this committee is that the book, title, be offered to the students at Washington Henry Elementary School.

I trust that this decision will meet with your approval. However, should you wish to appeal this decision to the superintendent of schools, you have the right to do so within 5 school days. The appeal should be submitted in writing to, Dr. name, Division Superintendent, 200 Berkley Street, Ashland, VA 23005.

Thank you for your continued interest in and support of your school's instructional program.

Sincerely,

Name  
Principal, Washington Henry Elementary School

**Suggested Materials/Resources Purchase Request Form (Teacher/Staff/Parent)**

**Please use this form to request the purchase of new library materials.** Please understand that the library budget is limited and not all requests can be honored. More weight will be given to those requests from a grade level team, where all members have agreed upon the merit of the requested item(s).

For more information on this form and its purpose, please talk to your librarian.

**Name:** \_\_\_\_\_

**Staff Team/Grade level:** \_\_\_\_\_

**Subject/SOL Content Area:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

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

**Type of Media (book, DVD, kit, etc.):** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Publisher (if known):** \_\_\_\_\_

**Publication Date (if known):** \_\_\_\_\_

**ISBN:** \_\_\_\_\_

**Cost (if known):** \_\_\_\_\_

**Vendor (if known):** \_\_\_\_\_

**Why should this item be included in our library's collection?** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Acceptable Use Policy Agreement Form

Student name (print) \_\_\_\_\_ Teacher name \_\_\_\_\_

### Acceptable Use Policy (AUP) Washington Henry Elementary School (WHES)

At Washington Henry Elementary School, our students have access to many valuable instructional technology tools as well as Internet access in our media center, technology labs, and classrooms. Our goal is to teach students to utilize these electronic resources to enhance our school's instructional goals.

Washington Henry Elementary School and Hanover County Public Schools have taken precautions to ensure that students are using the Internet and other electronic resources for appropriate educational means. An adult will supervise student's use of the Internet and multimedia resources at all times. However, we cannot guarantee that students will refrain from locating inappropriate sources. Please review the guidelines listed and sign below.

Student use of instructional media must be in support of grade appropriate HCPS and Washington Henry Elementary School Instructional Technology Competencies.

Students will use respect and show proper care and handling of all equipment. Any student found to be intentionally damaging any software or hardware will be cited for school property abuse.

Students are expected to respect and not attempt to by-pass security in place on computers. Changing or attempting to change a computer's settings is a violation of acceptable use of our equipment.

Students will observe software copyright laws. No students will bring software from home to copy on school workstations, nor will students copy school software for personal use.

When using the Internet, students' actions will be closely supervised. They will be held responsible for information viewed, received, and sent.

Students are expected to respect the work and ownership rights of students, staff, and people outside the building.

Student: I have read (or it has been explained to me) and agree to follow the WHES Acceptable Use Policy. I understand that any violation of the procedures may result in the loss of technology privileges for the remainder of the year. Additional consequences may be determined and carried out by the administration.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian: I have read the WHES Acceptable Use Policy. I understand the access is for educational purposes and that the Hanover County Public School System has taken precautions to eliminate controversial material from being viewed by users. However, I recognize that it is impossible to restrict access to all controversial materials. I will not hold HCPS, WHES, or any staff member responsible for materials acquired over the Internet. I hereby give permission to my child to be given the privilege of Internet access.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Purchase Order Form**

**WASHINGTON HENRY ELEMENTARY SCHOOL**

9025 Washington Henry Drive

Mechanicsville, VA 23116

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

Purchase Order No. \_\_\_\_\_

<p><b>Fund:</b> <u>WHES Library Media Center</u></p> <p><b>Account:</b> _____</p> <p><b>Requisitioned by:</b> Mrs. S. Gordon</p>		<p><b>For Accounting</b></p> <p>Fund No. _____</p> <p>Account No. _____</p> <p>Check No. _____</p>		
<p align="center">_____ Vendor Name</p> <p align="center">_____ P. O. Box or Street Address</p> <p align="center">_____ City State Zip</p> <p align="center">_____ Phone Number Fax Number</p>		<p><b>Ship To:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<b>1 Item Number</b>	<b>Complete Description including Catalog Number, etc.</b>	<b>2 Quantity</b>	<b>Unit Price</b>	<b>Amount</b>
Subtotal from back of page				
Subtotal				
Shipping				
Total				\$

Approved by: \_\_\_\_\_ (Principal) Date: \_\_\_\_\_

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