

PLYMOUTH REGIONAL HIGH SCHOOL

LIBRARY MEDIA PROGRAM

COLLECTION DEVELOPMENT PLAN

**Pemi-Baker Regional School District
School Administrative Unit #48
Plymouth, New Hampshire 03264**

**Approved by
Pemi-Baker Regional School Board
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I. Plymouth Regional High School

Plymouth Regional High School is located in Plymouth, New Hampshire, a rural community in the central part of the state and just south of the White Mountain National Forest. The high school serves the towns of Ashland, Campton, Holderness, Plymouth, Rumney, Thornton, and Wentworth through a cooperative agreement established in 1990. Ellsworth and Waterville Valley tuition students to the high school through an AREA agreement from 1970. In addition, as a Regional Technical Center, the vocational programs accept tuitioned students from Linwood High School (Lincoln) and Newfound Regional High School (Bristol).

Plymouth Regional High School is comprised of grades nine through twelve with a student population of over 900. The high school operates under School Administrative Unit #48 and has its own thirteen-member Pemi-Baker Cooperative School Board, which provides each of the communities proportional representation. Each of the seven towns within the district has its own public K-8 school which feeds into the high school.

II. Purpose of the Library Media Program

The purpose of the school library media program is to ensure that students and staff are effective users of ideas and information.

In support of this purpose, the Plymouth Regional High School library media program supports and adopts the concepts developed in:

- *PRHS Mission, Expectations, and Indicators for Student Learning*;
- Subject curriculum guides developed by School Administrative Unit #48 (K-12) and Plymouth Regional High School (9-12);
- Curriculum Frameworks developed by the State of New Hampshire;
- *New Hampshire Minimum Standards for Public School Approval*
- *Standards for Accreditation* developed by the Commission on Public Secondary Schools of the New England Association of Schools and Colleges (NEASC); and
- *Information Power: Building Partnerships for Learning* (American Library Association, 1998).

The PRHS Library Media Center subscribes in principle to the following statements of library philosophy.

- *Library Bill of Rights*;
- *Access to Resources and Services in the School Library Media Program*;
- *The Freedom to Read Statement*; and
- *Statement on Intellectual Freedom*.

The purpose of the school library media program also encompasses a number of specific objectives:

1. To provide intellectual access to information through the development of skills in selecting, retrieving, analyzing, evaluating, synthesizing and creating information;
2. To provide physical access to information through
 - a. a carefully selected and systematically organized collection of diverse learning resources;
 - b. access to information and materials outside the library media center and the school building; and
 - c. providing instruction in the operation of equipment necessary to use the information resources in any format.
3. To provide learning experiences that encourage users to become discriminating consumers and skilled creators of information;
4. To provide leadership, instruction and consulting assistance in the use of instructional and information technology resources;
5. To provide resources and activities that contribute to lifelong learning;
6. To provide a facility that functions as the information center of the school; and
7. To provide resources and learning activities that represents a diversity of experiences, opinions, social and cultural perspectives.

III. The Library Media Program

A. Users of the Program

The primary users of the library media center collection and facility are the students, administrators, faculty and support staff of Plymouth Regional High School, which also includes the Pemi-Baker Academy and the Plymouth Regional Technical Center. Home-schooled students within the district may also utilize the resources of the library media program, in accordance with current School Board policy.

Library resources may also be used occasionally by members of the broader community, including parents, other community residents, and members of the Plymouth State University staff and student body. However, at no time will community use of the library media resources interfere with the needs of the PRHS students, administrators, faculty and staff.

All library user records (in print and electronic formats) which contain the names or other personal identifying information regarding the users of library materials or services shall be kept confidential, as per NH RSA 201-D:11 *Library User Records; Confidentiality*.

B. Access to the Program and the Collection

The library media center program is open to the students, administrators, faculty and staff at all times of the school day, and before and after school, except in extenuating circumstances. The library media center should not be used for functions that interfere with its primary purpose.

Methods of accessing the facility, program, and resources, and procedures for use and loan of resources will facilitate and maximize student and staff usage of materials in a timely and efficient manner. Access to library media services and resources will not be restricted based upon gender, race, color, national origin, disability and age.

IV. The Collection

A. Purpose of the Collection

The library media collection supports the *Mission, Expectations, and Indicators for Student Learning* for Plymouth Regional High School, as well as the mission statement and objectives of the library media program.

Therefore, the primary objective of the library media center collection is to provide:

1. Materials and equipment that implement, support, and enrich the curriculum, taking into consideration the individual needs, varied interests, abilities, maturity levels, and learning styles of the students
2. Materials that stimulate growth in factual knowledge, literary and aesthetic appreciation, ethical standards and intellectual curiosity
3. Materials that provide a background of information to enable students to make intelligent judgments in their occupational and social lives
4. Materials which provide opposing sides of controversial issues so that students may develop, under guidance, the practice of critical analysis
5. Materials representative of the contributions made by both sexes, and various religious, ethnic, racial and cultural groups to both American and world heritages
6. Materials and equipment that meet the needs of the professional, para-professional staff and students in fulfilling the school's educational objectives

B. Content of the Collection

The collection may include, but is not limited to, the following materials and equipment:

1. Print materials (books), including fiction, nonfiction, biography, story collection and reference
2. Periodicals (magazines, newspapers, pamphlets, newsletters, etc.) in print, non-print and online formats

3. Non-print materials (including, but not limited to, filmstrips, slides, videotapes, laser discs, computer software, CD-ROM and DVD)
4. Information services, such as on-line databases or satellite transmissions (including those available through subscription, site license, or fee per item basis)
 - a. Access to online sources provided by the New Hampshire State Library and/or the New Hampshire Department of Education
 - b. Access to online sources through subscriptions purchased through local budget or grant sources
5. Audiovisual and computer equipment necessary to provide access in the library media center and in classrooms to any of the above materials
6. Professional collection of materials, including books and periodicals, relating to the fields of education and library science

V. The Collection Development Process

Collection development is an ongoing, cyclical process that is directed by the professional library staff. The process is composed of several elements, occurring both continuously and simultaneously, throughout the school year. The primary elements of the collection development process include:

- Evaluation of the collection
- Identification of resource needs
- Selection of new resources
- Acquisition of resources
- Processing and organizing resources
- Circulating the resources
- Ongoing maintenance of resources
- Withdrawal of resources

VI. Evaluation of the Collection

To ensure 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.

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.

This ongoing, informal assessment of our collection has already identified several broad areas that need weeding and expansion, for example, psychology, sociology, philosophy, world

government and politics, science (all disciplines), mathematics, vocational and technical topics, and fiction (all genres, including classic titles and contemporary authors).

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

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.

VII. Selection of Materials and Equipment

Effective selection of appropriate materials and equipment for the collection is based on the following factors:

- analysis of the strengths and weaknesses of the collection
- professional knowledge and application of standards
- needs and requests of students, faculty and staff
- constraints of available budgetary and/or supplemental funds

A. Responsibility for Selection of Materials

The legal responsibility for the purchase of all instructional materials is vested in the School Board of the Pemi-Baker Regional School District. However, the responsibility in the first instance, of developing and maintaining the collection of library media materials and equipment is delegated to the professional library media personnel of Plymouth Regional High School.

The professional library media staff is charged with the responsibility of identifying, ordering, organizing and maintaining materials and equipment which will implement, support and enrich the educational programs of Plymouth Regional High School and which will meet the needs, interests, goals, concerns and abilities of the students, faculty and staff. The selection process for library media resources may involve students, administrators, teachers and community persons who make recommendations for acquisition. However, the responsibility for coordinating the selection of library media resources and making the final recommendation for purchase rests with the professional library media staff.

B. Selection Tools

The professional library media staff uses a wide variety of sources for guidance in the evaluation and selection process. These sources acquaint the staff with current materials available and educate the staff on new and emerging technologies. **Descriptive** sources include, but are not limited to, publishers' and producers' catalogs and other assorted publications. **Evaluative** sources include, but are not limited to, *Senior High Library Catalog* (H. W. Wilson), professional periodicals (e.g., *School Library Journal*, *Media and Methods*), specialized bibliographies, professional periodicals in curriculum areas, and many other appropriate publications.

Whenever possible, evaluation includes in-house review and examination of actual materials and equipment. Knowledge of materials is also gained through visitations, conferences, shows, and demonstrations.

VIII. Criteria for Selection of Materials and Equipment

A. General criteria for selection of all materials

1. Individual merit (technical and content)
2. Relevance to the vision, mission and expectations of the school
3. Consistent with the objectives of the district curricula
4. Suitability of subject and style for the age, maturity, abilities, learning styles and information needs of the users
5. Relevance to level of demand and enrollment in various courses
6. Relevance to strengths and weaknesses in the existing collection
7. Relevance to other materials in the collection on the subject
8. Appropriateness and effectiveness of medium to content
9. Representative of the diversity of religious, ethnic, political and cultural values of a pluralistic society without stereotype or bias
10. Reliable in regard to authenticity, accuracy, and currency of content
11. Reliable in regard to the authority, competency and purpose of the author, producer and publisher
12. Attention of critics, reviewers and public
13. Relevance to the student, faculty and staff interests
14. Suitability of physical form for library and student use (material well-constructed, durable, of good technical quality)

B. Additional criteria for selection of works of information and opinion (Non-Fiction)

1. Authority within its field
2. Comprehensiveness and depth of treatment
3. Objectivity
4. Clarity, accuracy and logic of presentation

C. Additional criteria for selection of works of imagination (Fiction)

1. Representation of important movement, genre, trend or national culture
2. Vitality and originality
3. Artistic presentation and experimentation
4. Sustained interest
5. Effective characterization
6. Authenticity of historical or social setting

D. Additional criteria for selection of equipment

1. Relevance to the educational aims and curriculum of the school
2. Relevance to the teaching methods and materials used
3. Structurally sound (will stand the heavy usage it will get)
4. Technically sound (method of operation is logical, easily understood, and easily utilized)
5. Materials to be used with it exist in sufficient quantity
6. Current and anticipated demand warrants its purchase
7. Appropriate and necessary maintenance will be available
8. Best overall value (balance between cost and other above criteria)

IX. Acquisition of Materials

Timelines and procedures established by the school district for preparing an annual budget, generating requisitions and purchase orders, and receiving orders will be adhered to for acquisition of all materials.

X. Organization of Materials

Materials and resources in the library media collection will be organized to make them accessible to students and staff. The collection will be catalogued and classified according to practices accepted by the American Library Association and other appropriate standards of the profession. The cataloging and classification of materials will follow the latest editions of standard specifications, including the *Dewey Decimal Classification*, AACR2 (Anglo-American Cataloging Rules, 2nd edition), MARC format (Machine-Readable Cataloging), and *Library of Congress Subject Headings* or *Sears List of Subject Headings*.

An automated system will be provided to enable networked access to a catalog of materials, accurate circulation of materials, and maintenance of a current inventory of the library media collection.

XI. Weeding the Collection

In addition to the evaluation, selection, acquisition and organization of materials, collection development also requires on-going maintenance. For the collection to be used effectively and kept up-to-date, it must change as user needs and interests change and as knowledge and technology evolves.

There will be a periodic process of weeding materials from the library media collection:

- to maintain a viable up-to-date collection that is relevant to the curriculum
- to give the best possible library service through a collection of quality materials
- to give the library a reputation for reliability
- to determine the strengths and weaknesses in the collection
- to find materials which need repair, rebinding, or replacement
- to give the library a fresh, inviting appearance
- to utilize most economically the available space in the library by relying on other libraries (through interlibrary loan) for those items that would seldom be used in our collection and/or are too expensive to justify purchasing
- to remove the outward illusion of a well-stocked library in the eyes of those who do not use it

The weeding process is based on the professional library media staff's knowledge of literature, the collection and the curriculum usage patterns. The following guidelines are also considered in determining which materials or equipment should be weeded from the collection:

- materials or equipment that have not circulated or been used in the library for a determined period of time
- materials or equipment that are worn and damaged
- materials or equipment that have been superseded by new editions or replaced by new formats
- duplicates which are no longer needed
- materials or equipment that no longer support the curriculum
- materials that are not appropriate to the interests and reading levels of the students
- materials that are stereotyped, biased or patronizing
- materials in which the information is out-dated and no longer accurate

XII. Discarding Materials and Equipment

All materials and equipment that are weeded are withdrawn from all collection records. Each item has its book card/pocket, bar code label, and/or security tag removed. The word *DISCARDED* is stamped or marked across the ownership name on the material or equipment. All items will be disposed of in a manner consistent with school policy.

XIII. Electronic Information

In keeping with our role as a source of information, the library 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.

Student use of the Internet in the library and in the school is governed by the PRHS Acceptable Use Policy.

XIV. Copyright

Because of the ever-widening scope of information available and because of the rapidly expanding transmittal and duplication technologies in use, it is essential that we know and apply the rights and responsibilities associated with these resources.

Therefore, it is the intent of the library media center staff to adhere to the provisions of the current copyright laws and to adhere to the guidelines for fair use of materials for educational purposes. The library media center staff also educates students, faculty and staff about the services that can be provided within the limits imposed by the law and models the proper legal and ethical uses of materials and equipment.

XV. Acceptance of Gift Materials

The Plymouth Regional High School Library Media Center welcomes any gift (material, equipment or monetary) donated by individuals, groups or organizations for use by the school as an addition to the library media resources. Gifts or complimentary materials will be evaluated using the same criteria as those listed in Section VIII of this plan. Materials will be accepted or rejected on the basis of those criteria and any applicable school district policy.

This School Board reserves the right to refuse any gifts which are contrary to the educational and developmental aims of Plymouth Regional High School and the library media center, which violate copyright laws, which carry such limiting stipulations as to contradict the evaluation and selection criteria set forth in this Collection Development Plan, or which interfere with the mission and objectives of the library media program. This right of refusal extends to such materials as are primarily sectarian in nature, content or treatment which would best be used in religious instruction.

XVI. Relationships With Other Organizations

The Plymouth Regional High School Library Media Center maintains a cooperative relationship with public and school libraries in the region served by the Pemi-Baker Regional School District and School Administrative Unit #48. This communication between library staff members may include sharing of professional expertise and resources where feasible.

In all such instances, the goals and policies of the educational program of Plymouth Regional High School must and will maintain priority over those of outside institutions.

The professional library media staff represents the Pemi-Baker Regional School District in the Area Library Forum (ALF) III, supported by the New Hampshire State Library (NH RSA 201-D:7-9). The purpose of the Area Library Forum is to encourage cooperation and communication among all types of libraries within its region.

XVII. Resource Sharing and Interlibrary Loan

Plymouth Regional High School provides, within budgetary constraints, the appropriate resources necessary to support the curriculum and the instructional needs of the students, faculty and staff. While every effort is made to exhaust our own resources, it is understood that no library can be self-sufficient any longer. Therefore, it is essential that library resources be shared for adequate and effective library service. And to that end, our library media center is both a borrowing library and a lending library. All interlibrary loan transactions comply with the *New Hampshire Interlibrary Loan Protocol Manual* (New Hampshire State Library, 1993 and subsequent editions), current copyright law and any other applicable procedures and regulations.

XVIII. Complaints and Reconsideration of Materials

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

The "Procedure for Handling Challenged Materials" and the "Citizen's Request for Reconsideration of Materials" form are appended to and made a part of this plan and have also been approved as a separate policy by the Pemi-Baker Regional School Board.

Appendix I. Procedure for Handling Challenged Materials

Reconsideration of Educational Materials

The School Board of the Pemi-Baker Regional School District has delegated, in the first instance, responsibility for selection and evaluation of library and educational resources to the school library media specialist and professional staff employed by the School District. Occasionally, objections to instructional materials will be made and the following procedural review initiated.

Request for Informal Reconsideration

When a complaint is received regarding media program material, the school will try to resolve the issue through a discussion between the questioner, the principal and/or the staff member involved with the material.

- The staff member shall explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.
- The staff member shall explain the particular place the questioned resource occupies in the educational program, its intended educational purpose, and 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 "*Citizen's Request for Reconsideration of Materials*" shall be handed or mailed to that person by the principal.

Request for Formal Reconsideration

All formal objections to educational resources shall be made on the form "*Citizen's Request for Reconsideration of Materials*," shall be signed by the complainant, and shall be filed with the principal or someone designated by the principal.

The Superintendent shall be informed of the receipt of the formal complaint.

The Librarian shall also be informed of the receipt of the formal complaint.

Upon receipt of a request for formal reconsideration of a media program resource, the principal shall appoint a Materials Review Committee, with the following membership:

- Principal
- Two members of the school teaching staff, who are not involved in the challenged material, chosen by the Department Heads.
- One student, chosen by the student government organization
- One community member designated by the four members listed above.

The Materials Review Committee shall 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 the context of the educational program.
 4. Prepare a written response to the complainant, upholding the material or directing its removal.
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1. If either party disputes the decision, said party may appeal to the School Board.
2. The final decision of the School Board shall be delivered to the complainant and staff members in writing.

Guiding Principles

Any resident or employee of the school district has the right to object to resources used in a school's media program.

When media resources are challenged, all concerns will be treated in a serious, professional and respectful manner.

When media resources are challenged, the principles of intellectual freedom, the right of access to materials, and the freedom to read/view/listen must be considered as well.

Each parent has the right to determine the reading, viewing, or listening matter for only his or her own children.

Access to challenged material shall not be restricted during the review process, except upon recommendation of the Superintendent and agreement of the School Board.

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

Appendix II. Citizen's Request for Reconsideration of Materials

Request Initiated By:

Name _____ Date _____
Address _____ Phone _____
City _____ State _____ Zip _____

Complainant Represents:

_____ Himself / Herself
_____ Organization (Name) _____
_____ Other Group (Identify) _____

Resource On Which You Are Commenting:

Title _____
Author/Producer _____
Publisher (if known) _____ Date (if known) _____

Type of Material:

___ Book ___ Textbook ___ Video Recording ___ Audio Recording
___ Magazine ___ Newspaper ___ Display ___ Program
___ Electronic information/network (please specify): _____
___ Other (please specify): _____

Please respond to the following questions.

1. What brought this work to your attention? _____

2. To what in the work do you object? (Please be specific; cite pages or sections. Use additional pages if necessary). _____

3. What do you believe is the theme or purpose of this work? _____

4. What do you feel might be the result of exposure to this work? _____

5. Did you read, view or listen to the entire work? _____ Yes _____ No
If not, what pages or sections? _____

6. For what age group would you recommend this work? _____

7. What disposition would you like made of this work? _____

Signature of Complainant _____ **Date** _____