

Rhode Island School for the Deaf Library Policy

Library Collection Development Policy

The following is the Collection Development Policy for The Rhode Island School for the Deaf (RISD) Library Media Program. RISD is a public PK-12 school in Providence, Rhode Island serving students who are deaf and hard of hearing.

OVERVIEW

Mission Statement

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

The librarian will accomplish this mission by:

- To provide faculty and students with materials that enrich and support the curriculum and meet the needs of the students and faculty served
- To provide students with a wide range of educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view
- To select materials that present various sides of controversial issues, giving students an opportunity to develop analytical skills resulting in informed decisions
- To select materials in all formats, including up-to-date, high quality, varied literature to develop and strengthen a love of reading (KPEKOLL, "Objectives")
- Continue developing a special collection of resources for the Deaf that provides information about communication, social issues, educational issues and Deaf culture and history
- Develop a Family Library collection that provides a variety of resources for families of the Deaf and hard of hearing students
- Providing research skill instruction so students can access and utilize the information
- Providing instruction that supports the RI Common Core State Standards objectives (CCSS) and the curriculum
- Collaborating with teachers to best meet students' research and reading needs

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Patrons' Needs Assessment

Taking into account the school profile, the librarian will assess the needs of students and staff through the following methods:

- Regularly review [Content Standards - Instruction & Assessment - RI Department of Education](#) for each grade throughout the year
- Collaborate with teachers via email, conferences, and/or classroom visits
- Review grade level monthly plans
- Review and research teacher and student requests for specific material
- Survey library needs of students and staff via questionnaire and informal communication (e.g. conversation, email, surveys)
- Review reading levels of students to ensure intellectual access of resources.

Goals

The goals of the School Library are to provide:

- a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and maximum accessibility to these materials.
- materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served.
- materials for teachers and students that will encourage growth in knowledge and that will develop literacy, cultural and aesthetic appreciation, and ethical standards.
- materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.
- a written statement, approved by the local Board of Trustees of the procedures for meeting the challenge of censorship of materials in school library media centers.
- qualified professional personnel to serve teachers and students.
- physical access to information through:

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- o a carefully selected and systematically organized local collection of diverse learning resources that represent a wide range of subjects, levels of difficulty, and formats
- o a systematic procedure for acquiring information and materials from outside the library and the school through such mechanisms as:
 - a. electronic networks
 - b. ILLs (interlibrary loans)
 - c. cooperative agreements with other information agencies instruction in using a range of equipment for accessing local and remote information in any format
- resources and activities that contribute to lifelong learning while accommodating a wide range of differences in teaching and learning styles, methods, interests, and capacities
- resources and activities for learning that represent a diversity of experiences, opinions, and social and cultural perspectives and to support this concept that intellectual freedom and access to information are prerequisite to effective and responsible citizenship in a democracy (AASL)

Selection Process

The librarian is responsible for selecting quality, relevant, authentic, bias-free material for the collection. The collection will contain a variety of formats with emphasis on print. “Many tools exist to help librarians identify possible acquisitions (Johnson, 2009).”

The librarian will select materials by:

- Utilizing Mackin, an online vendor and resource for librarians. The librarian will:
 - o select materials or receive an award/favorable review from AASL/ALA or other reputable, authoritative book review or award agency. ie. Publisher’s Weekly, Parents’ Choice, Common Sense Media.
 - o select materials that support the curriculum, student interests, pleasure reading, professional resources and [Content Standards - Instruction & Assessment - RI](#)

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[Department of Education, SEL \(Social Emotional Learning\) Standards, RI Social Studies GSE](#) and [NGSS \(Next Generation Science Standards\)](#).

- Utilize the following to vet titles for RISD ASL/Deaf Collection:
 - ASL Teachers at RISD
 - [Gallaudet University Resources](#) in the following areas:
 - Educational
 - ASL
 - Family
 - Laurent Clerc Deaf Education Resources
 - [National Resources for the Deaf \(NAD\)](#)

General Guidelines for Selection (KPEKOLL, “Selection Criteria”)

Materials selected for RISD’s library collection will meet the following criteria:

- Reflect cultural diversity
- Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures
- include materials by and about underrepresented communities, addressing the need for more representation of marginalized groups
- Be free of gender, race, and age bias and stereotypes
- Represent differing viewpoints on controversial issues
- Support and enrich the curriculum and/or students’ personal interests and learning
- Meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format

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- Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected
- Incorporate accurate and authentic factual content from authoritative sources
- Exhibit a high degree of potential user appeal and interest
- Include a variety of resources in physical and virtual formats including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-books, educational games, and other forms of emerging technologies)
- Selection is an ongoing process that should include removing materials that are no longer used or needed, adding materials, and replacing lost and worn materials that still have educational value suitable to their intended use
- Earn favorable reviews in standard reviewing sources and/or favorable recommendations based on preview and examination of materials by professional personnel
- If no reviews are available, the librarian will review the material and make a judgment based on the above general guidelines for selection

Specific Format Criteria

Books:

- Support reading programs and a range of reading levels
- Reflect recommended reading lists
- Illustrations should convey meaning and support the story line/text
- Nonfiction has concise, readable indexes, contents, glossaries

Periodicals:

- Magazines encourage leisure reading
- Magazine selection contains a variety of topical interests

Graphic Novels:

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- Contain quality illustrations and age appropriate storylines
- Lack gratuitous violence and sexually explicit behavior
- Encourage reluctant readers

DVDs/Videos:

- Meet general selection criteria
- Includes Closed Captioning and/or subtitles, and/or ASL access
- Image is of good quality

Electronic Resources:

- Are interactive and functional
- Conform to copyright and licensing requirements
- Include a method of contact for support
- Contain tools such as user-friendly search, indexing, and help options

Miscellaneous Issues

- Gifts
 - All gifts are subject to same selection process criteria as purchased materials
 - Only hardcover books will be accepted at discretion of the librarian
 - Items deemed not appropriate for library use will be respectfully declined
- De-selection and Discards
 - Guidelines for Replacing Materials in a School (Johnson, 2009)

Type of material	Replace after
Geography	5 to 7 years
Career	5 years

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Pure Science (except Botany and Natural History)	5 years
Technology and Applied Science	5 to 10 years
Computer science	3 years
General Encyclopedias	5 years
Atlases	5 years
Almanacs, Yearbooks, Statistical Compilations	1 year or when new edition issued
Dictionaries	5 to 10 years
Journals	Keep only one year if not indexed

- o The collection will be weeded systematically according to the MUSTY method and any item will be discarded if it meets the following criteria of the MUSTY method (Johnson, 2009):
 - **M**- Misleading
 - **U**- Ugly
 - **S**- Superseded
 - **T**- Trivial
 - **I**- Irrelevant
 - **E**- May be obtained Elsewhere

- Evaluation:
 - o The collection will be evaluated by the following use- and user-based methods:
 - In-house use studies
 - ILLs (Interlibrary loans) between other Schools
 - Circulation studies
 - User surveys
 - o The collection will be evaluated by the following collection-based methods:
 - Collection profiling
 - List checking

- Censorship Issues

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- o The library subscribes to the principles expressed in the American Library Association's Library Bill of Rights.
- o The library will provide a wide range of materials on different levels of difficulty and representing different points of view (KPEKOLL, "Selection Criteria").
- o School library professional staff will provide materials on opposing viewpoints on controversial issues to enable students to develop necessary critical thinking skills to be discriminate users of information and productive members of society.
- o Policies, procedures, and rules related to the use of resources and services support free and open access to information
- o Students shall have access to all materials and the librarian will not restrict students to print or electronic resources by imposing reading-level restrictions on the use of resources*; limiting the use of interlibrary loan and access to electronic information; charging fees for information in specific formats (Interpretation of the LIBRARY BILL OF RIGHTS).
- o *Middle school students require [written permission from a parent or guardian to borrow Young Adult material](#).
- o If there are questions about materials in the library collection, the first step is to speak to the school librarian.

Copyright

- RISD Library Media Specialist will adhere to and instruct students and staff in the United States Copyright Law and Congressional copyright guidelines currently in effect.

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