

Anne Arundel County Public Schools
Library Media Services

**Collection Development
Program**



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Library Media Collection Development Program

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As an integral part of the instructional process, the school library media program supports the belief that all students, teachers, administrators, and support staff should have open access to all forms of information relevant to the learning and teaching of curriculum. To this end, it is essential that there is a systematic plan in place to build and assess collections in order to maintain a current, comprehensive and high quality library media collection. Through collaborative collection development and evaluation, the library media collection promotes curricular achievement and meets the diverse learning needs of students.

The Anne Arundel County Public Schools' *Library Media Collection Development Program* is a systematic plan to assess, select and purchase quality print and non-print materials, including electronic resources, to meet the individual and curricular needs of the schools. Based on guidelines from the Maryland State Department of Education in *Standards for School Library Media Programs in Maryland*, the plan addresses the needs of schools with aging collections and directs efforts to maintaining an up-to-date, comprehensive and high quality collection.

Collection development is an ongoing process designed to identify the strengths and weaknesses of a library media collection in meeting student needs. Collection development allows us to demonstrate that funds are being spent wisely, that the information needs of students and teachers are being met, and that the needs of the students as independent readers and viewers are being addressed.

The *Library Media Collection Development Program* consists of four parts:

- I. Analysis of the School Community
- II. Assessment of the Library Media Collection
- III. Guidelines for Weeding Library Media Materials
- IV. Selection and Acquisition of Materials

I. Analysis of the School Community
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Each school should be responsive to the unique needs of the community they serve and to that end must base their collection development plan on those needs. Similarities will exist between schools across the county but each analysis should profile an individual school's population. Individual school statistics including school enrollment, the number of Title I, Special Education, and ESOL students, and the percentage of your school population represented by the various ethnic groups can be obtained from the Data

Warehouse. These statistics should be taken into consideration when selecting new materials for your collection.

II. Assessment of the Library Media Collection

Collection assessment is needed to determine the quality of the existing library media collection using an organized method for collecting statistics to determine the age, the number of titles, and the ability of the collection to meet curriculum needs. A committee of school library media specialists has developed the assessment tools as well as the schedule that follows:

Assessment Schedule

2010-2011	500, 600
2011-2012	300, 400, 700
2012-2013	900, BIOGRAPHY
2013-2014	000, 100, 200, 800, Everybody Books
2014-2015	FIC, SC

REFERENCE is to be reviewed along with the assessment of each non-fiction Dewey category, when appropriate.

III. Guidelines for Weeding Library Media Materials

A quality collection development program must include weeding. Weeding helps to develop a quality library media collection by keeping materials up-to-date, relevant, accurate, and useful. It also facilitates more effective use of space in the library media center.

WHO WEEDS?

The library media specialist is solely responsible for weeding. Weeding library media center materials should not be delegated to a library media assistant, secretary, or volunteer.

WEEDING SCHEDULE

The combined operation of inventory, collection evaluation and maintenance, weeding, and discarding is a process requiring professional judgement. Try to build it into the year's work calendar, if possible. Establish priorities and set aside definite periods of time when inventory and weeding will be possible. Select first those areas designated by the county "*Collection Development Program.*"

WHAT TO WEED?

Library media materials should be considered for withdrawal if they are:

1. In poor physical condition, yellowed or aging.
2. Seldom circulated. If the material has not circulated in five years, consider withdrawing.
3. Outdated in content, use or accuracy.
4. Mediocre or poor in quality.
5. Titles which have been superseded by new or revised editions.
6. Materials with outdated and unattractive format or illustrations.
7. Nonfiction titles that lack a table of contents or an index.

In addition:

8. Consider copyright dates. However, do not make a decision to weed based solely on the copyright date of the material.
9. See the MSDE document "Building Library Collections, (1987)" for more specific weeding guidelines pertaining to specific Dewey ranges. (See "APPENDIX B.")

WEEDING PROCEDURE

1. Plan to combine inventory, evaluation of collection, identification of materials in need of repair, weeding and discarding.
2. Work out a plan and make sure you keep track of what you have done.
3. Assemble needed supplies for the job, i.e. book cart, note pads or post-its, paper clips, pencils, etc.
4. Assign a library media assistant, secretary or parent volunteer the task of shelf reading the materials to insure proper order. **This is essential.**
5. Study the collection in the area to be weeded, noting overall quality, size and suitability to the needs of the school.
6. Examine each book or AV item, applying selection criteria as outlined in "*Procedures for the Evaluation and Selection of Instructional Materials.*" Consider suggestions on pages from MSDE, "Building Library Collections" (1987), regarding specific Dewey sections of the collection. (See "APPENDIX B.")
7. Pull materials that are candidates for discard.

WEEDED MATERIALS CHECK

1. If there is a doubt as to the suitability of an item, check the Library.Acquire database of evaluated library media materials and/or the "Recommended Source" list.
2. If you have received a new edition of a particular title, the previous edition should be a candidate for discard.
3. Confer with teachers and department chairpersons about replacements and materials which you have doubts about discarding.
4. When items to be discarded have been identified, use the procedure outlined below to dispose of weeded materials.
5. Mark the title/copies as : WITHDRAWN/DATE and remove from the collection.

AUTOMATED CATALOG MAINTENANCE

Before disposal, weeded materials need to be withdrawn from the "automated" catalog. Information on withdrawing materials should be in the documentation accompanying your software package. Call Mark Stockett with any additional questions regarding material withdrawal.

DISPOSITION of WEEDED MATERIALS

Books

Complete the PICK-UP/DELIVERY OF SURPLUS TEXTBOOKS/LIBRARY BOOKS form, (APPENDIX C), stating the number of boxes to be picked up and the location where they can be found in the school. You do not need to count the number of books. Send the form to the Textbook Inventory Technician, Property Control, Operations & Supply Warehouse, Millersville. The PICK-UP/DELIVERY OF SURPLUS TEXTBOOKS/LIBRARY BOOKS form is also available on Minerva. Click on Forms; click Property Control; click on Textbook Pick-up Form.

AV

Place weeded Audiovisual materials in black plastic bags and dispose of in the school's dumpster.

Weeded Materials ARE NOT to be distributed to classrooms.

IV. Selection and Acquisition of Materials

The selection and purchase of new library media materials will be based upon demonstrated needs as identified by the collection assessment process as well as determined by the availability of funding in any given year. All purchases will be based upon the Anne Arundel County Public School's *Procedures for the Evaluation and Selection of Instructional Materials*.

Implementation of the *Library Media Collection Development Program* assures that school library collections will become more responsive to student needs for information and literature, more accountable to funding sources, and more effective in the delivery of quality programs to meet the goals and objectives of the Anne Arundel County Public Schools.