

Saluda Day School
Lachman Library
Collection Development Policy

Acknowledgements

Collection Development Policies of independent K-12 and high schools in the NYC area were referred to for guidance when creating this policy. Specific policies are cited in footnotes throughout.

School and Library Description

Saluda Day School (SDS) is an independent K-12 school located in Brooklyn, NY. SDS's Lachman Library, located on St. Marks Avenue, serves the middle and upper schools, which are made up of 300 and 400 students respectively. The lower school is served by the separate Corley Library, located on Sterling Street. The library's staff is made up of three librarians (the library director, middle school librarian, and high school librarian) and two support staff. The library director reports to the school principal. There is a faculty Committee on Library Collection made up of one teacher from each grade level, who is responsible for assessing the Collection Development Policy as needed advising the librarians regarding curriculum-related collecting.¹

Purpose of Policy

The Collection Development Policy presents the current scope of collecting trends of Saluda Day School's Lachman Library and charts future directions and goals.² The purpose of this policy is to guide librarians in developing and maintaining the collection and to inform the community about the principles upon which materials are selected, retained, and withdrawn.³ It also seeks to ensure consistency in the library's collection over time.⁴

The Collection Development Policy should be consulted, reviewed, revised, and updated regularly. It seeks to be flexible and change as new needs arise and the community changes, and it allows for the discretion of the librarians.⁵

Mission, Vision, & Principles

The Saluda Day School Lachman Library seeks to meet the information, instructional, and recreational needs of the students, while helping them develop a lifelong passion for inquiry, reading, and learning. Through enthusiastic reader's advisory, research help, classroom outreach, and engaging programming, the library works to create lifelong readers and learners.⁶ We aim to equip students to be effective and ethical creators and consumers of media and information.⁷

The library maintains and develops a collection of books, periodicals, and non-print material in a variety of formats that supports learning and fosters a love of reading.⁸ Although the library also

¹ This idea comes from Johnson, *Fundamentals of collection development*, Ch. 2.

² Adapted from Pratt Institute Libraries' CDP.

³ Based on Friends Seminary CDP.

⁴ Adapted from Brearley's CDP.

⁵ Johnson, p. 83.

⁶ Adapted from the Little Red School House & Elizabeth Irwin High School (LREI) library website.

⁷ Adapted from the Trinity School library's website.

⁸ Johnson, p. 16.

focuses on instruction, outreach, and programming, the collection continues to form the heart of the library, and we take decisions about developing and managing it carefully and seriously.⁹ We strive to maintain a diverse collection that is inclusive of the needs of all students and recognizes young people's need to see and learn about people like and unlike themselves in the materials they access.¹⁰ We aim to help Saluda Day School students develop critical thinking, courage, creativity, and engaged citizenship.¹¹

Library staff responsible for selecting materials keep current by consulting a wide variety of print and digital review sources and publishers' promotions, by attending professional meetings, by considering student and faculty suggestions and popular demand, and by reading, viewing, and listening.¹²

Diversity

The Saluda Day School Libraries adhere to SDS's Diversity Policy and Standards.¹³ We strive to build collections that reflect the racial, ethnic, and religious backgrounds, and the gender identity and presentation, sexuality, disabilities, and socioeconomic status of SDS students and their families. We also strive to provide a window into the lives and experiences of others who may be different from them.

We performed a diversity audit of our collection in 2018 using the Teen Librarian Toolkit Guide. We made a number of targeted purchases to address gaps and set target goals for the future, based on our community, state, and country demographic information. Some of the areas that we are still attempting to fill in with backlist and new titles include: Indigenous representation, LGBTQIA+ representation (specifically asexual, intersex, and trans representation), body-positive materials, representation of teens in foster care, representation of people with disabilities, and #OwnVoices titles across the board. We have not yet begun the practice, recommended by Teen Librarian Toolkit, of performing book order audits as well, but we hope to do so in the future. We commit to making our most recent collection diversity audit information public in this policy, for the sake of transparency and accountability¹⁴.

⁹ Adapted from Johnson, p. 25.

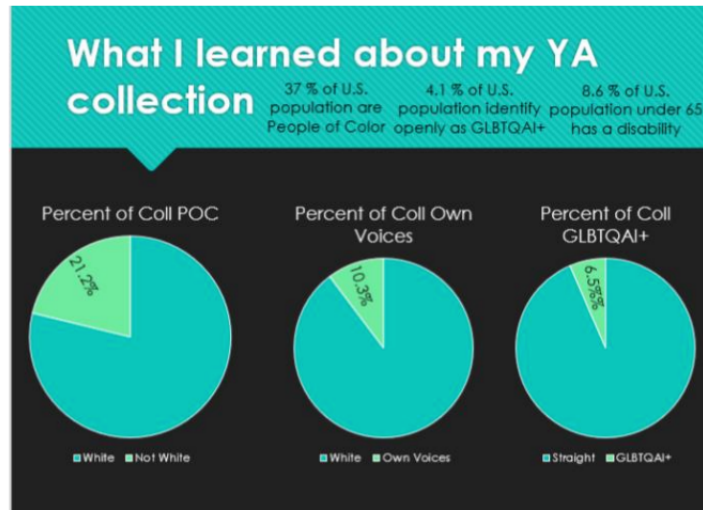
¹⁰ Based on Association for Library Service to Children's Competencies for Librarians Serving Children.

¹¹ Adapted from the LREI library website.

¹² Johnson, Ch. 2

¹³ Adapted from Pratt Institute Libraries' CDP.

¹⁴ Note that the image here is from the Teen Librarian Toolkit, but it is a useful example of a diversity audit report.



If a community member draws the library’s attention to a lack of representation in the existing collection, we will embark on a thorough review to attempt to remedy that exclusion.

For selection of diverse materials, we rely on reviews and recommendations by publications and blogs including *We Need Diverse Books*, *American Indians in Children’s Literature*, *Anansesem*, *The Brown Bookshelf*, *Social Justice Books*, *Teaching for Change*, *A Year of Thursdays*, *BookToss*, *Hijabi Librarians*, *We Are KidLit Collective*, *YA Pride*, *Rich in Color*, and *Latinos in Kid Lit*, as well as a variety of awards lists.

Developing the Collections

Collection Development is undertaken by the three librarians, who are supported in the task by the technical staff. Community members, especially teachers and students, are encouraged to recommend purchases.

Scope of Current Collection

The SDS Lachman Library aims to provide a well-rounded collection that supports and inspires teaching, learning, and pleasure reading by the SDS students.¹⁵ It is designed to inspire a lifelong love of reading a cultivate a habit of intellectual engagement with people, literature, and ideas.¹⁶ This rich collection includes 30,000 print volumes (between the middle and upper school collections), dozens of databases, a growing eBook and audiobook collection, and many resources for making and creating.¹⁷

The library collects in the following formats:

- Books (print, eBooks, and audiobooks)
- Periodicals (print & digital)
- Reference books (print & digital)

¹⁵ Adapted from LREI website.

¹⁶ Adapted from Chapin CDP.

¹⁷ Adapted from LREI website.

The Library also holds the following materials:

- Video & Sound equipment for rent
- 10 iPads for student in-library use
- 15 Chrome books for student in-library use and checkout as needed
- 15 Kindle Paperwhites for student checkout (2 months at a time; for students who do not have their own devices to access eBooks)

Middle School

The middle school collection focuses on developing reading habits that will last for life. This means an emphasis on fiction, narrative non-fiction, and magazines.

High school students are permitted to browse and check out books from the middle school library.

Upper School

The upper school collection focuses more heavily on scholarly nonfiction, e-resources, and journals, and reference materials, including college and test prep materials. However, it also includes a vibrant collection of contemporary and classic YA and adult fiction.

Middle school students may access the upper school library with parent/guardian permission or a note from a teacher.

Curriculum

The Lachman library collects resources that align with the SDS curriculum, which covers all major subject areas. Librarians work closely with faculty to ensure that the collection supports the information needs of all students. Faculty members are encouraged to take an active role in developing the library collection to ensure that it supports their classroom teaching as completely possible.¹⁸

Joyful Reading¹⁹

The collection aims to support the literary interests and pleasure reading habits of the SDS community.

Strengths of Current Collection and Future Goals

The collection's strengths are in the humanities, especially literature and history.²⁰ Currently, the print reference collection is strong, and there is a strong foundation of essential non-fiction and fiction texts in areas that have long been a part of the curriculum, such as U.S. & Western European History and politics, general science, and 19th and 20th century English Literature. As the curriculum has diversified into studies of world religions and non-Western histories, and offered high school electives and independent studies in a wider range of sciences, social

¹⁸ Adapted from Chapin CDP.

¹⁹ Term taken from Chapin CDP.

²⁰ Adapted from the Brearley CDP.

sciences, and math (such as astronomy, genetics, non-Euclidean geometry, psychology, and philosophy), the library has done our best to expand to fill needs in those areas as well.

Our future goals in non-fiction are focused on increasing diversity and incorporating more critical perspectives. We have added to our history collection to include a more global reach, but there is still a wide gap to fill. We have also added more materials (including digitized primary resources) from 20th and 21st century activist communities, to support and grow students' interest in these areas. Our students are particularly interested in environmental activism, immigration, feminism & reproductive rights, and anti-racism, and there are many new releases in these areas, which we strive to collect as much as possible.

Similarly, in fiction, our future collecting goals are focused on incorporating more diverse voices at the middle grade, YA, and adult levels. See more about this in the Diversity section.

In terms of formats, we are currently focusing on expanding our eBook, e-audiobook, and graphic novel collections, which have grown recently but still need to be added to significantly.

Evaluation

Selection Criteria

Materials should²¹:

- Support the SDS Curriculum, the library's mission, and the needs of the community
- Be as current and up-to-date as possible (unless replacing an item)
- Be of a high level of literary and/or scholarly merit

Selection decisions are made based on an evaluation of the item itself and its relationship to the collection. Ultimately, the fundamental criteria is quality.²²

Student Input

We perform periodic review using various methods, including the “independent reading/informational fill rate” measure, surveying students over a set period of time (such as one week or one month). Surveys ask what students were looking for and what they found, with specific questions related to non-fiction and fiction with further comments solicited.²³ Based on previous surveys, past changes have included focusing more on eBooks for popular fiction and “genre-fying” (separating by genre) part of the fiction collection to highlight high interest genres such as romance and science fiction.

We also incorporate student guidance through the ARC program, which includes a “Selection Club” of student volunteers who read select advanced review copies (digitally and in print) and vote on whether or not the library should purchase the books when they're released. There is a small budget line item set aside for purchases suggested by the club each year.

Duplicates

²¹ Adapted from Loomis Chaffee CDP.

²² From Phyllis J. Van Orden, *The collection program in schools: concepts, practices, and information sources*, 1988.

²³ Idea comes from Sue Kimmel, *Developing Collections to Empower Learners*, p. 74.

The library generally does not purchase multiple copies of a title unless there is documented curricular or community demand (examples may include selection for a library book club, author event, or summer reading list.)

Languages

Focus is on English-language materials, but texts that support the language curriculum are included and materials in languages spoken in our students' homes and/or students' first languages.

Textbooks

The library carries 1-2 reserve copies of textbooks for the majority of classes. Beyond that, the library does not purchase textbooks, unless they are considered the best resource on a particular subject area.²⁴

Alumni

Books by alumni are only collected if they otherwise comply with the CDP and enhance the collection. They are marked with "alumni" spine labels.

Print Fiction

As the highest fiction circulation occurs in our middle school library, fiction development is focused there. However, select YA and adult titles are collected for the high school as well. Print materials are selected based on reviews in reputable sources including *School Library Journal*, *Booklist*, *The Horn Book Magazine*, *Kirkus Reviews*, and *Publishers Weekly*.

Print Periodicals²⁵

Periodicals are selected for entertainment, literary merit, and scholarly rigor. Typically, academic journals are preferred in digital format, while lifestyle/teen interest, political magazines, and literary journals are preferred in print. Typically, the library does not collect newspapers in print. Periodicals are not bound or archived for more than three years (depending on the title).

College Handbooks & Study Guides²⁶

Selection is undertaken in consultation with the College Counseling Office, which will send a list of suggested new purchases to the librarians prior to the beginning of the year or semester. When replaced by newer versions, the older versions will move from the college collection (library use only) to the main circulating collection, where they can be checked out. Editions older than 10 years, or study guides for old versions of tests, will be deaccessioned.

Graphic Novels & Manga

We collect graphic materials including comic book trade paperbacks, manga, graphic novels, and graphic non-fiction. We make an effort to collect from independent/small presses as well as mainstream publishers. Typically, the first 1-3 volumes of a series are collected, and upon high demand and/or community members' request, more can be purchased. Hardcover and omnibus editions are typically not selected, unless the material is not available in another format.

²⁴ Inspired by the Pratt Institute Libraries' CDP.

²⁵ Section adapted from the Loomis Chaffee CDP.

²⁶ Section adapted from the Loomis Chaffee CDP.

When selecting graphic novels and manga, we consider publishers' age rating, student interest, and review sources.²⁷ Valued review sources include *Comics Worth Reading*, *Manga Librarian*, *School Library Journal's Good Comics for Kids*, *No Flying No Tights*, *Graphic Novel Reporter*, and trade publications such as *Comic Book Resources (CBR)*, *IGN*, and *ComicsVerse*. We also look at the NYC School Library System's graphic novel Cooperative Collection Development Collection. We value our relationships with local comic book shops and take their recommendations to heart.

A/V Materials

CDs and DVDs are no longer actively collected. Whenever possible, new movies and music required by the curriculum or community request will be acquired digitally.

Digital Collections²⁸

Subscriptions to databases are purchased yearly, and their usefulness is evaluated each year prior to renewal. Databases and other e-resources are not intended to replace print resources, but rather to further increase the accessibility of information for students and faculty. Some are broad, general-use resources, while others are specific to one academic discipline. We make an effort to collect equally across and among various disciplines. Databases and other e-resources that are available via New York State Library or purchased using NYSSL funds are subject to vendor restrictions as dictated by NYS DOE.

E-resources and databases are collected based on the following criteria²⁹:

- Content—Resource coverage that corresponds to the school and library curriculum. The resource's comprehensiveness, uniqueness, and currency, which supports a variety of disciplines
- Format—Emphasis on newspapers, journals, reference, and media collections
- Cost—The size and scope of the resources weighed with the cost. Discounts on pricing due to bundling multiple databases or resources. In addition, any discounts associated with consortia membership
- Contract—Limitations, restrictions, and length of licensing contract
- Currency—How often is content added to the resource and are the moving windows or embargos overly restrictive? In addition, does the resource contain an extensive backfile or archive titles?
- Compatibility—Can the resource be easily integrated into our discovery service?
- Usability—The resource's interface and search function are user-friendly. The resource provides multiple users to view the same material simultaneously
- Administration—The administrative backend is user-friendly, easy to navigate, and provides comprehensive usage statistics
- Support—The vendor provides timely, responsive, and helpful product support

²⁷ Adapted from New York City DOE Librarian guide to collecting graphic formats.

²⁸ The first paragraph of this section is adapted from St. Anne's CDP.

²⁹ Adapted from the Loomis Chaffee CDP, which cites Johnson.

EBooks and e-audiobooks are a growing area and budget priority moving forward. We are attempting to fill in gaps of backlist titles based on highest circulating print titles, student suggestion, and format-specific reviews and lists (e.g. YALSA's "Amazing Audiobooks" lists).

Gifts & Donations

SDS's Lachman Library accepts gifts and donations only if they enhance and add to the collection in some way. Gifts/donations offered will be assessed using the collection policy, and they are subject to the same ongoing evaluation and deselection as all other items in the collection.³⁰ Donated materials that are deaccessioned are not returned to the original donor.³¹

The library maintains a public "wish list" from which community members may select and purchase a book to donate, which can include a bookplate dedication. They are especially encouraged to do so through social media campaigns at certain points in the year, such as around the holidays.

We also accept monetary contributions towards the purchase of materials, which will be used as the librarians see fit.³²

Collection Maintenance

Librarians and staff conduct periodic reviews of the collection to identify materials that are obsolete, damaged, and outdated, as well as to address changing curricular and user needs. We believe that collection maintenance in general, and weeding specifically, is directly connected to the library's mission, and that outdated, incorrect, and offensive materials can be damaging to our student population and maintain the collection accordingly.³³

Weeding projects occur annually during the summer break and are done collectively by all library staff. To support these annual projects, staff document damage, lost items, and any out-of-date or otherwise questionable materials they find throughout the year.³⁴ We incorporate an examination of use and circulation data to assist with our weeding process, but no titles shall be weeded without the critical assessment of the librarian (i.e. no weeding shall be fully automated; data shall inform but not make the final decisions).

Withdrawn materials may be sold to Better World Books or equivalent, donated, sold at book fairs, or recycled. No materials in the library collection are exempt from consideration for deselection, including gifts and donations.³⁵

Considerations for deselection include:³⁶

- Relevance to collection

³⁰ Adapted from the Loomis Chaffee CDP.

³¹ Adapted from the Chapin CDP.

³² Adapted from the Dalton CDP.

³³ Adapted from the Loomis Chaffee CDP.

³⁴ Inspired by McHale et. al. "Weeding Without Walking," 2017.

³⁵ Adapted from Friends Seminary's CDP.

³⁶ Adapted from Loomis Chaffee's CDP.

- Research needs and requests
- Interests of students, school & library
- Publication date
- Currency
- Usage data
- Availability of the same or more current information online
- Condition of material

Some reasons that items are deselected:³⁷

- Obsolete, outdated, or inaccurate info
- Poorly edited or written content
- Superseded editions
- Racist, sexist, homophobic, or otherwise biased and offensive content
- Unnecessary duplication
- Accessible in another format
- No or low circulation or in-library use (especially combined with other items on the list)
- Poor physical condition

Items that are damaged, out-of-date, or lost, but which have high use, are replaced with newer versions/editions whenever possible. If out of print, they are rebound whenever possible.

Find deselection workflow in the Deselection Guidelines document.

Code of Ethics³⁸

Librarians have an obligation to be honest and fair and to act in good faith in general and especially when dealing with suppliers and vendors. They should have no financial or personal interest with vendors, and must decline any gifts or money offered by vendors, publishers, or other trade professionals (exclusions include advanced review copies of books, “swag” provided at conferences attended of minimal value, and book marketing materials to be used in the library, such as posters and banners).

Intellectual Freedom & Censorship

Saluda Day School supports an individual’s Freedom to Read and adheres to ALA’s Bill of Rights. As ALA states in their Freedom to Access Resources statement, the school library plays a critical role in protecting intellectual freedom. We strive to create and sustain an atmosphere of free inquiry. Students served by the school library should have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School librarians resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access.³⁹

³⁷ Adapted from Loomis Chaffee’s CDP.

³⁸ Adapted from Johnson, p. 66.

³⁹ This paragraph is taken from ALA’s Freedom to access to resources statement.

We have made the decision to no longer limit access by younger middle school students to YA materials aimed at teens because, as ALA states, age-level restrictions on the use of resources are a major barrier between students and resources.⁴⁰

Materials may be deaccessioned, following the deselection policy. However, materials shall never be expurgated (any deletion, excision, alteration, editing, or obliteration of any part(s) of books or other library resources) by the library, its agent, or its parent institution.⁴¹

Privacy

We take our students' privacy very seriously, and we make an effort to use open access and non-DRM e-resources and eBooks whenever possible, to minimize the amount of tracking done by third party sources.

Challenges to Materials⁴²

As a community, we value collegial and respectful communication, and therefore we hope that materials objections can be discussed and resolved informally.⁴³ Library materials are considered "questioned" when a member of the community expresses concern verbally or by email.

When such resolution is not possible, the following procedures are followed:

- The individual is given the "Request for Reconsideration Form," which asks for the following information: their name and contact information; the title & author of the item; what their concerns are; if they have read the material (in part or in full); if they represent themselves or an organization (such as a parent association); and what, if any, alternative material they would recommend to provide additional information or viewpoints. If this form is filled out by the concerned person, at that point the material is considered "Challenged."
- Per the board-approved policy, the Materials Challenge Committee will then convene to discuss the challenged material. The librarian will provide the committee with their criteria for selecting the material, including any reviews consulted, and a short report of the sequence of events with the concerned party (anything else that was said prior to the form being filled out that is not represented elsewhere). They may also offer an explanation of the place the resource occupies in the educational program and other information regarding its use (such as circulation data and information from teachers who have used it in their classes).⁴⁴
- The Committee shall deliberate and reach a decision, of which the individual who made the request shall be notified.
- Challenged materials shall remain in circulation during this process.⁴⁵

⁴⁰ ALA's Freedom to Access Resources.

⁴¹ ALA, Expurgation of Library Resources: An Interpretation of the Library Bill of Rights.

⁴² This entire section is adapted from Johnson, p. 66.

⁴³ Adapted from St. Anne's CDP.

⁴⁴ Adapted from Friends Seminary's CDP.

⁴⁵ Adapted from St. Anne's CDP.

In the majority of cases, disagreement or concern over materials will not move past the “questioned” stage.⁴⁶

⁴⁶ This information comes anecdotally from Jen Swann, professor at Pratt School of Information. Additionally, a 2016 study reported in *School Library Connection* found that 65.8% of school librarians have never experienced a single challenge.

APPENDIX A

REQUEST FOR RECONSIDERATION FORM⁴⁷

(Attach extra pages if needed to complete statements)

Author, composer, producer, artist, or other creator of the work:

Title: _____

Request Initiated by: _____

Contact Information (phone/email): _____

Complainant represents: _____themselves _____other

If other, name of organization _____

1. To what in the work do you object? Please be specific. Cite exact parts and explain why you object.

2. What do you feel might be the result of reading, viewing, or listening to this work?

3. For what age group would you recommend this work?

4. Did you read, view, or listen to the entire work? If not, which pages or sections?

5. Are you aware of the judgment of this work by critics?

⁴⁷ Adapted from New York City DOE sample Collection Development Policy.

6. Are you aware of the teacher's purpose in using this work?

7. What do you believe is the theme or purpose of the work?

8. What would you prefer the school do about this work?

Do not assign or recommend it to my child.

Withdraw it from use by all students

Send it back to the proper department for reevaluation.

9. In its place, what work of equal value would you recommend, or what additional work would you suggest to provide a different perspective or further information?

Signature of the complainant _____

Date _____

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