



Building quality library media collections is necessary to provide for the information needs of students and teachers to support each school's curriculum, and to furnish materials for recreation and enjoyment. Students need to be empowered to become effective users of information and to develop skills which will enable them to live productively. The availability of print and nonprint materials, as well as electronic data sources, is critical to providing a full spectrum of opportunities for students. Emphasis in collection development should be given to resources that support student achievement, develop diversity awareness and positive human relations, impact student attitudes, and promote the learning community.

### **Objectives of Selection**

The primary objective of the library media center is to implement, enrich and support the educational program of the school. In order to effectively meet needs, the library information specialist must have knowledge of the community, students, faculty, curriculum, media, existing collection, budget, and bibliographic and reviewing tools.

### **Criteria for Selection**

Media for purchase is considered on the basis of the following:

1. Educational suitability of the resource for its intended use
2. Intellectual content of the material: scope, arrangement and organization, relevance and recency of information, special features, and overall value to the collection

### **Procedures for Selection**

In selecting materials for purchase, the following guidelines are recommended:

1. Evaluate the existing collection in light of the population served, the school curricula, balance of topics, and currency of materials
2. Identification of specific titles is a joint effort among teachers, the library media staff, students, and the Library Media Advisory Committee
3. When possible, direct examination of materials is desirable
4. Published reviews and professionally prepared selection aids should be used
5. Donated materials are judged by the same selection criteria and are accepted or rejected by these standards as stated in IM 4.135 Donated Materials for Library Use.

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6. Maintain a consideration file of possible purchases
7. Materials obtained through rental services or school library loan should be selected by these standards

### **Considerations in Collection Development**

Library information specialists are responsible for developing the school library media center collection as allowed by the district's financial allotments in cooperation with school staff.

The philosophy and goals of the school and of the library media program should guide decisions. Additions of materials provided through donations, local school funding, etc. should meet the same standards of quality. To provide materials that are appropriate, consideration should be given to the following areas:

1. An information needs assessment of the school population
2. The curricular needs within the school; special program emphasis
3. An assessment of the strengths and weaknesses within the collection using such criteria as:
  - a. copyright age by total age range and each category
  - b. quantity needed and available in each category
  - c. currency and accuracy of information
  - d. variety of materials and formats
  - e. interest and comprehension levels
  - f. variety of materials which address ethnic and cultural differences and promote diversity understanding
  - g. balance in viewpoints on controversial issues
  - h. overall balance, etc.
4. Special evaluation of categories which become quickly dated (e.g. geography, science, technology)
5. Joint identification of titles by the school staff and students

### **Approved Materials Selection Sources**

Library information specialists are encouraged to use standard approved selection sources for materials to be purchased for the library media center. Latest editions should be used.

Education associations, major publishers, and professional periodicals offer excellent reviews and bibliographies which are useful in the selection of media. The following list of professional periodicals offer media reviews, activities and/or professional articles. The following professional periodicals can be accessed through the Tennessee Electronic Library:

1. BOOKLIST – appropriate for all grade levels, published bi-weekly, guide to current print and audiovisual materials
2. HORN BOOK – appropriate for elementary and middle levels, published bi-monthly, mostly review of books
3. LIBRARY JOURNAL – reviews are primarily for adult level, published bi-weekly

4. SCHOOL LIBRARY JOURNAL – reviews books and other media appropriate for all grade levels, published monthly
5. TEACHER LIBRARIAN –offers a variety of articles and bibliographies appropriate for middle and high levels, published bi-monthly except July/August

The following professional periodicals are routed from Library Services upon request to individual library information specialists:

1. BOOK LINKS – appropriate for preschool to 8<sup>th</sup> grade level, published bi-monthly, publishes bibliographies, essays linking books on a similar theme, retrospective reviews
2. INFORMATION SEARCHER – a newsletter for CD-ROM, online searching and the Internet in schools, for all levels
3. LANGUAGE ARTS – appropriate for elementary and middle grade levels, published monthly during school year
4. LIBRARY MEDIA CONNECTION –appropriate for all levels with articles based upon the operation of a school media center, variety of resources reviewed, published seven times during school year
5. LIBRARY SPARKS – appropriate for elementary level, published nine times a year, variety of activities and resources listed per themes/curriculum units
6. SCHOOL LIBRARIAN’S WORKSHOP – offers a variety of articles, activities, bibliographies for all grade levels, published monthly except July and August
7. SCHOOL LIBRARY MONTHLY – activities almanac, variety of activities, articles for all grade levels, published monthly except July and August

### ***Professional Books for Library Information Specialists***

Library Services has prepared a LIS Professional Library of books available for check out through the district’s library automation system. Included are books which may be useful in selection of materials, ideas for activities to use with students, library management and general professional reading.

### **Access to Resources and Services**

(Source: Information Power, pages 153-154)

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view on current as well as historical issues.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view, or hear.

Major barriers between students and resources include: imposing age or grade 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, requiring permission from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

***Weeding/Withdrawal of Media:***

Weeding is a necessary process for the removal of materials that are no longer useful to the library media collection. Weeding is a continuous process that will keep the collection effective and up-to-date. Weeding should be done throughout the year, not during the busy time of inventory. One section of the collection at a time should be weeded. It is the responsibility of the library information specialist to determine materials to be weeded/withdrawn.

Items that should regularly be weeded from the media collection are books and materials:

1. In poor physical condition (e.g. books with torn or yellowed pages)
2. Which have become out-dated or contain information that is no longer true. The copyright is one indicator to consider when evaluating this material
3. Which are not suitable for the grade level using the collection or if school curriculum has changed significantly
4. Which are duplicate copies of media no longer popular or needed
5. Which promote negative stereotyping

When space is insufficient to provide room for expansion of the collection, weeding is encouraged. Exceptions to the above considerations may include rare and unusual materials or works by local, regional, or state authors.

When weeding/withdrawal occur, the materials identified should be offered to students, teachers, and community agencies prior to sending for recycling.

Tennessee state standards require twelve (12) items per student unless the library information specialist has been trained on the databases offered in the Tennessee Electronic Library (TEL). All of the MNPS library information specialists have been trained on TEL's databases. Upon receiving the training, Tennessee state standards counts 30% of the school collection toward the access to the TEL databases which leaves the requirement of nine (9) items per student. If the collection needs to be weeded below state minimum standards, the library information specialist should consult with the Library Services office.

### **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.

1. 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.
2. 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.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgement of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available to an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

***References/Authority***

IM 4.135 Donated Materials for Library Use (MNPS Policy)