

**SELECTION AND DE-SELECTION (WEEDING) GUIDELINES
FOR LIBRARY/MEDIA LEARNING RESOURCES**

1 The guidelines for selection of all learning resources for the District's library media 1
2 centers and programs are contained in Board Policies, in this procedure, and outlined in 2
3 guidelines and documents created by the major organizations in the School Library 3
4 Media profession. These documents include: 4
5 ▪ The Library Bill of Rights and its amendments and interpretations [American 5
6 Library Association (ALA)] 6
7 ▪ The Freedom to Read policy (ALA and Association of American Publishers) 7
8 ▪ Students Right To Read (National Council of Teachers of English) 8
9 ▪ Selection and de-selection guidelines in Information Power: Guidelines for School 9
10 Library Media Programs (ALA and Association for Educational Communications 10
11 Technologies) 11
12 ▪ Selection of Instructional Material: A Model Policy and Model Rules and Weeding 12
13 the Library Media Center Collections (Iowa Department of Education, rev. 1995) 13

SELECTION GUIDELINES

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15 ***Selection Responsibility:*** The Board shall delegate to the Superintendent the authority 15
16 and responsibility for the selection of all learning resources. The Superintendent will 16
17 delegate the responsibility for selection to appropriately trained personnel. Those 17
18 personnel shall fulfill the obligation consistent with the Board's selection and criteria 18
19 procedures. Those personnel are the certificated teacher librarians of each of the 19
20 District's library media centers. The selection process shall involve persons from the staff 20
21 directly affected by the selection. Suggestions/input shall be welcomed from 21
22 Administrators, teachers, students, supervisors, and community members. The 22
23 responsibility for approving selections for purchase rests with a District designated 23
24 Administrator or designee. 24

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1	Selection Criteria: The criteria to use for the selection of materials are to insure the	1
2	materials and information:	2
3	A. support and are consistent with the educational goals of the District;	3
4	[see Policy 106].	4
5	B. support and are consistent with District values.	5
6	C. reflect the information interests and needs of the students for whom the materials are	6
7	selected, exhibit a wide range of reading/viewing/listening abilities, and relate to the	7
8	curriculum/program;	8
9	D. meet high standards of quality in factual content and presentation;	9
10	E. are appropriate for the age, ability levels, and emotional and social developmental	10
11	levels of the students;	11
12	F. have aesthetic, literary, or social value for the students;	12
13	G. have competent and qualified authors and producers;	13
14	H. are chosen, where appropriate, to help students gain an awareness of and to foster	14
15	respect for diversity. Materials shall be selected to motivate staff and students to	15
16	examine their own attitudes and behaviors and to comprehend their own duties,	16
17	responsibilities, rights, and privileges as participating citizens in a pluralistic,	17
18	nonsexist, democratic society. Materials which portray the influence of religion	18
19	throughout history shall be selected for objectivity and balance;	19
20	I. are selected for strengths, rather than rejected for weaknesses;	20
21	J. address specific curricular objectives when the materials are biased or slanted;	21
22	K. maintain a balanced collection representing various views when controversial	22
23	materials are selected;	23
24	L. be selected for durability and attractive presentation; and/or.	24
25	M. provide information not available in the Building. The content of materials received	25
26	from other sources, such as interlibrary loan, telecommunications [See Policy 400.24	26

1 and Policy 600.6], networks, etc. cannot be viewed beforehand or controlled. These 1
2 sources are made available to meet educational goals and objectives, to teach 2
3 research skills, and to provide materials of interest. 3

4 ***Selection Process of Library Media Materials:*** The process for selecting materials is: 4

5 A. the teacher librarian will evaluate the existing collection and the curricular and 5
6 reading/listening/viewing needs; 6

7 B. the teacher librarian will consult a variety of reputable sources, such as professionally 7
8 prepared selection aids, curriculum guides, reviews, previews, professional 8
9 judgment, and/or other appropriate sources, as is possible; 9

10 C. gift material to the library shall meet the same criteria as all other material selected 10
11 for the collection; 11

12 D. selection is to be an on-going process including the removal of materials no longer 12
13 appropriate and replacing lost and worn materials still of educational value. 13

14 E. materials selected for purchase will be noted on a District requisition form and given 14
15 to the Building Administrator or designee. Requisitions approved by the Building 15
16 Administrator are then to be sent to the District Administrator assigned the 16
17 responsibility for directing District library media centers; and/or 17

18 F. the same thought and care given to selection of materials will be exercised in the 18
19 ongoing review of materials so that the collection will remain useful. 19

20 **IMPORTANT: A separate set of guidelines is used for selection of classroom 20
21 instructional materials.** 21

22 **DE-SELECTION (WEEDING) GUIDELINES FOR LIBRARY/MEDIA MATERIALS** 22

23 **De-Selection Responsibility:** The responsibility for "weeding" or "de-selection" of 23
24 library/media learning resources is delegated to the certificated teacher librarian(s) 24

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- 1 assigned to each Building's library media center. This process may involve the gathering of 1
2 necessary and appropriate input from staff. 2
- 3 **De-Selection Criteria:** To remove library media center material, the expectations are: 3
- 4 A. the material(s) no longer meet(s) the criteria of Board policy or procedures; 4
 - 5 B. the material(s) no longer meet(s) the criteria of guidelines originating from 5
6 professional organizations in the library field; 6
 - 7 C. the subject matter is out-of-date, mediocre, inaccurate, or race-or sex-biased; 7
 - 8 D. the material(s) is/are unsuitable for the particular center; 8
 - 9 E. the print is too fine or indistinct; 9
 - 10 F. revised editions are decidedly superior; 10
 - 11 G. the material is yellowed, brittle, or otherwise age-damaged; 11
 - 12 H. the material(s) is/are missing pages or parts that cannot be reasonably replaced; 12
 - 13 I. the material(s) is/are extremely soiled, torn, or damaged; 13
 - 14 J. the condition prevents effective use of the material(s); 14
 - 15 K. the material(s) can be replaced with a new copy or reprint that is less expensive than 15
16 the cost of professional rebinding or a repairing cost; 16
 - 17 L. there are adequate duplicate copies; and/or 17
 - 18 M. the material(s) has/have not been circulated sufficiently in the last three (3) years to 18
19 warrant retention. 19
- 20 **De-Selection Process:** The process for the de-selection is: 20
- 21 A. the teacher librarian will evaluate the existing collection and the curricular needs 21
22 annually or on an on-going basis throughout the year; 22
 - 23 B. de-selected materials will be identified and removed from circulation; 23
 - 24 C. de-selected materials will have all identifying stamps or labels removed or marked 24
25 through completely; 25
 - 26 D. records for the de-selected materials in the shelf list and the catalog will be either 26

1 removed or in the case of multiple copies, marked appropriately to indicate the material 1
2 has been withdrawn; 2
3 E. de-selected materials may be offered to teachers for use in their classrooms, 3
4 provided the materials are not being withdrawn for reasons A-D in the De-selection 4
5 Criteria section. When such materials are placed in classrooms, they must also be 5
6 reviewed by the classroom teacher for possible de-selection; 6
7 F. materials to be discarded will be handled according to the discretion of the teacher 7
8 librarian; and 8
9 G. the same thought and care given to selection of materials will be exercised in the 9
10 ongoing review of materials for de-selection in order that the collection remains 10
11 useful. 11
12 Teacher librarians must weed as part of the total selection and evaluation process in 12
13 order to: 13
14 A. make space for more valuable items; 14
15 B. provide a more appealing, more up-to-date collection; 15
16 C. make the LMC easier for students and staff to use; 16
17 D. encourage users to handle materials carefully; 17
18 E. assess feedback on strengths and weaknesses of the collection; and/or 18
19 F. remove the illusion of a well-rounded, well-stocked collection, which makes it more 19
20 difficult for users to find the really valuable materials. (Weeding the Library Media 20
21 Center Collections, Iowa Department of Education, rev. 1995) "Systematic weeding 21
22 is not an irresponsible disposal of public property, but a public service which is often 22
23 the first, most needed act in increasing library use." "Weeding the Small Library 23
24 Collection," ALA, 1962. 24
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