

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

The guidelines for selection of all learning resources for the District's library media centers and programs are contained in Board Policies, in this procedure, and outlined in guidelines and documents created by the major organizations in the School Library Media profession. These documents include:

- The Library Bill of Rights and its amendments and interpretations [American Library Association (ALA)]
- The Freedom to Read policy (ALA and Association of American Publishers)
- Students Right To Read (National Council of Teachers of English)
- Selection and de-selection guidelines in Information Power: Guidelines for School Library Media Programs (ALA and Association for Educational Communications Technologies)
- Selection of Instructional Material: A Model Policy and Model Rules and Weeding the Library Media Center Collections (Iowa Department of Education, rev. 1995)

SELECTION GUIDELINES

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

Selection Criteria: The criteria to use for the selection of materials are to insure the materials and information:

- A. support and are consistent with the educational goals of the District; [see Policy 106].
- B. support and are consistent with District values.
- C. reflect the information interests and needs of the students for whom the materials are selected, exhibit a wide range of reading/viewing/listening abilities, and relate to the curriculum/program;
- D. meet high standards of quality in factual content and presentation;
- E. are appropriate for the age, ability levels, and emotional and social developmental levels of the students;

- F. have aesthetic, literary, or social value for the students;
- G. have competent and qualified authors and producers;
- H. are chosen, where appropriate, to help students gain an awareness of and to foster respect for diversity.

Materials shall be selected to motivate staff and students to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights, and privileges as participating citizens in a pluralistic, nonsexist, democratic society. Materials which portray the influence of religion throughout history shall be selected for objectivity and balance;

- I. are selected for strengths, rather than rejected for weaknesses;
- J. address specific curricular objectives when the materials are biased or slanted;
- K. maintain a balanced collection representing various views when controversial materials are selected;
- L. be selected for durability and attractive presentation; and/or.
- M. provide information not available in the Building. The content of materials received from other sources, such as interlibrary loan, telecommunications [See Policy 400.24 and Policy 600.6], networks, etc. cannot be viewed beforehand or controlled. These sources are made available to meet educational goals and objectives, to teach research skills, and to provide materials of interest.

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

- A. the teacher librarian will evaluate the existing collection and the curricular and reading/listening/viewing needs;
- B. the teacher librarian will consult a variety of reputable sources, such as professionally prepared selection aids, curriculum guides, reviews, previews, professional judgment, and/or other appropriate sources, as is possible;
- C. gift material to the library shall meet the same criteria as all other material selected for the collection;
- D. selection is to be an on-going process including the removal of materials no longer appropriate and replacing lost and worn materials still of educational value.
- E. materials selected for purchase will be noted on a District requisition form and given to the Building Administrator or designee. Requisitions approved by the Building Administrator are then to be sent to the District Administrator assigned the responsibility for directing District library media centers; and/or
- F. the same thought and care given to selection of materials will be exercised in the ongoing review of materials so that the collection will remain useful.

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

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

De-Selection Responsibility: The responsibility for "weeding" or "de-selection" of library/media learning resources is delegated to the certificated teacher librarian(s) assigned to each Building's library media center.

This process may involve the gathering of necessary and appropriate input from staff.

De-Selection Criteria: To remove library media center material, the expectations are:

- A. the material(s) no longer meet(s) the criteria of Board policy or procedures;
- B. the material(s) no longer meet(s) the criteria of guidelines originating from professional organizations in the library field;
- C. the subject matter is out-of-date, mediocre, inaccurate, or race-or sex-biased;
- D. the material(s) is/are unsuitable for the particular center;
- E. the print is too fine or indistinct;
- F. revised editions are decidedly superior;
- G. the material is yellowed, brittle, or otherwise age-damaged;
- H. the material(s) is/are missing pages or parts that cannot be reasonably replaced;
- I. the material(s) is/are extremely soiled, torn, or damaged;
- J. the condition prevents effective use of the material(s);
- K. the material(s) can be replaced with a new copy or reprint that is less expensive than the cost of professional rebinding or a repairing cost;
- L. there are adequate duplicate copies; and/or
- M. the material(s) has/have not been circulated sufficiently in the last three (3) years to warrant retention.

De-Selection Process: The process for the de-selection is:

- A. the teacher librarian will evaluate the existing collection and the curricular needs annually or on an on-going basis throughout the year;
- B. de-selected materials will be identified and removed from circulation;
- C. de-selected materials will have all identifying stamps or labels removed or marked through completely;
- D. records for the de-selected materials in the shelf list and the catalog will be either removed or in the case of multiple copies, marked appropriately to indicate the material has been withdrawn;
- E. de-selected materials may be offered to teachers for use in their classrooms, provided the materials are not being withdrawn for reasons A-D in the De-selection Criteria section. When such materials are placed in classrooms, they must also be reviewed by the classroom teacher for possible de-selection;

- F. materials to be discarded will be handled according to the discretion of the teacher librarian; and
- G. the same thought and care given to selection of materials will be exercised in the ongoing review of materials for de-selection in order that the collection remains useful. Teacher librarians must weed as part of the total selection and evaluation process in order to:
 - A. make space for more valuable items;
 - B. provide a more appealing, more up-to-date collection;
 - C. make the LMC easier for students and staff to use;
 - D. encourage users to handle materials carefully;
 - E. assess feedback on strengths and weaknesses of the collection; and/or
 - F. remove the illusion of a well-rounded, well-stocked collection, which makes it more difficult for users to find the really valuable materials. (Weeding the Library Media Center Collections, Iowa Department of Education, rev. 1995) "Systematic weeding is not an irresponsible disposal of public property, but a public service which is often the first, most needed act in increasing library use." "Weeding the Small Library Collection," ALA, 1962.

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