

## Collection Development Procedures

### **Selection Policy**

Since the library media center is intended to be accessible by all students, it is important that it houses and provides instructional materials that cater to the needs of all individuals. For example, the scope of selection should not be limited to just books; nor should the level of content difficulty be limited to what will meet the needs of *just* the highest-performing students. The American Library Association puts it this way, “The main objective of our selection procedure is to provide students with a wide range of educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view” ([www.ala.org](http://www.ala.org)).

In addition, the collection housed in the library media center or available through its website needs to be focused to support and enhance the whole curriculum of the school and on meeting the interest needs of the students and teachers of the school. The collection will represent a wide range of levels of difficulty, variety of format, and diversity of appeal.

### **Selection Responsibility and Criteria**

The primary responsibility for selection of materials lies with the library media specialist. He or she will also seek the input of the Library Media Advisory Team. Recommendations may also come from administrators, teachers, students, district employees, or community individuals. A number of factors can be considered when selecting materials.

### **Factors to Consider When Selecting Materials**

- The content of the material supports the curriculum of the school and represent an important part of teacher instruction. The material has education significance.
- The material appeals to the interest of students or teachers and the material has a high potential for use, including use in particular units of study.
- The material appeals to the informational, instructional, and recreational needs of students and teachers.
- The material is part of a suggested reading list and can be used to foster independent reading by the students.
- The material offers a reading level that is appropriate for students in the school and/or the material offers a reading level that may not be represented in other instructional materials.
- The material is listed favorably in reviews in selection sources (listed below) and/or the author/producer has merit or significance.
- The material has literacy or artistic merit or significance.
- The material presents information in a current, accurate, and unbiased manner. With controversial issues, many viewpoints are represented.
- The material is recognized as having permanence, moral value, and/or integrity.
- The material is a supplement copy to a popular item (based on circulation statistics) or is the replacement copy of a lost or damaged item.
- The material is well made, durable, and functional.

(Note: Special considerations are made in the selection of materials in some areas. With religion, all major religions are to be represented in a factual manner. With sex education, factual age-level appropriate materials will be selected. Efforts will be made to avoid selection of materials with excessive use of profanity, but the use of profanity does not necessarily disqualify a selection. Materials are selected for their overall value and contribution to the educational process. Materials are examined as a whole and judgments are not made based simply on parts or sections of the materials. The *Library Bill of Rights* will be kept as a guide in all selection choices. This document is in direct relation to the First Amendment of the United States Constitution. The *Library Bill of Rights* is on the school's website, under the *Library* tab.)

### **Selection Aides**

Some possible sources for locating books and other items for purchase:

**Books** – *Perma-bound* ([www.perma-bound.com](http://www.perma-bound.com))

*Accelerated Reader (What Kids Are Reading* – publication)

([www.arbookfind.com](http://www.arbookfind.com))

*Lexile* (<https://fab.lexile.com>)

*Junior Library Guild* ([www.juniorlibraryguild.com](http://www.juniorlibraryguild.com))

*American Library Association's Booklist*

*American Library Association's Young Adult Library Services Association (YALSA)*

*Kirkus Reviews* ([www.kirkusreviews.com](http://www.kirkusreviews.com))

*School Library Journal* ([www.slj.com](http://www.slj.com))

*Good Reads* ([www.goodreads.com](http://www.goodreads.com))

Student requests

Faculty requests

**Reference (print/digital)** – *Infobase Learning* ([www.infobasepublishing.com](http://www.infobasepublishing.com))

*Salem Press* ([www.salempress.com](http://www.salempress.com))

Faculty requests

**Digital Books** – *Overdrive* ([www.overdrive.com](http://www.overdrive.com))

*Perma-Bound* ([www.perma-ehub.com](http://www.perma-ehub.com))

*Mackin* ([www.mackin.com](http://www.mackin.com))

*Follett* ([www.titlewave.com](http://www.titlewave.com))

*Rosen Publishing* ([www.rosenpublishing.com](http://www.rosenpublishing.com))

*Abdo* ([www.abdopublishing.com](http://www.abdopublishing.com))

Student requests

Faculty requests

**Videos** – *Library Video Company* ([www.libraryvideocompany.com](http://www.libraryvideocompany.com))

*Films Media Group* ([www.films.com](http://www.films.com))

*Amazon* ([www.amazon.com](http://www.amazon.com))

*Infobase Learning* ([www.infobasepublishing.com](http://www.infobasepublishing.com))

Faculty requests

**Equipment** – *Amazon* ([www.amazon.com](http://www.amazon.com))

*Tiger Direct* ([www.tigerdirect.com](http://www.tigerdirect.com))

Faculty Requests

Faculty and student requests will be taken into consideration as long as the items meet the Selection Criteria outlined above.