

**Milne-Kelvin Grove School District 91
SELECTION CRITERIA FOR SCHOOL
LEARNING RESOURCE CENTER COLLECTIONS**

School library media professionals are responsible for the review, evaluation, and selection of the school library media collection. They are guided by the system-level selection policy that embodies the philosophy and procedures set forth in national, state, and county documents. Learning Resource Center professionals work cooperatively with administrators and teachers to provide resources that represent diverse points of view, stimulate growth in thinking skills, and promote the overall educational program. Library media collections are developed to meet both curricular and personal needs. To ensure that these needs are met, Learning Resource Center professionals apply selection criteria and use recommended selection tools. All purchases, including gifts, should meet the same selection standards.

This selection policy reflects the philosophy and goals of the school district and supports the principles of intellectual freedom described in *Information Power: Guidelines for School Library Media Programs (Attachment 1-A)*, the *Library Bill of Rights—ALA (Attachment 1-B)*, *NCTE Students' Right to Read (Attachment 1-C)*, and other *position statements on intellectual freedom (Attachment 1-D)* from the American Library Association and the American Association of School Librarians. Milne-Kelvin Grove School District 91 complies with federal laws regarding Internet safety and protection by requiring a filtering proxy server on its network(s).

Selection Criteria for Learning Resource Center Materials

- **Appropriate for recommended levels**

Learning Resource Center materials should be accessible to students of varied abilities, and meet informational and interest needs of all students.

- **Pertinent to the curriculum and the objectives of the instructional program**

Learning Resource Center materials should be selected on the basis of assessed curricular needs. Materials should reflect the identified learning outcomes of the instructional program.

- **Accurate in terms of content**

Learning Resource Center materials should present facts in an objective manner. Authority of the author, organization, and publisher/producer should be a consideration in selection. Materials concerning human development and family life should contain facts that are presented in a manner appropriate to the level of the students.

- **Reflective of the pluralistic nature of a global society**

Learning Resource Center materials should provide a global perspective and promote diversity as a positive attribute of our society. It is important to include materials by authors and illustrators of all cultures.

- **Free of bias and stereotype**

Materials should reflect the basic humanity of all people and be free of stereotypes, caricatures, distorted dialect, sexual bias, and other offensive characteristics. Library materials concerning religious, social, and political content should inform rather than indoctrinate.

- **Representative of differing viewpoints on controversial subjects**

Students have the right to information on both sides of a controversial issue. By having access to a variety of resources students will have the knowledge base to develop critical thinking and problem solving skills. The school library media center provides free and equitable access to all information.

- **Appropriate format to effectively teach the curriculum**

Learning Resource Center materials should be available in variety of formats, e.g., print, nonprint, electronic, multimedia, to meet the needs and learning styles of a diverse student population.

- **Recent copyright date as appropriate to the subject**

Learning Resource Center materials should be assessed for currency of the information as it relates to the content and purpose of the item.

- **Acceptable in literary style and technical quality**

Literary quality, technical merit, physical arrangement, and aesthetic characteristics should be considered as integral components in the evaluation of all media formats.

- **Cost effective in terms of use**

Learning Resource Center materials should be evaluated for cost effectiveness in terms of accessibility, projected use, and durability.

- **Appropriate for students with special needs**

Learning Resource Center materials should be provided to meet curricular needs and the individual needs, interests, and learning styles of all students at all levels.

Implementing the Selection Policy

The objective of the selection policy is to increase the awareness of educators of the many considerations one must apply when making decisions about information resources available to students and teachers.

Learning Resource Center professionals take leadership in communicating to the educational community the purpose and scope of the selection policy. The responsibility for coordinating the selection of library materials rests with the Learning Resource Center professionals who seek faculty, student, and parent recommendations for purchase of Learning Resource Center materials. Favorable reviews from professional review journals and authoritative selection references should be used when developing library media collections. Wherever possible, direct examination of materials is advisable to ensure that they meet selection criteria.

Essential Curriculum and Collection Development

The major emphasis of collection development should be to provide materials that meet curricular needs. To assess these needs, knowledge of the Essential Curriculum and access to these guides is important. It is recommended that a copy of each curriculum guide be housed in the library media center. The Learning Resource Center professional needs to be familiar with changes and additions to the curriculum and how they effect collection development.

Faculty Recommendations (Attachment 1-E)

Communication with teachers and staff to assess curriculum needs and recommendations for purchase is an important part of the selection process. Since the Learning Resource Center collection is an integral part of the instructional and learning process, the strength and value of the collection are ensured when teachers are actively involved in the selection process.

Student and Parent Recommendations (Attachment 1-F)

Suggestions from students and parents is also an important part of the selection process. As students seek information for curricular purposes or use the library media center for personal interests, students and parents are encouraged to make recommendations of specific resources or subject areas where information is needed.

Professional Review Journals

The following online sources are recommended as tools to locate reviews. Most are considered professional review journals, e.g. Booklist, Booklinks, Multicultural Book Reviews, and School Library Journal; however, some are considered general popular review sources.

Review Resources

- [The ALAN Review](#)
- Amazon.com [General](#); [Children](#); [Teens](#)
- [Barnes and Nobel](#)
- [Book Links](#)
- [The Book Report](#)
- [BookReview.com](#)
- [Booklist Online](#)
- [The BookPage](#)
- [BookWire](#)
- [Boston Book Review](#)
- [Bulletin of the Center for Children's Books](#)
- [Caldecott Medal Home Page](#)
- [Carol Hurst's Children's Literature](#)
- [Children's Book Reviews](#)
- [Children's Books](#)
- [Children's Bookwatch](#)
- [Children's Literature Web Guide](#)
- [Coretta Scott King Award Home](#)
- [Education Review](#)
- [Educational Software Review](#)
- [Follett TITLEWAVE](#)
- [Library Talk](#)
- [Multicultural Book Reviews](#)
- [Newbery Medal Home Page](#)
- [School House Software Reviews](#)
- [Teen Hoopla Book Reviews](#)
- [Way Cool Software Reviews](#)
- [World of Reading](#) (reviews by children)
- [Young Adult Books](#)

Vendor Catalogs

Publisher and jobber catalogs can be useful in preparing orders and determining the availability of materials. Learning Resource Center professionals should keep in mind that these are marketing tools, not selection tools. It is recommended that a *Publisher & Producer* file be kept only for those catalogs that are most useful and appropriate for the collection.

CONSIDERATIONS FOR SELECTION OF PRINT MATERIALS

There are general selection criteria which apply to all Learning Resource Center materials. The following media formats require additional considerations.

Books

Due to the high cost of materials, it is important to examine books with the following additional criteria in mind before purchasing:

- Illustrations and layout
- Type style and text density
- Paper quality
- Durability of bindings
- Readability and interests levels
- Indexing

Paperbacks

Paperbacks are an inexpensive way to supplement the library media collection for duplication of titles, in-depth studies, special projects, and leisure reading. It is recommended that first copies of picture books be hardbacks.

When deciding whether to purchase paperback books or hardbound books consider the following:

- Curricular demand placed on these books in the individual school
- Use of these materials for research, independent reading, duplication of classics, and popular fiction
- Cost and use of paperback books as compared to the cost of hardback books

Periodicals

District 91 does not currently purchase periodicals for Learning Resource Center usage (2004-2005 School Year).

Newspapers

Access to full text online newspaper databases will be made available for students, (e.g., Herald News, Chicago Sun-Times, Chicago Tribune, CNN, MSNBC, New York Times, London Times, LA Times) on the World Wide Web.

- Herald News: <http://www.suburbanchicagonews.com/heraldnews/>
- The Sun: Homer Glen, Lockport, Lemont:
<http://www.suburbanchicagonews.com/sunpub/homer/>
- Chicago Sun-Times: <http://www.suntimes.com/index/>
- Chicago Tribune: <http://www.chicagotribune.com/>
 - (Milne Grove use): Username: milnegrove Password: school
 - (Kelvin Grove use): Username: kelvingrove Password: school
- USA Today: <http://www.usatoday.com/>
- New York Times: <http://www.nytimes.com>
 - (Kelvin & Milne Grove use): Username: district91 Password: school

Pamphlets, Brochures & Maps

Pamphlets, brochures and maps that support the curriculum may be added to the collection. It is recommended that they be organized in an information file by subject rather than fully cataloged and stored in a vertical filing cabinet within the LRC. Apply general selection criteria.

Reference

Reference materials in both print and electronic formats provide comprehensive information in both general and subject-specific areas. They also serve as access tools to information from other sources including school, public, academic, and electronic collections.

The following points need to be considered:

- Cost effective in terms of projected use
- Authority
- Arrangement and indexing
- User-friendly

Considerations for Selection of Non-print Materials

The criteria for selection of non-print materials are essentially the same as for print materials. The quality of auditory and visual presentation should be considered as well as accuracy of information and the appropriateness of format.

Non-print materials should:

- Promote instructional goals and support the curriculum
- Provide a variety of media formats to meet the needs of the curriculum
- Present content in appropriate format and acceptable technical quality
- Avoid dense text and graphics

Considerations for Selection of Electronic Resources

The criteria for selection of electronic resources are essentially the same as for print materials. Electronic resources such as CD-ROM, computer software, and online services provide greater access to information. Access to any fee-based database services should be 24-hours a day with remote access from home. Availability of network versions and site license agreements are also factors in selection.

Electronic resources should:

- Provide learner control through flexible pacing, variable difficulty, and optimal branching and linking
- Provide information that is accurate and reliably maintained
- Provide organization, searching capabilities, and navigation tools that enhance information retrieval
- Provide record keeping and management options, if applicable
- Provide readable text, attractive graphics, and an appealing layout
- Have easy-to-understand, comprehensive documentation.
- Be user friendly
- Have 24-hour access with remote connection from home

Access to Internet Resources

Access to the Internet is a right and privilege granted to all students by the Baltimore County Public Schools. Through the annual notification process of the Milne-Kelvin Grove District 91 Discipline Code, parents or guardians will receive information concerning student behavior expectations, including appropriate and safe use of the Internet. Parents or guardians who DO NOT want their child to have access to Internet resources must contact District 91 as stated in Parent-Student Handbook.

COLLECTION DEVELOPMENT

The Learning Resource Centers are integral parts of the instructional process. As part of the instructional process, the collection development is based upon the belief that all students, teachers, administrators, and support staff should have open access to all forms of information relevant to learning and teaching the curriculum. To ensure access to quality library media collections, a systematic process for assessing and building library media collections is essential.

Collection development is the ongoing process of identifying strengths and weaknesses of Learning Resource Centers' media collections in terms of student needs. Collection development demonstrates that funds are being spent wisely and that District 91's Learning Resource Center collections meet the informational needs of the curriculum as well as independent reading and viewing needs of students. The three components involved in the collection development process are:

Analysis of the School Community

In order to be responsive to the unique needs of each school, a collection development process must be based upon an analysis of student needs at that particular school. There will be some similarities among library media collections across the county, but the profile provided by this analysis will ensure that the specific needs of each school are addressed.

Assessment of the Learning Resource Centers' Collections

Collection assessment is needed to determine the quality of the existing LRC collections. It is an organized method for collecting statistics on the age of the collection, the number of titles in the collection, and the ability of the collection to meet curricular needs.

Selection and Acquisition of Materials

The selection and acquisition of new LRC materials will be based upon the needs of each Learning Resource Center as determined by the collection assessment process and upon the availability of funding.

MANAGING ORGANIZED COLLECTIONS FOR ACCESS

Illinois School Code (75 ILCS 10/8.4) specifies that the Learning Resource Center will “be an entity which serves the basic information and library needs of the school's employees and students through a bibliographically organized collection of library materials, has at least one employee whose primary duty is to serve as a librarian, and has a collection permanently supported financially, accessible centrally, and occupying identifiable quarters in one principal location.” District 91 meets the requirements for membership in the Prairie Area Library System (PALS) under the provisions of this Act. The district further provides, as mutually determined by the Illinois State Librarian and the Illinois State Board of Education, library services which either meet or show progress toward meeting the Illinois school library standards as most recently adopted by the Illinois School Library Media Association. District 91 conducts an annual LRC Standards progress review with its Board of Education. District 91 ensures this regulation by providing that all materials will be cataloged and processed, U.S. MARC Records made for all holdings, and these digital records imported in the district's Follett automated catalogs and circulation systems.

ASSESSMENT AND INVENTORY PROCESS

An essential step in collection development is assessment of the needs of the curriculum and student population with regard to LRC resources. Learning Resource Center professionals will develop yearly and long-range plans to assist in ongoing assessment.

Assessment of the collection includes taking inventory of existing materials, assessing materials in relation to needs of instructional units, and weeding outdated and inappropriate materials.

The inventory is a process by which holdings are checked against the automated cataloging system and the actual item to determine if the resource is still part of the collection and still meets selection criteria. The objective of this inventory is to ensure that the automated cataloging system accurately reflects the collection, which is the key access point for students and teachers to locate information within the library.

Automation of school library holdings greatly speed up the process using the barcode scanning feature. An annual inventory is recommended, as the data is critical to making

collection development decisions about the quality and quantity of the collection in meeting the needs of students and staff.

INVENTORY PROCEDURES

Weeding Learning Resource Center materials

A good collection development plan must include weeding. The process of weeding is a key part of assessing the collection. It helps keep collections relevant, accurate, and useful; and it facilitates more effective use of space in the library media center.

Learning Resource Center materials should be weeded if they:

- Are in poor physical condition
- Have not been circulated in the last five years
- Are outdated in content, use, or accuracy (Copyright date should be considered; however, do not make a decision to weed based solely on the copyright date of the material. Some older material may be considered classic or may be of great historical value to your collection.)
- Are mediocre or poor in quality
- Are biased or portray stereotypes
- Are inappropriate in reading level
- Duplicate information which is no longer in heavy demand
- Are superseded by new or revised information
- Are outdated and unattractive format, design, graphics, and illustrations=
- Contain information which is inaccessible because they lack a table of contents, adequate indexing, and searching capabilities
- Are not selected in accordance with general selection criteria

Withdrawing Learning Resource Center materials

Although the final decision to withdraw materials from the library media collection is one which is made by the LRC professional, subject area, grade level teachers, and other faculty members may be invited to review the items marked for withdrawal. All withdrawn materials must be recycled. Withdrawn materials should not be sent to classrooms.

CONSIDERATION FILE

Learning Resource Center professionals should maintain a CONSIDERATION FILE for future purchases. This file should reflect school needs, staff recommendations, and reviews. Create an electronic database to input ordering information for resources which are recommended for purchase and to output a list of resources to order. Some suggested database fields are: Title, author, publisher, copyright, review source, price.

CITIZEN REQUEST FOR RECONSIDERATION of LRC MATERIALS

When a concern is expressed about LRC materials, the Learning Resource Center professional needs to consider both the citizen's "right" to express an opinion and the principles of Intellectual Freedom. The Learning Resource Centers support the right of students, parents, or legal guardians to reject the appropriateness of materials for themselves or their child/ward. The Citizen's Request for Reconsideration of LRC Materials form is used to notify District 91 administration of an objection to information resources available in the Learning Resource Centers.

Responding to a Reconsideration Request

- Listen calmly and objectively.
- Explain briefly selection criteria/procedures established by District 91.
- Request the complainant to complete the *Citizen's Request for Reconsideration of LRC Materials (Attachment-1G)* form. The complainant is responsible for sending the completed form to the appropriate office as indicated.
- Advise District 91 Administration (the building principal and superintendent) of the resource in question, and the nature and date of the complaint in writing.
- Confer with the principal and superintendent about the concern. Discuss the purpose and use of the resource, professional reviews, and the selection criteria/procedures. It is recommended that the item not be removed from the collection until District 91 Administration makes its decision, with possible discussion / advisement from District 91 Board of Education if applicable.

The Learning Resource Center professionals and complainant will be informed of the District 91 Administrative decision (and Board of Education if applicable) concerning the controversial material.

Approved by Milne-Kelvin Grove District 91 Board of Education

Date Approved: October 12, 2004