



Library Book Selection Review



Agenda

- I. Welcome and Introductions
- II. Purpose of our meeting
- III. Library Book Selection
 - Guidance documents
 - Goals
 - Collection development process
- IV. Classroom Library Selection
 - Process
 - Whole class text
- V. Debrief and discussion

Guidance Documents

- **Diversity Analysis/Collection Analysis**: This analysis looks at each school's collection. It goes over fiction/nonfiction/age of the collection as well as diversity. This tells us exactly what we are looking at and where holes in our collection might be.
- **Publisher Reviews in Kirkus/SLJ/Publisher's Weekly/Blogs** - These are available online and in School Library Journal - a peer reviewed journal all about librarianship. The reviews give us interest level as well as appropriateness for elementary or secondary. The reviews also help us in predicting which fiction sections will be popular. We also collaborate about the differences in reviews/same title.
- **Inventory**: Each year we inventory certain areas of the library - some libraries do a complete inventory. From our inventory, we can also see where we need to order, where holes are at in our collection, etc. We also look at what we lost and what needs to be replaced.
- **Local/State/National/Global Award Winner Lists** - We use these to bring in some of the best book titles voted on by students/staff/librarians
- **Requests**: Student/Staff requests for titles: fiction/nonfiction/picture books/graphic novels/journals/magazines/curricular needs. These are taken into consideration, reviews are read, decisions are made based on need/popularity/curriculum etc.
- **Collection Development Plan** - This is due at the beginning of every year. Principals sign off on it as well before it is turned in to me for review. Librarians refer back to their plan and analyze it compared to their actual purchases at the end of the year.

Goals Of Our Library Collection

1. Our libraries have diverse materials reflecting differing points of view, and provide access to information to all users. Our collections should be mirrors, windows, and doorways for our students and staff. The collection should reflect who they are and their own experiences. The collection should provide a different perspective that students and staff can consider. The collection should provide a doorway that students and staff can walk through.
2. The library media collection should provide a variety of resources in all formats which support gender equity and racial/ethnic diversity.
3. The library media specialist will place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

Goals Of Our Library Collection

4. Other criteria include:

- Materials should have a permanent or timely value.
- Nonfiction information should be accurate.
- Materials should be presented in a clear manner.
- Nonfiction should be authoritative.
- Materials should represent the student population.

** These goals are supported in board policy IIAC-R1

Note: In accordance with with board policy IIAC: students and educators served by the media program should have access to resources and services free from constraints resulting from artificial barriers such as personal, partisan or doctrinal ideologies.

Note: In accordance with board policy IIA: The value and impact of any media center resource other instructional material will be judged as a whole, taking into account the purpose of the material rather than individual and isolated expressions or incidents of the work. Multicultural, disability-aware, and gender-fair concepts will be included in the criteria for selection of materials.

Guiding Principles:

Librarians use the following principles as part of the selection process:

1. Libraries have diverse materials reflecting differing points of view, and a library's mission is to provide access to information to all users.
2. All library users have a first amendment right to read, view, and listen to library resources.
3. The Library Bill of Rights and the Freedom to Read Statement of the American Library Association are used as part of our guiding principles.
4. Any parent/guardian or community member has the right to express concerns about library resources and expect to have those objections taken seriously. We have a process in place to guide librarians.
5. Parent/guardians have the right to guide the reading, viewing and listening of their children but must give the same right to other parents/guardians.

Collection Development Process

NKC DISTRICT LIBRARY

Collection Development Process:

01

Spring:
Inventory, look at lost items list, run a diversity analysis and a collection analysis. Continue creating lists.

02

Summer:
Continue creating lists based on reviews, journals, blogs, award lists, staff and student requests - this is ongoing all year.

03

Fall: Create collection development plan, approved by principal and sent to library coordinator. Review collection analysis and diversity analysis. Review district wide selection goals. Continue to create lists, collaborating with peers at PLT as well as staff on curricular needs.

04

Winter:
Continue selection and acquisition through steps already listed.

Classroom Library Books

Classroom Library selection process

Student alignment

- Student interests
- Insight on student population
- Balance genres

Age/Interest/Lexile alignment

- Age/Interest/Lexile levels (titlewave.com)
- Professional reviews (multiple sources)

Whole Class Text selection process

Text aligned to Unit of Study

- Provided resources
- Like texts

Age/Interest/Lexile alignment

- Age/Interest/Lexile levels (titlewave.com)
- Professional reviews (multiple sources)

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Debrief and Discuss

