

Collection Development Manual



Table of Contents

Introduction	3
<i>Mission Statement and Governing Values</i>	3
<i>Board Mission Statement</i>	3
Governing Values	3
Purpose of the Library Learning Commons	4
Collection Management	5
Material Selection	6
Step 1: Analyze the collection.....	7
Step 2: Determine where to start.....	8
Step 3: Select the resources.....	9
Step 4: Purchase resources	11
Step 5: Weed.....	12
Reconsideration of Materials	12
Material De-Selection	12
<i>Quick Guide to Weeding</i>	13
<i>Weeding Guidelines</i>	14
Teacher Resource Collection	16
<i>Material Selection</i>	16
<i>Material De-Selection</i>	16
Disposal of Materials	17
Sample Library Action Plan	18

Introduction

The Collection Development Manual is meant to serve as a guide to the professional Library staff of Halton Catholic District School Board as well as a source of information about the collection development process, and procedures of the library, to school based staff, students, and community members. The collection development process includes selection, acquisition, evaluation, and maintenance of materials found in the Library Learning Commons (LLC) and Learning Resource Centre (LRC) within Halton Catholic District School Board.

In order to fulfill our mission to support “excellence in Catholic education” and a diverse and inclusive community, the LLC will provide a wide range of library materials in a variety of formats for all ages while ensuring that the Board’s mission statement and governing values are upheld in relationship to the collection.

Mission Statement and Governing Values

The Halton Catholic District School Board, a provincial leader in student achievement in literacy and numeracy, as well as in Special Education, provides the best of Catholic education to more than 36,000 students of all ages at all faith-centred learning communities in Burlington, Halton Hills, Milton and Oakville. Committed to servant leadership, continuous school improvement planning and the preservation of the enduring gift of Catholic education, the Board is an exciting and dynamic system in which to learn, grow and work.

Board Mission Statement

The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centred individuals enabled to transform society.

Governing Values

At the Halton Catholic District School Board we know that:

- our school community exists to foster and exemplify Catholic values;
- the education of our students is a necessary investment in society;
- education is a lifelong process that fosters the worth of the individual;
- education is a process involving a partnership of students, home, school, Church and community;
- the education of everyone toward their fullest potential creates a better future;
- inclusive curriculum seeks to affirm the life experiences of all students, regardless of race and ethnicity, gender, place of origin, religion, cultural and linguistic background, social and economic status, sexual orientation, age and ability/disability;
- an effective learning environment fosters in each student a sense of unique value, self-esteem and importance to society;

-
- dedicated teachers and staff ensure a positive and caring learning environment enabling students to reach their full potential;
 - the ability to understand, manage and direct change is essential to success; and we are accountable to the community for the effective management of our resources.

Purpose of the Library Learning Commons

The LLC is a learning centre where students and staff may:

1. Access, select, gather, critically evaluate, create, and communicate information;
2. Use the information obtained to solve problems, make decisions, build knowledge, create personal meaning, and develop into individuals who can meet the challenges of a constantly evolving world.
3. Communicate their findings for different audiences, using a variety of formats and technologies;
4. Use information and research with understanding, responsibility, and imagination.

By providing the school community with a full and diverse range of print, electronic, graphic and audiovisual resources, the LLC encourages the development of critical thinkers and effective users of information in all formats and media. Materials found in the LLC support the Ontario curriculum within a Catholic framework, consistent with principles of equity and inclusive education, complementing and enriching teaching materials and methodologies.

The selection of material for the LLC is a collaborative approach involving Library Services staff, teachers, senior school management, administrators, other information professionals, students and community groups. Only working in a collaborative manner will the LLC be able to achieve the mission of the school and the Board.

Collection Management

Collection Management is an all-inclusive term that applies to the selection, acquisition, maintenance, weeding and ongoing growth of the collection.

The guiding Board policies for collection management are [Policy II-25 - Selection of Learning and Library Materials](#) and [Policy II-45 – Equity and Inclusive Education](#). While these policies cover all resources – classroom as well as LLC and LRC – they contain the general principles governing collection management in the LLC and the LRC.

Guiding Principle in Collection Management:

The general principle is to “approve materials that will enhance learning opportunities for the religious, moral, intellectual, physical and social growth of each student in an atmosphere of faith, while recognizing individual skills and abilities.”¹ This general purpose applies to all schools within the Board. While the Board’s policy concerns student-based resources, the LLC serves the needs of **all** of the school community. This includes teachers, students, administrators and support staff, such as Educational Assistants, Office staff, etc. The collection must reflect this wide community. The Board recognizes that each school is different and as such, the collections found in each school will vary however, the LLC collections should be representative of the lived experiences of the school community and wider community.

¹ *Selection of learning and library materials*, II-25. Reviewed June 9, 2020.

Material Selection

General statement on selection of resources

The Halton Catholic District School Board selects materials that support a quality education that integrates our Catholic faith and the teachings of the gospel with the school curriculum. All resources must be examined individually within the Catholic framework. The Board (and its' designates) will select appropriate materials that intentionally respond to the needs of a diverse community by incorporating the principles of equity and inclusive education². The material selected will be consistent with the directives of the Ministry of Education and meet the requirements of the course or subject guidelines for which they are intended.³

The primary responsibility for selection of library resources and maintenance of the library collection rests with the professional library staff. In order to accomplish this, **all library** staff must be aware of all guiding principles, policies and statements that aid in the direction of the LLC and LRC.

There are five main steps in any Collection Management program:

Step 1: Analyze the collection.

Step 2: Determine where to start

Step 3: Select the resources

Step 4: Purchase resources

Step 5: Weed

² Adapted from Policy II-45 – Equity and Inclusive Education. Reviewed June 11, 2019.

³ Adapted from *Selection of Learning and Library Materials*, II-25. Reviewed June 9, 2020.

Step 1: Analyze the Collection

The first step in collection management is to know what to acquire. A collection analysis is ever evolving to reflect the changing needs of the school community. As such, analysis of the collection should be continuous and ongoing.

The following must be considered:

- Do a physical examination of the LLC shelves. See what is needed. This is especially useful to identify works that need to be replaced or weeded.
- Be aware of statistics such as circulation, age of collection, gaps in subject specific resources.
- The Board Improvement Plan (BIP). This document provides direction for the schools in their support of overall Board guidelines.
- The School Improvement Plan (SIP). This provides detailed information on the needs of the individual school community. This document provides school based information on the direction that the LLC needs to take in their support of the community.
- Curricular needs. It is imperative to be aware of the general needs of the school community when selecting resources to support the needs of the school. Pay special attention to changes in the curriculum.
- A LLC should reflect the lived experiences of the school demographic and wider community by engaging student and staff voice. Ask members of the school community what they would like to see in the LLC.

Step 2: Determine where to start

Once having examined the collection, the building process may begin. An annual LLC action plan should be developed and discussed with school administration.

The following are key principles in the beginning the building process:

- Collaborative approach – involves all stakeholders in the school environment. This includes teachers, students, administration, library staff and any other interested member.
- Board Improvement Plan – the Board establishes a plan which directs the schools' own school improvement plan.
- School Improvement Plan – the individual school improvement plan directs the process and the selection of material for the individual school. This must be flexible to meet the specific needs of each school.
- Curriculum changes – note any changes to the curriculum. It is essential to reflect the current curriculum. Do not forget that pleasure reading reinforces the language document.
- Professionally recognized collection development lists and reviews are used to aid in the selection process while recognizing that we must use materials that are relevant to our Board's vision and mission. The following list of selection tools will aid in the selection process:
 - CLA Book of the Year for Children
 - ALA Booklist
 - School Library Journal
 - Forest of Reading
 - Caldecott Award List
 - Newberry Award List
 - YALSA

Step 3: Select the resources

The following must be considered:

- Relevance to the vision, mission, and expectations of our School Board. Does this resource support our Catholic principles together with principles of equity and inclusive education?
- Suitability of subject and style for the age, maturity, abilities, learning styles, lived experiences and information needs of the users.
- Relevance to the wider community. Does this resource help students gain an awareness of our diverse society? Does the resource diminish or stereotype a culture, race, religion or ability?
- Quality of work. Review nonfiction for accuracy. Review Fiction for how well it is written. Respectfully represent other faith traditions, social and/or cultural groups from their own worldview.
- Currency of Material. Does it include the most current information? Look at the scope of coverage.
- Language level. Examine the language used. Is it appropriate for the grade level recommended?
- Suitability of physical form and quality for library use. Collections are not limited by format, however format must be considered. Extra-large books are hard to hold and may not fit on shelves. Small board books may be lost on shelves.
- When selecting print material consider
 - Illustrations and layouts
 - Paper quality
 - Durability of binding
 - Type style and text density
 - Readability and interest levels
- Emphasize Canadian content and diverse voices.
- Cost. All purchasing should be completed within the LLC budget, including Board and school-generated (ie. Bookfair).

The government of Ontario provides guidance on the selection of textbooks for use in schools in the *“Guidelines for Approval of Textbooks”* (2008). This work provides excellent guidance in the selection of all material and identifies key elements:

- Quality – quality of work is essential. Review nonfiction for accuracy. Review fiction for how well it is written. Take into account the reputation of the author and/or publisher. Examine the currency of the material – does it include the most current information? Look at the scope of coverage – does it provide a well-rounded coverage or is it limited in its nature?
- Language level – examine the language used. Is it appropriate for the grade level? We can also use this to help in determining where the book may be placed in the resource centre (e.g. YA which is for grade 7 & 8 students).
- Bias – is there a bias in the work being examined? If so, does it prohibit its effective use in the school?

-
- Format – both physical and intellectual format must be considered: is the format handy and easy to use? Extra large books are hard to hold and therefore may sit on the shelves. Small board books may be lost in the shelves. Format also takes into account the organization of the work. Is it well organized? Is it user friendly? Is the style of the work appropriate?
 - Durability – This should not be the final deciding factor in selection, but still is important to consider, especially when there are various formats available.
 - Library staff should maintain a consideration file for future purchases. This file will reflect school needs, staff recommendations, student/parent recommendations, and reviews. The following information will be collected for items placed in the consideration file: title, author, publisher, copyright, ISBN number, review source, and price.

NOTE: All gifts and/or donations will be reviewed using the same principles as indicated above.

Step 4: Purchase resources

The following general guidelines on the actual purchasing of resources:

- In selecting learning resources, the use of reputable, professionally prepared aids and selection journals is encouraged. The actual resource itself should be examined. Buying trips will be encouraged. If this is not possible, it is suggested to ask to review the material with the possibility of returning.
- Purchasing may be done by Purchase Order arranged through the office, or where possible, by the school VISA. All accounting documents must be presented to the principal.
- Emphasize Canadian content and give preference to Canadian publishers;
- When purchasing audio-visual material, ensure that they are legal copies with no stated exemptions for use in schools. Try not to duplicate resources that the Learning Resource Centre holds.
- Requests and suggestions for purchase will be considered as appropriate. Requests may come from any stakeholder. A learner-centred school library involves all stakeholders in any decisions.

Step 5: Weed

Reconsideration of Materials

See [Policy II-25 - Selection of Learning and Library Materials](#).

Material De-Selection

Collection management is an ongoing process which includes the deselection of material or the replacement of worn or lost material that is still of educational use.

Deselection of material (also known as weeding) is an essential part of collection management in that it helps to ensure that materials housed in the LLC are useful, current, inclusive and accessible. While space needs often direct the needs for weeding, weeding should be done continually to reflect changes in the school community, curriculum and the overall goals of the LLC. The overall purpose in weeding is to remove resources that are no longer useful to the school community.

Deselection (aka weeding)

- **Weeding is the removal of materials in a planned and systematic way**
- **It is an ongoing process**
- **It is a deliberate and well thought out process**

Benefits of weeding

- Creates a relevant collection
- Ensures that all material meet the selection criteria
- Makes gap analysis easier
- Provides direction on collection development
- Makes it easier to find material

Quick Guide to Weeding

Physical condition	Format	Content	Inappropriate or irrelevant	What not to weed
<i>Consider the following for weeding:</i>	<i>Keep:</i>			
Brittle paper	Small print	Out of date material	No circulation	Local histories
Faded pages	Poor quality print	Trivial approach to topic	Unneeded title in little-used area	Year books or other school-based publications
Torn pages	Confusing layout	Mediocre writing	Interest or reading level inappropriate for audience	Materials which should be considered archived.
Book cover warped	Illegible typeface	Inaccurate information	Change in curriculum makes it no longer relevant	
Bindings ragged		Superseded editions	Classics that reinforce racial inequities or gender stereotypes.	
		Stereotyping or exclusionary content		

Weeding guidelines

Type of material	Examples	Guidelines
Reference Special attention must be paid to reference material to ensure accuracy of the information.	Encyclopedias Subject specific encyclopedias Dictionaries Atlases	Dated after 7 years. Evaluate on an individual basis. Discard superseded editions. Evaluate every 5 years or when there are geographical changes.
Professional Resources	AV Teacher's manuals	Discard when no longer relevant or usable. Withdraw when no longer relevant. Consult with teachers before withdrawing.
000s	Generalities	Value determined by use.
100s	Ethics Philosophy/Psychology	Value determined individually. Weed when no longer of use.
200s	Religion, Mythology	Value determined individually.
300s	Social Sciences Political science/economics Law/Government Education Commerce	Discarded material that is no longer relevant to the curriculum. Information dates quickly. Books on historical aspects may be kept according to needs. Replace superseded material. Weed only with input of staff. Watch for geopolitical changes. Make sure that you have current statistics available.
400s	Customs/Folklore Language	Keep standard works. Weed material that is no longer relevant. Keep basic materials. Weed superseded material.
500s	Pure Science	Monitor science material that is over 3 years old.
600s	Applied science and technology	Most material is dated after 10 years. Give special attention to

		material dealing with fast changing areas such as medicine, technology, and media. Check to see if any possible discardable material contains information of historical value.
700s	Arts/Sports Sports Olympics	Keep basic works in all fields. Replace superseded editions. Update sports material to reflect changes in teams. Try to keep at least one current item on the Olympics.
800s	Literature	Keep literary criticism until superseded. Keep poetry dependent upon use.
900s	History	Examine each item individually to determine its relevancy to the current curriculum.
Picture books, Easy reads		Withdraw titles that have not circulated in at least 3 – 5 years. Classics may be replaced as needed, paying special attention to equity and social justice issues. Replace damaged books as required.
Biographies		Use judgment when weeding biographies. Pay attention to popular culture trends.
Fiction		Weed titles that have not circulated in 2-3 years. Replace worn books as required. Weed any titles that promote racist ideology, stereotypes or exclusionary content.

TEACHER RESOURCE COLLECTION

Material Selection

Resources for the Teacher Resource area are added in a collaborative manner with main input from the teachers and administrative staff. Occasionally, board purchased material will be added and sent to the individual schools for inclusion in the collection. Materials added to this collection tend to be specific subject resources to support instruction.

Excluding material that is purchased board wide, the teaching staff and administrators will select material in relation to the Ontario curriculum and the specific school needs. Material will be selected to support the individual School Improvement Plan as well as the Board Improvement Plan.

Material De-Selection

The Teacher Resource area will be weeded in conjunction with teaching staff, itinerant teachers and other staff as necessary. It is important that when weeding this collection, the relevance of the material to the changing curriculum be considered.

Excluding items purchased by Curriculum staff as teacher support materials, the teaching staff will determine if specific items continue to support the current curriculum:

- .. Materials that meet requirements are retained.
- .. Materials that do not meet requirements are assessed and weeded.
- .. Materials that do not support the pedagogy as directed by the Board should be weeded.

Disposal of Resources

Depending on the number of assets and their type, the method of disposal used on a particular asset should be that which results in the best overall benefit to the Board. Approved methods of disposal include (but are not limited to) the following:

- Scrap, dismantle, recycle, refurbish, recondition, rebuild.
- Donate to a non-profit organization or relief fund at no cost to the Board.
- Return to the supplier for trade-in or credit. [not valid for discarded resources]
- Donation to a mission or charitable organization at no cost to the Board
- Recycling

All staff are highly encouraged to find a way to use the resource if it is in good condition – donate to other libraries, cut up for pictures, etc. Only after having exhausted all ways of finding a new home, should the resources be discarded.

Sample Library Action Plan

Objective	Action	Responsibility	Timing	Evaluation
Add more books to support Focus on Faith at the grade 7 and 8 level	Analyze the current collection to identify what is held.	Library staff	September	Monitor purchases and present new items to teachers as they arrive.
	Identify possible additions to the collection.	Library staff, Teachers, Principal	October	
	Source the additional resources to add.	Library staff	Late October	
	Present finding to principal for final approval.	Library staff	Late October	
	Purchase resources.	Library staff	November	
Purchase resources to support new science curriculum for Primary	Analyze the current collection in light of changes to see what is needed.	Library staff, primary teachers, students, administration,	September Have finalized list of possible titles by end of October	Monitor purchases as arrive.
Add more books that centre under-represented communities and reflect “own voice”	Take an equity walk Review authors to ensure that a variety of identities and voices are included	Library Staff, Teachers, Students, Administration, Curriculum Consultants, Senior Manager Human Rights & Equity	October, have titles selected for purchase November	Monitor