Collection Development

The Father Holland Learning Centre is an integral part 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.

Collection development is the ongoing process of identifying strengths and weaknesses of the collection in terms of student needs. Collection development demonstrates that funds are being spent wisely and that the collection meets the information needs of the curriculum as well as the independent reading and viewing needs of students. Collection development includes:

- **Analysis of the school community.** The collection process should be responsive to the needs of the school community. A periodic analysis of the school community will provide a profile to assist the librarian to meet the specific needs of the school.
- **Assessment of the collection** is needed to ensure the quality of the existing collection. It is an organized method for collecting statistics on the age of the collection, the number of titles, and the ability of the collection to meet curricular needs.
- **Selection and acquisition of new materials** will be based on the needs of the school as determined by the collection assessment process and the current standards for learning commons/libraries.

The emphasis of collection development is to develop a collection of various formats to support the curriculum and meet the information needs, both educational and personal, of the students and faculty. The Librarian is responsible for the review, evaluation, and selection of the materials added to the learning common’s collection including print, periodicals, databases, and non-print materials.

Criteria for Selection

The Librarian should seek input for selection decisions from faculty, students, and community members. Favorable reviews from professional review journals and authoritative selection references should be used when developing the collection. Wherever possible, direct examination of materials is advisable to ensure that they meet the selection criteria. Various selection tools are listed in Appendix C.

Materials selected (including electronic, print, and nonprint resources) shall meet the following requirements:

1. **Materials shall**
   a. Support and be consistent with the educational goals of the province and St. Paul’s High School. Materials should reflect the identified learning outcomes of the instructional programs. This should be a major emphasis in the collection development.
   b. Be appropriate for students of varied abilities and meet informational needs and interests of our Community.
   c. Present facts in an objective manner. Authority of the author, organization, and publisher/producer should be considered during selection.
   d. Be selected for their perceived strengths rather than rejected for their perceived weakness (selection not censorship).
   e. Meet high standards of quality in physical format, content (factual and valid), artistic and literary value, and presentation.
f. 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.

g. Reflect the basic humanity of all peoples and be free of stereotypes, caricatures, distorted dialect, sexual bias, and other offensive characteristics. A special emphasis will be placed upon purchasing materials to reflect the Catholic Church and the teachings of the Society of Jesus.

h. Be available in a variety of formats to meet the needs and learning styles of a diverse population.

i. Be evaluated for cost effectiveness in terms of accessibility, projected use, and durability.

j. Promote the development of lifelong readers and provide recreational or popular reading materials.

k. Foster opportunities for inquiry learning, resource-based learning, project learning, and independent learning in many forms.

2. Consideration should be given to resources, which will allow for access beyond the school through computer networks and interlibrary loans.

3. Controversial subjects: selection of these materials will be based on the objectivity of the information they contain and the necessity of maintaining a diverse collection which represents various viewpoints; thus encouraging users to engage in critical analysis and to make judgments base on intellectual evaluation.

   a. Reflect 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 Father Holland Learning Centre provides free and equitable access to all information.

Criteria and Procedures for Library donations

The Father Holland Learning Centre welcomes gift materials. These materials shall be subject to the same criteria as those obtained through the regular selection process. Materials not chosen for inclusion in the collection shall be donated to thrift-store-type organizations.

Weeding

The Father Holland Learning Centre understands the importance of maintaining a collection of current, appropriate, and useful materials. To that end, we use The CREW Method. This method has been considered the standard tool for collection weeding and is based on the following acronym; CREW, which stands for Continuous Review, Evaluation, and Weeding. A formula in the process consists of three parts: the age of material in the book (See Appendix for more information), the years since the book’s last recorded circulation, the negative factors, called MUSTIE factors (see Appendix A for more information).
Reconsideration of Materials

The Father Holland Learning Centre supports the access to information-related Position Statements of the American Association of School Librarians and the Canadian Library Association. Copies of these documents are attached in the Appendix.

When a concern is expressed about a resource, the librarian will consider both the individual’s right to express an opinion and the principles of Intellectual Freedom. The Father Holland Learning Centre supports the right of students, parents, or legal guardians to reject the appropriateness of materials for themselves or their child. A Request for Reconsideration Form can be used to notify the School Administration of an objection to information resources available in the library.

Procedure for Responding to a Reconsideration Request

1. Meet with individual to discuss the issue and seek resolution. During the meeting, explain the library’s selection criteria and procedures.
2. If the issue is not resolved, request the community member to complete the Request for Reconsideration of Instructional Materials form.
3. The form will be forwarded to the Principal.
4. The principal will appoint a committee to review the complaint. The committee shall be comprised of the school librarian, the principal (or appointed designee), a member of the Parent Council, and one other faculty member of the school.
5. The committee will review the complaint and make a written report and recommendation to the Principal.
6. If the decision is not satisfactory to all parties, the principal, upon receiving a written request, shall forward the information to the President of the school. The Principal and Board will then dictate the outcome of the challenged material.
Appendix A – Weeding:
MUSTIE factors refers to the following:

- **M** = Misleading (and/or factually inaccurate)
- **U** = Ugly (worn beyond repair)
- **S** = Superseded (by a new edition or by a much better item on the topic)
- **T** = Trivial (of no discernible literary or scientific merit; typically of interest at some time past)
- **I** = Irrelevant to the needs of the community served
- **E** = the material/information may be obtained elsewhere through reciprocal borrowing, interlibrary loan, or in electronic format

These guidelines have been utilized to assist in the weeding process; however, the final decision concerning the removal and/or replacement of material rests with the Librarian.

*Age and use-related weeding guidelines:

- **Nonfiction:** Book has not been checked out within the last 10 years
- **Fiction:** Book has not been checked out within the last 5 years (classics excluded)
- **Categories of Books that may be quickly outdated:**
  - 000s: computer
  - 100s: psychology (especially popular literature)
  - 300s: college & career materials
  - 400s: grammars with dated examples and/or illustrations
  - 500s: astronomy, chemistry, physics, biology
  - 600s: electronics, engineering, health, technology
  - 900s: popular biographies
  - Mistakes in selection/acquisition

- **Categories of Books not quickly outdated:**
  - Dictionaries
  - biographical sources
  - literary criticism
  - classics of literature
  - foreign language literature
  - art books
  - local history/geography
  - books providing general principles of a subject or discipline
The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.


Canadian Library Association / Association canadienne des bibliothèques Position Statement on Intellectual Freedom

All persons in Canada have the fundamental right, as embodied in the nation’s Bill of Rights and the Canadian Charter of Rights and Freedoms, to have access to all expressions of knowledge, creativity and intellectual activity, and to express their thoughts publicly. This right to intellectual freedom, under the law, is essential to the health and development of Canadian society.

Libraries have a basic responsibility for the development and maintenance of intellectual freedom. It is the responsibility of libraries to guarantee and facilitate access to all expressions of knowledge and intellectual activity, including those which some elements of society may consider to be unconventional, unpopular or unacceptable. To this end, libraries shall acquire and make available the widest variety of materials.

It is the responsibility of libraries to guarantee the right of free expression by making available all the library's public facilities and services to all individuals and groups who need them.

Libraries should resist all efforts to limit the exercise of these responsibilities while recognizing the right of criticism by individuals and groups.

Both employees and employers in libraries have a duty, in addition to their institutional responsibilities, to uphold these principles.