

COLLECTION DEVELOPMENT POLICY

PART A: GENERAL COLLECTION

The Resource Centre

- Assists students in meeting educational and personal achievement objectives.
- Provides timely, accurate information that is sufficient, relevant and appropriate to the user.
- Assists users to conduct in-depth studies, investigate specific areas of knowledge and create new.
- Provides current, high-demand, high-interest materials in a variety of formats and languages.
- Provides information reflecting issues relevant to contemporary life and culture.
- Provides the materials to enable all members to become critical thinkers and effective users of information in all formats.

Instructional materials are selected to implement, enrich and support the educational program for the student. Materials are selected to serve the breath of the curriculum and the needs and interests of individual students. It is the obligation of the Resource Centre to provide for a wide range of abilities and to respect the diversity of many differing points of view. To this end, principles must be placed above personal opinion and reason above prejudice in the selection of materials of the highest quality and appropriateness.

The main objective of the selection procedure is to provide the 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 points of view. The objective of the Resource Centre is to make available to faculty and students a collection of materials that will enrich and support the curriculum and meet the needs of the students and faculty served.

To meet these goals, the Resource Centre provides access to a variety of materials including books, audio-cassettes (including books on tape), videos, CDs, serials, and Internet access computer systems.

MATERIAL SELECTION

The following policy statements are designed to:

- Provide guidelines that govern the selection and acquisition of materials.
- Ensure that materials acquired are selected to further the goals of meeting student and faculty needs, and not in a haphazard manner. Further, to ensure that quality materials are added to the collection items will include those:
 - Purchased in a variety of formats as appropriate – print, visual, digital and on-line in recognition that different students learn in difference ways.
 - Chosen to promote critical thinking and support personal growth.
 - Chosen from appropriate prize winning books lists (Giller, Governor-General, ALA, Newberry.)
 - Chosen from appropriate books lists utilizing reading programs such as Reading Counts, Accelerated Reader, Silver Birch, Red Maple, White Pine etc., and may include partnering with Individual Departments in purchases of Reading Program Materials.
 - Chosen from Canadian author and subject collections when possible
 - Chosen from Canadian sources when appropriate and possible.
 - Chosen with consideration of standard book lists (The Best in Children's Books, Reference Books for School Libraries) and utilizing recognized review media (Booklists, Library Journal, School Library Journal).
- Ensure the rights of the users to a balanced collection.
- Protect the interests of Trafalgar Castle School.

SELECTION

While materials should be free of stereotyping and prejudice, learning resources containing a particular bias may be provided to meet specific curriculum objectives. The selection of learning resources regarding controversial issues shall be directed towards maintaining a balanced collection representing various points of view. For example, learning resources may depict historical and contemporary forces in order to aid the understanding of social, economic and political problems. Learning resources will be selected for their strengths, and will not be automatically included or excluded from the collection based solely upon content of language or topic; however, materials will be purchased within legislative guidelines.

Selection shall be governed by professional considerations and not by political, moral and religious views. Materials will encourage and endorse individual human rights and values, as well as explore cultures from other areas in the world to support the curriculum and provide for personal growth.

Selection criteria utilized include:

- Authoritativeness (background and reputation of the author, publisher)
- Accuracy
- Impartiality
- Currency of data
- Scope / depth of coverage
- Appropriateness (to end user, format)
- Relevance
- Interest
- Organization / Style / Aesthetic qualities
- Physical characteristics (Will it stand up to circulation?)
- Special features
- Library potential (Demand / Relation to collection development strategies)
- Cost / Cost-effectiveness
- Instructional objectives & criteria

DONATIONS AND / OR FREE MATERIALS

The Resource Centre will apply the same selection criteria when accepting gifts as when purchasing new materials and will be accepted or rejected by these criteria. Additionally, given the historical significance of the building itself to the town and the Ontario Ladies College history to Trafalgar Castle School, donations will be accepted to meet historical and archival requirements when appropriate.

PROCEDURE STATEMENTS

The following is a general outline of the selection process:

- In selecting learning resources, professional personnel will evaluate available resources and curriculum needs, and will consult reputable, professionally prepared aids to selection and other appropriate sources. The actual resource will be examined whenever possible.
- Requests, suggestions and reactions for the purchase of materials shall be considered from faculty, administration and parents to the greatest extent possible, and from students as appropriate.
- Selection is an ongoing process, which will include
 - maintenance of and adherence to Collection Development Plan, which details the thrust of the Strategic Plan for the Resource Centre Collection.
 - the removal of materials no longer appropriate (see III Material De-selection Policy).
 - the replacement of lost and worn materials still of educational value.

II. RECONSIDERATION OF MATERIALS

It is the goal of the Resource Centre to provide a balanced collection, with broad and varying points of view, in support of Intellectual Freedom in general. Specific objections made by parents, teachers and other members of the community pertaining to Resource Centre materials will be treated as an important part of the democratic process and a legitimate avenue of communication.

The procedures for reconsideration of an item follow:

- All complaints, whether verbal or in writing, will be received by the Resource Centre staff and reported to the principal.
- The complainant will be contacted in an attempt to resolve the complaint.
- If the matter is not resolved in this manner, a packet of information will be given to the complainant. This package will consist of the Materials Selection Policy, including the Procedures for Reconsideration, a standard form to be completed and returned for formal reconsideration of an item, the IFLA Intellectual Freedom and School Library Manifesto statements and a letter outlining the contents. (Sample letter attached APP.A)
 - Objections will be accepted in writing, on the standard form (att. APP B).
 - If either the Principal or Resource Centre staff has not received a written complaint within a two-week period, the matter will be considered closed.
- If a formal, written complaint is received, the reasons for selection of the specific work shall be re-established by the appropriate staff.
- Challenges will be handled with the understanding that no parent or guardian has the right to determine reading, viewing or listening matter for students other than his or her own. An acceptable alternative when possible will be offered as a substitute for that particular student. While complaints about materials are being considered, access to the challenged materials or other related materials will not be restricted in any other manner.
- The Principal and Resource Centre staff will call a committee to consider the complaint. The reconsideration committee may consist of parents, administration, faculty and library staff. The evaluating committee will bear in mind the principles of freedom of information and to learn, and will base the recommendations upon these broad principles, rather than on the defence of individual items. Freedom of inquiry is vital to education in a democracy, and the value lies in the general material itself, not individual passages and parts pulled out of context. The faults and benefits should be weighed against one another and then based on the whole.
- The committee will meet to discuss the material, and will prepare a report on the material along with their recommendation(s). The Principal and Resource Centre staff will prepare a letter to the complainant identifying the decision(s) made. In answering the complaint:
 - If the committee decides to retain the item, an explanation of the book selection system, and the “School Library Manifesto” will be detailed in support of the decision.
 - If the complaint is viewed as valid, it will be acknowledged as such, an explanation of the book selection system, the School Library Manifesto and any recommended options will be detailed.

III. MATERIAL DE-SELECTION

The collection will be assessed regarding:

- The physical state of individual materials. Materials that are badly damaged will be assessed and if:
 - Repairable, will be repaired.
 - Not repairable, but replaceable will be identified on the purchase plan as items for immediate, future or optional purchase, as appropriate.
 - As not fully repairable, and non-replaceable, but of value to the collection, will be repaired as possible and archived as historical materials or repaired as possible and replaced on the shelves.
- The currency of the publication date and the subject of the material. Materials that are extremely outdated will be assessed and identified
 - As up to date and available will be identified on the purchase plan as items for immediate, future or optional purchase, as appropriate.
 - As non-replaceable, but of inherent value to the collection, may be archived as historical materials or replaced on the shelves
- The relevance of the publication to past, current or recent events.
 - Materials that have historical value will be archived as historical materials.
 - Those having no value in the collection will be withdrawn from the collection (and sent to a suitable destination for others to use whenever possible).

PART B: TEACHER RESOURCE COLLECTION

MATERIAL SELECTION POLICY

Materials chosen for this area of the collection are not chosen only by Resource Centre staff. Materials added may be those that are chosen by administrative or faculty staff as specific subject resources and may include current and previous textbooks.

Excluding items purchased by the Resource Centre as faculty support materials, faculty and / or administration will select items in relation to the curriculum and faculty subject needs.

II. MATERIAL DESELECTION POLICY

The Teacher Resource collection will be assessed by Resource Centre staff in collaboration with faculty as appropriate, in the same manner as the general collection, with the specific criteria of determining the relevance to curriculum requirements and enhancements.

Excluding items purchased by Resource Centre staff as faculty support materials, faculty will determine if items meet current curriculum or student enrichment needs.

- Materials that meet requirements are retained.
- Materials that do not meet requirements are assessed and deselected as above.

APPENDIX A

Dear _____

We appreciate your concern over the use of _____ in the Resource Centre of Trafalgar Castle School. The Resource Centre has developed procedures in the selection of materials, but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are attaching a copy of

- The Material Selection Policy.
- Reconsideration Procedures.
- IFLA Intellectual Freedom statements and School Manifesto documentation.

If you are still concerned after you review this material, please complete the Request for Reconsideration of Materials Form and return it to the Resource Centre. You may be assured of prompt attention to your request.

If we have not heard from you within two weeks, we will assume that you no longer wish to file a formal complaint.

Sincerely,

Library and Information Technician
Resource Centre

Principal

APPENDIX B

REQUEST FOR RECONSIDERATION OF MATERIALS

Person making request _____

Address _____

Request represents

Self (_____) or a group (_____) _____

If group, name organization _____

Author _____

Title _____

Publisher (If known) _____

Type of material (book, magazine, audiocassette, etc.) _____

If item is other than a book, please change the wording of the following questions to apply:

1. To what in the book do you object? (Please be specific, refer to pages)
2. What do you feel might be the result of reading this book?
3. For what age group would you recommend this book?
4. Is there anything good about this book?
5. Did you read the entire book? If not, what parts did you read?
6. Are you aware of any review about this book? Please give name and date of publication, if possible.
7. What do you believe is the theme of the book?
8. What would you suggest the Resource Centre do about this book?

Signature of complainant _____ Date _____