



Administrative Procedures Memorandum

APO010

Guidelines for the Library Collection Development: Selection of Materials; Challenged Materials; Deselection

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MEMO TO: All Staff

FROM: Director of Education

PURPOSE

To outline the principles, standards, and procedures related to the selection of library materials for both central and school libraries and to provide a process for reconsideration of challenged library materials, as well as deselection, i.e. discarding or weeding of library materials. Library materials may include book and other print resources, projected resources such as DVDs, and digital resources including e-books, streaming video, and online databases.

REFERENCES

- Waterloo Catholic District School Board. Mission Statement
- APB001 School Operating Budgets
- APO006 Purchasing Procedures
- APO022 Library System for Board and School Libraries, Section 5 on “Maintenance of the Union Database”
- Ontario Catholic School Graduate Expectations <http://www.wcdsb.ca/ocsge/ocsge.html>
- Canadian Copyright Act & its regulations
- Canadian Library Association Position Statement on Intellectual Freedom (June 27, 1974; Amended November 17, 1983; and November 18, 1985)
http://www.cla.ca/Content/NavigationMenu/Resources/PositionStatements/Statement_on_Intell.htm

FORMS

- Form APO010-01 – Request for Reconsideration of Library Materials, WCDSB

APPENDICES

- Appendix A – Steps to Purchasing Resources for Your Library
- Appendix B – Weeding Guidelines by Dewey Classification

COMMENTS AND GUIDELINES

Initial versions of the policy focused on the reconsideration of library materials, i.e. the procedures for handling challenged materials. A subsequent revision addressed the criteria for selecting materials and who selected materials for Board-office and school libraries.

The following policy focuses on the general issues affecting libraries in the WCDSB; however, individual school libraries may develop more specific selection criteria (as an example) to meet the unique needs of their students and staff.

Since St. Benedict's library is part of the Cambridge Public Library, and St. Mary's library is part of the Kitchener Public Library, this AP does not cover their selection policies unless specified in agreements on the community libraries.

This policy does not address the selection of core textbooks rather library books, periodicals, projected media, digital resources and other media selected for central Board and school libraries. Educational software is also selected by the Software Advisory Committee.

1. Philosophy of the Library

Beliefs form the underlying values of the Catholic educational community including our libraries. The central libraries and school libraries provide a wide variety of materials and resources to support the spiritual principles of holism, lifelong learning, equity, excellence and reflection which are integrated into the Ontario curriculum.

2. Purpose/Objectives

The mission of the libraries within the Board are to support the mission of the WCDSB by acting as a resource for students and staff.

Libraries will accomplish this mission by:

- **providing services and information to support the academic, curriculum-related and spiritual needs of staff and students**
- **Helping staff and students become effective users of ideas and information by teaching them how to find, interpret, and evaluate information**
- **Fostering a love of reading and promote an enjoyment of literature**

Library collections support the breadth of the curriculum as well as the interests of individual students. In addition, the library supports the needs of faculty to teach the curriculum.

2.1 For Central Libraries:

The main objective of the central libraries is to support the professional learning of teachers, consultants, and support staff as well as to provide "unique" or expensive materials for the use of students. For example, the ESL collection has resources to support new ESL students, and their teachers; the Resource Centre has fiction books to support social development, etc. Central Libraries loan their materials to faculty as a supplement to the school collections. For a list of the Central Libraries in the WCDSB, refer to <http://vlcguides.wcdsb.ca/home/librarycatalogues> and click on "All Central Holdings". As a generalization, resources in Central Holdings are loaned to school staff unless classified as "Reference", i.e. non-circulating. Consultants and other support staff have their own office collections which are generally for their personal use.

2.2 For Individual School Libraries:

The purpose of school library materials is primarily to support the curriculum needs of students as well as to the development of reading and lifelong literacy through encouraging reading for pleasure. The school library also supports the teaching role of faculty with curriculum documents, limited professional materials, kits and other media.

School libraries in the Board have an agreement to lend resources to other school libraries. For information on the policies and procedures of “inter-branch loans” please refer to APO022, Section 4. (*St. Benedict and St. Mary’s libraries are not part of the WCDSB’s libraries.*)

3. Responsibility for Selection

All employees of the Board are encouraged to make suggestions for selection of library resources; however, library staff are responsible for undertaking a needs analysis of their collection, and managing the selection process within the constraints of the library’s budget.

3.1 For Central Libraries:

Materials purchased centrally are selected by subject specialists, i.e. Learning Services’ staff, as well as by Resource Centre staff under the supervision their respective principals.

3.2 For the Individual School Libraries:

Responsibility for material selections is primarily the responsibility of the library staff under the authority of the principal of each school. Library staff also actively solicits input from program heads, teachers and other staff of their school.

Learning Services’ staff support the curriculum through central purchases of resources for school libraries, and by producing recommended lists of resources.

4. Criteria for Selection/Evaluation

While the actual materials selected depends on the needs of the individual library collection, student and faculty interests, and the school’s budget, general selection criteria are always considered:

- Educational significance – material supportive of the curriculum and appropriate to the age, emotional development, ability level, learning styles and social development of students
- Religious or ethical significance - the subject matter or approach contributes to the Catholic curriculum
- Reading level, e.g. a book on pioneers at the grade 6 level may not be suitable for the grade 3 curriculum
- Favourable reviews found in standard selection sources; award-winning books reflecting literary and artistic excellence
- Recommended lists based on preview by subject specialists and library personnel, also lists from the Ministry of Education’s guidelines [versus lists of recommended resources from vendors who are in the business of selling]
- The reputation of the author, producer or publisher
- Materials reflective of multicultural composition of our diverse society
- Generally free of sex bias, stereotyping, and other forms of bias (unless the materials are employed to teach students about bias, stereotyping, and propaganda)
- Resources that provide a background to motivate students and staff to examine their own attitudes and behaviour; to comprehend their duties, responsibilities, rights and privileges as a Catholics; and to make informed judgments in their daily lives. Especially at the secondary level, the selection of library materials on controversial issues will be directed towards maintaining a diverse collection representing various views

- Quality Catholic/Christian music and award-winning Christian literature
- Classic literary works may be selected even if they do not meet this general standard, if otherwise educationally necessary or appropriate
- Canadian content (history, geography, law, famous Canadians, spelling, music, movies, literature, literary criticism, etc.)
- Accuracy of information
- Age or currency of the materials
- Technical quality of the work, e.g. clarity of illustrations, quality of the binding
- The physical format and appearance of materials is appropriate for their intended use
- Access – table of contents, glossary and index
- Value – cost versus need/use or user appeal
- Multiple copies: the library may purchase multiple copies of popular titles as shown by usage reports

4.1 Specific criteria:

- Sexuality education instruction: Materials will be selected by the Religion, Family Life & Faith Formation consultant to support the curriculum
- Religion and Faith Formation: Age and faith stage appropriate materials are purchased on the beliefs and practices of the Roman Catholic Church. An attempt will also be made to provide factual unbiased materials representative of all major religions. If recommendations on specific subjects are required, please contact the Religion, Family Life & Faith Formation consultant for recommendations of titles or sources
- Obscenity and sexual incidents in materials of literary value: The use of profanity or sexual incidents does not in itself disqualify materials from selection. The decision to include such materials is based on literary merit: *“whether the material represents life in its true proportions, in an artistic way, and in a manner which would allow the individual to form sound, ethical judgments”*. [Atwater Elementary School District, CA AR6161 Adopted 1991] The materials should be age appropriate, and library and teaching staff should be able to discuss the issues with students. For more information on addressing these issues with students, please contact the Religion, Family Life & Faith Formation consultant

4.2 Copyright: All materials purchased and catalogued by school libraries must be legal under the Canadian Copyright Act and its regulations, as well as extended licensing agreements. Projected media such as DVDs purchased by schools for non-curriculum purposes must be purchased with either a site or public performance licenses.

See Appendix A for a brief outline of the steps required to select resources for a library collection.

5. Criteria for Gifts and Donations

The Board’s libraries are grateful for donations, but in order to ensure quality collections, gifts and other unsolicited materials are accepted with the understanding that all donated materials become the property of the WCDSB. Gifted and donated materials may be catalogued, sold or discarded as the staff of each library finds appropriate. Promotional materials that are distributed free-of-charge may contribute little to the library’s collection. The same criteria is used for gifts and unsolicited materials (See #4 above) as for selecting new acquisitions. The criteria for discarding/ weeding materials are outlined in the Appendices of APO022.

Here are some general recommendations for quick reference:

Accepted:

- Resources which are **less than five years old** may be accepted depending on the subject
- Items that support the current curriculum or professional educational needs of teachers may be accepted

Not accepted:

- Books, which have been underlined, highlighted, or marked by the previous reader
- Books which are yellowed, musty or damaged
- Sample textbooks, and workbooks/consumables
- Pamphlets and other ephemeral materials
- Academic, university, and extremely theoretical professional materials
- Copies of videos, photocopies of books, and handouts from workshops, which are not legal under copyright
- Old editions if a more recent edition is available
- Multiple copies may not be accepted due to projected lack of user and/or space restrictions
- Advance Reader Copies (ARCs) or preview copies donated free by publishers are not to be catalogued

5.1 Archives: For materials related to the history of the Board, its schools and parishes, please contact the Board's Privacy & Records Management Officer, who is responsible for archival materials.

6. Procedures

The process of reviewing the needs of the library, selecting resources, verifying the bibliographic information, pricing the items, purchasing and receiving them is complex and time-consuming. For each subject area, library staff must review the collection for age and use, and set priorities for acquisitions. The process of analyzing a library collection has been made much easier by the use of reports created by the library system. For example, staff are able to determine what resources their library has on a topic compared to other libraries, the age of these resources, and how frequently they are used. Board-wide guidelines have been compiled on discarding materials. (See APO022, Section 5: School Level Responsibilities for the Maintenance of the Union Database, and Appendix C in this policy)

Library staff are also encouraged to keep track of requests, especially where resources are inadequate; survey the resource lists in newer curriculum documents, and talk to teachers about their current and future assignments.

Principals are required to discuss the school library budget early in the fall term, so that library staff may begin to evaluate the resources required in a thoughtful, and deliberate manner rather than react to last minute funding. See APB001 – School Operating Budgets.

Library materials, usually selected by library staff or subject specialists, are purchased using the Board's purchase order system. Library staff have a jobber price a list of resources, and then, that list is attached to the purchase order. Orders under \$3000 may be purchased using a P-card. School library resources may also be purchased from monies earned by fundraising.

The use of blanket purchase orders whereby staff go to a jobber's showroom to select resources is not recommended unless a needs analysis of the library collection and review of the available purchases using reviewing publications and lists has been undertaken. Without the validation of these steps, it's too easy to select resources based on personal interests.

6.1 Central Ordering - Special Procedures:

Learning Services' staff often purchase resources for all schools, which are centrally catalogued and distributed to the school libraries. Often, these materials are purchased through grants from the Ministry of Education.

6.2 Book Clubs:

The Resource Centre encourages school libraries to offer book clubs for students in order to promote literacy. The book club may be part of The Forest of Reading, OLA's Literacy Program. These titles are selected by a committee of public librarians and teacher-librarians representing Catholic and public schools. In the past, sections of books dealing with aspects of sex have been questioned as has a book on the Palestinian Israeli conflict. The age-appropriateness of the title is sometimes the issue rather than the topics addressed in the book. As students must read only 5 of the 10 titles in each program to be eligible to vote, it is possible to encourage students to read titles which best match their reading interests and comfort level. School libraries may choose other book clubs such as Canada Reads or establish their own book club.

If a book is deemed to be contentious due to the subject or recommended grade level, the book will then be forwarded to the Religion, Family Life & Faith Formation consultant for review, and returned to the Library Advisory Committee within the month.

Central staff will continue to explore and discuss ways of alerting school staff of books with "mature themes" through notes on the L: drive, notes in the cataloguing record, etc. The Resource Centre recommends that elementary school libraries include a Young Adult Section (YA) for books which are loaned to students in grades 7 and 8, but not the primary or junior grades. It is recommended to shelve graphic novels with a mature theme in the YA Section.

6.3 When specific titles are "required" reading for students, e.g. in reading programs, classroom novel studies, etc., the titles must be read by the teacher or library staff first.

7. Reconsideration of Library Materials

Despite the care taken to select appropriate and worthwhile materials, occasional objections to library materials may be made by parents, students or staff of the Board. Some of the materials may be objectionable because of individual perceptions of profanity, social, economic and political ideas, religious viewpoints, or the kind of information provided. When such objections occur, it is important to protect the principles of freedom of information and the responsibility of library and other staff to select materials, while enabling the reader to express their opinions. The review of questioned materials will be handled objectively following the process outlined below.

7.1 Guiding Principles:

Any parent, student or staff of the Board may raise a concern about the learning resources in departmental and school libraries.

- No parent has the right to determine the materials accessed by students, other than his/her own children
- The school board supports the principles of access to freedom of information
- Access to challenged material shall not be restricted during the reconsideration process
- The major criterion for the final decision is the appropriateness of the material for its intended educational use
- A decision to sustain a challenge is not necessarily a reflection on the original selection or its intended use

In the case of complaint, the following procedures will be followed:

7.2 Informal Reconsideration:

- Most complaints can be resolved informally at the site level
- All complaints to staff shall be reported to the principal of the school or department. The principal will discuss the concern with the relevant staff members
- The principal will contact the individual and attempt to resolve the complaint informally by explaining the selection process, and the item's intended educational usefulness
- If a formal request for reconsideration has not been received within 10 working days, the issue will be considered closed
- A brief summary of the nature of the complaint and the decision made is kept on file at the school

7.3 Formal Reconsideration:

- If the informal reconsideration process has been followed, and the complainant is dissatisfied, she/he may request a formal reconsideration of the material. See Form APO010-01: Request for Reconsideration of Library Materials form. The complainant will be sent a copy of the selection policy as well as the reconsideration form.
- The ad hoc reconsideration committee will consist of the following staff members selected by the Director of Education or designate:
 - The Director or designate
 - One principal
 - Two library staff including a member of the Library Advisory Committee
 - Two classroom teachers
 - One priest
 - Religion, Family Life & Faith Formation consultant
- The composition of the reconsideration committee will vary depending on the challenged resource and its intended grade level.
- The members of the committee will receive basic training in the philosophy of selection, evaluation, and reconsideration of library materials prior to the first committee meeting.
- Prior to the first committee meeting after the formal complaint has been filed; the individual committee members will read and review the materials in question.
- Within ten days of being notified, the reconsideration committee will meet to discuss the complaint:
 - Determine its professional acceptance by reading reviews of the resource
 - Weigh its values and questioned aspects, and form opinions based on the material as a whole rather than on passages or frames out of context
 - Discuss the challenged item in the context of the educational program of the Board
 - Prepare a written report
- The committee will notify the Director of Education of their decision in writing including majority and minority opinions. This report, along with a description of any action taken, will be kept on file.
- In turn, the Director will notify the complainant in writing of the final decision.

8. Deselection

As noted in 5.4 of APO022 on the maintenance of the library system, at minimum every two years, library staff will systematically review and discard (i.e. "weed") materials from each library collection based on condition and relevance to the collection. Specific guidelines by subject are listed in Appendix B, "**Weeding Guidelines by Dewey Classification**". Library materials are best evaluated and discarded both on an ongoing basis as well as before undertaking inventory of specific sub-

collections. Libraries are more inviting to staff and students, and it is easier to find interesting and relevant materials in collections, which are weeded regularly and consistently.

8.1 General considerations for keeping or discarding resources are listed below:

Condition: If a book is in poor physical condition, and cannot easily and/or economically be repaired, consider discarding it, and replacing it, if it is a highly circulated resource.

Age: Regularly evaluate items which are over twenty years old except local history materials. The binding, illustrations, text density, and approach taken in older resources are different than in newer versions. Resources in some subject areas rapidly become misleading and inaccurate. See *Currency/Accuracy*.

Frequency of Use: If an item has not been circulated in three years, it should be re-evaluated. Is it still relevant to the curriculum or of interest to students? Are there better resources available in print or online? If the item is still useful, try promoting it to staff or students. Sometimes, it may get more use if reclassified to another area of the library collection.

Multiple Copies: To determine the number of copies required, look at the title's peak yearly circulation. If multiple copies are no longer needed, consider distributing them to classroom collections or offering them to other school libraries.

Currency/Accuracy: The relevancy of resources in a school library depends both on the subject as well as changes to the provincial curriculum. Resources for science, technology and geography must be kept current to be valid. Topics may either no longer be included in the revised curriculum or are now taught at another grade level, affecting the usefulness of older library resources. The currency of fiction series may change depending on the current "stars" in the children's entertainment world so it is important to consider whether given fiction titles and/or series continue to appeal to readers.

These general considerations are addressed in more detail using the "famous" MUSTY acronym at the beginning of Weeding Guidelines in Appendix B.

8.2 Removal of Items from the Library Database

Once the items to be discarded have been removed from the shelves:

- The holdings lines for the items must be deleted from the library database
- The items themselves should be stamped "Discarded" or "Withdrawn". (These stamps are available from the Resource Centre, stamp vendors, and library vendors)
- If items will remain in the school (i.e. are being given to classroom teachers), consider covering or marking over the library barcodes to ensure that the items are not inadvertently returned to the library.

8.3 Dispersal of Discarded Items

Because of the perception that all library books are "good", i.e. valuable, discarding library resources may be controversial. Guidelines for weeding resources coupled with suggestions for their dispersal to the interested parties will reduce concerns. Options for dealing with discarded library materials fall into two main categories: recycling, and reusing by giving or selling the discarded items to others.

Recycle Items

Recycle items which are in poor condition, factually inaccurate, and/or exhibit inappropriate attitudes. These items may be boxed and placed with other items to be shredded.

Give or Sell Items to Others

Discarded materials may be distributed by the library technician in consultation with the principal. Here are some suggestions for donating:

- multiple copies: to other school libraries, or take them to library swaps where library staff exchange resources
- books written at too high a level: to your secondary school's library
- books to teachers for their classroom collections. Consider age and currency/accuracy before donating to a classroom collection. Will students be given accurate information?
- favourite books to individual students, who have borrowed them many times
- books to school events such as "white elephant sales" and fundraisers, i.e. selling them for a nominal amount. Consider the impact if the books are subsequently donated to a second hand shop
- books to charities. Consider the value of the books versus the costs of handling, and distribution/shipping

Request for Reconsideration of Library Materials, WCDSB

Date:

Initiated by: [Name]

Address:

Telephone Number:

E-mail address:

Representing (Self, Group or Organization):

Resource Questioned:

[Author, Title, Publisher, Date, ISBN and Type of Resource]

1. **Did you read and review the material in its entirety? If not, what sections did you read?**
2. **Why do you object to this item? What do you specifically object to?**
3. **What do you believe is the main idea of this material?**
4. **What do you feel might be the result of a student using this material?**
5. **In your opinion, for what age group would this material be more appropriate?**
6. **What are the good qualities of this material?**
7. **In place of this material, would you care to recommend other materials which you consider to be more appropriate?**
8. **Additional comments:**

Signed and Date Please return this form to the principal of your child's school, or to the Resource Centre in the case of board-operated libraries.

Steps to Purchasing Resources for Your Library

- 1) **Determine the priorities for library purchases.** Reports are available to facilitate a review of your collection and its use. Refer to Key Reports, Collection Development. (Library staff may need to **create a multi-year plan.**)
 - support a strand of the curriculum, and/or areas in which teachers really need resources
 - update the paperback fiction collection for specific categories of readers, e.g. early chapter books
 - most of the titles in a specific Dewey Classification range or subject area are very old
 - replace missing or lost items
 - second or third copies of very popular titles, or worn items

Consider: age of the users, their reading level, the interests and culture of the community, paperback or hardcover.
- 2) **Identify highly recommended materials:**
 - Look at the titles in the Recommended Materials folder on the L: drive. The WCDSB Recommended Lists are particularly useful.
 - Check what other school libraries and public libraries have purchased recently. Borrow or preview the new resources before you purchase them. Sometimes amazon.com, Chapters or other bookseller web sites have sample pages to view.
 - Search for award winners on the websites of library organizations such as the Ontario Library Association, American School Library Association, Canadian School Library Association; also reference and commercial databases NoveList, Follett's Titlewave.
 - Read reviewing sources in NoveList or Titlewave (Follett) or the journals directly, e.g. Resource Links (Cdn.), School Library Journal, VOYA, SB&F (Science Books & Films), etc. Many of these journals are accessible through EBSCO's Education Research Complete database. Read review websites such as Canadian Materials, 49th Shelf or Common Sense Media.
- 3) **Compile a list of resources to consider for purchase.**
Include Title, Author, Publisher and ISBN (if you have this information), and a blank space for the price.
- 4) **Send the preliminary list to a book jobber to request a price quote.**
Possible jobbers include Library Services Centre, Tinlids, Whitehots, etc. Select a company which will acquire backlist books or resources are not carried in stock.
- 5) **Create a purchase order for the resources.**
Your school's administrative assistant will create a purchase order once you have confirmed the price and availability of the resources. The Purchasing Department will fax the list of resources to the jobber indicating the P.O. number. Indicate whether back orders and substitutions are acceptable.

Weeding Guidelines by Dewey Classification

Compiled by the Preparing for Automation Committee, March 2000

General Considerations: Physical Condition, Content, Appearance

MUSTY

- Misleading and/or factually inaccurate
- Ugly, torn, dirty, water-damaged, missing pages, yellowed and brittle paper, vandalized, worn out
- Superseded by a new edition or much better book on the subject
- Trivial - no discernible literary or scientific merit
- Your collection has no use for this book (irrelevant to the needs of your school)
- Text density, i.e. print too small, too many words on a page
- Unattractive editions, e.g. old fairy tales
- Lack of illustrations, black and white illustrations, ugly illustrations
- Outdated images/outdated information
- Duplicate copies not used by the library
- Materials which have never circulated

All materials published twenty years ago, or more, must be reviewed.

000s

<u>Class</u>	<u>Subject or Format</u>	<u>Age</u>	<u>Last Circulated</u>	<u>Comments</u>
000	General	10	3	
004	Computer Books	5	3	<ul style="list-style-type: none"> • Value determined by use
	Bibliographies and catalogues	10	3	<ul style="list-style-type: none"> • Seldom useful 10 years after date of copyright, i.e. recommended resources are 12 years old.
020	Library and Information Science	10	3	<ul style="list-style-type: none"> • Should conform to current, acceptable practice.

030	Encyclopedias	10	NA	<ul style="list-style-type: none"> • New edition every 5 years, stagger purchases • Discard incomplete sets or series
	Fact Books	5	3	<ul style="list-style-type: none"> • Guinness Books of Records

100s

Class	<u>Subject or Format</u>	<u>Age</u>	<u>Last Circulated</u>	<u>Comments</u>
100	<u>Philosophy/Psychology</u>	10	5	<ul style="list-style-type: none"> • Weed philosophy and psychological problems no longer of interest • Superseded books about systems of philosophy, out-of-date psychologies, etc.
130	Parapsychology and Occultism			<ul style="list-style-type: none"> • Discard incomplete astrology books and horoscopes
170	Ethics	10	5	<ul style="list-style-type: none"> • Value determined by use. Most unscholarly works useless after 10 years

200s

Class	<u>Subject or Format</u>	<u>Age</u>	<u>Last Circulated</u>	<u>Comments</u>
200	<u>Religion</u>	15	5	<ul style="list-style-type: none"> • Watch for gender bias in illustration. • Bible stories weeded according to aesthetics and use. If ugly, replace with more current version. • Bibles to keep: New Revised Standard version (grades 7-8); Good News version (junior); a version for younger children, e.g. The Doubleday Illustrated Children's Bible (ISBN 0385185219) • Joseph's Bookstore in Scarborough is a good source of Bibles and religious materials.
290	Mythology/Other Religions	15	5	<ul style="list-style-type: none"> • Remove duplicates if not used extensively. Replace ugly older editions with newer ones.

300s

<u>Class</u>	<u>Subject or Format</u>	<u>Age</u>	<u>Last Circulated</u>	<u>Comments</u>
300	Social science	10	5	<ul style="list-style-type: none"> • Check statistics for currency of information • Retain balance on controversial subjects • Books about costumes and folklore can be kept for 20 years depending on use, condition and appearance. • Discarded outdated social issues. • Controversial issues should be represented from all sides
310	Almanacs and yearbooks	3	NA	<ul style="list-style-type: none"> • Yearbooks are not used at elementary school level.
320	Political science	10	3	<ul style="list-style-type: none"> • Information dates quickly. Check appearance.
330	Economics	10	3	<ul style="list-style-type: none"> • Information dates quickly, e.g. top 10 companies
340	Law	10	3	<ul style="list-style-type: none"> • Replace as soon as more current material is available
350	Government	10	5	
360	Social problems and services	10	5	<ul style="list-style-type: none"> • Weeding depends on use. • Most non-historical materials should be weeded after 10 years.
370	Education	10	3	<ul style="list-style-type: none"> • Keep historical materials if they will be used. Weed discarded theories of education.
	Career materials	5	3	<ul style="list-style-type: none"> • Not used at elementary school level • Be aware of qualification discrepancies
<u>Class</u>	<u>Subject or Format</u>	<u>Age</u>	<u>Last Circulated</u>	<u>Comments</u>
380	Commerce, Communications, Transportation	10	5	<ul style="list-style-type: none"> • Historical materials may be kept longer depending on use.
390	Customs, Etiquette & Folklore	15	3	<ul style="list-style-type: none"> • Watch for materials that date quickly
394	Holidays	15	3	<ul style="list-style-type: none"> • Keep basic works unless ugly appearance or poor
398	Folklore	20	5	<ul style="list-style-type: none"> • Watch for changes in trends in educational use

400s

Class	<u>Subject or Format</u>	<u>Age</u>	<u>Last Circulated</u>	Comments
400	Language	10	5	<ul style="list-style-type: none"> • Discard old grammars. • Keep basic materials. • Weed other materials according to use.
	Dictionaries	15	5	<ul style="list-style-type: none"> • Consider appearance and use. • Do not keep multiple copies of older dictionaries. • Keep one picture dictionary, one junior dictionary, a thesaurus, a current Canadian dictionary, e.g. Canadian Oxford
	French-Language Materials	10	3	<ul style="list-style-type: none"> • Offer French materials, which are not used in the library to the French teacher.

500s

Class	<u>Subject or Format</u>	<u>Age</u>	<u>Last Circulated</u>	Comments
500	General - Sciences	10	3	<ul style="list-style-type: none"> • Closely examine anything over 5 years old, except botany and natural history • Be ruthless • Discard materials with obsolete information and theories
508	Natural History	20	3	<ul style="list-style-type: none"> • Check appearance • Can be kept for longer than other sciences
510	Mathematics	10	5	
520	Astronomy	10	3	<ul style="list-style-type: none"> • Books dealing astronomy date very quickly.
530	Physics	15	3	
540	Chemistry	10	3	
550	Earth Sciences	10	3	
560	Paleontology; Paleozoology	15	3	

570	Biology	10	3	<ul style="list-style-type: none"> • Ecology books date quickly. • Endangered animals become out-of-date quickly.
580	Botany	10	3	
590	Animals	20	3	<ul style="list-style-type: none"> • Consider <u>appearance</u> and replace older books. • Dinosaur books need to be replaced as become ugly.

600s

Class	<u>Subject or Format</u>	<u>Age</u>	<u>Last Circulated</u>	<u>Comments</u>
600	Technology (Applied Sciences)	10	5	<ul style="list-style-type: none"> • Most materials outdated after 5 years especially future of technology. • Give special attention to those dealing with drugs, space technology, sex education, radio/television and medicine.
610	Medical Sciences Anatomy/physiology	10	5	
613 614	Promotion of Health Incidence & Prevention of Disease	10	5	<ul style="list-style-type: none"> • Information of recent trends: HIV, meningitis, drug-resistant TB, etc.
620	Engineering	10	3	<ul style="list-style-type: none"> • Retain car manuals • Computer books 5 years
630	Agriculture	10	5	
640	Home economics & Family management	10	5	<ul style="list-style-type: none"> • Weed old patterns, old cookbooks, stereotypical roles, must reflect Canada's Food Guide for the 1990s, fashion books after five years
650	Management	10	5	<ul style="list-style-type: none"> • Books on specific computer programs such as WordPerfect after 5 years
660	Chemistry/Food	10	5	
670	Manufacturing	10	5	
680	Manufacture for Specific Uses	10	5	

690	Construction of buildings	10	5	
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700s

Class	<u>Subject or Format</u>	<u>Age</u>	<u>Last Circulated</u>	<u>Comments</u>
700	The Arts	20	5	<ul style="list-style-type: none"> Keep basic works, but replace with new editions and better illustrations. Keep catalogues up-to-date
720	Architecture	20	5	<ul style="list-style-type: none"> Keep basic works, but replace with new editions and better illustrations.
730-740	Crafts & Graphic Arts	20	5	<ul style="list-style-type: none"> Keep well-illustrated items.
747	Interior Decoration	5	5	<ul style="list-style-type: none"> Dates quickly
770	Photography	5	3	<ul style="list-style-type: none"> Avoid dated techniques, equipment Should reflect digital technology
780	Music	15	5	<ul style="list-style-type: none"> Discard musical stars who are no longer popular with students
790	Recreational & Performing Arts	15	5	<ul style="list-style-type: none"> Discard books on celebrities and sports personalities who are no longer popular
796	Sports; Athletic and Outdoor Sports and Games	10	3	<ul style="list-style-type: none"> Discard and replace sports and recreational materials as interests change, e.g. Gretzky books from the early 1980s Important to keep very current materials of interest to reluctant readers

800s

Class	<u>Subject or Format</u>	<u>Age</u>	<u>Last Circulated</u>	<u>Comments</u>
800	Literature Elementary Secondary	15 20	3 5	<ul style="list-style-type: none"> Keep basic works especially criticism. Discard minor, unassigned writers. If you wish to keep anthologies and classics, move them to teacher resources as unlikely to be used by children

819.1	Canadian literature Elementary: Secondary:	15 20	3 5	<ul style="list-style-type: none"> • Same as above. Keep works by local people. Be aware of titles indexed in standard reference indexes.
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900s

Class	<u>Subject or Format</u>	<u>Age</u>	<u>Last Circulated</u>	Comments
900	Geography and History	15	5	<ul style="list-style-type: none"> • Evaluate demand, accuracy. • Depends on use, and upon accuracy of fact & fairness of interpretation. • Weed superseded histories unless of historical value.
910	Travel/Geography	10	5	
912	Maps & mapping	10	5	
914	Geography of Europe	15	5	<ul style="list-style-type: none"> • Ensure that collection reflects Europe since the collapse of the USSR, Hong Kong since it became part of China, and recent changes in Africa.
917	Geography of North America	15	5	<ul style="list-style-type: none"> • Ensure collection reflects current changes (Nunavut)
920	Biography	20	5	<ul style="list-style-type: none"> • Keep until demand wanes, unless outstanding in content or style and still used
930	General History of the Ancient World	20	5	
940	History of Europe, Local history (Canadian)	15	5	<ul style="list-style-type: none"> • Keep outstanding broad histories
950	History of Asia	15	5	
960	History of Africa	15	5	
970	History of North America	15	5	<ul style="list-style-type: none"> • Stereotypical portrayals of North America's first peoples.
971	History of Canada	15	5	<ul style="list-style-type: none"> • Ensure that collection has recent materials on Nunavut
980	History of South America	15	5	

Fiction/Easy Reads

Class	<u>Subject or Format</u>	<u>Age</u>	<u>Last Circulated</u>	Comments
FIC/YA	Hardcover Fiction	20	5	<ul style="list-style-type: none"> • Keep high demand; evaluate literary merit; classics should be replaced as new, more attractive editions become available • Weed old-fashioned, dated titles which have not circulated
FIC/YA	Paperback Fiction	5	3	<ul style="list-style-type: none"> • Discard paperback fiction with yellowed pages and/or a "greasy" feel. If circulating well, purchase a new copy. • Discard fad books and fad series before 5 years once they have lost their popularity. • Paperback picture books tend to show considerable wear of their covers
E/P	Hardcover Easy/Picture Books	20	5	<ul style="list-style-type: none"> • Check condition of books: wear on spines, covers, etc.
E/P	Paperback Easy/Picture Books	10	5	<ul style="list-style-type: none"> • Usually better production than mass-market fiction paperbacks.
GN FIC/YA	Graphic Novels	10	5	<ul style="list-style-type: none"> • Discard fad books and fad series before 5 years once they have lost their popularity. • Graphic novels tend to wear quickly

Reference

Class	<u>Subject or Format</u>	<u>Age</u>	<u>Last Circulated</u>	Comments
REF	Indexes	5	NA	<ul style="list-style-type: none"> • As new annual editions or cumulations appear, discard old copies • Special attention must be paid to having up-to-date accurate information
	Atlases	5		<ul style="list-style-type: none"> • Check for metric measurements
	Newspapers	1 wk. 2		<ul style="list-style-type: none"> • For non-indexed • For indexed
	Periodicals	2		<ul style="list-style-type: none"> • Not indexed

		5 10	NA	<ul style="list-style-type: none"> • Indexed • Bound
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Professional Materials & Audiovisual Materials

Class	Subject or Format	Age	Last Circulated	Comments
DOC	<u>Government Documents</u>			<ul style="list-style-type: none"> • Reference document "Elementary and secondary out-dated curriculum documents"
AV	<u>Audiovisual and Software</u>			<ul style="list-style-type: none"> • Weed out-of-date technologies, and worn materials
	CDs / Audio tapes / VHS Videotapes	15	5	Keep only if not available in other formats
	DVDs	10	5	Keep only legal copies
	Software	6		Only Board approved software will be catalogued

Sources

Van Orden, Phyllis J. **The Collection Program in Schools: Concepts, Practices and Information Sources 2nd ed.** Libraries Unlimited, 1995.

"Weeding the School Library Collection" [Prepared by the Calgary Board of Education's Educational Media Team] School.

Libraries in Canada (Summer, 1982), pages 19-21.

Buckingham, Betty Jo. **Weeding the Library Media Centre Collections** Iowa State Department of Public Instruction, 1984.