

SELECTION OF SCHOOL LIBRARY RESOURCES

GOVERNANCE POLICY

CONTENTS

1.0 PRINCIPLES

2.0 POLICY FRAMEWORK

3.0 AUTHORIZATION

1.0 PRINCIPLES

1.1. The South Shore Regional School Board (SSRSB) believes in providing a wide range of school library resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view to meet the needs of students and teachers.

1.1.1. School library resources shall be appropriate for subject area, age, emotional development, and ability level. A parent/guardian has the right to restrict his/her child's use of school library resources.

2.0 POLICY FRAMEWORK

2.1. This policy complies with the Education Act and other related provincial acts and policies.

2.1.1. Freedom of Information and Protection of Privacy Act

3.0 AUTHORIZATION

The Superintendent is authorized to issue procedures in support of this policy.

SELECTION OF SCHOOL LIBRARY RESOURCES

ADMINISTRATIVE PROCEDURES

CONTENTS

- 1.0 DEFINITION OF SCHOOL LIBRARY RESOURCE**
- 2.0 OBJECTIVES OF SELECTION**
- 3.0 RESPONSIBILITY FOR SELECTION OF SCHOOL LIBRARY RESOURCES**
- 4.0 CRITERIA FOR SELECTION OF SCHOOL LIBRARY RESOURCES**
- 5.0 PROCEDURES FOR SELECTION OF SCHOOL LIBRARY RESOURCES**
- 6.0 PROCEDURES FOR DEALING WITH CHALLENGES TO SCHOOL LIBRARY RESOURCES**
- 7.0 REQUEST FOR INFORMAL RECONSIDERATION**
- 8.0 REQUEST FOR FORMAL RECONSIDERATION**
- 9.0 THE RECONSIDERATION COMMITTEE**
- 10.0 RESOLUTION**
- 11.0 THE WRITTEN REPORT**
- 12.0 RESPONSIBILITIES**

1.0 DEFINITION OF SCHOOL LIBRARY RESOURCE

A school library resource refers to any person(s) or any material (whether acquired or locally produced) with content or function that is used for formal or informal school library/teaching purposes. School library resources include books, textbooks, supplementary reading and informational materials, charts, community resource people, agencies and organizations, dioramas, filmstrips, flash cards, games, globes, kits, electronic sources (e.g. Internet, CD-ROMs), maps, microfilms, models, motion pictures, periodicals, pictures, artifacts, slides, sound recordings, transparencies, and video records.

2.0 OBJECTIVES OF SELECTION

- 2.1. The primary objective of school library resources is to support, enrich, and help to implement the educational program of the school through the interaction of school library personnel and other members of the school community. It is the duty of library staff, within the allocated budget, to provide students with a wide variety of materials at varying levels of difficulty, with diversity of appeal and the presentation of different points of view.
- 2.2. The SSRSB affirms it is the responsibility of its library staff to:
 - 2.2.1. provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served
 - 2.2.2. provide materials that will increase knowledge and develop an appreciation of literature and nurture an interest in recreational reading
 - 2.2.3. provide materials on various sides of controversial issues so that young citizens may have an opportunity to develop, under guidance, the practice of critical analysis and make informed judgments in their daily lives
 - 2.2.4. provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our national heritage and the world community

- 2.2.5. 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 to the school community
- 2.2.6. select Canadian school library resources where appropriate

3.0 RESPONSIBILITY FOR SELECTION OF SCHOOL LIBRARY RESOURCES

The SSRSB delegates the responsibility for the selection of school library resources to the principal who may, in turn, delegate it to the library staff of the school or, where there is no paid library staff, to a Library Committee. The Library Committee may include administrators, teachers, students, community persons, and school library personnel.

4.0 CRITERIA FOR SELECTION OF SCHOOL LIBRARY RESOURCES

- 4.1. School library resources shall be appropriate for subject area, age, emotional development, and ability level. The following criteria will be used as they apply:
 - 4.1.1. School library resources shall support and be consistent with the general educational goals of the province and the SSRSB and the aims and objectives of individual schools and specific courses.
 - 4.1.2. School library resources shall meet high standards of quality in factual content and presentation.
 - 4.1.3. School library resources shall have social, aesthetic, or literary value.
 - 4.1.4. Physical format and appearance of school library resources shall be suitable for their intended use.
 - 4.1.5. School library resources shall be designed to help students gain awareness of our diverse society so students gain an understanding of the many important contributions made by women and minority and ethnic groups.
 - 4.1.6. School library resources shall be designed to motivate students and staff to examine their attitudes and behaviors and to comprehend their own duties, responsibilities, rights, and privileges as participating citizens in our society.
 - 4.1.7. School library resources shall be selected for their strengths, rather than rejected for their weaknesses.
 - 4.1.8. The selection of school library resources on controversial issues shall be directed towards maintaining a balanced collection representing various views. School library resources shall clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

5.0 PROCEDURES FOR SELECTION OF SCHOOL LIBRARY RESOURCES

- 5.1. Selection is an ongoing process that should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.
 - 5.1.1. In selecting school library resources, the principal or designate shall evaluate available resources, curriculum needs, and student interests. The actual resource will be examined whenever possible.
 - 5.1.2. Administrators, teachers, students, SSRSB staff, school library staff, and community members, as appropriate, may make recommendations for the purchase of library resources.

- 5.1.3. Gifts and other donated material shall be judged by the criteria outlined in this policy, and their recommendations shall be accepted or rejected by the principal.

6.0 PROCEDURES FOR DEALING WITH CHALLENGES TO SCHOOL LIBRARY RESOURCES

School library resources used in the SSRSB's education program may be challenged on the basis of appropriateness.

7.0 REQUEST FOR INFORMAL RECONSIDERATION

- 7.1. The school receiving a complaint regarding a school library resource shall try to resolve the issue informally.
 - 7.1.1. The principal shall explain to the complainant the selection procedure, criteria, and qualifications of those persons selecting the resource.
 - 7.1.2. The principal shall explain the particular place the questioned resource occupies in the educational program, its intended educational usefulness, and additional information regarding its use, or refer the complainant to someone who can identify and explain the use of the resource.
 - 7.1.3. If the complainant wishes to file a formal challenge, the principal shall provide a copy of the Selection of School Library Resources Policy and a Request for Reconsideration of School Library Resources form to the complainant.

8.0 REQUEST FOR FORMAL RECONSIDERATION

- 8.1. Upon receipt of a request for formal reconsideration of a school library resource, the principal is responsible for the following:
 - 8.1.1. Each school shall have available the Request for Reconsideration of School Library Resources form (Appendix "A"). Any formal objections to school library resources must be made on this form.
 - 8.1.2. The Request for Reconsideration of School Library Resources form shall be signed by the complainant and filed with the principal.
 - 8.1.2.1. The Director of Programs and Student Services shall be informed of the formal complaint received.
 - 8.1.2.2. The request for reconsideration shall be referred to a Reconsideration Committee at the school for re-evaluation of the resource.

9.0 RECONSIDERATION COMMITTEE

- 9.1. Upon receipt of a request for formal reconsideration of a school library resource, the principal is responsible for the following:
 - 9.1.1. Forming the Reconsideration Committee, whose membership will include:
 - 9.1.1.1. one Coordinator from Programs and Student Services;
 - 9.1.1.2. one member of the school teaching staff chosen by the school staff;
 - 9.1.1.3. one member of the school advisory council, who shall not be a teacher or a student;

Where appropriate, the membership of the Reconsideration Committee may include:

- 9.1.1.4. one member of the school library staff chosen by the school staff; and

- 9.1.1.5. one member of the student body chosen by the Student Council.
- 9.1.2. Acting as a non-voting Chair of the Reconsideration Committee.
- 9.1.3. Establishing a meeting date within ten working days upon receipt of the complaint.
- 9.2. The Reconsideration Committee may choose to consult SSRSB support staff and/or community persons with related professional knowledge.
- 9.3. The Reconsideration Committee shall review the challenged resource and judge whether it conforms to the principles of selection as outlined in the Governance Policy.

10.0 RESOLUTION

- 10.1. The Reconsideration Committee shall proceed within these guidelines:
 - 10.1.1. Examine the challenged resource;
 - 10.1.2. Determine professional acceptance by reading critical reviews of the resource;
 - 10.1.3. Weigh values and faults and form opinions based on material as a whole, rather than on passages or sections taken out of context;
 - 10.1.4. Discuss the challenged resource in the context of the educational program;
 - 10.1.5. Discuss the challenged item with the complainant, when appropriate; and
 - 10.1.6. Prepare a written report.

11.0 THE WRITTEN REPORT

- 11.1. The written report shall be discussed with the complainant, if requested.
- 11.2. The principal shall retain the written report, with a copy forwarded to the Director of Programs and Student Services. A minority report may also be filed.
- 11.3. Written reports, once filed, are available for examination in accordance with the Freedom of Information and Protection of Privacy Act.
- 11.4. The decision of the Reconsideration Committee is binding on the individual school.
- 11.5. Notwithstanding any procedure outlined in this Administrative Procedures, the complainant shall have the right to appeal any decision of the Reconsideration Committee to the SSRSB Committee.
 - 11.5.1. The SSRSB Committee shall be composed of the Director of Programs and Student Services and two SSRSB Members, of which at least one SSRSB Member shall be from the school's geographic area.
- 11.6. The complainant shall have the right to appeal the decision of the SSRSB Committee to the full SSRSB.

12.0 RESPONSIBILITIES

It shall be the responsibility of the Superintendent to ensure these administrative procedures are followed.

Appendix "A"

REQUEST FOR RECONSIDERATION OF SCHOOL LIBRARY RESOURCES

1. Describe the challenged material:

Title: _____

Author, Editor, or Compiler: _____

Publisher: _____

Type of Resource: Print Audio Visual Other _____

Additional identifying information: _____

2. Request initiated by:

Name: _____

Mailing address: _____

Telephone: _____ Fax: _____ E-mail: _____

Name of organization represented, if applicable: _____

3. Details of complaint (please attach additional explanation, if required):

Did you examine the entire resource (i.e.: did you read the entire book?) Yes No

If you did not examine the entire resource, describe the extent of your examination. _____

To what do you object (please be specific): _____

Appendix "A"

REQUEST FOR RECONSIDERATION OF SCHOOL LIBRARY RESOURCES

What do you feel might be the result of a student reading, viewing, or listening to this material?

In your opinion, is there anything good about this material? Yes No

Please elaborate. _____

What would you like the school library to do with this resource? _____

In place of this resource, what other material do you consider to be of superior quality? _____

Signatures:

Complainant _____ Date: _____

Signature of Principal _____ Date: _____