

ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD



SELECTION AND MAINTENANCE OF LIBRARY RESOURCES

- A GUIDELINE -

ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

GUIDELINE

Selection and Maintenance of Library Resources

Resources are selected to reflect the values as expressed in the Board=s Mission Statement and the Board=s obligation to support the effective delivery of curricula approved by the Ministry of Education and/or our Local Ordinary.

Board=s Mission Statement

We are a Catholic school system, called to work in partnership with home, parish and community on our journey to understand and live the way of Jesus Christ.

We are committed to excellence in Catholic Education and to lifelong learning, so that those with whom we journey may become caring and contributing citizens in a world of constant change.

Intellectual Rights of the Individual (Ontario Library Association)

ΔIn affirming its support of the fundamental rights of intellectual freedom, the freedom to read and the freedom of the press, as embodied in the Canadian Charter of Rights and Freedoms, the Ontario Library Association declares its acceptance of ... (these 7) propositions ...@ (See Attachment 1).

Roles of Participants

As the governing body, the School Board is legally responsible for the selection and approval of all print, non-print and published materials used in classrooms or maintained in school libraries. As the policy-making body, the Board delegates authority for the selection of textbooks, library resources, and other instructional materials. The day-to-day operation of the Library is the responsibility of the certified Teacher-Librarian, Learning Resource Assistant and/ or school Principal/vice-Principal who coordinate the selection of learning resources.

The Teacher-Librarian and/or Learning Resource Assistant receives suggestions for purchase from teachers, students and parents. Advice may also be sought from Board curriculum staff, administrators, clergy, specialists, educational assistants, groups such as the Institute for Catholic Education or the Eastern Ontario Catholic Curriculum Co-operative and others affiliated with the school system.

Final authority for approval remains with the Principal.

Objectives of Resource Selection

1. The selection of textbooks, library resources and other instructional material shall reflect and help implement the principles and beliefs of a quality Catholic school programme. The materials selected will:
 - 1) affirm our Catholic values and beliefs;

- 2) enrich and support the Ontario curriculum and personal needs of students, taking into consideration varied interests, abilities, maturity levels and learning styles;
- 3) provide information which enables pupils to make intelligent and moral judgements in their daily lives;
- 4) provide various aspects of controversial issues so that users may develop, with Christian guidance, a practice of critical reading and thinking;
- 5) represent our pluralistic society, the growth of Canadian culture, the responsibilities of citizenship and the contributions made by men and women of all backgrounds to our Canadian heritage;
- 6) provide a balanced and appropriate collection for students in a Catholic school system, with material selected for quality rather than prejudice or personal opinion;
- 7) stimulate growth in factual knowledge, literary appreciation, aesthetic values, moral principles, and ethical standards;
- 8) promote the love of reading and learning, satisfy natural curiosity, contribute to intellectual, physical, emotional and spiritual growth of students according to their present and future needs.

Materials Included in this Policy

This procedural guideline governs selection of all Resource Centre materials, included but not limited to print, audio-visual, video, CD-ROMs and paid Internet subscription services for school use.

All gifts are judged by the selection criteria and are accepted or rejected based on those criteria. Donors are informed that any gifts to the Resource Centre may or may not be added to the collection and may withdraw such gifts if they wish. Resource Centre staff may withdraw any donated items which do not meet the needs of the collection after discussion with the school principal.

Criteria for Selection

Consideration of new materials is based on the need to support delivery of the Ontario curriculum, the adequacy of the existing collection, the role of the library as a resource to both purposeful and recreational reading and the faith development role of the school.

In selecting materials for purchase, the Teacher-Librarian, Learning Resource Assistant and/or school Principal/Vice-Principal, evaluates the existing collection and consults reputable, unbiased, professionally prepared selection aids as well as teachers from all departments and/or all grade levels.

Examination of learning materials considers:

1. relevance to the Christian philosophy of a Catholic School Board;
2. purposes of the material;
3. reputation and significance of the author and standards of the publisher;
4. timeliness or permanence of the material;
5. importance of the subject matter to the collection and to the curriculum;
6. authority in handling the subject;
7. quality of the writing/production;
8. readability and popular appeal;
9. Canadian content, authorship, publication;
10. gender role, racial or stereotyping/bias;

11. price and format;
12. literary merit
13. quality of illustration;
14. recommendation in reputable, unbiased, professionally prepared selection aids.

Suggestions items for acquisition may be made using the form *Suggestion for Purchase of Library Material* (Attachment 3).

Withdrawal of Resource Material

Since selection is an ongoing process, it is the policy of the Board to have a regular review of Resource Centre collections with a view to removing outdated, damaged, inappropriate, biased, or inaccurate material.

Criteria for withdrawal of learning resources include:

1. Circulation record of learning resources;
2. Out of date resource materials;
3. Factually inaccurate materials;
4. Materials no longer relevant to the Ontario curriculum;
5. Illustrations outmoded and/or present sexual, racial, or cultural stereotype;
6. Readability of resource materials to reflect the Ontario curriculum;
7. Technical quality of non-print resources;
8. Physical condition of materials including worn, torn, soiled, damaged, and/or materials beyond repair.

Consideration of other factors is important when examining resource materials that may be withdrawn from the collection.

Criteria for not discarding resource material include:

1. Materials historically significant in the field of children's literature and education;
2. Unusual illustrations, or illustrations by a well-known artist;
3. Materials by a local author, illustrator, or editor;
4. Memorial gift;
5. Materials useful to a group and/or individual in the school community.

Withdrawn Resource Material

Resource materials that meet the criteria for withdrawal may be suitable for an alternative activity; however, consideration will be given the condition and suitability of the resource before selecting other options.

Alternative uses for withdrawn resource materials include:

1. Materials offered to teachers for classroom collection;
2. Materials reused and cut apart for curriculum projects;
3. Materials offered to students for home use;
4. Materials sold in school book sale;
5. Materials donated to community groups and/or Third World countries.

In the event that materials are designated for disposal, the Principal/Vice-Principal will be informed and provide direction to the Teacher-Librarian and/or Learning Resource Assistant.

Challenged Resource Material

Despite the care taken to select resource materials for use in the Resource Centre, it is recognized that occasional objections may be raised by community members, students, and/or staff members.

In the event that an objection regarding the suitability of a resource is directed to the attention of a Principal/Vice-Principal, Teacher, Teacher-Librarian and/or Learning Resource Assistant in a school, it is the intent of the Board to respect the rights of all groups and individuals in order to provide students and staff continued access to information.

Prime considerations are the fundamental freedom to read and the professional Catholic responsibility of the staff, rather than materials themselves.

In the event a complaint is made, the following procedures will apply:

1. Personnel involved will be courteous and direct the complainant to the Principal without commitment.
2. Personnel involved will inform the Principal/Vice-Principal immediately of any question or complaint in order to facilitate resolution at the school level.
3. The complainant will complete the *A Request for Reconsideration of Library Material* (Attachment 4), available from the Principal, Teacher-Librarian and/or Learning Resource Assistant.
4. No material shall be removed from use until the matter is resolved.
5. If the situation remains unresolved at the school level, the Principal shall direct the problem to the Superintendent of Education.
6. The Superintendent of Education will convene an ad hoc committee, comprising two parents, one Principal and one Teacher to review the complaint and prepare a response.
7. The committee will consider selection criteria, comments from school staff and complainant.
8. The committee will read and examine the material referred to them.
9. The committee will check general acceptance of the material by reading reviews.
10. The committee will weigh values and faults against each other.
11. The committee will form opinions based on the material as a whole and not on passages or portions pulled out of context.
12. The committee will report their decision to the Director of Education through the appropriate superintendent.

The decision of the reviewing committee will be forwarded in writing to the complainant, the school Principal/Vice-Principal, Teacher-Librarian and/or Learning Resource Assistant. If the complainant is not satisfied by this decision, upon their written request the matter may be submitted to the Board of Trustees for further review and recommendation. The decision of the Board will be implemented by the Principal/Vice-Principal of the school.

Attachments:

Canadian Library Association: Statement on Intellectual Freedom

Ontario Library Association: Statement on the Intellectual Rights of the Individual

Position Statements:

Subject: Statement on Intellectual Freedom

Approved By: Executive Council of the Canadian Library Association

Date Approved: June 27, 1974; Amended November 17, 1983 and November 18, 1985

All persons in Canada have the fundamental right, as embodied in the national=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 of individuals and groups.

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

Ontario Library Association Statement on the Intellectual Rights of the Individual

In affirming its commitment to the fundamental rights of intellectual freedom, the freedom to read and freedom of the press, as embodied in the Canadian Charter of Rights and Freedoms, the Ontario Library Association declares its acceptance of the following propositions:

1. That the provision of library service to the public is based upon the right of the citizen, under the protection of the law, to judge individually on questions of politics, religion and morality.
2. That intellectual freedom requires freedom to examine other ideas and other interpretations of life than those currently approved by the local community or by society in general, and including those ideas and interpretations which may be unconventional or unpopular.
3. That freedom of expression includes freedom for a creator to depict that is ugly, shocking and unedifying in life.
4. That free traffic in ideas and opinions is essential to the health and growth of a free society and that the freedom to read, listen and view is fundamental to such free traffic.
5. That it is the responsibility of libraries to maintain the right of intellectual freedom and to implement it consistently in the selection of books, periodicals, films, recordings, other materials, and in the provision of access to electronic sources of information, including access to the Internet.
6. That it is therefore part of the library=s service to its public to resist any attempt by any individual or group within the community it serves to abrogate or curtail access to information, the freedom to read, view and listen by demanding the removal of, or restrictions to library information sources in any format.
7. That it is equally part of the library=s responsibility to its public to ensure that its selection of material is not unduly influenced by the personal opinions of the selectors, but determined by the application of generally accepted standards of accuracy, style and presentation.

*Approved, Ontario Library Association
1998 Annual General Meeting
November 7, 1998*

ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

Attachment 3

Schools may wish to develop a form for their own use. The following is a suggested model for consideration.

Suggestion for Purchase of Library Material

School Name and Location: _____

Date: _____

Request Initiated by: _____

Address: _____

Telephone: _____

E-mail: _____

Affiliation with school (check one): teacher student parent community member

group (please specify the group=s name) _____

1. Bibliographic Information:

Author: _____

Title: _____

Publisher or producer: _____ Date: _____ ISBN: _____

Cost: _____

Grade level (check all that apply): JK/SK Primary Junior

Intermediate Senior Professional

2. Content: (Please summarize)

3. Content - Evaluation: (Please provide an evaluation of content, e.g. currency, accuracy, Canadian content, concepts, support materials, organization, etc.) - Attach professional reviews if available.

4. Curriculum connections - Possible uses:

Ontario Curriculum

5. Does the item portray (to any degree):

violence

yes no

bias

yes no

Information Studies

sex role stereotyping

yes no

racism

yes no

offensive language

yes no

6. Comments:

7. Buying Priority: (Circle one)

HIGH

MEDIUM

ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

Attachment 4

Request for Reconsideration of Library Material

Date: _____ Request Initiated by: _____

Address: _____

Telephone: _____

E-mail: _____

Affiliation with school (check one): teacher student parent community member

group (please specify the group=s name) _____

Author of book: _____

Title: _____

Type of media, if not a book: _____

Publisher or producer (if known): _____

If your objections are to material other than a book, change the wording of the following questions so that they apply. If necessary, use the back of this sheet to complete your answers.

1. What do you believe is the theme of the book?

2. Explain your objections. (Please be specific; cite exact pages, passages)

3. Why do you think this book may have been selected for the collection?

4. What do you feel might be the result of reading this book?

5. For what age group would you recommend this book? _____

6. Did you read the entire book? Yes No

7. Aside from your specific objections, do you think that the book has any positive qualities?

8. Are you aware of the judgement of this book by literary critics? Yes No

9. Which course of action would you like your school library to take with respect to this book?

do not lend it to my child(ren) withdraw it from all students

send it back to the staff selection official for reevaluation other (please specify)

10. Which book of equal merit would you recommend in its place that would convey as valuable a picture and perspective of the subject covered?
