



Lester B. Pearson
School Board

Commission scolaire
Lester-B.-Pearson

MANUAL OF POLICIES, PROCEDURES AND BY-LAWS

LIBRARY MATERIALS SELECTION

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I. Statement of Philosophy of Library Material Selection

The purpose of education is to investigate ideas and to prepare individuals for creative and productive lives. Access to ideas is essential to the promotion and encouragement of freedom of thought and expression. To this end, the following policy principles will guide the selection of materials in the libraries of the Lester B. Pearson School Board.

The primary objective of the school libraries of the Lester B. Pearson School Board (LBPSB) shall be to implement, enrich and support the educational program of the schools. It shall be the function of a school library to provide a wide range of materials at all levels of difficulty, with diversity of appeal, considering the ability and maturity level of the students served, with the presentation of different points of view.

II. Selection and Purchasing Responsibilities

1. Each school librarian or library technician shall be responsible for the selection and purchase of a wide range of print and non-print materials for the library, including:
 - a) Materials that will enrich and support the curriculum, taking into consideration the varied interests abilities and maturity levels of the students (textbooks shall not be supplied by the library).
 - b) Materials that will stimulate growth in factual knowledge, literary appreciation, and to promote the intellectual, cultural, social and ethical development of all students.
 - c) Materials presenting all points of view concerning the problems and issues of our times so that students may develop the practice of critical analysis of all media.
 - d) Materials representing the diversity of racial, religious and cultural groups and their contribution to the Canadian mosaic.
 - e) Materials that will stimulate students to read, to improve their reading skills, to enhance their research skills, and to encourage them to develop a life-long habit of reading for pleasure.

2. Teachers are requested to advise the librarian/library technician of specific curriculum needs and materials that enhance the collection.

In schools where no librarian or library technician is employed, the LBPSB library consultant or her/his delegate shall perform these responsibilities.

III. Criteria for Library Materials Selection

1. Evaluation of existing collection
2. Degree to which the material supports the Educational Programme.
3. Use of creativity and imagination, combined with literary value.
4. Recognition of the need for world knowledge and of the fact that the roots of our society are worldwide.
5. Recognition of the fact that our schools are a part of Quebec and of Canada, and our school libraries should reflect this heritage.
6. Appealing content and style to suit the interest and abilities of the users.
7. Permanent or timely significance, based on use, need and importance to the collection.
8. Significance of the author.
9. Formal, quality of production and price.
10. Reflection of the pluralistic character of our society, fostering respect for humanity and all its diversity.
11. Each work will be considered on its own merit. At no time will a work be excluded from consideration because of any characteristic of the author.
12. Recommendations of reviewing journals and other accepted professional selection aids would also be used in the selection process.

13. Selection may be based on personal knowledge of materials even though these may not have been reviewed.
14. Gift materials should be judged by the same criteria and school be accepted or tactfully rejected based on the criteria listed in 1-13.
15. Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost or worn materials still of educational value.

In the areas of:

- a) Religion: materials in the library must be broad, tolerant and fair.
- b) Ideologies: source material on an ideology or philosophy, which is an important aspect of society, should be available in the library.
- c) Sex education: this includes materials on pregnancy, birth, contraception, abortion, and sexually transmitted diseases. The attempt in this area is to make available material, which provides clear and factual information.

IV. Procedures for Reconsideration of Materials

Occasional objection to library materials will be made despite the quality of the selection process. The Lester B. Pearson School Board supports the principles of intellectual freedom expressed in the School Library Bill of Rights supported by the Canadian Library Association.

If a complaint is made, the following procedures should be followed:

1. Inform the Principal and the Librarian/Library Technician of the complaint.
2. Inform the complainant of the selection procedures and make no commitments.
3. Request the complainant to complete and submit a "Request for Reconsideration of Instructional Materials form (see Appendix A).

4. Keep challenged materials on the shelves during the reconsideration process.
5. Upon receipt of the completed form, the Principal requests a review of the challenged material by an Ad Hoc committee within fifteen (15) working days. This committee is appointed and chaired by the Principal and includes the Librarian/Library Technician, a teacher representative from the School Council, the Library Consultant, a Board administrator, two parents (designated by the school Governing Board), a commissioner with responsibility for the school and, where thought advisable, a student.
6. The Ad Hoc committee takes the following steps after receiving the challenged material:
 - a) Reads, views or listens to the material in its entirety.
 - b) Checks general acceptance of the material by reading reviews and consulting recommended lists.
 - c) Meet with the challenger.
 - d) Determines the extent to which material supports the curriculum.
 - e) Completes the appropriate "Checklist for School Media Ad Hoc Committee's Reconsideration of Instruction Materials" (see Appendices B & C), judging the material, regardless of its format, for its strength and value as a whole and not in part.
7. The Principal shall forward the Committee's findings to the appropriate Director of Educational Services.
8. The Librarian/Library Technician shall retain or withdraw challenged materials based on the recommendation of the Ad Hoc Committee.
9. The Principal will inform the complainant, in writing, of the decision.

ADDENDA

Further references to consider when responding to requests to reconsider library materials are as follows.

The Quebec Charter of Human Rights and Freedoms (RSQ ch. C-12)

The Canadian Charter of Rights and Freedoms

The Constitution Act, 1982

LESTER B. PEARSON SCHOOL BOARD

APPENDIX A

REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS

SCHOOL:

Title:

Author:

Publisher or Producer:

Date of Publication:

Type of Material:

The following questions are to be answered after the complainant has read, viewed or listened to the school library material in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. To what in the material do you object?
(Please be specific – cite pages, film sequence, etc.)

2. What do you believe is the theme or purpose of this material?

3. What adverse effects do you believe this material would have on the students?

4. For what age group would you recommend this material?

5. Please list and comment on the positive aspects of the materials.

6. Have you read any reviews of this work? Please comment.

7. Would you care to recommend alternative school library material of the same subject and format?

Request initiated by (individual and/or group):

Name:

Telephone:

Address:

City & Postal Code:

Signature of Complainant:

Date:

Please return completed form to the school Principal

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APPENDIX B

**FACTORS TO BE CONSIDERED BY LIBRARY AD HOC COMMITTEE
WHEN RECONSIDERING INSTRUCTIONAL MATERIAL**

NON-FICTION

Title: _____

Author: _____

Publisher or Producer: _____

Date of Publication: _____

Type of Material: _____

A. PURPOSE

1. What is the overall purpose of this material?

2. Is the purpose accomplished?

B. AUTHENTICITY

1. Is the author competent and qualified in the field?

2. What is the reputation and significance of the author and publisher/producer in the field?

3. Is the material up to date?

4. Are information sources well documented?

C. APPROPRIATENESS

1. Does the material promote the educational goals and objectives of the curriculum?

2. Is it appropriate to the level of instruction intended?

3. Are the illustrations appropriate to the subject and age levels?

D. CONTENT

1. Is the content of this material well presented by providing adequate scope, range, depth and continuity?

2. Does this material present information not otherwise available?

3. Is the material free from matter which offends in some special way the sensibilities of any person or group?

E. REVIEWS

1. Source of Review:

Favorably Reviewed:

Unfavorably Reviewed:

2. Does this title appear in one or more reputable selection aids?
YES: ☐ If answer is yes, please list titles of selection aids:

NO: ☐

Additional Comments of Library Ad Hoc Committee:

Recommendations by Library Ad Hoc Committee:

Signatures of Library Ad Hoc Committee: _____

Date: _____

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APPENDIX C

FACTORS TO BE CONSIDERED BY LIBRARY AD HOC COMMITTEE WHEN RECONSIDERING INSTRUCTIONAL MATERIAL

FICTION AND OTHER LITERARY FOR FORMS

Title: _____

Author: _____

Publisher or Producer: _____

Date of Publication: _____

Type of Material: _____

A. PURPOSE

1. What is the purpose, theme or message of the material?
How well does the author/producer/composer accomplish this purpose?

2. If the story is fantasy, is it the type that has imaginative appeal and is it suitable for young people of school age?

If the answer is no, for what age group would you recommend?

3. Will the reading and/or viewing and/or listening to the material result in more compassionate understanding of human beings or better understanding and appreciation of their aspirations, achievements and problems?

4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements and problems of various groups?

5. Are any questionable elements of the story an integral part of a worthwhile theme or message?
-

B. CONTENT

1. Does a story about modern times give a realistic picture of life as it is now?

Does a story with an historical background give a realistic picture of life as it was then?

2. When factual information is part of the story, is it presented accurately?
-

3. Is the creator's prejudicial bias readily identifiable by the potential user?
-

4. Are concepts presented appropriate to the ability and maturity of the potential users?
-

5. Is the language used in the material appropriate to the setting of the story?
-

6. If there is use of offensive language, is it appropriate to the purpose of the text?
-

7. Is the material free from matter and language which offends in some special way the sensibilities of any group by the way it presents the characters?
-

8. Is the material well written or produced?
-

9. Does the story give a broader understanding of human behaviour without stressing differences?
-

10. Does the material make a significant contribution to the history of literature or ideas?
11. Are the illustrations appropriate?
-

Additional Comments of Library Ad Hoc Committee:

Recommendations by Library Ad Hoc Committee:

Signatures of Library Ad Hoc Committee:

Date: _____
