

**TRI-COUNTY REGIONAL CENTRE FOR EDUCATION
POLICY and PROCEDURES**

Title	Effective Date	Revision Date	No. of Pages
NO. 413 <i>SELECTION OF SCHOOL LIBRARY RESOURCES</i>	<i>April 17, 1996</i>	<i>1st - February 22, 2000</i> <i>2nd – April 16, 2002</i>	7

It is the policy of the Tri-County Regional Centre for Education to provide 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.

PROCEDURE under Policy No. 413

School library resources shall be appropriate for subject use, age, emotional development and ability level.

A parent or guardian has the right to restrict his/her child's use of school library resources.

OBJECTIVES OF SELECTION

1. For the purpose of this statement of policy/procedures, the term “school library resources” will refer 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 resources 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. 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 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.
3. To this end, the Tri-County Regional Centre for Education affirms that it is the responsibility of its library staff to:
 - provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
 - provide materials that will increase knowledge and develop an appreciation of literature and nurture an interest in recreational reading;
 - provide materials on various sides of controversial issues so that young citizens may have informed judgments in their daily lives;

PROCEDURE under Policy No. 413 (cont'd)

- provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our national heritage and the world community;
- 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; and
- select Canadian school library resources where appropriate.

RESPONSIBILITY FOR SELECTION OF SCHOOL LIBRARY RESOURCES

The Tri-County Regional Centre for Education delegates the responsibility for the selection of school library resources to the Principal or designate, who will be assisted by a Library Committee. The Library Committee may include administrators, teachers, students, community persons, and school library personnel.

CRITERIA FOR SELECTION OF SCHOOL LIBRARY RESOURCES

School library resources shall be appropriate for subject area, age, emotional development, and ability level.

The following criteria will be used as they apply.

1. School library resources shall support and be consistent with the general educational goals of the province and the Tri-County Regional Centre for Education and the aims and objectives of individual schools and specific courses.
2. School library resources shall meet high standards of quality in factual content and presentation.
3. School library resources shall have social, aesthetic or literary value.
4. Physical format and appearance of school library resources shall be suitable for their intended use.
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 by women and minority and ethnic groups.
6. School library resources shall be designed to motivate students and staff to examine their attitudes and behaviours and to comprehend their own duties, responsibilities, rights, and privileges as participating citizens in our society.

PROCEDURE under Policy No. 413 (cont'd)

7. School library resources shall be selected for their strengths, rather than rejected for their weaknesses.
8. The selection of school library resources on controversial issues will be directed towards maintaining a balanced collection representing various views. School library resources shall clarify historical and contemporary forces by presenting and analyzing inter-group tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

PROCEDURES FOR SELECTION OF SCHOOL LIBRARY RESOURCES

Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

1. In selecting school library resources, the Principal/Library Committee will evaluate available resources, curriculum needs and student interests. The actual resource will be examined whenever possible.
2. Administrators, teachers, students, Tri-County Regional Centre for Education personnel, school library personnel, and community persons may make recommendations, as appropriate, to the Library Committee.
3. The Library Committee shall judge gifts and other donated material by the criteria outlined in this policy, and their recommendations shall be accepted or rejected by the Principal.

Procedures of Dealing with CHALLENGES to School Library Resources

School library resources used in the Tri-County Regional Centre for Education's education program may be challenged on the basis of appropriateness.

REQUEST FOR INFORMAL RECONSIDERATION

The school receiving a complaint regarding a school library resource shall try to resolve the issue informally.

1. The Principal shall explain to the complainant the selection procedure, criteria, and qualifications of those persons selecting the resource.

PROCEDURE under Policy No. 413 (cont'd)

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.
3. If the complainant wishes to file a formal challenge, a copy of the *Selection of School Library Resources Policy No. 413* and a *Request for Reconsideration of School Library Resources form* (Appendix A of Policy No. 413) shall be provided by the Principal to the complainant.

REQUEST FOR FORMAL RECONSIDERATION

1. Each school will have available the *Request for Reconsideration of School Library Resources form* (Appendix A to this policy). Any formal objections to school library resources must be made on this form.
2. The *Request for Reconsideration of School Library Resources form* shall be signed by the complainant and filed with the Principal.
3. The Regional Executive Director of Education shall be informed of the formal complainant received.
4. The request for reconsideration shall be referred to a Reconsideration Committee at the school level for re-evaluation of the resource.

THE RECONSIDERATION COMMITTEE

Upon receipt of a request for formal reconsideration of school library resource, the Principal is responsible for the following:

1. Formation of the Reconsideration Committee whose membership will include:
 - the Regional Executive Director of Education, or designate;
 - one member of the school teaching staff chosen by the school staff;
 - one member of the school advisory council who shall not be a student or a teacher.

Where appropriate the membership of the Reconsideration Committee may include:

- one member of the school library staff chosen by the school staff; and
- one member of the student body chosen by the student council.

PROCEDURE under Policy No. 413 (cont'd)

2. Acting as a non-voting Chairman of the Reconsideration Committee;
3. Establishing a meeting date within ten working days upon receipt of the complaint.
4. The Reconsideration Committee may choose to consult the Tri-County Regional Centre for Education support staff and/or community persons with related professional knowledge.
5. The Reconsideration Committee shall review the challenged resources and judge whether it conforms to the principles of selection as outlined in the Tri-County Regional Centre for Education's policy, *Selection of School Library Resources, Policy No. 413*.

RESOLUTION

The Reconsideration Committee shall proceed within these guidelines.

1. Examine the challenged resource.
2. Determine professional acceptance by reading critical reviews of the resource;
3. Weigh values and faults and form opinions based on material as a whole, rather than on passages or sections taken out of context;
4. Discuss the challenged resource in the context of the educational program;
5. Discuss the challenged item with the complainant, when appropriate; and
6. Prepare a written report.

THE WRITTEN REPORT

1. The written report shall be discussed with the complainant if requested.
2. The written report shall be retained by the Principal, with a copy forwarded to the Regional Executive Director of Education. A minority report may also be filed.
3. Written reports, once filed, are available for examination in accordance with the *Freedom of Information/Protection of Privacy Act*.
4. The decision of the Reconsideration Committee is binding on the individual school.
5. Notwithstanding any procedure outlined in this policy, the complainant will have the right to appeal any decision of the Reconsideration Committee to the Tri-County Regional Centre for Education. The Tri-County Regional Centre for Education shall be composed of the Regional Executive Director of Education and three Tri-County Regional Centre for Education employees, of which at least one shall be from the school's geographic area.
6. The complainant will have the right to appeal the decision of the Tri-County Regional Centre for Education to the full Regional Centre for Education.

APPENDIX A under Policy No. 413

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)

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

APPENDIX A under Policy No. 413 (cont'd)

REQUEST FOR RECONSIDERATION OF SCHOOL LIBRARY RESOURCES (cont'd)

Is there anything good about this material in your opinion?

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

In place of this school library resources, please recommend other material that you consider to be of superior quality.

Date

Signature of complainant

Received by the Principal or designate:

Date

Signature of Principal or designate