

Greater Essex County District School Board

Guidelines for the Selection/De-selecting of Learning Commons' Resources

1.



2.0 RESPONSIBILITY

While the Principal is ultimately responsible for all materials used in the school, the selection and de-selection of Learning Commons' resources will normally be delegated to the Teacher Librarian who will seek input and assistance from the principal office where appropriate.

3.0 SELECTION

3.1 GUIDING PRINCIPLES

The selection of Learning Commons' resources aligns with the Board's obligations under the Ontario Human Rights Code and adheres to the principles set out in the Equity and Inclusive Education Policy and Regulation. The selection of books requires that the above principles the principles of inquiry and discovery of contemporary issues be placed above personal taste to ensure a high quality and comprehensive collection reflective of the lived experience of all students.

Learning Commons' resources are selected to:

- x Create a richly diverse and inclusive inventory in which all students' identities are reflected, supported and affirmed, with particular emphasis on identities that experience societal marginalization;
- x implement, enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
- x increase knowledge and develop an appreciation of literature and nurture an interest in research, recreational reading and lifelong learning;
- x reflect various perspectives on issues relevant to contemporary life and culture that students may have an opportunity to develop, under guidance, the practice of critical analysis and

While literary works should generally not convey messaging that is hateful, stereotypical or promote prejudice or discrimination learning resources that document or recount such messaging or events may be included to meet specific curriculum or learning objectives. For example, learning resources may depict historical and contemporary issues in order to aid the understanding of social, economic and political tensions or challenges. Learning resources will be selected for their strengths and will not be automatically included or excluded from the collection based solely upon content of language or topic. Books that are accessible to students should not convey a message that is hateful or discriminatory, promoting prejudice or stereotypes.

3.2 SELECTION CRITERIA TO BE UTILIZED INCLUDE

- x Connection to the Strategic Priorities of the Board
- x Connection to Curriculum
- x Suitability for Students (Age Appropriate)
- x Accuracy of Information
- x Free from bias and stereotypes
- x Relevance
- x Student Interest
- x Organization/Style/Aesthetic qualities
- x Physical characteristics (durability)
- x Cost/Effectiveness

3.3 SELECTION TOOLS

To ensure that the selection process is fair and equitable, the following criteria will be used to evaluate all materials considered for inclusion in the collection.

[Teacher Librarian](#)
[Voya](#)(Young Adult)

3.4 DONATIONS & GIFTS

The same selection criteria will be applied to donations and



5.2 DISPOSAL OF ~~DE~~SELECTED MATERIAL

Materials that have been ~~de~~selected from the library collection will be disposed in an environmentally conscious manner through the support of Media Services.



APPENDIX –Request for Reconsideration of School >] OE OE Ç ~Learning Commons' • Resources

Initiated by (Name):

Address:

Preferred Contact Number(s):

Name of School:

I am making this request on behalf of:

RESOURCE TO BE RECONSIDERED

Is the material or resource a:

Book/Printed Material:

Digital Resource:

Other (please specify):

Title/Name:

Author:

Copyright Date:

Edition:

Publisher:

Additional Information:

Please respond to the following questions. If there is not sufficient space, feel free to use additional sheets of paper.

1. Did you review the entire resource? If not, what portions did you review?

2. What do you object about this material? Please be as specific as possible and provide page numbers appropriate.

3. What do you believe is the main purpose of this resource?

4. What do you feel might be the result if a student reads or uses this resource?

Signature:

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