

ADMINISTRATIVE GUIDELINE

Title: Library/Libraries: Materials Selection Policy for School Libraries

Effective Date: November 27, 2007

Responsibility: Superintendent of Program and Schools (Elementary)

1.0 Rationale

This guideline outlines the criteria for selecting learning resources that are to be used in NNDSB Libraries. The print and non-print library resources include novels, dictionaries, poetry, magazines, picture books and non-fiction books. The resources in a school library should reflect a balance between supporting the curriculum, and providing resources to support special interests. In addition, the resources should expand and inspire student learning by introducing them to new authors, genres and sources of information, thus, fostering a lifelong interest in both reading and acquiring knowledge. Schools are required to use these criteria when selecting and purchasing school library materials

2.0 Selection Objectives

While the principal is ultimately responsible for all materials used in the school, the responsibility for the selection and approval of library resource materials will normally be delegated to library staff members, assisted by the school staff. Library staff members receive professional development in materials evaluation and selection. This allows them to be able to coordinate the overall development of the library's print and electronic collection. Central support for selecting materials is provided through Library Lead Teachers.

2.1 The following statements are designed to

Provide guidelines that govern the selection and acquisition of materials

Ensure that quality materials are added to school libraries by including,

- Requests, suggestions for the purchase of materials shall be considered from faculty, administration, parents, students as deemed appropriate
- Chosen to promote critical thinking and support personal growth
- Chosen from appropriate book lists, reading programs (Reading Olympics, Forest of Reading), prize winning book lists (Caldecott, ALA, Newberry etc)
- Chosen from Canadian author and subject collections when possible

Selection will be an on-going process designed to update resources and replace materials no longer deemed appropriate according the guidelines set forth in the Weeding Policy.

Resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.

Resources will explore diverse cultures, endorse human rights and values, and provide opportunities for personal growth.

3.0 Selection Criteria

- Authoritativeness (author, publisher)
- Suitability for Students
- Accuracy
- Impartiality (Free of bias and stereotype)
- Currency of data
- Canadian Content
- Appropriateness
- Relevance
- Interest
- Organization/Style/Aesthetic qualities
- Physical characteristics (durability)
- Library potential (popularity)
- Cost/Cost-effectiveness
- Instructional objectives

4.0 Donations and Gifts

The same selection criteria will be applied to gifts as when purchasing new materials. Materials will be accepted or rejected by these criteria.

If you have any questions or concerns, please call the Library Teacher Leader.

5.0 APPENDICE

Appendix A: Screening Guidelines for Library Materials

Screening Guidelines for Library Materials

Specific Criteria Evaluation (Indicate Yes, No or N/A)

- **Suitability for Students**
- Be appropriate for learning styles, reading levels and skills of the intended audience?
- Be appropriate to the maturity and experience of students?
- Enrich the literacy experience and sustain the interest of the students?
- Be relevant and reflective of students' lives?
- Be of educational significance?

Bias (Recognizing that bias exists in all learning materials)

- Are people of a variety of races, religions, genders, sexual orientations, classes, abilities, and age represented?
- Are Aboriginal peoples and a range of their issues and experiences represented?
- Does the material depict individuals and groups in a range of social, economic, and political environments?
- Does the resource address issues from a variety of perspectives?
- Can the examples of stereotyping and discrimination (including language, visuals, omissions, or distorted perspectives) be used by the teacher for anti-discriminatory educational purposes?

Nature and Degree of Bias

- If the material contains controversial issues, can they be addressed in ways that are educationally appropriate to students?

Canadian Content and Publication

- Does the material present a broadly based perspective of Canada within a global framework?
- Does the material present Aboriginal Canadians in contemporary contexts where appropriate?
- Does the material present Canada and its people within a multicultural context?
- Is the material written or edited by a Canadian author?
- Is the material edited, printed, or bound in Canada?

Physical Format

- Is the material well-organized and presented clearly and logically?
- Is the format of high artistic quality and/or literary style?
- Does the resource have timeliness or permanence?

Cost and Durability

- Is the resource durable?
- Is the value commensurate with cost and/or need?

If you have any questions or concerns, please call the Teacher Leader for Library.