



High School Learning Commons Collection Development Policy

St. George's School of Montreal is a gender inclusive, non-denominational school committed to providing a progressive, student-centred education of the highest quality. We nurture authenticity in young people, and equip them to lead purposeful and fulfilling lives as they positively contribute to society, and inspire others.

Learning Commons Mission Statement

The mission of St. George's Learning Commons is aligned with that of the School. Inspiring students to discover joy and passion in their learning, we are committed to providing a welcoming and inclusive space for meaningful activities and events as well as access to engaging materials. Our print and digital resources support the curriculum and help develop the [12 St. George's Values](#) at the heart of the School's Vision. Emphasising curiosity, creativity, and exploration, the Learning Commons provides our community with opportunities for research, reading, and collaboration. We aim to provide relevant materials that present diverse cultural perspectives and appeal to a broad range of reading levels in English and French.

The Learning Commons serves students from Grades 6-11 and their teachers as well as our administration and support staff.

The purpose of the Collection Development Policy is to provide clarity about the guidelines and procedures in place that ensure our collection supports the Mission, Vision and Values of our school.

Description of the Collection at St. George's Learning Commons

The English Collection is divided into *fiction, nonfiction, and comics*; the French Collection into *romans, documentaires, and bandes dessinées*. Within nonfiction, four special collections are shelved separately: oversized books, art books, periodicals, and the Professional Development Collection.

The Professional Development Collection represents current best practices on topics such as pedagogy, inquiry-based learning, and progressive education. It is curated in collaboration with the Head of Teaching & Learning and the Curriculum and Studies Officer.

The Learning Commons subscribes to educational databases in support of student research needs. Several databases are available and subscriptions are updated over the years as needed.

A selection of [ebooks and audiobooks](#) is offered to students in a password protected site. We subscribe to this shared resource through the network of QAIS schools, and the materials available are selected by a committee of QAIS librarians each year.

Criteria for the selection of material

- Resources will be selected to align with the School's curriculum, Mission, and Values.
- A range of interests, reading abilities, and maturity levels will be taken into account to ensure that all students have access to engaging materials.
- We will prioritize works of artistic, historical, and literary significance, including award-winning literature and books featured in professional library resources.
- Materials that exhibit a high degree of potential user appeal and interest are considered favourably.
- To foster global citizenship, intellectual freedom, and critical thinking, materials will be chosen to reflect current events and complex issues, as well as perspectives from diverse cultures and backgrounds.
- Particular attention will be paid to choosing material that promotes inclusivity and equity through authentic voices from diverse groups.
- Decisions also consider budget, cost, and space in addition to the criteria above.

*Note that materials selected to be part of the collection meet multiple criteria but are not expected to meet all criteria.

Suggestions for purchase from members of our community will be taken into consideration and reviewed using the selection criteria. Suggestions can be made using the

[Suggestion for purchase form](#). | [See Annex I](#)

Principles for the use of material

The material in our collection is available to students from grades 7-11 to use and borrow in a variety of ways:

- Self-selected independent reading
- Independent reading selected with input or guidance from a Faculty member or Librarian
- Independent assigned reading for a class
- Whole-class assigned reading

Some material has a sticker indicating the target audience by grade. The Librarian uses professional judgement and information from the publisher, author, or other library resources to determine the target audience. Examples of these resources include *Communication-Jeunesse* in French and *School Library Journal* in English. In other cases, that information is not available and no mention of grade level is made. These stickers serve as a tool to help students choose a book, they do not prohibit any students from accessing the material.

High School students who require access to material from the Elementary School Library may make a request via either the High School Librarian or the Elementary School Librarian. If a student wishes to consult a document that is not part of our collection, we offer support to access the databases of *Bibliothèque et Archives nationales du Québec*.

Elementary School teachers can request specific Learning Commons resources for use in their class or by a particular student. Grade 6 students have access to material in the Learning Commons when they are on the High School campus but have the same restrictions on borrowing as other Elementary students, i.e. borrowing is only allowed at the request of their teacher.

Weeding

The evaluation and removal of library materials, known as “weeding,” is a vital function necessary for an appealing, relevant school library. Weeding will be done regularly throughout the school year to identify damaged, out-of-date books, and gaps in the collection.

The Librarian considers the following criteria to evaluate an item:

- **Relevance:** Does this item serve the current curriculum or meet the present leisure preferences of students, Faculty, and staff?
- **Out-of-date:** Is a more recent work on the topic available? Is the information contained obsolete?
- **Condition:** Is the item torn or worn beyond mending?
- **Frequency of use:** When was the item last borrowed or consulted? How many times has it been borrowed in the last 10 years?
- **Redundancy:** Is the item an unneeded duplicate copy? Does the item contain information that is readily available online?

Materials that are “weeded” from the collection are made available on a first-come, first-serve basis to students, staff, and Faculty. After a two-week period, remaining items will be forwarded to an appropriate organization outside the School.

Excluded and Challenged Materials

In support of our commitment to intellectual freedom, material will not be excluded from the collection solely because of controversy around the social, political, or religious viewpoints presented.

The following materials will be excluded from the collection:

- Works that disseminate hate or that advocate for violent, exclusionary, or discriminatory behaviours toward an identifiable group in any form¹

If any member of the St. George’s community is concerned about the inclusion of a particular resource within the collection, they should contact the Librarian who will respond to questions and concerns in person or via email. If the individual is not satisfied with the response, they may choose to [formally challenge the material](#). | [See Annex II](#)

¹ “Identifiable group” as defined by the [Criminal Code of Canada](#) refers to any section of the public distinguished by colour, race, religion, national or ethnic origin, age, sex, sexual orientation, gender identity or expression, or mental or physical disability.

Excluded and Challenged Materials (Continued)

Formal challenges will be reviewed by a committee composed of the High School Librarian, the campus Principal, the Head of Teaching and Learning, the Curriculum & Studies Officer, as well as at least one Faculty member. The decision of the committee will be supported through consultation with external experts as needed.

The Librarian will acknowledge receipt of a formal challenge within 72 hours and inform the community member of the next steps of the process. The decision of the review committee will be communicated within one month.

Please note that, in some cases, material may be removed from circulation during the review process so that it is available to the committee. This removal is in no way to be understood as a value judgement on the material or on the validity of the challenge itself.

Challenged material that is not required by the committee will remain in circulation during the review process. This practice is supported by the Selection Guidelines and Reconsideration Procedures of the [Canadian School Libraries](#) (CSL). CSL is a non-profit organization dedicated to professional research and education in the field of school libraries and learning commons in Canada.

Donating to the Learning Commons

The Learning Commons gladly accepts donations of new or gently used books published within the last ten years that are in good condition and that align with our criteria for material selection, as outlined above. However, please note that we reserve the right to decline donations that do not meet these criteria.

In the event that the Learning Commons decides to accept a donation of used materials, we reserve the right to decide whether to include some or all of the donation in our collection. We may also decide to forward any items that do not align with our collection needs to an appropriate organization outside the School.

If you wish to donate books, please complete this [Donation form](#). | [See Annex III](#)

For any other type of donation to the Learning Commons, kindly reach out to the Advancement Office for further assistance. We value the culture of giving in our community and are grateful for the generosity of its members.

Policy review

The High School Learning Commons Collection Development Policy is reviewed annually and made available to the School community on the Parent Page of the St. George's Website.

This version of the policy was reviewed in August 2024.



Annex I

Learning Commons - Suggestion for Purchase

[Click here for the Google Form >](#)

Learning Commons - Suggestion for Purchase

Name: _____

Email: _____

Title of the book: _____

Author: _____

In your opinion, which of the following criteria for the selection of materials are met by this book?

- Aligns with the School's curriculum, Mission, and Values.
- Exhibits a high degree of potential user appeal and interest
- Is a work of artistic, historical, and literary significance, including award-winning literature.
- Reflects current events and complex issues, as well as perspectives from diverse cultures and backgrounds.
- Promotes inclusivity and equity through authentic voices from diverse groups.

Please provide a brief description of why you would like to see this item in our collection.

Thank you for your suggestion. The Librarian will contact you in the next two weeks to inform you of their decision regarding the acquisition of this item.

Annex II

Request Form for Reconsideration of Materials

[Click here for the Google Form >](#)

Request Form for Reconsideration of Materials

Name: _____

Name of child (if the request is from a parent or guardian): _____

Phone number: _____

Email: _____

Title of the material: _____

Author: _____

Did you read all of the material? If not, you may wish to delay completing this form until you have read the material in its entirety. Yes No

After speaking with the Librarian, what concerns still remain about the material?

Have you read reviews or articles about this material? If so, what did you learn about the material from these reviews? Please identify the titles of the articles.

How do you perceive students would be affected by exposure to this material?

In its place, what resource can you recommend to serve the needs of our community?

What would you like the School to do about this material?

Do not lend it to my child.

Other; please explain. _____

Signature: _____

Date: _____

Thank you for taking time to complete the Request for reconsideration of materials form. The Librarian will contact you within 72 hours to confirm receipt and inform you about the next steps.

Please note that, in some cases, material may be removed from circulation during the review process so that it is available to the review committee. This removal is in no way to be understood as a value judgement on the material or on the validity of the challenge itself.

Challenged material that is not required by the review committee will remain in circulation during the review process.

Annex III

Donations to the Learning Commons

[Click here for the Google Form >](#)

Donations to the Learning Commons

Name: _____

Email: _____

Is the item you wish to donate new or used?

- The item is brand new.
 The item is used and in good condition. (See section on used books on the next page)

FOR NEW ITEMS

Title and author: _____

Year of publication: _____

Why would you like to see this book in our collection?

If the book donation meets the selection criteria and is added to the Learning Commons Collection, please indicate whether you would like your donation to be anonymous or recognized.

- Anonymous
 Recognized

FOR USED ITEMS

How many books would you like to donate to the Learning Commons?

Please provide a brief description of the item(s).

Why would you like to see the book(s) in our collection?

Thank you for your interest in donating to the Learning Commons.
You can expect follow-up communication by email within the next week.