Frequently Asked Questions

Is there a replenishment plan to help schools rebuild their collections?

A fund allocation plan will be shared with administrators and teacher librarians.

What about books in our library collections that are considered "classics"?

It is imperative that library staff engage in continuous self-reflection to assess both their explicit and implicit biases, as well as their personal preferences, prior to initiating the weeding process. The objective of a student-centered collection is to align with the needs of the students, rather than the inclinations of the library staff. Holding onto personal biases such as "But I love/loved that book" promotes practices that prioritize teacher-centered approaches, rather than ensuring that students have access to current, compelling, and relevant resources.

In order to maintain an equitable collection, all items should be deemed potential candidates for weeding. The category of "Classics" typically consists of Euro-centric texts that were penned long before students' birth dates, and may not reflect the lived experiences of students within the Peel District School Board. Therefore, all texts within a collection must be thoroughly evaluated to determine whether they align with the weeding criteria, with the aim of avoiding the reinforcement of colonial ideologies that are inherently racist, classist, heteronormative, and/or sexist. In instances where circulation data indicates frequent usage of a book, its age and condition may be considered, and it may be retained in circulation.

It is also important to recognize that while there is a place for classic texts, students may be more engaged with books that feature more diverse characters and highlight similar themes.

Frequently Asked Questions

The previous time frame for weeding library resources was set at 10 years, but we have since decided to extend the shelf life to 15 years. This decision was made in order to maintain the currency and relevance of the collection while ensuring that the resources are in good condition and remain culturally responsive. It is important to note that as educators, we have a professional responsibility to uphold ethical standards in our practice. This includes a commitment to the well-being and learning of our students through positive influence, professional judgment, and continual reflection on our professional commitments and responsibilities. Given that educators serve diverse communities, we must strive to ensure that our collections are of the highest quality and accurately represent the people and experiences they depict. To this end, the use of guidelines such as the CISS 4 and the curation cycle, which emphasize anti-racism and anti-oppression, can help ensure a fair and equitable process for the removal of texts.

The equitable curation cycle is a three-step process that holds Peel staff accountable for being critically conscious of how systems operate, so that we can dismantle inequities and foster practices that are culturally responsive and relevant. If our goal is to promote success and well-being for all students, then our learning environments and experiences must be rooted in their identities and experiences.

It is important to note that the LLCs within the Peel District School Board do not function in the same way as public libraries in the community. Rather, we see ourselves as a living library, intentionally reflecting the lived experiences, world events, current themes, and experiences that allow all learners to be critical thinkers and challenge the status quo. Our school libraries will no longer house collections simply to fill our shelves; rather, we will carefully select resources that hold value for our students. It is worth noting that if certain books are not available in schools, there are other ways for students to access them outside of the school library.

Frequently Asked Questions

Ministry Directive 18 compels library staff to engage in this work to establish PDSB learning spaces that affirm identities. It is essential to decenter dominant perspectives and values and amplify traditionally marginalized voices and experiences. The use of anti-racist, anti-oppressive, and anti-colonial texts is crucial in fostering genuine connections and evoking genius and joy in all students.

The equitable weeding of resources in learning environments is of great importance for various reasons. It is an ongoing systematic process that ensures the provision of current and culturally relevant learning resources to students while limiting the harm caused by outdated and oppressive resources that remain in circulation. Weeding the collection is imperative in making it student-centered, accurate, relevant, and responsive to the school community's diverse learning needs and lived experiences. It also allows us to critically examine and take action to ensure that our collection represents our local, broader, and global communities.

The 3-step Equitable Curation Cycle includes the following:
Step 1 ~ An equity-informed weeding of the collection to remove damaged, outdated, uncirculated resources.

Step 2 ~ Anti-racist and Inclusive Audit of the collection to ensure that resources, especially text and images, do not perpetuate or reinforce racist content, stereotypes or promote deficit-thinking.

Step 3 ~ A Representation Audit of the collection to identify voices, identities and perspectives that are over-represented, and those who are missing. In addition to being reflective of students and the Board's broader school communities, resources must intentionally affirm students' identities that continue to be sparsely represented in PDSB's current collections and classrooms. A particular focus should be on amplifying Black, Indigenous, 2SLGBTQ+, Muslim, Latinx, Jewish and, South Asian identities (as evidenced by the Ministry Review), as well as other historically marginalized identities.

Library staff must begin the equitable curation cycle by identifying and examining their own power and privilege to develop their critical consciousness to identify deficit and racist views such as microaggressions, stereotypes, and marginalization.

Frequently Asked Questions

Step 1 (equity-informed weeding) is weeding of resources **based on condition, age, accuracy of information and relevance** to the students. **This is done by the Teacher Librarian**

Step 2 (anti-racist and inclusive audit) is looking inside each text ensuring that the resources, especially text and images, do **not perpetuate or reinforce racist content, stereotypes or promote deficit-thinking and is inclusive.** This task does not rest solely on the teacher librarian's shoulders. This part of the audit must be done **in community with the School Advisory Council..**

We cannot layer new inclusive and exciting resources alongside racist, oppressive and colonial resources!

Step 3 (Representation Audit) is a breakdown of the remaining collection to ensure we are amplifying diverse voices and perspectives. This process takes into consideration over-represented voices and identities and highlights missing voices. This part of the audit must be done in a community with various stakeholders of the school's learning community.

Library Support Services will provide the necessary training. Furthermore, several Resource Teachers, such as Teacher Librarian Resource Teachers, Equity Resource Teachers, Literacy Resource Teachers, Inclusion Coaches, and the School Equity/SIEP Team, among others, within the Board are available to offer assistance. It is the responsibility of the school's administrative team to oversee and support the curation of resources that are anti-racist, anti-oppressive, and anti-colonial in all learning environments. This includes ensuring that any resources that have been weeded are properly disposed of and not circulated to other learning environments.

Frequently Asked Questions

Can we donate the texts that are being removed to a developing country or charity?

These resources are being weeded because they are causing harm. These resources are either a health hazard because of the condition of the book (black mold, or mystery stains and substances) or because they are not inclusive, culturally responsive, relevant or accurate (racism, stereotypes, microaggression, lack of representation or erasure of communities, slurs, oppression etc.). These factors are not locked by GPS location but we must realize that if they are not suitable for Western learners, they are not suitable for any learners regardless of their race, social-economic status, geographic location, first language, religion, housing situation, etc. It would be best for Folx to fundraise and donate books that are inclusive, accurate, culturally relevant and responsive, especially when donating to Folx who have been historically colonized, oppressed, exploited and marginalized by the Western World.

It would be more appropriate for individuals to raise money to donate books that are inclusive, accurate, culturally relevant, and responsive, particularly when donating to communities that have been historically colonized, oppressed, exploited, and marginalized by the Western World.

Is this shift happening all at once?

This process is an ongoing one that will not be completed all at once.

We are not rushing through this process and are engaging with staff in schools, piloting, learning from the process, and refining our approach as we receive feedback from staff.

The curation cycle is a process that is repeated every 5 years and one that will span over multiple school years.

Frequently Asked Questions

Racist and oppressive content must be removed from LLC in order to :
- Heighten engagement and excitement among all learners by affirming student identities and de-centering educators in the space
- Prevent harm by ensuring that the school LLC is a space where students have the right to find resources that mirror their lived experiences and cultural norms. It is a space that challenges and pushes all learners out of their comfort zone in ways that promotes growth and connections to the broader diverse global community.
- Allow provocation to build critical consciousness and further student learning and understanding
- Move away from educators being the experts and moving towards the truth that the wealth and the beauty and knowledge rests in community
- Better serves the social and emotional well-being of children and families
- It is better to have sparser shelves than harmful and oppressive resources, with the overarching priority being the well-being of the students.

Changing and expanding your horizons is critical at this stage. We must be willing to consider other forms of texts that educators and students can access to support their learning. There are a wealth of resources available digitally and from the Professional library that can supplement and fill gaps in the meantime.

Resources are developed and continue to be updated to support the purchasing of new books to fill the gaps in a collection in an intentional and anti-oppressive way. Students will be able to access high quality books. The quality of the material needs to be prioritized over having a large quantity. This way, books and the collection become more accessible: students can see the books, they are in good condition and are likely well organized and displayed once a weed has been completed. Ultimately, the shelves are not full of old books in poor condition.

Frequently Asked Questions

In Peel, we must acknowledge that society operates in white supremacist structures where socially constructed hierarchies of different privilege some and marginalize others. This reality is reflected in the disproportionalities and disparities in educational outcomes for Black, Indigenous, and marginalized students. This power structure has created barriers for marginalized learners. As a Peel library staff, it is our responsibility to disrupt and eliminate the racist and oppressive practices and content in our library learning commons so that students have the opportunity to interrupt the cycle of inequality and oppression. (EML document 2021)

During the process of curation, it is imperative to acknowledge and embrace the possibility of discomfort. There may be instances where you will require assistance in determining whether a resource should be retained within the collection. In such situations, it is recommended to ask oneself questions such as "Can we explore alternate resources that do not raise any concerns?", "Is there a comparable resource that can be utilized with similar themes/content/storyline?".

Should additional assistance be necessary, the School Advisory Council can review and deliberate on the resource.

Library Support Services offers a variety of opportunities for feedback and discussion (Office Hours or virtual/in person meetings). For situations necessitating a comprehensive review, please refer to CISS 5.

The responsibility of overseeing and supporting the selection of anti-racist, anti-oppressive and anti-colonial resources falls upon both the school's administrative team and the library staff.

Frequently Asked Questions

"Collection development is an ongoing and cyclical process. Imagine the library like a living organism. You need to feed it with new books, and remove those that have become worn out, are no longer relevant, or are a poor reflection of current values. The collection is never finished and will always require careful and intentional care to keep it robust and healthy." (CSL)

A formal list of specific books that must be selected or weeded does not exist. The texts that are weeded are not labeled as "bad" or "banned" but are rather deemed unsuitable for the student learning community as they are not student-centered, identity-affirming, accurate, relevant, and responsive to the lived experiences and diverse learning needs of students. It is essential to remove texts that perpetuate harm and oppression from the collection. The school library collection should not aim to keep all books but rather serve as a collection that supports current students and curriculum content and learning. As such, it is imperative to maintain a living library that accommodates the needs, interests, and identities of the current student population.

In cases where a more extensive review of the resource is required, please refer to CISS 5. The curation of anti-racist, anti-oppressive, and anti-colonial resources is the shared responsibility of library staff and the school's administrative team, who are responsible for monitoring and supporting the process.
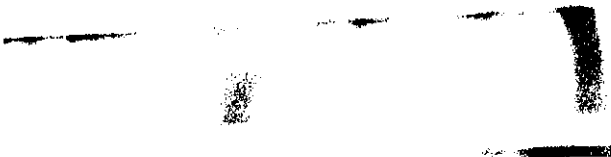
My school has already done an audit of our Library Learning Commons, what should we do?

Please consult the Curation Cycle Flowchart for your next steps in this process.

WEEDING AND AUDIT

OF RESOURCES IN THE
IBRARY LEARNING COMMONS
COLLECTION

Prepared by: Library Support Services

CONTENTS

In March 2020, the Ministry of Education issued a report containing a series of 27 directives intended to establish strong accountability measures, responsibilities as well as model equity-focused leadership at all levels of the organization with a specific focus on eradicating anti-Black racism and inequalities throughout the Peel District School Board. This document was created to support Ministry Directive 18 which mandated the undertaking of a comprehensive diversity audit of schools which include libraries and classrooms. As a result, the Board will evaluate books, media and all other resources to ensure they are inclusive and culturally responsive, relevant and reflective of students and the broader school community.

Our Mission

Our mission is to create an inclusive and culturally responsive learning environment that reflects and affirms the diverse identities of our students and community. Through a continuous cycle of weeding and auditing, we strive to curate high-quality resources that promote anti-racism, inclusivity, and critical consciousness. We recognize our responsibility to disrupt and remove any harmful, oppressive, or colonial content from our collections and ensure that all students have access to current and relevant materials that foster joy, genius, and learning. As teacher librarians, we commit to examining our own identities and biases and engaging in ongoing professional development to build a participatory learning community that transforms the way teaching and learning occurs.

> Do the best you can until you know better.
>
> Then when you know better, do better.
>
> -Maya Angelou

The 21st Century Library Learning Commons

A Library Learning Commons (LLC) within the context of a school setting is no longer just a place where students go to access their favourite stories or research materials for their school projects. It has now become a whole-school approach to building a participatory learning community, which then becomes a collaborative hub of the school.

A LLC is about changing school culture, and transforming the way teaching and learning occurs (Canadian School Libraries (CSL), 2014). These spaces are staffed by teacher librarians who are responsible for ensuring that the school library is a brave space where book collections and materials mirror the lived experiences and cultural norms of the school community. It is here that the learning edge of educators are pushed in order to grow and connect to the broader, diverse, global community.

In order to do this work well, teacher librarians must be willing to examine their own identities in relation to the diverse community we teach within. In this educational context, these include age, race, sex, sexual orientation, gender, ability and all other intersections. This involves developing what is called critical consciousness. According to the Brazilian educationalist, Paulo Friere, critical consciousness is the ability to recognize oppressive social forces shaping society and to take action against them (PDSB Affirming Student Identities website). Similarly, in Peel, "Library professionals have an important role to play and responsibility in ensuring collections are of the highest quality and represent people authentically. Our collections must be relevant, responsive, and current. It is important that when we are selecting and deselecting resources [that] we use an informed equity lens and framework. Even the most ethical and responsible library professionals must acknowledge that our one's own identities and lived experiences may directly or indirectly influence the choices that we make." (CSL)

The meaning of the word "quality" will vary throughout the curation cycle.
- In **Step 1**, the weeding process, quality will be defined based on the condition, age, accuracy, and relevance of the facts in the resource.
- In **Step 2**, the anti-racist and inclusive audit, quality will be defined by resources

that promote anti-racism, cultural responsiveness, and inclusivity.

- In **Step 3**, the representation audit, the term quality will refer to resources that not only accurately reflect the diverse students and communities served by the Board, but also actively affirm the diverse identities including those of underrepresented groups.
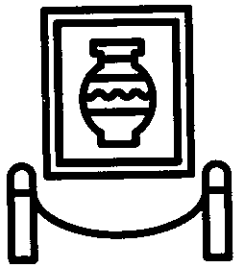
Telling our Community's Story

The weeding and auditing of resources is critical in the work of creating identity affirming learning spaces within the Peel District School Board. This enables the decentering of a hierarchy that centers dominant narratives and values. The use of anti-racist, anti-oppressive, and anti-colonial texts should provide authentic connection, evoking genius and joy for all students. This 3-step curation cycle includes weeding, an anti-racist and inclusive audit and a representation audit.

The implementation of this cyclical process is crucial in recognizing that our society operates within structures that perpetuate social hierarchies and result in the marginalization of certain individuals. As Peel library staff, it is our duty to actively disrupt and remove any racist, oppressive, or marginalizing resources within our LLCs. In this continuous effort, it is important to regularly address specific aspects of this model in order to ensure its effectiveness.

A common question that is raised is, "What happens to the books that are removed from library collections during the weeding and audit processes?" In order to align with our pedagogical principles, any books containing harmful racist, oppressive, or colonial content must be taken out of the collection and should not be relocated or donated elsewhere. This approach is necessary as our schools have a unique learning environment, where students have limited time and deserve access to the most current, anti-racist, and inclusive materials. Although the library shelves may appear less filled, students will have access to higher quality books rather than a vast quantity. Furthermore, all staff and students can utilize online resources, databases, ebooks, and audiobooks, providing them with a broader context for critical analysis of the materials they have access to.

We often think of curation as something people do in art galleries or in museums but it is ultimately what we do as teacher librarians in our selection and weeding processes.

In museums, artifacts are chosen in a very intentional way, their placements, descriptions and organizations are all part of the process of building a gallery or exhibit. They are placed and displayed in a way to tell the story of a time period, group of people or special event.

If a museum put out every artifact they had it would be crowded, messy and hard to understand the story. If they had an overabundance of a type of artifact - weapons and armour for example, the story about that culture or group of people would be different from the story that includes art, architecture, writing and ceramics. The artifacts must be curate, to tell a multifaceted story.

We need to do the same, as we are responsible for telling the story of our schools. In doing this work, we need to be acutely aware of the fact that nothing is neutral. We need to consider every text and resource from multiple perspectives, with multiple strategies in order to be anti-racist and anti-oppressive and inclusive. We need to evaluate every text and make sure that the selection and weeding processes are done with intention. We need to know that every resource is in the collection for a reason.

INTRODUCTION

The curators of the collection are held accountable for every resource in the collection and must be able to justify its inclusion, ensuring that the library continues to uphold the standards of quality, inclusiveness, and representation set by the Peel District School Board.

The weeding and audit steps will not be done all at once as this work cannot be rushed. "Collection development is an ongoing and cyclical process. Imagine the library like a living organism. You need to feed it with new books, and remove those that have become worn out, are no longer relevant, or are a poor reflection of current values. The collection is never finished and will always require careful and intentional care to keep it robust and healthy." (CSL).

Library Support Services will be engaging with staff members in schools, learning from the process and refining the approach as we receive feedback. This is also the part in the cycle where we acknowledge the learning and unlearning that teacher librarians must undertake as they navigate this new process. Teacher librarians enter the role at various stages of the already existing collection and newer collections that have been purchased.

Weeding can be emotional and may evoke feelings of fear, apprehension, overwhelm and self-doubt. It is important to see the work as a learning and growing opportunity to look back and develop our own criticality and forward to create equitable spaces for students. This work should not be done in isolation. It may be necessary to consult with various teams such as the equity team at your school, administration and resource teachers. As you move forward with this work, you take on the responsibility for using new guidelines and policies to build inclusive library collections.

This cycle is more about the journey than the destination. As we acknowledge the past and make a strategic action plan to better the future of our students, families and communities we serve, we must ensure our library spaces foster critical

thought, adaptability and innovation with an understanding that its implications look different for each student. Educators need to open space, listen deeply, and create opportunities for personal, cultural and historical connections to students. (PDSB Affirming Student Identities website). It is of greater importance to prioritize the quality of these resources over the quantity of resources.

WEEDING & AUDIT FLOWCHART

? What was weeded last year?

Nothing

☐ Non-fiction
☐ Fiction
☐ Everything

Reflection: Was weeding done using criteria similar to the new equitable criteria?

Complete the Annual Curation Plan and Meet with Administration

? What will be weeded this year?

Nothing

☐ Non-fiction
☐ Fiction
☐ Everything

Step 1: Weed Collection

Complete the Post-Weeding Document

Step 2: Anti-Racist and Inclusion Audit

AN OVERVIEW OF THE PROCESS

Learning resources must be assessed regularly using this equitable curation cycle. Administrators, library staff and educators will regularly review existing resources using an equitable curation cycle. Resources that meet weeding and audit criteria must be removed from library collections, novel kits, classrooms, professional libraries and all other learning environments. Resources available to students and staff must be **current, culturally responsive** and **relevant**. All resources must meet anti-racist, anti-oppressive and anti-colonial criteria.

The 3-step Curation Cycle

The Deselection and Audit Process is an ongoing cycle that ensures Library collections remain current and reflective of the communites within the PDSB.

STEP 1:
EQUITY-INFORMED WEEDING
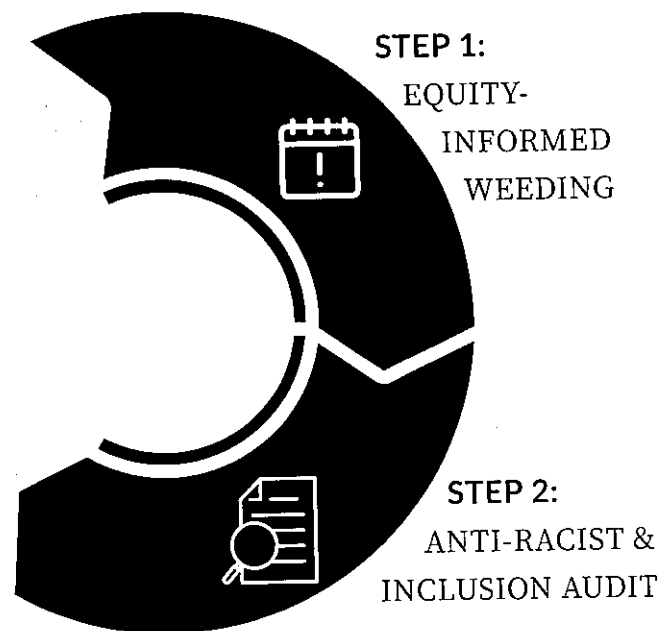
STEP 2:
ANTI-RACIST & INCLUSION AUDIT

STEP 3:
REPRESENTATION AUDIT

Step 1 ~
An equity-informed **weeding** of the
collection to remove damaged, outdated,
uncirculated resources.

Step 2 ~
An equity-informed diversity audit ~   **Anti-racist   and** I
collection to ensure that resources, especially text and i
or reinforce racist content, stereotypes or promote c
resources must reflect anti-racist, anti-oppressive, and a
decenters and challenges dominant narratives of r

Inclusive Audit of the
images, do not perpetuate
deficit-thinking. The remaining
anti-colonial content that
marginalized communities.

FREQUENCY & ACCOUNTABILITY

The curation cycle is an ongoing, never-ending cycle. Library staff and administrators will collaborate to create and adhere to an established and documented curation schedule whereby all collections will be reviewed every 5 years. As such, an Annual Curation Plan (Appendix A) must be in place that will ensure multiple sections of a collection go through the entire curation cycle every single year.

Post Weeding Documentation (Appendix A) of yearly de-selection progress must be easily accessible by both library staff and administrators. This will ensure the process' continuity in the event of library staff and/or administrative changes.

OVERALL ROLES & RESPONSIBILITIES

In order to ensure consistency, set clear expectations and facilitate collaboration, Library Support Services will train the Superintendents first, followed by the administrative teams and then finally, we will train the teacher librarians in this new curation cycle.

The Administrative Team

- The responsibility for monitoring and supporting the curation of anti-racist, anti-oppressive and anti-colonial resources in all learning environments rests with the school's administrative team. For example ensuring that resources that are de-selected are disposed of and do not end up in other learning environments.
- Communicate these expectations with all staff on a yearly basis.
- Annually, the administrative team and the library staff shall co-create a Curation Plan (detailed in Appendix B.1) with the aim of conducting a comprehensive review of the entire collection every 5 years
- Annually, administrative team and the library staff, will co-create a purchasing plan that ensures that sufficient funds are available to curate and maintain a fiction and non-fiction collection that is inclusive, culturally responsive, relevant and reflective of student identities and lived experiences.
- Allocate a budget with a base minimum of $12 per student $15 per EF/FI student and 25% of that budget must reserved to buy non-fiction resources This base minimum is to be reviewed every 5 years to ensure that these funds are meeting the needs of the school community.
- Keep progress documentation (appendix B) of the annual curation cycle
- Inform staff of their roles during the curation s (LLC closed to staff and students during "weeding" step, custodial staff support in the disposal of text etc.)
- Due to health and safety reasons, it is necessary to schedule library closure time for library staff to complete step 1 of the de-selection process but remain open for steps 2 and 3.

The Library Staff

- Responsible for the curation and maintenance, weeding and audit of resources in the LLC collection, and all other learning resources (print and digital)
- Annually co-create a Curation Plan with the administrative team (Appendix B.1) that will ensure that the entire collection will be reviewed every five years.
- Annually co-create with the administrative team to set a budget and a shopping list that ensures that sufficient funds are available to curate and maintain a fiction and non-fiction collection that is inclusive, culturally responsive, relevant and reflective of student identities and lived experiences.
- Keep Post Weeding Documentation (Appendix A) of yearly de-selection progress of the annual de-selection process and of the weeding schedule.

The School Equity Committee (Educators)

- Collaborate with library staff on the curation cycle of the LLC collection.

Student Focus Group for Equity

- Collaborate with library staff to help flag questionable content in resources that they've read for leisure.
- Collaborate with library staff and provide data to ensure that both the fiction and non-fiction collections are student-centred, identity affirming, inclusive, culturally responsive, relevant and reflective of student identities, lived experiences and needs.

The School's Custodial Staff

- Work with the administrative team and library team and coordinate timely permanent disposal of de-selected resources
- De-selected resources must be disposed of immediately, and therefore should be packed up in such a way that they cannot be accessed again and to prevent relocation of resources to classrooms (i.e., in garbage bags or closed boxes)

Library Support Services Team

- Lead administrative and library staff teams as needed during the curation cycle
- Provide professional learning centered around anti-racist, anti-oppressive and anti-colonial education.
- Host Collaborative Evaluation of Resources opportunities where library staff can come together and discuss and analyze questionable titles.

- The library support team will be available to support with curation cycle
- Library Support Services Team will periodically review the progress and compliance with this curation cycle process

STEP 1: OVERVIEW

Why is the ongoing equitable weeding of resources in learning environments important?

Ongoing systemic weeding of the collection is necessary to offer relevant and current learning resources to students and to limit the harm that occurs when outdated resources remain in circulation. The weeding process ensures that the collection is student-centred, identity affirming, accurate, relevant and responsive (consider text medium) to the school community's lived experience and diverse learning needs. Books are consumables and not meant to last forever.

The school LLC is a space where students have the right to find resources that mirror their lived experiences and cultural norms. It is a space that challenges and pushes all learners out of their comfort zone in ways that promotes growth and connections to the broader diverse global community. It's a place where students can feel joy, find and request truthful and updated resources on key historical events and that inspire students to explore a variety of literacy modes that build their textual lineage.

Guidelines for the weeding of Fiction Resources		
Type of Text	Retention period based on publication date *criteria to ensure accuracy of information	Circulation Criteria *number of years with zero checkouts to ensure relevance
General Fiction	10-15 years	5-8 years
Picture books	10-15 years	5-8 years

MUSTIE Considerations for Weeding of Resources	
M	Misleading: factually inaccurate; obsolete information; contain racial, cultural, or sexual stereotyping. In other words, the resource no longer matches current guidelines for selection. This is the most important part of the weeding process.
U	Unpleasant: This refers to the physical condition of the book, including outdated appearance, wear & tear, dirty, stained, mouldy, and beyond repair. Pay special attention to the pages, if they feel "grimy", they need to go. Some resources that are in poor condition have been "loved to death", and may be candidates for replacement (i.e. graphic novels). Others may just be very old, and the physical condition is a flag that the contents, which may be misleading.
S	Superseded: The resource has been superseded by a newer edition or a more current resource or information format.
T	Trivial: A fiction title may have had some appeal a few years ago, but has not withstood the test of time. A non-fiction resource may present accurate information but is poorly illustrated and organised, or too text-dense for the target audience.
I	Irrelevant: No longer serves the needs or interests of the school community. The topic covered in the resource may have a limited appeal to today's students. A resource may have been originally bought to support a "new" idea but is no longer relevant (flip-phones, floppy disks, CDs etc).
E	Elsewhere: You may choose to refer borrowers to more comprehensive collections available from other sources. For example, books that have been labelled as "classics" in Western society are often decades old and may now meet the weeding criteria. It is important to remember the purpose of a school collection. Curated collections should be student-centred; current, relevant and relatable.

Adapted from Canadian School Libraries: Equity-informed Weeding

Weeding Nonfiction Resources ~ Using Data to Guide the Process

Using data to guide the weeding process ensures that personal biases do not influence the outcomes. The Crystal Library Management System tools can generate the following tools to help guide the weeding process.

Report: Collection Analysis by Dewey

CALL #		
	Average Age	Items
Dewey 000	107	2015
100	43	2014
200	36	2011
300	425	2013
400	25	2012
500	685	2014
600	506	2014
700	490	2014
800	74	2012
900	383	2013
Big book	1	1986
DL	100	2007

Report: Item__List

Items sorted by collection type

Call No	Title	Author	Barcode	Pub year	Date created	Total CKOs	Total in house CKOs	Total#
BIGBOOK								
BIGBOOK HUT	The doorbell rang	Hutchins, Pat	7005025531	1986	Dec-16	1	0	
						1	0	1
BOOK								
PROF RES 371.9 K	Ensuring our schools: a universally designed framework for	Katz, Jennifer	0006712934	2018	Sep-22	0	0	0
001.42 OWI	Do your research	Owings, Lisa	7005022398	2014	Sep-15	2	0	2
001.422 EDG	Graphing story problems	Edgar, Sherra G	7005022580	2014	Sep-15	0	0	0
001.94 DIC	Mysterious places	Dicker, Katie	7005021870	2015	Sep-15	0	0	0
001.94 MACL	Vanished: true tales of mysterious disappearances	MacLeod,	7005025491	2016	Nov-16	2	0	2
001.94 MCC	The Bermuda Triangle	McClellan, Ray	7005022414	2014	Sep-15	3	0	3
001.942 PER	Are UFOs real	Perish, Patrick	7005022216	2014	Sep-15	4	0	4
001.944 HAL	In search of sasquatch	Halls, Kelly	7005023911	2011	Feb-16	2	0	2
001.944 MCC	Bigfoot	McClellan, Ray	7005022659	2014	Sep-15	3	0	3
002 PIE	Know the parts of a book	Piehl, Janet	7005022399	2014	Sep-15	1	0	1
004.092 CAL	Women who launched the computer age	Calkhoven, Laurie	7005026172	2016	May-17	1	0	1
004.092 CAL	Women who launched the computer age	Calkhoven, Laurie	7005026170	2016	May-17	1	0	1
004.092 CAL	Women who launched the computer age	Calkhoven, Laurie	7005026171	2016	May-17	9	0	9
004.16 RIC	Getting started with Raspberry Pi	Richardson, Matt	0006131979	2016	Sep-18	3	0	3
004.16 RIC	Getting started with Raspberry Pi	Richardson, Matt	0006131978	2016	Sep-18	1	0	1

Report: Weed by Publication Date

CALL #	TITLE	PUB	LAST DATE CKO	CKO	BARCODE
155.2 SPI	People	1990	06-Nov-2019	2	7005025987
177.7 MCC	Have you filled a bucket today? a guide to daily happiness for kids	2007	11-Sep-2019	8	7005020019
177.7 MCC	Have you filled a bucket today? a guide to daily happiness for kids	2007	12-Sep-2019	9	7005020020
200 BUL	A faith like mine: a celebration of the world's religions— seen through the eyes of children	2005	29-Mar-2022	2	7005023857
200 ROT	Many ways: how families practice their beliefs and religions	2006	03-Jun-2019	2	7005024877

<div style="border: 1px solid black; text-align: center;">

STEP 1: ROLES & RESPONSIBILITIES

</div>

The Administrative Team
- Schedule library closure time for library staff to complete the de-selection process.
- Build capacity in all staff to support and monitor the weeding of resources in all learning environments

The Library-Staff (Teacher-librarian, and Library Technician, if applicable) Team
- Weed the collection
- Support teachers as they build their own capacity to perform ongoing evaluation and de-selection of classroom resources (novel kits, history, geography, science, professional development resources, etc.) and support classroom teachers with this process.

Library Support Services Team
- Consult with administrative and library support services staff teams as needed during the de-selection process
- The Library Support Services team will be available to help with the de-selection process of an entire collection when there has been a catastrophic event in the learning environment (flood, fire, mould, etc.)
- Library Support Technical Services team will clear the weed accounts as needed and will send weeding reports to teacher librarians as they work through the weeding process.

Important Health Considerations
Staff and student health and safety must be a primary priority during the physical weeding process. Mould, dust and other allergens are frequently released into the air during the weeding process. It is important to adhere to the following precautions when weeding a collection:
- **The LLC must be closed to students and staff during step 1 of the entire duration of the weeding process (consider maximizing the time of year when the LLC is already closed or has lower traffic).**
- A mask should be worn when weeding

The weeding process starts with you!

Library staff must always be constantly analysing their personal explicit and implicit biases, their personal likes and dislikes and tendencies before starting the process. A student-centred collection should be reflective of the student and not the library staff. Personal biases such as "But I love/loved that book" reinforce teacher-centred practices and do not ensure that students have access to current, engaging and relatable resources.

Every item in the collection must be considered as a weeding candidate. Texts that are considered "classics" (eurocentric and canonized texts) must be evaluated if they meet the de-selection criteria to avoid upholding and reinforcing colonial ideologies that are inherently racist, classist, ableist, hetero-normative, and/or sexist.

"Yesterday I was clever, so I wanted to change the world. Today I am wise, so I am changing myself."
~ Rumi

- Discarded texts **must be removed** from the weeding area regularly
- When possible, open some windows during the weeding process

When in Doubt

There will be times when you will need help deciding if a resource should remain in the collection even when the resource has met the weeding guidelines. When in doubt, the resource can be brought to the school equity-minded committees (i.e., Equity, Climate, BSA, staff meetings) for review and discussion.

Some books connect to curriculum areas, faith and cultural months of recognition, social-emotional learning, and STEM learning that do not depend on their publication date (i.e., Terry Fox, Remembrance Day, The Dot) and only circulate once a year. These may remain in the collection for these purposes. As new and more relevant materials become available about these topics they should be purchased to update the collection materials that have been retained and must be reevaluated at this time.

STEP 2: OVERVIEW

Why are inclusion audits of resources in learning environments important? We cannot layer shiny new inclusive resources alongside racist, oppressive and colonial resources!

The anti-racist and inclusion audit process starts with you! Library staff must start the audit process by identifying their own social location and acknowledging their position of power and privilege before starting a diversity audit. In addition, it is crucial that all teacher librarians acquire a sound cultural and geopolitical awareness in order to develop the critical consciousness necessary to identify deficit and racist views, microaggressions, stereotypes, oppression, marginalization and discrimination in resources.

How and where to start an anti-racist and inclusion audit

Conducting an anti-racist and inclusion audit of a collection can be overwhelming and time-consuming as such, a detailed Annual Weeding and Audit plan (Appendix B) must be in place in order to ensure that the entire collection undergoes a comprehensive audit every 5 years. An anti-racist and inclusion audit is a continuous process and is the responsibility of routine library work. Resources should be examined as they circulate and are being shelved. Library staff must incorporate time into their timetable for conducting this audit. Consideration should be given to the following:

- The very first audit will be the most daunting and will take the most time. Do not be discouraged, you will gain momentum after the first comprehensive audit.
- The LLC can remain open to students and staff during this process.
- The school's Equity Committee, administrative staff and other educators should collaborate with the library staff and help with the entire process.
- The highest priority should be the **Non-Fiction section** as it has the potential to do the most harm because students turn to non-fiction for factual information.
- The second section that should be audited is the **picture books/easy readers.** These resources are hand-picked and selected by educators to read to entire classes. This broad exposure has the potential to cause significant harm. Ultimately, educators and the administrative team are responsible for the content that they introduce into their learning environment.
- The third section should be your **general fiction** section.
- Finally, **all other resources** (DVDs, ebooks, audiobooks, computer programs, apps etc) should be audited.
- Using an equity-based and data-driven approach when purchasing future resources will simplify this process.
- See Appendix C

STEP 2: ROLES & RESPONSIBILITIES

The Administrative Team
- The responsibility for monitoring and supporting the curation of anti-racist, anti-oppressive and anti-colonial resources in all learning environments rests with the school's administrative team

The Library Staff
- Responsible for the curation and maintenance of resources in the LLC collection, and all other learning resources (print and digital)

The School Equity Committee/ Climate Committee (Educators)
- Collaborate with library staff during the anti-racist and inclusive audit and representation audit when help is needed assessing a resource's content
- Collaborate with library staff to gather data on the school's community of learners' unique cultural capital

The Student Equity Committee (Students)
- Collaborate with library staff to help flag questionable content in resources assigned to them or that they read for leisure.
- Collaborate with library staff to design student surveys and analyse data generated from student surveys to ensure that both the fiction and non-fiction collections are student-centred, inclusive, culturally responsive, relevant and reflective of student identities, lived experiences and needs

The School's Custodial Staff
- Work with the administrative team and library team and coordinate timely permanent disposal of discarded resources

Library Support Services Team
- Consult with administrative and library staff teams as needed during the anti-racist and inclusion audit.
- Library Support Services Team will periodically review the progress and compliance with this curation cycle process

What to do about complaints/ challenges of resources

From time to time, we receive complaints from educators, parents, and other citizens about materials, both print and non-print, in school library resource centres and classrooms. When this happens, we will follow the procedures as outlined in the PDSB <u>CISS 5</u> document.

Acknowledge and Expect "in Doubt"

Expect and accept discomfort. There will be times when you will need help deciding if a resource should remain in the collection. When in doubt, ask yourself "Can we do better than this resource?", "Is there another resource that can be used with similar content/themes/storyline that does not raise any red flags?". This task does not rest solely on the teacher librarian's shoulders. This part of the audit must be done in collaboration with the various stakeholders of your school's learning community. Alternatively, the resource can be discussed in the collaborative evaluation of resources workshops offered by the Library Services. In situations where a broader review of the resource is required please see CISS 5. Library staff and the school's administrative team are both responsible for monitoring and supporting the curation of anti-racist, anti-oppressive and anti-colonial resources.

STEP 3: OVERVIEW

The review of the Peel District School Board, it was reported that approximately 83% of secondary learners are racialized while 67% of educators identify as white (Chadha, Herbert, Richard, 3-4). EML Document 2022

Top Racial Identities Reported by Staff

Other racial identities 6%

North African or Arab 1%
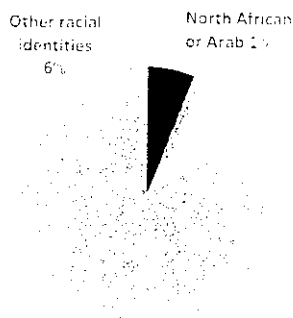
Top Racial Identities Reported by Secondary Students

17%
5%
6%
10%
17%
45%

South Asian

Black

■ East Asian

White

■ Middle Eastern

■ Other Racial Bacgrounds
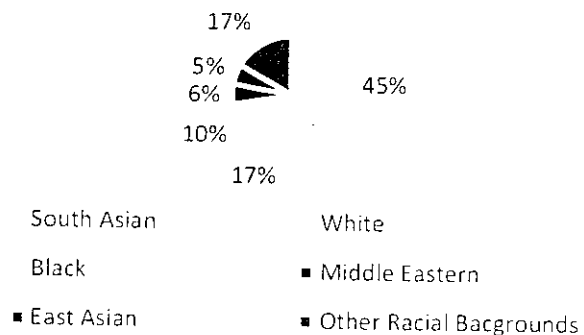
Educators have the power and privilege to define the content of the LLC 's collections though they do not necessarily identify with learners' lived experiences and intersectionalities.

An equity-informed Representation Audit is the analysis of the remaining collection in order to amplify diverse voices and perspectives. This process takes into consideration over-represented voices and identities and highlights missing voices. This part of the audit must be done in collaboration with the various stakeholders of your school's learning community. Alternatively, the resource can be discussed in the collaborative evaluation of resources workshops offered by the Library Support Services Team.

Why are representation audits of resources in learning environments important?

Library staff are accountable for actively identifying, disrupting, and dismantling inequities and barriers that uphold racism and other forms of oppression so learners of all identities are empowered through education that embraces their

identities and lived experiences. (EML document 2021)

It is also important to ensure that representation in LLC resources is not monolithic When students are exposed to a narrow range of perspectives, they may feel furht excluded, marginalized, oppressed or disconnected.

Consider the following data

DIVERSITY IN 2018
CHILDREN'S BOOKS

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: ccbc.education.wisc.edu/books/pcstats.asp

1%	5%	7%	10%	27%	50%
American Indians, First Nations	Latinx	Asian Pacific Islander-Asian Pacific American	African, African American	Animals-Other	White

Note: The data represented in both graphics does not include the rich, varied, and unique representations of intersectional identities. The information is provided only as a limited review of represetations included in children's books.

Further, the Representation Audit serves as a valuable tool for gaining an overview or snapshot of the representation in a school's collection, but we recognize that it is not intended to be a comprehensive documentation of the diverse identities within the community and may not fully capture the complex intersectionality of these identities.

WHO IS REPRESENTED IN KIDLIT? (2021)

based upon the main character (s)

White — 33%
Animal/vehicle/non-human — 29%
Black — 10%
Arab — 4%
Indigenous — 2%
LatinX — 5%
East Asian — 8%
South Asian — 6.9%
Jewish — 11.5%
Disabled — 4%
LGBTQ+ — 4%
Pacific Islander — .1%

Image Sources: https://www.slj.com/?detailStory=an-updated-look-at-diversity-in-childrens-books and https://www.instagram.com/readingwithredandthemagpie/?hl=e
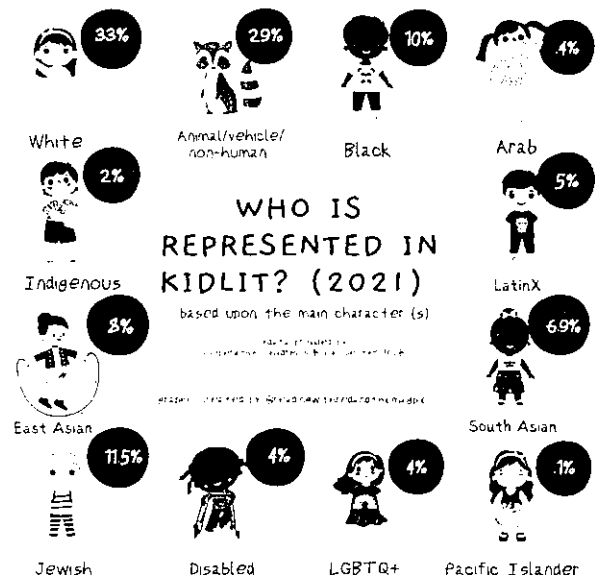
Now, think about your school's collection; your picture book collection, your non-fiction collection, your graphic novels collection etc. Would a representation audit

yield similar results? Does your collection reflect an equitable representation of Black, Indigenous and other historically marginalized identities? Representation audits help create room for historically-silenced and marginalized voices.

The data generated from this audit will help guide future purchases in order to ensure that your resources are reflective of the identities and lived experiences of the students and communities we serve.

The Representation Audit Process Starts With You!

How well do you know yourself? How is your social position, your personal biases, your personal privilege reflected in your school's collection? Personal biases such as "But I love/loved that book" reinforces teacher-centred practices and do not ensure that students have access to current, engaging and relatable resources.

How well do you know your community? Who are your learners? What intersecting identities, cultures and faiths make up your school's learning community. Get to know your learning community's unique identities and rich cultural diversity through a non-monolothic perspective. Again, this part of the audit must be done in community to ensure that one is bringing a variety of lenses, perspectives and lived experiences. The student-centred collection should be an equitable representation of your school community but at the same time should include all identities, including those that may not be represented in the school. Whose voices are missing?

STEP 3: ROLES & RESPONSIBILITIES

Collaboration with the various stakeholders of a school community is crucial for conducting a comprehensive representation audit. The administrative team, teacher librarian, and equity-focused committees must work together to establish representation criteria that align with the school's SIEP processes, goals, and setting actions.

They should determine which part of the collection will be audited each year, identify the categories that will be used in the audit, and establish an ideal percentage of diversity for the learning community. This percentage should be determined in conjunction with the school's climate team, equity team, student focus groups, parent council, and other relevant groups.

The team must analyze and share the audit data, keep progress documentation of the annual de-selection process, and inform staff of their roles during the representation audit. The involvement of staff and equity committee assistance in the evaluation of resources, as well as custodial staff's support in the disposal of text, should also be clearly communicated.

REPRESENTATION AUDIT PROCESS

Steps for conducting a representation audit of picture books/ Easy Readers

- Start with the "A" section of your collection and work alphabetically.
- Sort each book section into piles based on the story's protagonist's identity.
- The piles should be based on Peel's Month of Recognition, based on the identity markers determined by your school's various committees (Administrative team, Equity,Climate, ELL etc) and add a pile for "animals/others". Keep track of those numbers for each section. Record the grand total of all the sections on the Representation Audit Chart
- Fill in all of the information gathered from the audit on the Representation Tracker
- (Appendix D)

Steps for conducting a representation audit of non-fiction resources

- Start with the 000 section of your collection and work your way up numerically.
- The piles should be based on Peel's Month of Recognition, based on the identity markers determined by your school's various committees and add a pile for "animals/others". Keep track of those numbers for each section. Record the grand total of all the sections on the Representation Audit Chart
- Read each book and fill in all of the information gathered from the audit on the Representation Tracker
- (Appendix D)

Steps for conducting a representation audit of Novels

- Start with the "A" section of your collection and work alphabetically.
- Sort each book section into piles based on the story's protagonist's identity.
- The piles should be based on Peel's Month of Recognition, and holy days based on the identity markers determined by your school's various committees and add a pile for "animals/others". Keep track of those numbers for each section. Record the grand total of all the sections on the Representation Audit Chart
- Read each book and fill in all of the information gathered from the audit on the Representation Tracker
- (Appendix D)

Steps for conducting a representation audit of Graphic Novels*

- Start with the "A" section of your collection and work alphabetically.
- Sort each book section into piles based on the story's protagonist's identity.
- The piles should be based on Peel's Month of Recognition, based on the identity look-fors determined by your school's various committees and add a pile for "animals/others". Keep track of those numbers for each section. Record the grand total of all the sections on the Representation Audit Chart
- Read each book and fill in all of the information gathered from the audit on the Representation Tracker
- (Appendix D)

APPENDIX A.1:
ANNUAL CURRATION PLAN

Name of School:	Academic Year:
Principal:	Vice Principal(s):
Teacher Librarian(s):	Library Technician:
Approximate Size of Current Collection:	

Curation Cycle of Resources in the Library Learning Commons' Collection Criteria for the Annual Weeding and Audit Plan	
• To ensure accountability around the yearly implementation of Ministry Directive 18 • To ensure continuity in the yearly curation cycle • To ensure the effective use of time in schools during the curation cycle	
What section of the LLC collection was weeded and/or audited last year?	☐ Weeded: ☐ Audited:
What section of the LLC collection will be weeded and/or audited this year?	☐ Weeded: ☐ Audited:
Estimated Start Date	
Estimated Completion Date	
Annual Budget*: * at least 25% off library budget should be reserved for new curriculum-linked culturally relevant and non-fiction text in order to support MD 18 and BSSS 3.1	

APPENDIX A

APPENDIX A.2:
POST-WEEDING DOCUMENTATION

Weeding of Resources in the Library Learning Commons Collection

Post-Documentation of the Weeding Progress

Name of School:								
Academic School Year:								
Section of the Collection	**Start Date** *(actual or anticipated)*	**Estimated Timeline**	**Material weeded** *(range, alphabetical/ numeric sections)* (Add Rows to accommodate multiple dates)	**Material audited** *(range, alphabetical/ numeric sections)* (Add Rows to accommodate multiple dates)	**End Date**	**Teacher Librarian**	**Reviewed / Checked** *(Principal)*	**Link to Weeding Report** *(in PDF Format from Mona/ Ayesha)*
Non-Fiction								
0-200s								
300s-700s								
800s-900s								
Fiction								
Picture Books								
Early Readers								
Early Chapter Books								
Series								
Graphic Novels & Manga								
Junior Novels								
Intermediate Novels								
Y/A Novels								
All Other Resources (DVDs, Ebooks, Audiobooks, etc)								

APPENDIX A.3:
POST-WEEDING DOCUMENTATION (French Resources)

Weeding of Resources in the Library Learning Commons Collection								
Post-Documentation of the Weeding Progress								
Name of School:								
Academic School Year:								
Section of the Collection	**Start Date** *(actual or anticipated)*	**Estimated Timeline**	**Material weeded** *(range, alphabetical/ numeric sections)* (Add Rows to accommodate multiple dates)	**Material audited** *(range, alphabetical/ numeric sections)* (Add Rows to accommodate multiple dates)	**End Date**	**Teacher Librarian**	**Reviewed / Checked** *(Principal)*	**Link to Weeding Report** *(in PDF Format from Mona/ Ayesha)*
French Non-Fiction								
0-200s								
300s-700s								
800s-900s								
French Fiction								
Picture Books								
Early Readers								
Early Chapter Books								
Series								
Graphic Novels & Manga								
Junior Novels								
Intermediate Novels								
YA Novels								
All Other French Resources (DVDs, Ebooks, Audiobooks, etc)								

APPENDIX B.1:
EQUITY-INFORMED WEEDING TOOLS

Guidelines for the Weeding of Non-Fiction Resources			
Dewey Classification *created in 1873 ~ USA*	General Topic *as classified in 1873*	Retention period based on publication date *criteria to ensure accuracy of information*	Circulation Criteria *number of years with zero checkouts*
000-006	Computers	5 years	5 years
030	Encyclopaedias	Not recommended	N/A
100	Philosophy & Psychology	15 years	**K-8:** 5 years **High School:** Reference material
200	Religion	15 years	Reference material
320	Politics	15 years	**K-8:** 5 years **High School:** Reference material
340	Law	15 years	**K-8:** 5 years **High School:** Reference material
350	Government	15 years	**K-8:** 5 years **High School:** Reference material
360	Social Problems	15 years	Reference material
370	Careers	15 years	**K-8:** 5 years **High School:** Reference material
390-394	Customs & Etiquette	15 years	Reference material
398	Folklore & Fairy Tales	15 years	**K-8:** 5 years **High School:** Reference material
400	Languages	15 years	Reference material
500	Science	15 years	Reference material
500-560	Maths, Astronomy, Physics, Chemistry Natural Sciences	15 years	Reference material
567-599	Animals	15 years	Reference material
600	Technology	15 years	5 years
700-799	Art/Performing Art	15 years	Reference material
800	Literature	15 years	**K-8:** 5 years **High School:** Reference material
900-909	Geography/History	15 years	Reference material
910-917	Travel, Atlases and Guide books	5 years	**K-8:** 5 years **High School:** Reference material
930	Ancient History	15 years	**K-8:** 5 years **High School:** Reference material
940-960	Countries	7 years	**K-8:** 5 years **High School:** Reference material
970-971	Canadian and Local History	15 years	Reference material

APPENDIX B.2:
EQUITY-INFORMED WEEDING TOOLS

Guidelines for the weeding of Fiction Resources		
Type of Text	**Retention period based on publication date** *criteria to ensure accuracy of information*	**Circulation Criteria** *number of years with zero checkouts to ensure relevance*
General Fiction	10-15 years	5-8 years
Picture books	10-15 years	5-8 years

MUSTIE Considerations for Weeding of Resources	
M	Misleading: factually inaccurate; obsolete information; contain racial, cultural, or sexual stereotyping. In other words, the resource no longer matches current guidelines for selection. This is the most important part of the weeding process.
U	Unpleasant: This refers to the physical condition of the book, including outdated appearance, wear & tear, dirty, stained, mouldy, and beyond repair. Pay special attention to the pages, if they feel "grimy", they need to go. Some resources that are in poor condition have been "loved to death", and may be candidates for replacement (i.e. graphic novels). Others may just be very old, and the physical condition is a flag that the contents, which may be misleading.
S	Superseded: The resource has been superseded by a newer edition or a more current resource or information format.
T	Trivial: A fiction title may have had some appeal a few years ago, but has not withstood the test of time. A non-fiction resource may present accurate information but is poorly illustrated and organised, or too text-dense for the target audience.
I	Irrelevant: No longer serves the needs or interests of the school community. The topic covered in the resource may have a limited appeal to today's students. A resource may have been originally bought to support a "new" idea but is no longer relevant (flip-phones, floppy disks, CDs etc).
E	Elsewhere: You may choose to refer borrowers to more comprehensive collections available from other sources. For example, books that have been labelled as "classics" in Western society are often decades old and may now meet the weeding criteria. It is important to remember the purpose of a school collection. Curated collections should be student-centred; current, relevant and relatable.

APPENDIX B.3:
CLEARING YOUR SCHOOL WEED ACCOUNT

Make sure to generate this report and save it as a PDF file BEFORE submitting a request to have your WEED account cleared!

1. Log in to Crystal Reports using your school's login information
2. Double click to access the My Titles/Copies folder
3. Double click to generate the Weed Insurance Claim report
4. Select your school's library from the dropdown menu. In the Checkout dates section, check off "No Lower Value for the Start of Range," then select today's date in the End of Range box. In the User Account field, enter your school's weed account, WEED### (where the ### is your 3 digit school code). Click OK to generate the report:

Enter Values

Ecucoc Mem. ... PS

Select Checkout dates   Select Date Range
Please enter Date in format "mm dd yyyy"
Start of Range.   End of Range
Enter a Value   Enter a Value

Include this value ☑ No lower value   ☑ Include this value   No upper value

Enter User Account   User Account

WEED463

Ok

5. Once generated, click on the Export icon:

Home   Documents | **Weed Insurance Claim** ·

File ▾ ⟳ ⟳ ·   ⇗   ⌐ ⌐   ▾ ⌐ 1 of 18   ▾ 100% ▾

6. Select PDF from the dropdown menu, then click Export:

Export

File Format:

Crystal Reports (RPT)   ▾

Pag ✔ Crystal Reports (RPT)

        PDF

        Microsoft Excel (97-2003)

        Microsoft Excel (97-2003) Data-Only

APPENDIX C.1:
ANTI-RACIST & INCLUSION AUDIT TOOLS

Guiding Questions for Anti-racist & Inclusion Audits of Any Resource
As you read through the resources, ask yourself....
Does this resource contribute to affirming views of historically and currently marginalized groups or communities?
Is the resource potentially triggering or marginalizing for certain students due to its topic or description of trauma?
Does this resource uphold or perpetuate a superiority for a White, Christian, heteronormative, neurotypical worldview to the exclusion or oppression of others?
Does this resource perpetuate a colonial worldview? Does this resource present distortions or mis-truths about the impacts of colonialism? Does it perpetuate stereotypes about marginalized communities?
Does this resource affirm and empower students exploring their identities?
Does this resource engage in cultural appropriation? Does the authorship reflect the identities portrayed in the resource through authenticity or lived experience?
Does this resource contain racial, discriminatory slurs and/or outdated terminology that is no longer acceptable in our current society?
Does this resource contain stereotypes or microaggressions against certain identities in its **text/words?**
Does this resource contain stereotypes or microaggressions against certain identities in its **illustration?**
Does this resource portray diverse identities as being "exotic"?
Does this resource present diverse identities positively or through a deficit lens?
Does the authorship reflect the identities portrayed in the resource through authenticity or lived experience?
Does this resource promote empathy and not pity?
Does this resource promote the "othering" of people who have historically been marginalized?

APPENDIX C.2:
ANTI-RACIST & INCLUSION AUDIT TOOLS

Guidelines for an Anti-racist and Inclusion Audit of Non-Fiction Resources		
Dewey Classifi-cation *created in 1873 ~ USA	**General Topic** *as classified in 1873	**Pay Attention to...**
100	Philosophy & Psychology	Works on psychology and ethics are often a reflection of the times in which they were written. Past values and cultural norms may not respect current human rights and could perpetuate racist, oppressive and marginalized ideologies.
200	Religion	These resources need to be current and accurate. Resources that aim to convert readers or denigrate a religion have no place in a publicly-funded school library
300	Social Sciences	Resources on society and culture should be evaluated regularly with special attention given to currency and bias. Portrayals of specific groups of people change over time and vary by perspective. A focused lens should be on resources about customs, etiquette, holidays and folklore. Older editions of Folklore resources contain racial stereotypes and discrimination. Indigenous cultures are often represented as part of a "past culture". Older Indigenous resources may not be told through an authentic Indigenous lens.
800	Literature	See Guidelines for an anti-racist and inclusive audit of Fiction Resources below. Special attention should be given to the **Humour and Satire** section for gender and/or nationality bias. Review these illustrations carefully for similar stereotypes and biases.
900	Geography/ History	Historical resources must be examined through a critical lens. Perspectives on history change as more voices are uncovered and heard. **History of Africa:** pay attention to the colonial and stereotyped representation of Peoples from Africa and their cultures. **History of North America:** pay close attention to the colonial and stereotyped representation of Black and Indigenous Peoples' histories. The erasure of Black, Indigenous and marginalized culture and contributions are common in older resources. **History of Europe:** pay attention to the colonial and stereotyped representation of Arab and Middle Eastern People and their cultures. **History of Asia:** pay attention to colonial and stereotyped representation of Asian People and their cultures.

APPENDIX D.1:
GAP ANALYSIS QUESTIONS

GAP ANALYSIS QUESTION	REFLECTION
Does our collection contain an equitable representation of diverse text that offer **"mirrors"**; *opportunities for reflection and affirmation for students into their own lives and does it reflect aspects of their social identities?*	
Does our collection contain an equitable representation of diverse text that offer **"windows"**; *opportunities for insight and understanding for students into the experiences of others including those of Black, Indigenous and other marginalized communities?*	
Does our collection contain an equitable representation of diverse text that offer **"Sliding Glass Doors"**; *opportunities for action and agency for the reader to imaginatively and critically construct their relationship with the text and the world around them?*	
Are there titles from over-represented identities that should be "pruned" from our collection to make space for all voices?	
How will you use this information to guide your future purchases?	

APPENDIX D.2:
GRAND TOTAL OF COLLECTION
REPRESENTATION AUDIT

Total Representation of Diverse Identities in:

☐ Picture Books   ☐ Graphic Novels

☐ Non Fiction   ☐ French Resources

☐ Novels   ☐ Other Resources:

Asian Identities	Black Identities	Christian Identities	Hindu Identities	Indigenous Identities	Jewish Identities	Latinx Identities
Muslim Identities	Sikh Identities	Tamil Identities	White Identities	2SLGBTQ+ Identities	Other Characters	

Replacement Needs (Existing or New Gaps)

Theme	Quantity	Notes
Kindness		
Grief		
Families		

Some of these categories were guided by the PDSB Months of Recognition.

Other categories can and should be added as needed.

This is an example of the categories that can be included in the audit. This is not a comprehensive list, in consultation with administration, this chart should be edited in a way that reflects the board's population, the school's community and missing voices.