Toolkit for Diverse Collection Development and Intellectual Freedom in Manitoba Schools

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1. Introduction and Purpose

This Toolkit for Diverse Collection Development and Intellectual Freedom in Manitoba Schools was created by the Manitoba School Library Association (MSLA). It may be useful to public school divisions, funded independent schools, teacher-librarians, teachers, school library technicians/library staff, parents and students. Our intent is to provide an understanding of why diverse school library materials and learning resources are imperative in Manitoba schools and to encourage school divisions to be proactive with their policies to ensure fairness and transparency when schools are faced with challenges related to intellectual freedom and censorship.

The Canadian School Libraries Collection Diversity Toolkit, ALA Selection & Reconsideration Policy Toolkit for Public, School, & Academic Libraries, CFLA's Intellectual Freedom Toolkit for Canadian Libraries, and the Manitoba Library Association Public Libraries Intellectual Freedom and Anti-Censorship Toolkit provide valuable guidelines and examples to help manage book reconsideration requests in a fair and transparent manner. The information in this document draws from these resources and gives them a Manitoba context. The MSLA thanks these organizations for their guidance and work.

This is a living document intended to be updated as required. Please see our website for the most current version: https://www.manitobaschoollibraries.ca/

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2. Related Provincial and Federal Legislation and Organizational Guidelines

The following documents highlight the legal frameworks, guidelines, roles, and responsibilities governing public education in Manitoba, the foundations for diverse learning resources and inclusive environments in schools. They also emphasize the rights and protections granted to children and individuals in Manitoba.

In Manitoba, public K-12 education is governed by the Manitoba Public Schools Act and the Education Administration Act. This legislation governs the delivery of public education in Manitoba. All public school boards are bound by this legislation.

With respect to learning resources, no particular guides for library materials are provided, however there are guidelines for choosing K-12 curricular subject area learning resources on the Manitoba Education website.

The School Board Member Handbook provides a plain language explanation of the responsibilities of school boards in Manitoba.

Safe and Caring School Legislation and Policy Guidelines mandate Manitoba school boards and funded independent schools to update and implement policies in schools to provide safe and inclusive learning environments, including a policy on respect for human diversity. These policies align with the Human Rights Act and the Canadian Charter of Rights and Freedoms. These are the basis for the development of diverse school library and learning resource collections in Manitoba.

Mamàhtawisiwin: The Wonder We Are Born With: An Indigenous Education Policy Framework
As a framework, Mamàhtawisiwin assists educators in Manitoba in integrating Indigenous languages, cultures, and identities into their instructional methods and approaches. This framework has direct implications for the curation of school library and school learning resources.

The Human Rights Code of Manitoba applies to all Manitobans, including children, and gives recognized groups protection from unreasonable discrimination in areas such as employment, housing, and services available for the public.

Manitoba's Freedom of Information and Protection of Privacy Act
Public bodies must protect personal information about individuals from being unreasonably disclosed, ensuring privacy. This act applies to all school records.

Canada is a signatory of The United Nations Convention on the Rights of a Child, which outlines the rights and protections afforded to all children. These include the right to information from diverse sources.

The Canadian Charter of Rights and Freedoms guarantees broad equality rights and other fundamental rights such as the freedom of expression (intellectual freedom), freedom of assembly and freedom of religion for all Canadians, including children.

TRC Calls to Action #62 and #64 call on all Canadian schools to indigenize public school curricula in order to educate students on the culture of Indigenous peoples, and the history of residential schools. This has direct implications for school library collections which must include both fiction and nonfiction titles that feature Indigenous authors, people, stories, history and current topics.

The Canadian Federation of Library Associations statement on Intellectual Freedom and Libraries provides support for the promotion of "the universal principles of intellectual freedom as defined in the Universal Declaration of Human Rights, which include the interlocking freedoms to hold opinions and to seek, receive and impart information and ideas through any media and regardless of frontiers."

3. Collection Development

Collection Diversity and Inclusion

The Manitoba School Library Association is committed to promoting the development and maintenance of high-quality school libraries and learning resource collections that meet the varied learning and information needs of all Manitoba students. One of the key ways the MSLA supports this goal is by advocating for collection diversity in school libraries. Collection diversity refers to the practice of curating a school library collection to ensure that it includes material that is representative of diverse perspectives, experiences, abilities and identities. This includes materials that feature information, characters and storylines that reflect a range of cultural, ethnic, racial, socioeconomic backgrounds, as well as materials that explore themes related to gender, sexuality, and other dimensions of identity.

Collection diversity is essential in school libraries because it helps to ensure that all students can find materials that resonate with their own experiences and interests, thereby fostering a sense of belonging and validation. A diverse collection also provides opportunities for students to encounter perspectives and experiences that are different from their own, which can promote empathy, understanding, and critical thinking skills. Collection diversity is particularly important for students from marginalized or underrepresented communities, who may not see themselves represented in mainstream literature. By including materials that represent a range of perspectives and identities, school libraries can help promote social justice and equity, and support students in developing a positive sense of self and community.

In light of the important benefits of diverse school library collections, the MSLA encourages all school boards and administrators to prioritize collection diversity in classroom and school libraries. This can be achieved through the implementation of the following strategies, preferably by a qualified teacher-librarian:

- Regularly reviewing classroom and school library collections to ensure that they include materials that represent a range of perspectives and identities, and removing materials that perpetuate harmful stereotypes or biases.
- Working with teachers, students and other members of the school community to identify gaps in the collection and to develop strategies for addressing them.
- Seeking out resources and materials that promote diversity and inclusion, and making them visible to teachers and students.
- Collaborating with community organizations and groups to identify and acquire materials that represent diverse perspectives and identities (Brooks Kirkland et al., 2023).

These strategies align with the Manitoba provincial government's *Safe and Caring Schools: Respect for Human Diversity* document which sets requirements for the development of a respect for human diversity policy for all school divisions and funded independent schools in the province. Diverse school library collections also reflect the values enshrined in the Canadian Charter of Rights and Freedoms, the United Nations Convention on the Rights of a Child, and the TRC Calls to Action.

School Library and Learning Resource Selection Policies

The first step toward professional collection development is the creation of clear resource selection guidelines. The guidelines should attend to the principles of intellectual freedom, the role resources play in learning, literacy development, representation and diversity. Additional factors to be taken into account when developing selection policies include adherence to copyright laws, student voice and maturity level, presence of commercialism, accessibility and availability of multimodal formats (Brooks Kirkland et al., 2023). Selection guidelines should also consider how to handle donations and gifts. Clear and well thought out selection guidelines can both prevent challenges and serve as a robust defense for the inclusion of a resource in the collection should a challenge come forward. Challenges can then focus on the requirement to demonstrate whether or not the resource meets the guidelines of the selection policies rather than on personally held beliefs and values.

Sample Selection Policies

It is the responsibility of school divisions in Manitoba to develop Learning Resources and/or Library Resources selection policies. Such policies are critical for the selection of materials used by students in Manitoba schools and encourage Manitoba teachers to educate students through an equity and diversity lens. The links below will lead you to such policies from several different school divisions.

River East Transcona School Division Learning Resources Selection
River East Transcona School Division Principles of Learning Resource Selection
Pembina Trails School Division Library Resources Selection Policy
Pembina Trails Division Instructional Resources and Materials Selection
Louis Riel School Division Learning Resources and Materials
Louis Riel School Division Library Resources and Materials Selection

Collection Maintenance and Deselection Procedures

Collection maintenance and deselection procedures (also referred to as weeding) are important to ensure a useful, appealing and functional set of learning resources in schools and school libraries. Such collection maintenance procedures should align with selection policies and should be done thoughtfully, regularly and systematically. Deselecting/weeding materials involves assessing overall usage, bias, accuracy, currency, and relevance. Factors such as space availability, edition, format, condition, historical importance, and the number of copies may also be considered. It is crucial to remember that while the deselection/weeding process is important for maintaining the collection, it should never be misused to remove controversial materials. Canadian School Libraries has very good information on viewing deselection and weeding of resources through an equity lens.

School Library Staffing

A well-staffed library, with a qualified and full time teacher-librarian and library technician is better equipped with the expertise in collection development needed to navigate challenges, provide access to diverse materials, and promote intellectual freedom. When a book is challenged, it often requires a robust defense to protect intellectual freedom and promote the principles of diversity and a well-rounded education. Inadequate staffing can limit the school's ability to effectively review resources, as the necessary time and expertise to respond effectively to challenges may be lacking. This can lead to the removal of books from the library based on narrow perspectives or personal bias.The Manitoba School Library Association advocates for equitable and full time school library staffing for every school in Manitoba. The combination of a full-time teacher librarian and a library technician in a school library enables the library to fulfill its educational mission effectively and provide valuable resources and services to the school community.

School Library Roles Defined

A **teacher-librarian** is a certified teacher who curates library resources and supports teachers and students with inquiry, literacy, information literacy and technology needs. A teacher-librarian is knowledgeable of diversity practices and cultivates an inclusive and welcoming space for students. A Bachelor of Education is a requirement for this position. Preferred qualifications include several years of varied teaching experience and a certificate or Master of Education with a focus on Teacher Librarianship or equivalent Master of Library Information Studies course.

A **library technician** supports and assists the teacher-librarian with library work within the school setting and has expertise in the technical aspects of running a school library (specialized software knowledge, circulation, processing of new materials, cataloging, etc.). This designation requires a certificate from an accredited program, although some school divisions will accept different educational and work experience backgrounds in lieu of the certificate.

A **library clerk, assistant or volunteer** may be employed in some schools. These designations do not require any specific training or experience and these employees may lack the expertise to make essential decisions on the diversity of collections and intellectual freedom. Additional professional development is strongly recommended for these school employees.

Pressure for material inclusion or exclusion from individuals or groups should not be factored into material selection, but instead the professional judgment of a trained library professional should be applied, supported by guideline documents that defend universal principles of protecting intellectual freedom, and put collection diversity within the context of the rights and freedoms of all Canadians.

Canadian School Libraries, Guidelines and Procedures

4. Reconsideration Policies

Manitoba school administrators and library staff should have a copy of their division's selection and reconsideration policies readily available. Any policy created should align with the province's Safe and Caring Schools legislation, more specifically, the Respect for Human Diversity policies.

Foundational Principles

The guiding principles of school library reconsideration policies are rooted in the recognition and endorsement of fundamental freedoms and intellectual freedom, as enshrined in the Canadian Charter of Rights and Freedoms (1982, s 8) and the Universal Declaration of Human Rights (1948). These principles uphold individuals' rights to access information, express their thoughts, and seek knowledge without boundaries. Libraries have a core responsibility to promote these principles, ensuring equitable access to diverse expressive content (Canadian Federation of Library Associations [CFLA-FCAB], 2020). These guiding principles also align with the UN Convention on the Rights of the Child (1989), which emphasizes children's right to freedom of thought, expression, and access to information. Reconsideration procedures in school libraries should reflect these principles, allowing educators to make resource selections based on sound criteria while ensuring that challenged resources remain accessible during the process.

Framework and Content

A reconsideration policy should consist of the following:
- Informal Dispute Resolution
- Formal Reconsideration Procedures
- Transparency and Communication
- Reconsideration Committee
- Review Procedure
- Documentation

Informal Dispute Resolution allows for the possibility of resolving issues informally. Often, explaining that materials can be returned and that the student has freedom of choice to select another item will diffuse the situation. Parents should be encouraged to speak with their own children about what they are reading and to provide guidance in making reading choices that align with their family values. If a challenge is made regarding a specific item, staff should be trained to maintain a formal and non-confrontational tone. When informal discussions do not resolve the situation, the formal reconsideration process may be initiated (Brooks Kirkland et al., 2023; American Library Association [ALA] 2018).

Formal Reconsideration Procedures that are formally recognized as board policy, should be established in all school divisions in Manitoba. A set of procedures recognized as board policy protects the integrity of all persons involved in the challenge and outlines the process for submitting the forms for a reconsideration request, the responsibilities of the parties involved

(e.g., the principal, the teacher-librarian, teaching staff, the reconsideration committee), and the timeline for review and decision-making. The procedures/policy should also emphasize the importance of intellectual freedom and the principles of diversity and inclusion. The formal reconsideration procedure should not evaluate resources based on values or ideologies. Instead, it should focus on assessing compliance with established selection guidelines. Those filing a challenge must demonstrate how the resource fails to meet these guidelines. It is also important to evaluate resources as complete works rather than focusing on isolated sections taken out of context. The resource should remain in circulation while the challenge is being processed. (Brooks Kirkland et al., 2023; ALA, 2018).

Transparency and Communication are key throughout the reconsideration process. When a request is received, whomever receives the challenge must acknowledge it promptly and inform the requester about the steps that will be followed. The person who is identified in the procedure as the lead in the challenge must keep all involved parties informed about the progress of the review, and provide opportunities for them to express their opinions or concerns.

It is imperative that all staff members including teachers, library staff, educational assistants, school leaders, senior administrators and school trustees be made aware of the process to follow when a formal challenge has been made. They also need to know where "Reconsideration of Resources" materials are found or who to contact in their school if a challenge is made. School divisions are encouraged to have their policy/procedure widely available to staff and the community. Most will look for the policy/procedure on a school division's website.

The Reconsideration Committee should be diverse and consist of professionals such as teacher-librarians, teachers, administrators, and community members. This committee should reflect the school's demographics and include individuals with knowledge and understanding of intellectual freedom, censorship issues, and the principles of diversity. One committee member, often an administrator, will be selected to serve as chair of the committee and is responsible for all communication with the person submitting the challenge. To ensure impartiality, the individual who issued the challenge should not sit on the committee. The role of the committee is to review the challenged material impartially, examining it within the context of the school's collection development policies and guidelines (ALA, 2018). The Manitoba School Library Association strongly encourages that any materials challenged in a school be reviewed by a formal Reconsideration Committee.

Review Procedures outline how a resource will be evaluated against the selection procedures**.** When evaluating a challenged book, consider its literary and educational merits, relevance to the curriculum, and suitability for the intended age group. Committee members must consult reviews, professional recommendations, and educational standards to inform the decision-making process. It is important to base decisions on sound educational principles rather than personal preferences, biases, ideologies, or values. The committee must be knowledgeable about the resource being challenged and have read or viewed the entire work

before any committee work can commence.The item should remain in circulation while the review is being conducted.

Documentation ensures the maintenance of accurate and detailed records of all aspects of the reconsideration process, including dates, correspondences, committee discussions, and decisions made. Documentation throughout the process ensures transparency and provides a historical record that can guide future decisions and potentially serve as a reference for similar cases.

Sample Reconsideration Policies and Forms

Effective book reconsideration procedures and policies are vital for maintaining intellectual freedom, promoting diversity, and fostering a respectful learning environment in Manitoba school libraries. The links below will lead you to reconsideration policies and forms from several different school divisions/districts.

River East Transcona School Division Reconsideration of Learning Resources Policy
Louis Riel School Division Procedures for the Reconsideration of Learning Resources and Materials
Louis Riel School Division Request for Formal Reconsideration of Learning Resources Form
Waterloo Region District School Board Selection Guideline Reconsideration Procedures

Additional guidelines are provided in the Canadian School Libraries Collection Diversity Toolkit and the ALA Selection & Reconsideration Policy Toolkit for Public, School, & Academic Libraries, Both these websites have example forms, policies and procedures.

5. Reporting Challenges to National Databases

It is important that all challenges to materials in schools be reported on a national level. Such reports can be made by any educator, educational assistant, administrator, parent, student or community member. Documentation to national organizations is important because they:

- Document and track challenges.
- Protect intellectual freedom.
- Provide support and resources.
- Facilitate advocacy and awareness.
- Promote collaboration.
- Assist in the maintenance of records.

There are two places where school resource challenges, bans and censorship should be reported. MSLA recommends reporting to both:

The Canadian Federation of Library Associations collects information through the [Intellectual Freedom Challenges Survey](#), which you can fill out at any time. The data collected through the survey is aggregated and summarized in a yearly report and made [available online](#) to allow for year to year comparisons.

The Centre for Free Expression has a [library challenges database](#) that is fully searchable. Challenges can be [submitted here.](#) This database includes an individual report for each item, as well as the database page summary.

6. Frequently Asked Questions

Why are calls for book bans happening now?

Book challenges and book bans are not new. Every year in North America, books are removed from school and public library shelves, often without due process. Books with sexual health information and 2SLGBTQ+ content, as well as books with characters of colour or that confront racism have always been targeted. What is different now is the level of organization behind the calls for books to be removed or restricted. There are organizations in the US and Canada that are providing support, resources and scripts for like minded people, encouraging a very vocal minority to garner attention and press coverage. This is a movement that we see repeating in many places in the US, most notably in Florida and Texas where it has received political support.

What can be done about these calls for book bans?

The MSLA encourages all school library professionals to follow clear and robust selection policies and guidelines that emphasize intellectual freedom. These guidelines should consider how resources will be used for learning, literacy development and how they support representation and diversity. The guidelines should also align with Manitoba's *Safe and Caring Schools* legislation and *Respect for Human Diversity* policies.

A reconsideration policy with clear steps for performing impartial reviews of challenged materials should also be in place in your school or division. Reviews of materials should be conducted professionally and careful records should be kept. Challenged materials should be held to the standard of your selection guidelines. Do they conform with your selection standards, or do they fail to meet the selection standards? This de-emphasizes values based conversations and provides an impartial way to review materials. The MSLA advocates that the material being challenged should stay in circulation while the review process takes place. The MSLA does not recognize any calls for clear cutting of school library collections as a valid or professional process. Teachers, school administrators and school trustees should not take it upon themselves to remove materials without a formal review.

The MSLA encourages concerned educators, school library staff, parents and community members to speak up for school and classroom library collection diversity by contacting your local school administrator, school board trustees, MLA and the Education Minister. We also encourage you to report any challenges to the databases mentioned in the previous section.

What would you say to parents who are concerned about materials their child can access at school?

Teacher-Librarians and school library staff encourage parents and caregivers to have conversations with their own children about the reading choices they make and whether or not they align with their family values. It is within a parent's purview to do so. What's concerning about the types of activity occurring in Manitoba schools is that challengers go far beyond expressing concern about what their own child is reading. Many calls today propose to remove or restrict numerous titles from numerous schools for every child, and they often circumvent established procedures and policies. School libraries must reflect the diversity of the school population and that of wider society. Educators have a responsibility to make sure every student can see themselves in the library collection.

7. Helpful Resources and Supports

The following organizations may have helpful information about collection diversity, reconsideration policies, intellectual freedom and censorship.

[The Manitoba School Library Association](#) (MSLA)
MSLA's focus is to support the personnel in school libraries through providing opportunities for professional growth; encouraging improvements in the qualifications of all personnel in school libraries; promoting high standards of educational programs that support a broad range of literacies across the curriculum for Manitoba students; maintaining liaison between school and other organizations interested in library and information services; providing means for communication and interaction; and advocating for equity of services, resources and programming in school libraries across all Manitoba schools.

You can contact the current President of the MSLA for information at:
mslapresident@manitobaschoollibraries.ca

[Canadian School Libraries](#) (CSL)
CSL is a non-profit organization committed to advancing research and development in the Canadian school library learning commons field. It connects educators and practitioners nationwide to foster collaborative efforts in implementing exemplary practices aligned with current professional standards.

[The Canadian Federation of Library Associations](#) (CFLA-FCAB)
CFLA-FCAB is the united, national voice of Canada's library community.

[The Manitoba Library Association](#)
MLA provides leadership in the promotion, development, and support of public library and information services in Manitoba.

[The American Library Association](#) (ALA)
ALA is the oldest and largest library association in the world. The mission of ALA is "to provide leadership for the development, promotion and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all."

[Centre for Free Expression](#) (CFE)
The CFE strives to enhance comprehension of freedom of expression rights and their connection to personal growth, knowledge advancement, democracy, and social justice through public education, engagement, commentaries, legal analysis, research, and advocacy.

The following statements, resources, articles and news stories give context, history and helpful information about collection diversity, resource challenges, and censorship in schools.

Canadian School Libraries Collection Diversity Toolkit
CLA's collection diversity toolkit for Canadian School libraries offers resources and guidance to promote diverse and inclusive collections that reflect the needs and experiences of students.

Canadian School Libraries Research Archive
Research articles related to collection development and diversity.

Canadian Children's Book Centre
Offers many reviews and recommended book lists, with a focus on diversity.

Canadian Review of Materials
CM: Canadian Review of Materials is a volunteer-driven online publication featuring reviews of Canadian-authored, -illustrated, or -published materials for children and adolescents. Reviewers include educators, librarians, and professors with expertise in juvenile resources.

Manitoba Teachers' Society opposes the banning of books
A statement from the Manitoba Teachers' Society regarding the recent calls to ban books from school libraries.

CSL Statement: Book Challenges and Censorship in Canada's School Libraries
A statement from Canadian School Libraries regarding the recent surge of book challenges.

Freedom to Read
Resources on censorship and free expression for students and educators

Freedom of Expression Rights and the School Library: Who Speaks for the Kids in Your School When the Censor Comes Calling?
An article by Dianne Oberg which discusses how the recognition and protection of freedom of expression rights, including those of students, are essential to education, and teacher-librarians play a crucial role in upholding these rights by ensuring that school policies and collection management procedures align with the Canadian Charter of Rights and Freedoms, international standards, and the needs of students.

Call to remove LGBTQ2, sex education books from Brandon schools met with approval, outrage
A news story from *Global News* about the call for the removal of LGBTQ2+ sex education books from schools in Brandon, Manitoba, which sparked a heated debate and drew a large turnout at a school division meeting.

Cheers as Brandon School Division rejects call to remove library books on sexuality, gender identity
A *CBC News* story. In a recent decision, the Brandon School Division in Manitoba, Canada, has reaffirmed its commitment to inclusivity and diversity by rejecting the request to ban books from school libraries. Despite controversy and differing opinions, the school division stands by its belief in providing a safe environment that embraces diverse perspectives and ideas, ensuring

students have access to a wide range of learning resources that support their development and celebrate individuality.

[BSD Board of Trustees Response to Delegations](#)
The Brandon School Division Board of Trustees firmly rejects the proposal for a committee to review books in school libraries and reasserts its support for inclusive and diverse learning environments that respect and protect all individuals, including transgender and gender diverse people, recognizing the importance of creating safe spaces and empowering students.

[Protesters pack Carman school board meeting with book-ban arguments on agenda](#)
A news story from *The Winnipeg Free Press*. Protesters gathered at a Prairie Rose School Division board meeting in Carman, Manitoba, to discuss the potential banning of the book "This Book is Gay," with conflicting views expressed by attendees, including concerns over explicit content and the importance of diverse experiences in literature, echoing similar debates seen in other Manitoba councils and school boards this year.

[Prairie Rose School Division Board of Trustees Response to Delegations of June 19, 2023](#)
The Prairie Rose School Division Board of Trustees supports diversity, rejects claims of pornography in school libraries, opposes book bans, and trusts educators and librarians to provide age-appropriate materials. They are committed to creating an inclusive environment that respects all individuals' rights to access diverse perspectives and ideas.

[More Manitoba school divisions debate book bans](#)
During a board meeting in the Mountain View School Division, trustees expressed differing views on book bans, with Ward 3 trustee Jason Gryba advocating for the removal of sexually explicit books from libraries used by minors, while Ward 2 trustee Charlene Gulak opposed any book bans and emphasized the professionalism and inclusivity of the library services.

[Supreme Court Judgements: Chamberlain v. Surrey School District No. 36](#)
In 1997, James Chamberlain, a primary school teacher in Surrey, British Columbia, was denied permission to use three books depicting same-sex parents in his classes; however, after a legal battle that reached the Supreme Court of Canada, the ban was overturned, highlighting the importance of respecting families with same-sex parents and promoting tolerance.

[Censorship in Canadian Schools](#)
This article from Richard Beaudry discusses instances of book challenges and censorship in Canadian school library learning commons, including cases of book removal without following proper procedures, challenges related to curriculum content, genre issues, and book leveling, emphasizing the importance of addressing censorship challenges and seeking support from library associations and intellectual freedom committees.

[CFLA-FCAB's Press Release in regards to Censorship Attempts in BC Schools](#)
A recent RCMP investigation in Chilliwack, BC, has confirmed that attempts to censor certain books in school libraries, particularly those with 2SLGBTQQIA+ content, were unwarranted, highlighting the ongoing defense of students' freedom to read in Canadian libraries.

[Ontario school board reviews every book in every library to cull those 'harmful' to students](#)
A news story from the *National Post.* An Ontario school board is reviewing every book in its 121 school libraries to remove titles considered "harmful" to students or staff.

[How to beat a book ban: students, parents and librarians fight back](#)
A news story from *The Guardian* that describes how parents are successfully defending books that address race, sexuality, and gender. They provide a model for others to stand up for free speech, racial equity, and the rights of LGBTQ+ youth, with examples including librarians activating networks, parents rallying together, and communities organizing to protect books from bans.

[Raising the bar for 2SLGBTQ+ youth](#)
This article emphasizes the need for improved inclusion of 2SLGBTQ+ young people in youth-serving organizations in Canada. It calls for recognizing historical failures, understanding the challenges faced by 2SLGBTQ+ youth, involving them in leadership roles, committing to organizational culture change, allocating resources, and implementing inclusive policies and training to create safer and more supportive environments for 2SLGBTQ+ youth. The goal is to ensure they have access to essential services and opportunities for personal growth.

[Accusations of Providing Pornography](#)
This article aims to provide guidance and support to librarians and administrators facing accusations of providing pornography in libraries. It emphasizes the legal distinction between sexual content in books for children and actual pornography, offers recommendations for handling such situations, and highlights the importance of supporting LGBTQ children and seeking personal support. The article is based on American context, but is still useful.

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