

West Vancouver Schools Library Learning Commons - Collection Development Policy

Definitions:

School Library: “offers learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media.” The school library’s mission is to “provide information and ideas that are fundamental to functioning successfully in today’s information and knowledge-based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens” (UNESCO School Library Manifesto).

Collection Development: refers to the act of building a coherent and balanced collection to support the school curriculum. The goal is to inspire a love of reading and to promote cultural appreciation of past and present ideas.

Library Materials: refers to all materials housed in the library which includes books, periodicals, DVDs, sound recordings, and other information in digital format.

Censorship: defined as the removal, suppressions, or restricted circulation of literary, artistic, or educational images, ideas, and/or information on moral or ethical grounds.

Weeding: refers to the process of eliminating inaccurate and out-of-date information to ensure that obsolete, damaged, and under-utilized materials are removed from the collection.

Objective:

School libraries play a critical role in the academic, intellectual, and social development of the students at (insert school name). It is essential that the library collection includes a wide range of library materials to reflect and support the diverse and multifaceted needs of both teachers and students.

The purpose of this policy is to establish guidelines to assist and guide teacher-librarians in the management of library materials while ensuring continuing growth of the collection in conjunction with the goals and objectives of the curriculum.

Responsibility:

The teacher-librarian, as a trained professional, is responsible for the selection and overall development of library materials. It is the responsibility of the teacher-librarian to provide a diverse, balanced, and high-quality collection representing all points of view on controversial issues.

Any WV student, faculty, staff, or parent can make recommendations for purchases for additions to the collection.

Selection Criteria:

The following criteria are used as a guide in the selection process. Although not all library materials will meet all of the criteria listed below, it is expected that staff members will exercise their professional expertise and sensitivity to apply the criteria when selecting resources. (OLA)

a) **Appropriateness to Program.**

Materials should:

- i) Support the curriculum as outlined in Ministry, Board, and school documents

- ii) Support specific kinds of programs, e.g. Special Education, ELL, Enrichment, IB, AP, French Immersion (if SE, CD, and PJ are on board)
- iii) Be appropriate for the grade(s) and level(s) of instruction

b) Suitability for Students.

Materials should:

- i) Enrich the learning experiences of students
- ii) Sustain the interest of students
- iii) Be appropriate to the maturity and experience of students
- iv) Be relevant and reflective of students' lives
- v) Be appropriate for learning styles and skills of the intended audience

c) Equity and Inclusiveness.

Materials should:

- i) Represent people of a variety of races, religions, genders, sexual orientations, classes, abilities, and age
- ii) Represent Indigenous peoples and a range of their experiences
- iii) Depict individuals and groups in a range of social, economic, and political environments
- iv) Address issues from a variety of perspectives
- v) Include examples of stereotyping and discrimination that can be used by the teacher for anti-discriminatory purposes
- vi) Include controversial issues that can be addressed in ways that are educationally appropriate

d) Canadian Content and Publication.

Materials should:

- i) Present a broad-based perspective of Canada within a global framework
- ii) Present Indigenous Canadians in contemporary contexts where appropriate
- iii) Present Canada and its people within a multicultural context
- iv) Be written, illustrated, or edited by a Canadian when available

e) Quality of Visual and Physical Format.

Materials should:

- i) Be well-organized and presented clearly and logically
- ii) Include high quality illustrations, graphics, photographs, and artwork when applicable

f) Cost and Durability.

Materials should:

- i) Be durable
- ii) Be used in a way that justify cost

Weeding and Retention:

Systematic weeding is an essential and ongoing service that enhances the credibility and usability of the school library. Collection development should follow the **FRESH** method. *Materials that do not fulfill the criteria are weeded.*

F: Does it **FOSTER** a love a reading? The learning resources should help students see themselves as readers and make them want to read.

R: Does it **REFLECT** a diverse population? Every student in the school should be able to see themselves in the collection.

E: Does it reflect an **EQUITABLE** global view? The collection should represent a variety of viewpoints and encourage global connections?

S: Does it **SUPPORT** the curriculum? The collection should be age and developmentally appropriate, and it should support the learning goals of the school.

H: Is it **HIGH-QUALITY** text? The collection should be made up of materials that connect students and teachers to up to date and accurate information.

Books in need of repair are mended by library staff, or replaced.

Reuse and Disposal:

The teacher-librarian exercises discretion about whether weeded materials are:

- Given to teachers for classroom use
- Sent to other schools in the district
- Donated to charitable organizations
- Recycled or shredded

Donations:

Donations of books or materials are welcomed to enrich the library collection. All donated materials are reviewed based on the same criteria for purchased materials. If donated materials are not added to the library collection, they are donated to charitable organizations or recycled.

Procedure for Dealing with Challenged Materials:

Any student, parent or member of the community may request that an approved library resource be reconsidered on the basis of appropriateness. The following procedure shall be followed.

1. Requests for reconsideration is to be addressed to the teacher-librarian, in writing on the “Formal Request for System Reconsideration of Library Material” form.
2. Upon receipt of the information, the teacher-librarian, and another teacher, will complete the “Evaluation of Challenged Library Material” form independently.
3. Evaluators will report their recommendation to the administrator, and advise the petitioner, in writing, of the recommendation.
4. The petitioner may appeal this decision to the Principal of Instruction through a written request.

Works Cited

- ERAC. *Evaluating, Selecting and Acquiring Learning Resources: A Guide*. Vancouver, 2008. *Educational Resource Acquisition Consortium*, bcerac.ca/wp-content/uploads/2018/09/ERAC_WB.pdf. Accessed 16 Jan. 2019.
- "IFLA/UNESCO School Library Manifesto." *International Federation of School Library Associations and Institutions*, 22 Sept. 2015, www.ifla.org/publications/iflaunesco-school-library-manifesto-1999?og=52. Accessed 16 Jan. 2019.
- LaGarde, Jennifer. "Keeping Your Library Collection Smelling F.R.E.S.H." *The Adventures of Library Girl*, 1 Oct. 2013, www.librarygirl.net/search?q=weeding. Accessed 16 Jan. 2019.
- OSLA Council. *Sample Policy Concerning the Selection of School Library Materials*. 15 Dec. 2017. *Ontario Library Association*, www.accessola.org/web/Documents/OSLA%20Sample%20Policy%20concerning%20the%20selection%20of%20School%20Library%20Materials%20v2.pdf. Accessed 16 Jan. 2019.

FORMAL REQUEST FOR SYSTEM RECONSIDERATION OF LIBRARY MATERIAL

Date Submitted _____	Date Received _____
Contact Name _____	Tel No. _____
Name of School _____	
Name of Person Initiating Challenge _____	
Role of Person Initiating Challenge: District Employee Parent/Guardian Student	
Other (please specify) _____	
Type _____	
Title _____	
Author _____	
Publisher/Producer _____ Publishing Date _____	

Please respond to the following questions. If additional space is required, use and attach sheets of paper. When completed, please submit to the teacher-librarian. A copy will be provided to the principal.

1. Did you read, view, listen to the entire resource? If not, what sections did you view?

2. What concerns do you have about this resource? Please be specific - cite pages, passage, etc.

3. What do you believe is the purpose of this resource in our school?

4. What, in your opinion, is the main idea conveyed through this resource?

5. What, in your opinion, may be the results of a students' exposure to this resource ?

6. What do you see as the merits of this library resource?

7. In your opinion, for what age group would this resource be appropriate?

8. Have your read any reviews of the resource? If so, please list source and date of the review.

9. What is your recommendation regarding this resource?
 - a. Do not recommend or assign it to my child
 - b. Withdraw it from all student use
 - c. Do not use with age group it is recommended for
 - d. Have it further evaluated by educational staff
 - e. Other:

10. Please recommend alternative learning resource that you would consider to provide the appropriate information and perspective on this topic. If yes, please list title and author.

Signed: _____ Date: _____

Note to petitioner: Please keep copy for your records.

EVALUATION OF CHALLENGED LIBRARY MATERIALS BY WEST VANCOUVER SCHOOLS

Date: _____

Title for Reconsideration: _____

Evaluator: _____

Evaluator's Job Title: _____

1. I have read or viewed the entire resource. Y / N
2. Is this an ERAC (Educational Resource Acquisition Consortium) approved resource? Y / N
3. Does this resource support the BC curriculum?
 - a. Extensively
 - b. Moderately
 - c. Not at all

Comments:

4. Is the content current and accurate for the intended curriculum and grade?
 - a. Extensively
 - b. Moderately
 - c. Not at all

Comments:

5. Is the content timely and important for student broad understandings?
 - a. Extensively
 - b. Moderately
 - c. Not at all

Comments:

6. Is the language use appropriate to the emotional maturity and cognitive level of students?
 - a. Extensively
 - b. Moderately

c. Not at all

Comments:

7. Do the social considerations (i.e. gender roles/identity, belief systems, socio economic, violence, language, ethical, etc) support, rather than detract from, students learning?
- a. Extensively
 - b. Moderately
 - c. Not at all

Comments:

8. Do you have any concerns regarding the use of this resource by students?

9. Do you think this resource should be restricted to certain ages and groups? If yes, please be specific and explain your reasoning.

10. What action should be taken concerning this material?

- a. No action
- b. Remove from school library
- c. Restrict to specific approved groups
- d. Other (explain) _____