

West Vancouver Schools Library Learning Commons
Collection Development Guidelines
Updated March 2023

Definitions:

Teacher Librarian: a teacher who, in addition to a teacher certificate, also holds either a masters in library science, or a diploma in teacher librarianship from a recognized university. In addition to teaching literacy and research skills, the teacher librarian manages the library collection, the physical and virtual library spaces, staff and budget.

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 and students’ free voluntary reading.

Library Materials: refers to all materials housed in the library, or in digital format on the library website, including: books, periodicals, encyclopedias, databases and video resources.

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

Weeding: refers to the process of eliminating inaccurate and out-of-date information or portrayals and ensuring that obsolete, damaged, and under-utilized materials are removed from the collection.

Role of the School Library and Teacher Librarian

School libraries play a critical role in the academic, intellectual, and social development of the students at West Vancouver Schools. 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 document 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.

The teacher-librarian is responsible for the selection and overall development of library materials. It is the responsibility of the teacher-librarian to protect the principles of freedom to read for all students, and to provide a diverse, balanced, and high-quality 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 teacher librarians will exercise their professional expertise to apply the criteria when selecting resources. (OLA)

Appropriateness to Program

Materials should:

1. Support the curriculum as outlined in Ministry, Board, and school documents
2. Support specific kinds of programs, e.g. Special Education, ELL, Enrichment, IB, AP, French Immersion
3. Be appropriate for the grade(s) and level(s) of instruction

Suitability for Students

Materials should:

1. Enrich the learning experiences of students
2. Sustain the interest of students
3. Be appropriate to the maturity and experience of students
4. Be relevant and reflective of students' lives
5. Be appropriate for learning styles and skills of the intended audience

Equity and Inclusiveness

Materials should:

1. Represent people of a variety of ethnicities, religions, gender identities, sexual orientations and expressions, classes, abilities, age, and neurodiversities
2. Depict individuals and groups in a range of social, economic, and political environments
3. Address subjects from a variety of perspectives

Indigenous Representation

Materials should:

1. Be written by, or have received substantial contribution or participation of, an Indigenous person(s) (i.e. the work must present authentic Indigenous voices).
2. Prioritize materials from the Nations on which West Vancouver Schools reside.
3. Elevate the importance of Indigenous people, their stories and knowledge.
4. Increase understanding of Indigenous cultures and ways of knowing.

Canadian Content and Publication

Materials should:

1. Be written, illustrated, or edited by a Canadian
2. Present a broad-based perspective of Canada within a global framework

3. Present Canada and its people within a multicultural context

Quality and Cost

Materials Should:

1. Be of high quality visual and physical format, where information and images are well organized and presented clearly and logically
2. Be of high quality physical format that will stand up to library use in a cost-effective way

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.* (Based on Jennifer Largarde - Library Girl)

F: Does it **FOSTER** a love of 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 both themselves, and the lives of others, reflected 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.

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 classroom teachers, charitable organizations or recycled.

Procedure for Dealing with Challenged Materials:

Any member of the school community (student, parent, teacher or staff member) may request that a library resource be reconsidered. The following procedure shall be followed.

In accordance with District Administrative Procedure 250 (Learning Resources), “Concerns regarding the use of a learning resource should be first addressed at the school level.” (Item 4.1) If the concern cannot be resolved at the school level, [District Administrative procedure 250](#) (AP 250) indicates that a district process may be warranted.

School Level Process

1. Requests for reconsideration are to be addressed to the teacher-librarian, in writing on the “Request for Reconsideration of Library Material” form. At this time, the teacher-librarian would also let the school-based admin know that there was a challenge of library material in process.
2. Upon receipt of the completed form, the teacher-librarian, and another teacher, will complete the “Evaluation of Challenged Library Material” form independently.
3. Evaluators will report their recommendations to the administrator, and advise the petitioner, in writing, of the recommendation.
4. If the concern cannot be resolved at the school level, [District Administrative procedure 250](#) (AP 250) indicates that a district process may be warranted.

District Level Process (AP250)

4.2 Where a district process is warranted, the Superintendent will convene a review committee composed of the Superintendent or designate, an administrator, a teacher, a member of the Parent Advisory Council, and a student where appropriate.

4.3 The Superintendent or designate shall chair the committee.

4.4 The Committee shall refer to the Ministry of Education policy on learning resources (2017) Focused Ed Selection criteria guidelines, and other related policies and procedures to make its decision.

4.5 The Committee will communicate the results of its decision to all relevant parties

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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.

Canadian School Libraries, Selection Guidelines and Reconsideration procedures. <https://docs.google.com/document/d/1WBfozAFzbOWNVecP2xj6gNzOoG9t4DqcAgZD2r3hHMU/edit?usp=sharing>

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 you 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) _____

Source: ERAC Evaluator Form