



## LIBRARY LEARNING COMMONS COLLECTIONS

### Background

This procedure establishes guidelines for the management of library learning commons resources to ensure that collections continually evolve, remains relevant and responsive to supporting the goals of the curriculum, and is in alignment with the School Act, Safe Schools Act, and district expectations.

### Definitions

Library Learning Commons Resources All multi-format resources housed in the school library learning commons and online. This includes any print or non-print materials and a variety of audio-visual and digital materials, sometimes used by teachers and students for formal or informal teaching and learning purposes.

### Procedures

#### 1. Principles Supporting the Selection of Library Learning Commons Resources

- 1.1 Teacher librarians have a professional responsibility to provide students with a wide range of resources that meet provincial curricular standards.
- 1.2 Resources in school library learning commons will reflect the Campbell River School District's policies and procedures pertaining to safe schools, inclusion, and respect.
- 1.3 The resources in school library learning commons are appropriate for the age, grade level and maturity of the students in the school.
- 1.4 The challenge of a library learning commons resource by any staff member, parent or student will result in a thoughtful review of the resource.

#### 2. Criteria for the Selection of Library Learning Commons Resources

Resources in the school library learning commons should support the BC curriculum and be consistent with guidelines and criteria established by the Ministry of Education and Child Care. Teacher librarians are expected to demonstrate judicious care and consideration to the content of resources made available to students. The selection of resources is a professional matter, and is guided by professional expertise, judgement, and sensitivity to apply the criteria when choosing resources. All resources will not necessarily meet all the criteria listed below:

Appropriateness to Program	The resource is aligned to one or more core competencies, big ideas, curricular competencies, or content standard in the provincial curriculum. Materials should support and enrich the curriculum as outlined in ministry, board, and school documents; support specific kinds of programs (e.g. special education, ELL, Indigenous education, enrichment, French Immersion); be appropriate for the grade(s) and level(s) of instruction; stimulate personal growth and the growth of critical thinking; and promote cross-curricular, holistic, and inquiry-based approaches to learning.
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Suitability to Students	The resource is appropriate for the age, grade level and maturity of the students in the school. Materials should engage readers; serve students' varied interests, abilities and learning styles; stimulate personal growth and the growth of critical thinking; sustain the interest of students; be appropriate to the maturity and experience of students; and be relevant and reflective of students' lives.
Equity and Inclusiveness	The resource contributes to an equity-informed collection that reflects the diversity of Canadian society. Materials should represent people of a variety of races, religions, genders, diverse backgrounds, sexual orientations, gender identities and expressions, classes, and varying abilities; depict individuals and groups in a range of social, economic, and political environments; include Indigenous perspectives and ways of knowing; and represent and address a variety of perspectives, including controversial issues.
Canadian Content and Publication	The resource represents the diversity of Canadian people authentically. Materials should present a broad-based perspective of Canada within a global framework; present the diversity of Canada's religious, ethnic, and cultural groups and their contributions to our heritage; present Indigenous Canadians in contemporary contexts where appropriate; present Canada and its people within a multicultural context; and be written, illustrated or edited by a Canadian when available.
Quality of Visual and Physical Format	The resource is of high quality. Materials should be well organized and presented clearly and logically; and include high quality illustrations, graphics, photographs, and artwork where applicable.
Cost and Durability	The resource is long-lasting. Materials should be durable and be used in a way that justify cost.

### 3. **Challenge of School Library Learning Commons Resources**

- 3.1 Where a resource is used in a school library learning commons, parents/guardians should respectfully discuss any concerns they have with their child's teacher and/or the teacher librarian first, to try to reach a mutually agreed upon solution.
- 3.2 On the basis of appropriateness, any parent/guardian can formally challenge resources that are in circulation in the library learning commons where their child is enrolled. Concerns regarding the availability of library learning commons resources must first be addressed and resolved, if possible, at the school level with the staff in question, and/or the principal.
- 3.3 If the concern cannot be resolved at the school level, the challenge should be directed through the following process:
  - 3.3.1 The parent/guardian must file their challenge using Form 216-1 Library Learning Commons Challenge Form and submit it to the school's associate superintendent.

- 3.3.2 The school's associate superintendent will form a reconsideration committee to review the resource. The reconsideration committee shall be comprised of the associate superintendent, the district teacher-librarian, the school's principal, and a parent representative from the district parent advisory council.
- 3.3.3 The reconsideration committee will review the material using the criteria for the selection of library learning commons resources, as well as the concerns expressed by the challenger.
- 3.3.4 The reconsideration committee:
- Will examine the challenged resource in the context of the purpose of school library learning commons and the provincial curriculum;
  - Will weigh the benefits and shortfalls of the resource and form an opinion based on the material as a whole;
  - May invite the challenger and the teacher librarian to attend a reconsideration committee meeting;
  - Will make a determination and communicate it to the challenger and the teacher librarian.
- 3.4 Resources being challenged are to remain in circulation during the reconsideration process.
- 3.5 If the reconsideration committee determines that the resource is not appropriate for the school library learning common in question, it will no longer be available for student sign-out.
- 3.6 If the reconsideration committee determines that the resource is appropriate, and the challenger is not satisfied, an appeal may be filed to the Board of Education by contacting the secretary-treasurer's office.

Reference: School Act, Safe Schools Act

Cross Reference: OP 215 – Selection of Learning Resources

Related Forms: [Form 216-1 Library Learning Commons Challenge Form](#)

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