AP-H-104.1 Library Learning Commons Collections & Supplementary Learning Resources

Administrative Procedures

Revised May 13, 2021

BACKGROUND & RATIONALE

FFCA believes that library - learning commons and supplementary learning resources, including classroom libraries, are an important tool to help support students learn how to acquire, understand, use, question, analyze and evaluate information to participate in society as ethical and responsible citizens in a culturally pluralistic society. Information, critical thinking, literacy and cultural appreciation skills of students are paramount to their success in school and after graduation.

This FFCA Collections & Supplementary Learning Resources AP aligns with Alberta Education's Learning Commons Policy Guidelines which state "*the learning commons should:*

- "*provide student access to and guidance on the use of: quality print and digital learning resources in multiple formats that are reviewed to ensure they address a diverse range of student learning and developmental needs*
- *focus on quality learning resources in multiple formats and provide exposure to a wide variety of Canadian and international resources (fiction and nonfiction) which reflect multiple perspectives, promote literacy and numeracy and develop students' interests and competencies beyond the school setting*
- *recognize and respect Indigenous knowledge and ways of knowing of the First Nations, Métis and Inuit peoples;*
- *provide high quality learning resources in English, and other languages as applicable, in order to support instruction and self-directed reading.*" (Alberta, 2016, *modified for FFCA)

FFCA adopts the statement on intellectual freedom of the Alberta School Library Council of the Alberta Teacher's Association (ATA) which states:

> *"Intellectual freedom comprehends the right of every individual to have access to all expressions of knowledge and creativity. This basic right requires that students be granted freedom to read as an integral part of their education. Because students require practice in handling freedom to read, it becomes the responsibility of professional educators to make available material representing the widest range of interests, so that students may freely explore the world of ideas, be they popular or unpopular."* (Alberta School Library Council of the ATA1972, 2010)

FFCA resource collection procedures reflect the Canadian Library Association (CLA) *Statement on Intellectual Freedom and Libraries* (Canadian Library Association (CLA), September 2015) which recognizes and values the *Canadian Charter of Rights and Freedoms, the* International Federation of Library Associations and Institutions (IFLA) Statement on Libraries and Intellectual Freedom, Guidelines for Recognizing Diversity and Promoting Respect (Alberta 2020), and the National Council of Teachers of English (NCTE) Intellectual Freedom Center.

DEFINITION OF KEY TERMS

1. Library Learning Commons (LLC):
2. The national school library learning commons standards define the LLC as "The physical and virtual collaborative learning hub of the school community, designed to engineer and lead learning for the future, a transformational shift from traditional library to a whole school learning culture where everyone is working together to enhance learning, and to continually improve thinking, questioning, analyzing and creating." (Canadian Library Association (CLA), 2014) The Alberta policy uses "learning commons" (Alberta Education, 2014) "Library" can be viewed as the entity or noun; "learning commons" as the active learning or verb.Resources
   a. These can exist in multiple formats. Below is a list of categories that resources may fit into:
      i. Literary and Informational Texts
      ii. Magazines, Periodicals or Journals
      iii. Websites or Software
      iv. CDs or Audio Recordings
      v. DVD or Video Recordings
      vi. Applications for Tablets or Mobile Devices
      vii. Manipulatives
      viii. Guest Speakers or Presentations
3. Supplemental Learning Resources
   a. A resource that a student might select when engaged in an independent learning activity or for personal interest. These resources will not be used with the majority of students.
4. Bias
   a. Resources are evaluated and selected upon an understanding of the "nature and degree of bias" which recognizes that "bias exists in all resources". Learning resources should represent "people of a variety of races, religions, genders, sexual orientations, classes, abilities, and ages". Additionally resources should "depict individuals and groups in a range of social, economic, and political environments" and "address issues from a variety of perspectives. Examples of stereotyping and discrimination (including language, visuals, omissions, or distorted perspectives) can be used by the teacher for anti-discriminatory educational purposes. If the material contains controversial issues, they can be addressed in ways that are educationally appropriate to students and programs." (Toronto District School Board) Resources should "recognize and respect Indigenous knowledge and ways of knowing of the First Nations, Métis and Inuit peoples" (Alberta Education).

PROCEDURES

1. Responsibility for Resource Selection:
Selection of library learning commons and supplementary classroom resources is an ongoing professional responsibility shared by library personnel, teachers, and administrators. The principal carries overall responsibility for selection adherent to this FFCA resource collection policy and delegates this responsibility to library personnel and teachers. Resource collection input may occur through:
- requesting and receiving recommendations onsite or online (ad hoc or formal) and reviewing using policy criteria
- collaborating within and across campuses
- targeting learning outcomes of FFCA school development plans

- supporting provincially mandated curriculum
- meeting learning needs and reading interests of students
- offering variety in format (print, digital, audio, visual, etc.).

2. Selection Principles and Considerations:

Resources, including classroom resources, gifts or donations, will be selected based on the general considerations listed below. Authoritative review journals such as School Library Journal or Resource Links will be consulted. Resource selection will comply with copyright law as outlined in *Copyright Matters! 3rd ed.*

General considerations for reviewing resources (detailed descriptions in Appendix B):
- Accuracy
- Currency
- Relevance
- Accessibility
- Social Context
- Aesthetics
- Authenticity
- Cost/Durability
- Canadian content
- Developmental Range
- Consideration of noted authors and award recipients

Specific criteria is applied to a resource depending on its format and if it is fiction or non-fiction. Specific criteria are found in children and young adult authoritative resource review sources such as The Collection Program in Schools (Bishop).

3. Collection Analysis - Long-Range Planning

Library personnel and teachers share responsibility for collection analysis and weeding of materials to keep the collection relevant. Resources will be assessed annually, and each year, priorities will be set to identify present and future FFCA resource needs. Usually, one or two areas of emphasis at a time will be concentrated on as curricular or campus needs dictate. Resources will be provided based on the available budget.

4. Resource Collection Committee:

To help facilitate and inform the consistent, efficient and effective selection of quality library learnings commons and supplementary learning resources, FFCA will establish a cross-campus resource collection committee comprised of library personnel, teachers, and campus and system-based administrators.

Committee Purposes:
- Share observations on resource quality, currency and suitability
- Identify different ways a resource could be used across campuses
- Discuss several titles on same topic
- Improve resource evaluation and selection skills

- Discover more and varied resources
- Deal with intellectual challenges
- Ensure equitable resource access
- Support curriculum and varied areas of expertise

Committee Responsibilities:
- Share the resource collection policy across campuses
- Affirm annually members and invite/select new members
- Determine annually collection gaps and priorities
- Meet 2-3 times per year to preview and discuss resources
- Keep updated on curriculum changes
- Read/examine the entire resource or provide at minimum two authoritative reviews
- Compare resources with other similar resources
- Be aware of the difference between *informed selection*: inclusive - look for materials that serve a diversity in points of view and subject matter and *censorship*: exclusive - access is denied to ideas because they are considered offensive (Intellectual Freedom: Reason for including rather than excluding a resource)
- Share reviews across campuses through maintaining a platform to:
    - Share reviews and include student reviews (using policy criteria)
    - Post "best of the best" lists and "new arrivals" on the platform
    - Highlight curriculum connections in reviews

5. Reconsideration of Resources
Procedure for handling requests for reconsideration of resources are outlined in Appendix C "FFCA Request for Reconsideration of Learning Resources Form / Process".

6. Relationships and Partnerships:
FFCA fosters relationships and partnerships with other libraries and organizations to supplement collections. Partnership with the Calgary Public Library is encouraged as membership includes The Alberta Library (TAL) that enables borrowing from other member libraries such as The University of Calgary. Students are also able to access free online licensed resources through the Online Reference Centre at LearnAlberta by entering our school username and password.

Appendix A - FFCA Resource Collection AP References and Further Reading

Alberta Education. 2016. Learning Commons/School Libraries.
https://archive.education.alberta.ca/department/ipr/slsi/

Alberta Education. 2016. Online Reference Centre.
http://www.learnalberta.ca/OnlineReferenceCentre.aspx?lang=en

Alberta School Library Council (ASLC). 2016. ASLC LitPicks. Edmonton, AB: Alberta Teacher's Association.
http://www.aslclitpicks.ca/

Alberta School Library Council (ASLC). 2010, 1972. "Statement on Intellectual Freedom". Edmonton, AB: Alberta Teacher's Association.

American Association of School Librarians (AASL). 2016. Intellectual Freedom. Chicago, IL: AASL.
http://www.ala.org/aasl/advocacy/if

American Library Association (ALA). 2016. Booklist on Line. Chicago, IL: Booklist Publications.
http://www.booklistonline.com/home

Association for Library Service to Children (ALSC). 2016. Welcome to the Caldecott Medal Home Page! Chicago, IL: American Library Association (ALA).
http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal

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Bishop, Kay. *The Collection Program in Schools, 4th ed*. 2007. Santa Barbara, CA: Libraries Unlimited.

Canada Council for the Arts. 2016. GG Great Read Books: Children's Literature – Illustrated Books.
http://ggbooks.ca/books/children-illustration

Canada Council for the Arts. 2016. GG Great Read Books: Children's Literature – Text.
http://ggbooks.ca/books/children-text

Canadian Library Association (CLA). 2016. Amelia Frances Howard Gibbon Illustrator's Award. Ottawa, ON: CLA. http://cla.ca/cla-at-work/awards/amelia-frances-howard-gibbon-illustrators-award/

Canadian Library Association (CLA). 2016. Book of the Year for Children Award. Ottawa, ON: CLA.
http://cla.ca/cla-at-work/awards/book-of-the-year-for-children-award/

Canadian Library Association (CLA). 2016. Young Adult Book Award. Ottawa, ON: CLA. http://cla.ca/cla-at-work/awards/young-adult-book-award/

Canadian Library Association (CLA). 2015. "Canadian Library Association Statement on Intellectual Freedom and Libraries." Ottawa, ON: CLA. http://cla.ca/wp-content/uploads/CLA_Intellectual_Freedom_Position_Stmt_27sept2015_ltrhd.pdf

Canadian Library Association (CLA). 2014. *Leading Learning: Standards Of Practice For School Library Learning Commons In Canada*. http://clatoolbox.ca/casl/slic/llsop.pdf

Horning, Kathleen T. 2010. *From Cover to Cover: Evaluating and Reviewing Children's Books, Revised ed.* New York, NY: HarperCollins Publishers.

International Federation of Library Associations and Institutions (IFLA). 2015. "IFLA Statement on Libraries and Intellectual Freedom." The Hague, Netherlands: IFLA. http://www.ifla.org/publications/ifla-statement-on-libraries-and-intellectual-freedom?og=30

Kiefer, Barbara Z. and Cynthia A. Tyson. 2013. *Charlotte Huck's Children's Literature, A Brief Guide, 2nd ed.* Columbus, OH: McGraw-Hill Education.

LaGarde, Joanne. 2013, October 1. "Keeping Your Library Collection Smelling F.R.E.S.H!" [Web log post]. http://www.librarygirl.net/2013/10/keeping-your-library-collection.html

Manitoba Library Association. 2016. CM: Canadian Review of Materials. Winnipeg, MB: The Manitoba Library Association. http://www.umanitoba.ca/cm/

Media Smarts. 2016. Canada's Centre for Digital and Media Literacy. http://mediasmarts.ca

National Council of Teachers of English (NCTE). 2016. NCTE Intellectual Freedom Centre. http://www.ncte.org/action/anti-censorship

Noel, Wanda and Jordan Snel. *Copyright Matters! 3rd ed.* 2012. Toronto, ON: Council of Ministers of Education, Canada Canadian School Boards Association Canadian Teachers' Federation. http://cmec.ca/Publications/Lists/Publications/Attachments/291/Copyright_Matters.pdf

Pennel, Victoria, ed. 2016. Resource Links. http://www.resourcelinksmagazine.ca/

School Library Journal. 2016. SLJ Reviews. http://www.slj.com/category/reviews/

Sykes, Judith and Claudette Monette-Brown. 1998. "Guidelines for Evaluation of Learning Resources". Calgary, AB: Calgary Board Education.

The Rocky Mountain Book Awards Committee. 2016. The Rocky Mountain Book Awards. http://www.rmba.info/

Tooth, John. 2015. *Canadian Copyright in Schools and School Libraries*. Ottawa, ON: Canadian Library Association (CLA).

Toronto District School Board (TDSB). 2009. "PR 532 CUR- Handling Concerns About Learning Resources and Controversial Issues". Retrieved from TDSB February 17, 2016. http://www.tdsb.on.ca/AboutUs/Policies,ProceduresForms/Detail.aspx?docId=435

Toronto District School Board (TDSB). 2003. "PR 531 CUR- Selection and Approval of Learning Resources". Retrieved from TDSB February 17, 2016. http://www.tdsb.on.ca/AboutUs/Policies,ProceduresForms/Detail.aspx?docId=435

University of Calgary. 2016. Library: Community Users. https://library.ucalgary.ca/services/borrowing/community

USM Libraries. 2015. Checklist for Evaluating Web Resources. Portland, ME: University of Southern Maine (USM). http://usm.maine.edu/library/checklist-evaluating-web-resources

Appendix B - General Considerations Glossary

Accessibility:
Resources take into consideration the varied interests, abilities, learning styles, special needs, and maturity levels of students. Reading level and subject coverage should be appropriate for the intended audience. Is the material organized in a logical manner with the information easy to follow? In the case of print materials, is the print size appropriate for the intended audience, are the text and illustrations appropriate for the same audience and do informational books contain features such as an index, table of contents and bibliography? Maps, charts, tables, a glossary of terms, pronunciation guides and suggestions for follow- up activities are also helpful additions and should be judged on their usefulness. With respect to non-print resources, the reviewer should be aware of technical quality in visuals, sound, colour, synchronization, appropriateness of the visuals and script for the intended audience.

Accuracy:
Resources should be examined for any bias displayed by the author stemming from political affiliation, sectarianism, prejudice for or against the subject at hand, etc. Accuracy of facts is important. When topics are highly specialized or unfamiliar, reviewers depend on competent review sources to identify inaccuracies.

Aesthetics:
Illustrations clarify and extend the text. The medium should be appropriate to the purpose of the resource and intended audience. Artistic quality is a prime consideration particularly in picture books for young children. Illustrations in informational books must be accurate, informative, distinctly detailed and clearly labeled. In non-print resources visuals should be clear and appropriate for intended audience.

Authenticity:
The qualifications of the author are an important consideration when selecting informational materials. Does the author have the background to write with authority on the subject? Is the author already well known and highly respected in this field? A summary of his/her credentials should be included in the resource. What is the quality of sources the author has consulted in compiling the resource?

Award recipients/Noted Authors:
In most cases known children and young adult authors provide consistent quality and approach throughout their works. Awards recipients usually guarantee a quality resource. Two to follow are the John Newbery Medal for most outstanding contribution to children/young adult American novels, and the Randolph Caldecott Medal for the most distinguished American picture book for children. Canadian awards include The Governor General's Literary Award for Children's Literature (text) and The Governor General's Literacy Award for Children's Literature (illustration). The Canadian Library Association (CLA) awards the Amelia Frances Howard Gibbon Illustrator's Award, the Young Adult Book Award, and Book of the Year for Children Award. Most provinces or territories sponsor children's book awards; for example in Alberta we have The Rocky Mountain Book Awards for grades 4 to 7.

Canadian Content:
Resources reflect a wide variety of Canadian authors, editors and printers (fiction and nonfiction) and demonstrate "a broadly based perspective of Canada within a global framework; Canada and its people within a multicultural context." (Toronto District School Board)

Currency:
As knowledge is constantly changing, it is important that resources reflect the latest thinking and findings of research. The date of the publication is one indication, however dates of sources listed in the bibliography should also be noted.

Durability:
Resources have a physical format, appearance and technical design which is suitable for the intended use and merits expenditure.

Relevance:
Resources support and are consistent with the general educational goals of the province and the district, the aims and objectives of schools, as well as the curriculum and programs offered within schools.

Developmental Range:
Resources in a given classroom or school collection may include will be suitable for a range of age and maturity levels ranging from several years below to several years above that of students in a particular classroom or campus.

Social Context: :
Resources are evaluated and selected in an equitable manner that depicts or considers race, gender, culture, age, ability, socioeconomic status, religion, occupation, political environments and sexual orientation. Instructional resources include the contributions made to our society by minority groups and people from various ethnic backgrounds. When selecting these resources, considerations will be given to support both the school's and provincial's diverse population, knowing that the demographics of a school's population might differ based on geographical location. Resources need to be free of intrusive advertising. It is recognized that all resources have some element of bias. Resources will be selected that are as free of bias as possible, and when bias within a resource is identified, it will be critically examined and used to teach critical thinking skills.

Further guidance around this consideration can be found in the *Guidelines for Recognizing Diversity and Promoting Respect – Alberta Education, 2020*.

Appendix C – Request for Reconsideration of Learning Resources Procedure

<u>PROCESS</u>

The process for handling a request for reconsideration of learning resources is as follows:

When a request is made to reconsider a learning resource from an FFCA campus or from all FFCA campuses by an individual the following process shall be followed:

1. If a verbal request to reconsider a resource is made to the campus library personnel or to a classroom teacher, and the campus library personnel or classroom teacher are unable to resolve the concern, the *FFCA Request for Reconsideration of Learning Resources Form* should be provided to the concerned party to be then submitted to the campus' administration.
2. Once the campus principal receives the *FFCA Request for Reconsideration of Learning Resources Form* from an individual to reconsider a learning resource from the campus, the principal will copy the form to the other campus administrators at the relevant levels and Central Office, and, in consultation with library personnel or teacher(s), will confer with the complainant to attempt to resolve the concerns. Authoritative reviews of the learning resource in question will be procured. The resource may be pulled from the shelves of the relevant campus(es) during this review process at the discretion of the campus administration.
3. If the concerns are resolved, the principal will inform Central Office and other campuses of the resolution.
4. If the matter is not resolved at the campus level, the principal will advise the complainant that their written request for reconsideration of learning resource has been escalated for review by Central Office.
5. Upon receipt of the *FFCA Request for Reconsideration of Learning Resources Form* from the principal, Central Office personnel will assemble a review committee consisting of the appropriate Central Office personnel, a campus representative, and other resource persons as needed. The resource may be pulled from the shelves during the review process at the discretion of Central Office personnel.
6. The review committee will provide a written report of its decision, including a rationale, to Central Office. A copy of the written report will be forwarded to the Superintendent or designate of FFCA.
7. The Superintendent or designate will make the final decision regarding the appropriateness of the learning resource in FFCA campuses and will inform the complainant and all campuses of the decision.

Request for Reconsideration of Learning Resources Form

NAME: _____

CAMPUS: _____

TELEPHONE NO. _____ (Home) _____(Cell)

EMAIL: _____

RESOURCE QUESTIONED

Print: Author: _____

             Title: _____

             Publisher/ Copyright Date: _____ _____

Non-Print: Type of Resource: _____

             Title/Name: _____

             Publisher/Producer/ Copyright Date: _____

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

1.   Did you review the entire item? _____

     If not, what section did you review? _____

     _____

     _____

2.   What do you feel is objectionable in this resource? Why? _____

     _____

     _____

     _____

3.   What outcome are you hoping for in bringing this request forward? _____

     _____

     _____

     _____

Date: _____   _____

                                              (Signature of Complainant)

Please return this form to the library technician or classroom teacher who will provide copies to the campus principal educator.