Lakehead Public Schools

REGULAR BOARD MEETING NO. 6
Tuesday, February 26, 2013
Jim McCuaig Education Centre

Catherine Siemieniuk   Deborah Massaro
Director of Education   Chair

AGENDA

PUBLIC SESSION
7:30 P.M. – in the Board Room

		Resource Person	Pages
1.	Call to Order		
2.	Disclosure of Conflict of Interest		
3.	Approval of the Agenda		
4.	Resolve into Committee of the Whole – Closed Session		
5.	**COMMITTEE OF THE WHOLE – Closed Session – 6:45 p.m. (SEE ATTACHED AGENDA)**		
6.	Report of Committee of the Whole – Closed Session		
7.	Delegations/Presentations		
	7.1 WE Stand Up Thunder Bay 2013	L. Turner	Verbal
8.	Confirmation of Minutes		
	8.1 Regular Board Meeting No. 5 - January 22, 2013	D. Massaro	1-7
9.	Business Arising from the Minutes		

> Trustees (Chair and Vice-Chair) and presenters of reports will be available
> for comment after the Board Meeting.

LAKEHEAD DISTRICT SCHOOL BOARD

> Trustees (Chair and Vice-Chair) and presenters of reports will be available
> for comment after the Board Meeting.

LAKEHEAD DISTRICT SCHOOL BOARD

			Resource Person	Pages
15.2	Establishment of 2013–2014 Budget Committee (026-13)		D. Wright	45-46

It is recommended that:

1. *Lakehead District School Board establish the 2013-2014 Budget Committee comprised of all Trustees; and*

2. *The 2013-2014 Budget Committee report its recommendation to the Lakehead District School Board no later than the date provided by the Ministry of Education.*

16. New Business

17. Notices of Motion

18. Information and Inquiries

19. Adjournment

Lakehead Public Schools

REGULAR BOARD MEETING NO. 6
Tuesday, February 26, 2013
Jim McCuaig Education Centre

Catherine Siemieniuk   Deborah Massaro
Director of Education   Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session
6:45 P.M. – in the Sibley Room

		Resource Person	Pages
5.1	Confirmation of Committee of the Whole - Closed Session Minutes		
	5.1.1 Regular Board Meeting No. 5 - January 22, 2013	D. Massaro	1-2
5.2	Business Arising from the Minutes		
5.3	Consideration of Reports		
	5.3.1 Legal Matter	I. MacRae	Verbal
	5.3.2 Negotiations	I. MacRae	Verbal
5.4	Information and Inquiries		
5.5	Rise and Report Progress		

Trustees (Chair and Vice-Chair) and presenters of reports will be available
for comment after the Board Meeting.

LAKEHEAD DISTRICT SCHOOL BOARD

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING NO. 5

Board Room
Jim McCuaig Education Centre   2013 JAN 22

TRUSTEES PRESENT:

Deborah Massaro (Chair)   Lori Lukinuk
Karen Wilson (Vice Chair)   Ron Oikonen – via teleconference
Marg Arnone   Jack Playford
Pat Johansen   George Saarinen
                                           Rheanna Kendrick (Student Trustee)

SENIOR ADMINISTRATION:

Catherine Siemieniuk, Director of Education
Colleen Kappel, Superintendent of Education
Ian MacRae, Superintendent of Education
Sherri-Lynne Pharand, Superintendent of Education

FEDERATION/UNION REPRESENTATIVES:

Jeff Upton, Lakehead OPC
Eric Fredrickson, Lakehead Principals/Vice Principals
Donica LeBlanc, Lakehead Principals/Vice Principals

PUBLIC SESSION:

1.   Approval of Agenda

      Moved by Trustee Saarinen   Seconded by Trustee Arnone

      "THAT the Agenda for Regular Board Meeting No. 5, January 22, 2013 be approved."

                                                                    CARRIED

2.   Resolve Into Committee of the Whole – Closed Session

      Moved by Trustee Lukinuk   Seconded by Trustee Arnone

      *"THAT we resolve into Committee of the Whole – Closed Session with Trustee Massaro
      in the Chair to consider the following:*

      - *Confirmation of Committee of the Whole – Closed Session Minutes*
        - *Regular Board Meeting No. 3*
          - *December 18, 2012*

      - *Confirmation of Committee of the Whole – Closed Session Minutes*
        - *Board Meeting No. 4 (Special)*
          - *January 14, 2013*

1

-   Negotiations

and that this meeting shall not be open to the public pursuant to Section 207 (2) of the Education Act as amended."

<div align="right">CARRIED</div>

COMMITTEE OF THE WHOLE – CLOSED SESSION:

3.   Committee of the Whole – Closed Session items were dealt with in their entirety.

PUBLIC SESSION:

4.   Report of Committee of the Whole – Closed Session

Moved by Trustee Johansen   Seconded by Trustee Arnone

"THAT the Report of the Regular Board – Committee of the Whole – Closed Session be adopted with the following recommendations therein:

> *'THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Regular Board Meeting No. 3, December 18, 2012.'*
>
> *'THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Board Meeting No. 4 (Special), January 14, 2013.'*
>
> *'THAT The Memorandum of Settlement, as negotiated between the Lakehead District School Board and the Canadian Union of Public Employees, Local 2486 Bargaining Unit, effective September 1, 2012 to August 31, 2014, be ratified by the Board, and that the Officers of the Board be authorized to sign the Agreement on behalf of the Board and affix the corporate seal thereto.'"*

<div align="right">CARRIED</div>

5.   Celebrating Student Achievement – McKellar Park Central Public School

Sherri-Lynne Pharand, Superintendent of Education, introduced Lori Ruberto, Principal of McKellar Park Central Public School. Ms. Ruberto introduced Eric Fredrickson, Vice Principal of McKellar Park Central Public School, who presented information regarding *Building Success by Building Leaders.* Successes identified included: strengths based initiatives, student Ambassadors, Future Aces, bullying awareness, and assembly presentations. All Trustees' questions were addressed.

6.   Confirmation of Minutes

Moved by Trustee Johansen   Seconded by Trustee Saarinen

"THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 3, December 18, 2012."

<div align="right">CARRIED</div>

7.   Confirmation of Minutes

        Moved by Trustee Wilson   Seconded by Trustee Arnone

        "THAT Lakehead District School Board approve the Minutes of Board Meeting No. 4 (Special), January 14, 2013."

                                                                    CARRIED

8.   Business Arising from the Minutes

        Parliamentary Inquiry

        Regarding item 5 of the Regular Board Meeting No. 3 minutes, Trustee Lukinuk requested clarification pertaining to her request for an amendment. Trustee Lukinuk stated that when she requested that the minutes of the November 27 Regular Board Meeting No. 15 be amended, she was not allowed to clarify the reasoning for the amendment. Trustee Lukinuk advised she would address this matter under information and inquiries.

        Chair Massaro stated that, in her opinion, she believed the matter had been dealt with. Chair Massaro noted that she made a decision on this matter and it will stand. Trustee Lukinuk had the opportunity to appeal the decision of the Chair and did not.

        Trustee Lukinuk stated that the Chair should learn about the amendment process.

        Chair Massaro stated that Trustee Lukinuk was out of order.

        The Chair stated that she and the Director would meet with Trustee Lukinuk, if Trustee Lukinuk chooses, to discuss the inquiry further.

MATTERS NOT REQUIRING A DECISION:

9.   Ontario Public School Boards' Association (OPSBA) Report

        Trustee Saarinen, Ontario Public School Boards' Association Director and voting delegate, informed the Board that the next OPSBA Board of Directors meeting will take place on February 2. Trustees were reminded that Trustee Playford, Alternate Ontario Public School Boards' Association Director and voting delegate, will attend the February 2 meeting.

10. Student Trustee Report

Rheanna Kendrick, Student Trustee, provided a handout as her report. Items addressed included: fundraising, Ontario Public Boards' Association Public Education Symposium (PES), Ontario Student Trustees' Association(OSTA-AECO) conference, and WE Stand Up Thunder Bay. Trustee Saarinen recognized Student Trustee Kendrick and all Lakehead District School Board students for their fundraising efforts.

11. First Nations, Métis, Inuit Audit (023-13)

Sherri-Lynne Pharand, Superintendent of Education, presented information regarding the First Nations, Métis, Inuit Audit. Further information will be left in the Trustees' Lounge for perusal. All Trustees' questions were addressed.

12. Aboriginal Education (022-13)

Sherri-Lynne Pharand, Superintendent of Education, introduced Lynnita Jo Guillet, Aboriginal Education Resource Teacher, Amy Farrell-Morneau, Aboriginal Community Liaison Officer, and Nicole Walter Rowan, Program Coordinator, who presented the report. Initiatives included: student achievement, mentorships, resources and supports, partnerships, professional development, and next steps. All Trustees' questions were addressed.

13. Aboriginal Education Advisory Committee Meeting Minutes – November 16, 2012

Sherri-Lynne Pharand, Superintendent of Education, presented the November 16, 2012 minutes for information.

14. Parent Involvement Committee Meeting Minutes – November 19, 2012

Catherine Siemieniuk, Director of Education, presented the November 19, 2012 meeting minutes for information.

MATTERS FOR DECISION:

15. Recommendation from the Standing Committee (016-13)

Kindergarten (013-13)

Trustee Wilson requested information regarding the length of school bus rides for rural Kindergarten students. Catherine Siemieniuk, Director of Education, responded that currently there are 11 rural Kindergarten students who have a 60 to 70 minute school bus ride.

Trustee Lukinuk requested information regarding the 2013-2014 full time Kindergarten school sites. Catherine Siemieniuk, Director of Education, responded that information will come to the Board at a later date.

Trustee Playford requested information pertaining to funding for 2013-2014 full time Kindergarten. Catherine Siemieniuk, Director of Education, responded that for the 2013-2014 school year, the Board will use operational funds and, if needed, access reserve funds.

Moved by Trustee Wilson   Seconded by Trustee Saarinen

"THAT the Lakehead District School Board expand full time Kindergarten to all school sites for the 2013-2014 school year."

<div align="right">

CARRIED
</div>

16.   Age-Friendly Thunder Bay (021-13)

Moved by Trustee Wilson   Seconded by Trustee Playford

"THAT Lakehead District School Board:

1.   Endorse the Thunder Bay Senior Charter.

2.   Appoint Trustee Saarinen to the Age-Friendly Thunder Bay Committee."

<div align="right">

CARRIED
</div>

17.   Policy Review – 8070 Safe Schools – System Expectations and 8071 Bullying Prevention and Intervention (020-13)

Moved by Trustee Playford   Seconded by Trustee Arnone

"THAT Lakehead District School Board:

1.   Apply the use of Policy Development and Review policy, Section 6 which reads as follows:

"Notwithstanding the provisions of this policy, where circumstances arise which, in the opinion of the Board require immediate action in the best interest of the overall management of the school system, the Board, may, with the support of the majority of the Trustees, alter the details of the policy."

2.   Approve 8070 Safe Schools – System Expectations policy, Appendix A to Report No. 020-13.

3.   Approve 8071 Bullying Prevention and Intervention policy, Appendix C to Report No. 020-13."

<div align="right">

CARRIED
</div>

18.   Extend Meeting Time

Moved by Trustee Arnone   Seconded by Trustee Saarinen

"THAT this meeting be extended to 10:30 p.m."

<div align="right">

CARRIED
</div>

19.   Revisions to Multi-Year Strategic Plan 2011 – 2014 (019-13)

Moved by Trustee Arnone   Seconded by Trustee Johansen

"THAT Lakehead District School Board approve the revised Strategic Plan as outlined in Appendix A of Report No. 019-13."

<div align="right">CARRIED</div>

20.   Information and Inquiries

20.1   Trustee Playford stated that the ratification of the Memorandum of Settlement as negotiated between the Lakehead District School Board and the Canadian Union of Public Employees, Local 2486 addressed local issues only. He noted that he wanted this clear for the public that the Memorandum of Understanding (MOU) is between union groups and the Ministry of Education.

20.2   Trustee Lukinuk requested an update regarding the March 27, 2012 Healthy Eating Makes the Grade delegation to the Board. Sherri-Lynne Pharand, Superintendent of Education, responded that Lakehead District School Board struck a Healthy Eating Makes the Grade Committee in the Fall comprised of staff and community representatives. Due to a disruption in the Fall and changes in personnel the committee has met for its inaugural meeting to review a mandate and put together a resource for creating school gardens. The next meeting is scheduled for next week.

20.3   Trustee Playford inquired how Lakehead District School Board will inform the community that full time Kindergarten is being expanded to all school sites for the 2013-2014 school year. Catherine Siemieniuk, Director of Education, responded that there will be information on the Lakehead Public Schools website, various advertisements, media coverage, and tweets. In addition, February 4 to 8 is Kindergarten registration week at Lakehead Public Schools.

20.4   Trustee Lukinuk expressed a concern from a constituent that there are a number of Lakehead District School Board students that had not been placed in our board and lodging Territorial Student Program (TSP). Catherine Siemieniuk, Director of Education, responded that at the time the question was asked there was only one TSP board and lodging issue that had been drawn to her attention and it has been dealt with. All TSP students requiring assistance to find board and lodging have received support through Lakehead District School Board's TSP Coordinator and Senior Administration.   There are no outstanding board and lodging issues.

20.5   Trustee Saarinen requested information regarding funding for the Territorial Student Program (TSP). Catherine Siemieniuk, Director of Education, noted that policies and procedures were created to assist in management and funding of the program. A TSP report will come to the Board on February 26 with further information addressing the inquiry.

21.   Adjournment

    Moved by Trustee Johansen   Seconded by Trustee Saarinen

    "THAT we do now adjourn at 10:00 p.m."

                                                 CARRIED

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD - Public Session

RE: TERRITORIAL STUDENT PROGRAM (T.S.P.)

1.   Background

Lakehead District School Board has been responsible for the administrative and
operational responsibility of the Territorial Student Program since September 2009.

2.   Situation

The Territorial Student Program serves students residing in Armstrong and Collins
Ontario. These students come to Thunder Bay and receive board and lodging to attend
secondary school.

2.1   This year, there are 14 students enrolled in the Territorial Student Program and
attend the following Lakehead Public Schools:

Secondary School	Number of Students
Superior C V.I.	8
Westgate C.V.I.	3
Hammarskjold High School	2
Sir Winston Churchill C.V.I.	1

Grade Level	Number of Students
Grade 9	6
Grade 10	1
Grade 11	3
Grade 12	2
Grade 12 – College Link Program	1
Grade 12 – Aviation Program	1

2.2   To ensure the well-being of the students, a Territorial Student Program
Counsellor has been assigned to the program during the week and evening and
a Territorial Student Program Relief Counsellor on the weekends.

3.   Eligibility

Students who are eligible for the Territorial Student Program are defined in section 190 (8), (9), and (10) and section 36 (1) of the Education Act:

190 (8) **Boarding of secondary school pupils** *- Where a pupil resides in a school section of a school authority or a separate school zone of a school authority, in a territorial district, with his or her parent or guardian in a residence that is 24 kilometres or more by road or rail from a secondary school that the pupil is eligible to attend, the school authority may reimburse the parent or guardian at the end of each month for the cost of providing for the pupil, board, lodging and transportation once a week from his or her residence to school and return, in an amount set by the authority for each day of attendance as certified by the principal of the secondary school that the pupil attends.*

190 (9) **Same** *- Where a pupil resides in a territorial district but not in the area of jurisdiction of any board, with his or her parent or guardian in a residence that is 24 kilometres or more by road or rail from a secondary school that the pupil is eligible to attend, the board of the secondary school that the pupil attends may reimburse the parent or guardian at the end of each month for the cost of providing for the pupil, board, lodging and transportation once a week from his or her residence to school and return, in an amount set by the board for each day of attendance as certified by the principal of the secondary school that the pupil attends.*

190 (10) **Same** *- Where a pupil resides with his or her parent or guardian in the area of jurisdiction of a district school board or a board established under section 67, in a residence that:*

> *(a) in a territorial district is 24 kilometres or more; or*

> *(b) in a municipality that is not in a territorial district is 48 kilometres or more,*

by road or rail from a secondary school that the pupil attends, or where a pupil resides with his or her parent or guardian on an island in the area of jurisdiction of a district school board or a board established under section 67, the board of which the pupil is a resident pupil may reimburse the parent or guardian at the end of each month for the cost of providing for the pupil, board, lodging, and transportation once a week from his or her residence to school and return, in an amount set by the board for each day of attendance as certified by the principal of the secondary school that the pupil attends.

36 (1) **Resident pupil qualification: secondary English-language public district school boards and secondary public school authorities** - A person is qualified to be a resident pupil in respect of a secondary school district of an English-language public district school board or of a public school authority if,

(a)   the person and the person's parent or guardian who is not a separate school supporter or a French-language district school board supporter reside in the secondary school district;

(a.1)   subject to any regulations made under section 43.3, the person is 16 or 17 years of age, has withdrawn from parental control and resides in the secondary school district;

(b)   the person is an English-language public board supporter and resides in the secondary school district and is an owner or tenant of residential property in the secondary school district that is separately assessed; or

(c)   the person is not a supporter of any board, is at least 18 years of age and resides in the secondary school district.

4.   Services of the Program

Students from Armstrong and Collins receive board, lodging and travel subsidization. In addition, students who attend high schools in Thunder Bay receive the following services through the Territorial Student Program Counsellor:

4.1   assistance in finding boarding homes for territorial students;

4.2   assistance in minimizing the difficulties of territorial students in their adjustments to new schools, boarding homes and personal situations;

4.3   encouragement and facilitation of student participation in a variety of worthwhile and healthy social activities;

4.4   communication with schools, students, boarding homes and parents, to address any potential concerns;

4.5   assistance following school performance, monitoring of daily attendance of each territorial student and taking steps to assist student success;

4.6   scheduled weekly meeting at the school with each student; and

4.7   assistance to student needing to attend a medical appointment.

5.   Current Challenges

        5.1   Lakehead District School Board encountered difficulty attracting new boarding
                homes for the 2012 school year. The May 2012 devastating flood in Thunder Bay
                reduced the supply of spare bedrooms throughout the city. Despite the shortage
                of boarding homes, the school board has been successful in finding
                accommodations for all students.

        5.2   In response to the shortage of boarding homes, Lakehead District School Board
                expanded its advertising efforts to include other media sources and researched
                previous year boarding home guardians to inquire if there was an interest in
                being a boarding home guardian again.

6.   Conclusion

        Lakehead Public Schools will continue to search for opportunities to support the
        Territorial Student Program and enhance the academic success and well-being of
        students who are required to attend school outside their home communities.

Respectfully submitted,

BRUCE SAUDER
Administrative Services Supervisor

SHERRI-LYNNE PHARAND
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

TO THE CHAIR AND MEMBERS OF THE
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: NEW TEACHER INDUCTION PROGRAM - NTIP

1.   Background

1.1   The New Teacher Induction Program (NTIP) has been designed to support the growth and professional development of new teachers for up to two years. It also provides school boards and administration with the strategies as well as the funding required to support new teachers as they develop the requisite skills and knowledge that will enable them to achieve success as experienced teachers in Ontario.

1.2   New teachers are defined as all teachers certified by the Ontario College of Teachers who have been hired into permanent positions, full-time or part-time, by a school board to begin teaching for the first time in Ontario. Teachers are considered "new" until they successfully complete the NTIP or when 24 months have lapsed since the date on which they first began to teach for a board.

1.3   All teachers new to publicly funded schools in Ontario are required to participate in the NTIP. All publicly funded boards are required to offer all elements of the program to new teachers, which are as follows:

- orientation for all new teachers to the school and school board;
- professional development and training appropriate for new teachers; and
- mentoring for new teachers by experienced teachers.

New teachers are also required to complete two performance appraisals conducted by principals in the twelve months after they begin teaching.

1.4   In 2010, an amendment was made to the definition of new teachers for the purposes of NTIP. Boards now include beginning long-term occasional (LTO) teachers in the induction elements of NTIP. A beginning LTO teacher is defined as a certified occasional teacher who is in his/her first long term assignment, with that assignment being 97 or more consecutive school days as a substitute for the same teacher.

1.5   Also in 2010, a further amendment was made to include beginning full-time adult education teachers.

1.6   Upon successful completion of NTIP, the Ontario College of Teachers places a notation on the teacher's Certificate of Qualification and Registration. This provides public assurance that the teacher has demonstrated successful teaching in an Ontario publicly-funded school board.

2. Situation

2.1 Professional development in areas such as literacy and numeracy, effective assessment practices, special education, aboriginal perspectives, classroom management, communication with parents, strategies for effective teaching in itinerant subjects, technology in the classroom and other activities aligned with current board and ministry initiatives are key priorities.

2.2 Presently at Lakehead District School Board, there are 31 new elementary teachers and one new secondary teacher who are part of the NTIP. There are an additional 25 elementary teachers who meet the parameters for beginning LTO teachers, and have been included in NTIP.

3. Key Actions

3.1 New Teacher Orientation

Orientation procedures for new teachers have been prepared for both the school and system levels.

- School level orientation includes the use of a checklist which has been developed for Principals/Vice Principals. Staff meetings and Professional Learning Community meetings provide additional orientation for the new teacher about the strengths, needs and priorities that are specific to the school community.
- System level orientation involves a session offered by the NTIP committee which includes an introduction to Board organization, operation and priorities, as well as to NTIP itself.

3.2 Mentoring

3.2.1 An experienced teacher provides on-going support to enable the new teacher to improve his or her skills and confidence through participation in an effective professional, confidential relationship. The mentor acts as a role model, coach and advisor to the new teacher, sharing his/her experience and knowledge about effective teaching practices to promote student success on an ongoing basis.

3.2.2 Mentors are school-based and release time is provided for new teachers and their mentors to meet during the school year.

3.3 Professional Development and Training

The NTIP has been designed to support the growth and professional development of teachers. As such, professional development is provided that meets the specific needs of the new teacher.

- The NTIP committee recognizes the need to differentiate professional development opportunities for new teachers, considering the teacher's previous experience, current teaching assignment and individual needs.

- New teachers and administrators were asked to provide input on the professional development that they felt would be most beneficial for new teachers. NTIP participants provide feedback after each professional development session. This feedback is used to plan for future professional development opportunities.
- Professional development opportunities include literacy and numeracy strategies, assessment and evaluation, positive behavior management, Special Education, and strategies for teaching itinerant subjects (i.e.-music).
- All new teachers are part of Professional Learning Communities that meet monthly, and provide an excellent forum for professional discussions as it pertains to teaching/learning for both students and teachers.
- New teachers are invited to participate in system-level professional development workshops that are offered throughout the year.
- A newsletter for NTIP teachers has been designed with a monthly theme which responds to the needs of new teachers.

3.4 Teacher Performance Appraisal (TPA)

While the teacher is in his or her first year of the NTIP, two teacher performance appraisals are required. If, during the first year a Principal determines the teacher needs development, that teacher would continue in the NTIP for another 12 month period. Once teachers have completed the NTIP successfully the Ontario College of Teachers is notified by so that this information may be recorded on the teaching certificate.

3.5 Sustainability

A long range plan for the yearly implementation of the NTIP has been developed, and will be reviewed to measure the success of the program as well as to inform next steps for the coming year.

4. Conclusion

Lakehead District School Board is committed to providing support for new teachers. NTIP is an excellent process for teachers to receive effective instructional and classroom practices that promote student success.

Respectfully submitted,

HEATHER HARRIS
Chair of New Teacher Induction Program

ROBIN TABOR-JOHN
Coordinator

SHERRI-LYNNE PHARAND
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: RECOMMENDATIONS FROM THE STANDING COMMITTEE

Background

The following reports were received at the Standing Committee Meeting of February 12, 2013 and have been referred to the Board for approval. The recommendations are as follows:

POLICY REVIEW - 9020 LIBRARY RESOURCE CENTRE POLICY & PROCEDURES (024-13)

It is recommended that Lakehead District School Board approve Policy 9020 Library Resource Centre, Appendix A to Report No. 028-13.

INFORMATION TECHNOLOGY PLAN – UPDATE (017-13)

It is recommended that Lakehead District School Board approve the use of reserve funds to support the implementation of the Information Technology Plan.

Respectfully submitted,

DEBORAH MASSARO
Chair

FACILITIES AND EQUIPMENT

9000

Appendix A to
Report No. 028-13

9020

LIBRARY RESOURCE CENTRE POLICY

1.   Rationale

A school's collection-based facilities will continuously change and expand, creating access-based services suited to a school community's needs. Resource collections will need to be reshaped even more rapidly and readily than they are currently to reflect their communities as well as the world at large. Technology is rapidly modifying the nature and significance of information.

The Library Learning Commons integrates the new and the old in a seamless physical and virtual space in which all formats can be assimilated and studied. For schools, the Library Learning Commons incorporates the classroom, the resource room, the school library and the school board to connect students to the real and virtual worlds that are growing and maturing around them.

The Library Learning Commons creates a network of information, people and programs for learning within a school and beyond.

2.   Policy

It is the policy of the Lakehead District School Board that all schools will operate a Library Learning Commons which incorporates an effective program where all members of the school community can collaborate in learning partnerships. These can include, but not be limited to, the engagement of administration, staff, parents, students and external partnerships. In this environment, everyone is engaged in the learning process.

3.   Guidelines

The Lakehead District School Board encourages the utilization and ongoing development of a Library Learning Commons where information can be accessed by anyone, at any time, in any place and where information can be encountered and discussed through collaborative inquiry. In a Library Learning Commons there should be seamless, equitable access to a wide variety of quality digital and print resources for student and staff research and enjoyment. Resource management is a critical component to ensure the Library Learning Commons is responsive to remain viable and current.

Provisions should be made to allow for the coordination to develop the library learning commons approach.

3.1   Personnel

Information Services Technicians, Library Technicians, Teacher Librarians, classroom teachers and Principals all share the responsibility for the Library Learning Commons.

LIBRARY RESOURCE CENTRE POLICY

3.2   <u>Program and School Engagement</u>

Seeing everyone as a learner is at the core of the Library Learning Commons which actively involves students in the effective use of a wide range of resources using a collaborative model. Students and staff share in the learning and utilize the library's collections, both physical and virtual, on an as-needed basis during and outside the school day. Students are considered to be creators of knowledge, not simply consumers. The Library Learning Commons program values and supports self-directed, inquiry-based learning.

3.3   <u>Resource Management</u>

Resource management includes the following:

- Acquisitions

- Cataloguing

- Circulation Process

- Collection

- Textbooks/Academic resources

- Technology

- Copyright

- Evaluation

4.   <u>Review</u>

This policy shall be reviewed according to Policy Development and Review Policy 2010.

Cross Reference	**Date Approved**	**Legal Reference**
Procedures 9020	1990 12 18	Ont. Reg. 262
Policy 3030	**Date Revised**	
	Reviewed by: 1995	

LIBRARY RESOURCE CENTRE PROCEDURES

1. The Policy

    It is the policy of the Lakehead District School Board that all schools will operate a Library Learning Commons which incorporates an effective program where all members of the school community can collaborate in learning partnerships. These can include, but not be limited to, the engagement of administration, staff, parents, students and external partnerships. In this environment, everyone is engaged in the learning process.

2. Guidelines

    The following guidelines will help to ensure the Library Learning Commons meets the needs of all students, staff, parents/guardians, and community, and remains viable and current.

    2.1 Personnel

    Information Services Technicians (ISTs), Library Technicians, Teacher Librarians, classroom teachers and Principals all share the responsibility for the Library Learning Commons.

    2.1.1 Elementary

    In an elementary Library Learning Commons, resource management, program advocacy and delivery, and support are provided by an Information Services Technician in consultation with school administration.

    2.2.2 Secondary

    In a secondary Library Learning Commons, resource management, program advocacy and delivery, and support are provided by a Library Technician in consultation with school administration.

    2.2 Program and School Engagement

    The Library Learning Commons values and supports self-directed inquiry-based learning. The model for inquiry-based learning is included in Appendix A.

    2.3 Resource Management

    For additional information please refer to Leaning Commons Manual in Appendix C.

    2.3.1 Acquisition

    Before making any purchases, the automated library management system will be checked.

LIBRARY RESOURCE CENTRE PROCEDURES

Selection of materials involves administrators, teachers, Information Service Technicians (ISTs), Library Technicians, and Teacher Librarians. The IST, Library Technician, and/or Teacher Librarian hold the responsibility for coordinating the selection of the instructional materials and making recommendations for purchase, in each school.

The main objective of each school's Library Learning Commons' collection is to enrich and support the instructional program of the school. The school Library Learning Commons makes available, through its collection, a wide range of materials at varying levels of difficulty with a diversity of appeal to serve the different needs, interests, and viewpoints of students and teachers.

The expectations of the School Library Learning Commons collection is as follows:

- To provide school library resources that will enrich and support the curriculum, taking into consideration individual needs and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served.

- To provide school learning resources, which stimulate the growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

- To provide a background of information enabling students to make intelligent judgments in their daily lives.

- To provide materials on opposing sides of controversial issues so that students may develop, under guidance, the practice of critical thinking and critical analysis of all media.

- To provide materials representative of the many religious, ethnic, and cultural groups in our country and the contribution of these groups to our heritage.

- To place principle above personal opinion and reason above prejudice in selecting school library media of the highest quality in order to assure a comprehensive collection appropriate for the users of the school library commons.

FACILITIES AND EQUIPMENT

9000

Appendix A to
Report No. 028-13

9020

LIBRARY RESOURCE CENTRE PROCEDURES

Individual learning styles, the curriculum, and the existing collection shall be considered when determining the needs for library media in individual schools. Materials considered for purchase are judged on the basis of the following criteria:

- Purpose - Overall purpose and its direct relationship to instructional objectives and/or the curriculum

- Reliability - Accurate, authentic

- Quality - Writing and/or production of merit

- Treatment - Clear, comprehensible, skilful, convincing, well-organized, unbiased

- Technical production – Audio, visual and/or graphics, clear and well-crafted

- Construction - Durable, manageable, attractive

- Special features - Useful illustrations, photographs, maps, charts, graphs, etc.

- Possible uses - Individual, small group, large group instruction, in-depth study

The IST, Library Technician, and/or Teacher Librarian, in conjunction with teachers and administrators, will be responsible for the selection of materials. In coordinating this process, the IST, Library Technician, and/or Teacher-Librarian will:

- Arrange, when possible, for firsthand examination of items to be purchased.

- Use reputable, unbiased, professionally prepared selection aids when first hand examination of materials is not possible.

- Judge gift items by standard selection criteria and, upon acceptance of such items, reserve the right to incorporate into the collection only those meeting these specified criteria.

- Purchase duplicates of extensively used materials.

FACILITIES AND EQUIPMENT

9000

Appendix A to
Report No. 028-13

9020

LIBRARY RESOURCE CENTRE PROCEDURES

- Weed continuously from the collection worn, obsolete, and inoperable items.

- Purchase replacements for worn, damaged, or missing materials basic to the collection.

- Evaluate carefully and purchase only to fill a specified need. Expensive sets of materials and items should be procured by subscription when possible.

- Follow procedures for preventive maintenance and repair of equipment.

2.3.2 <u>Cataloguing</u>

The following print and non-print materials will be catalogued: textbooks, reading room materials, library resources, classroom libraries, ***electronic devices*** and other items as required.

There is a central process for cataloguing system purchased materials (following), whereas school purchased materials may be done centrally or locally.

- Process for Purchasing and Distributing New System Resources

  1. Purchases will be made centrally, tied to a specific budget.
  2. To avoid duplication of resources, the purchaser will search the automated library system for schools' holding.

  3. Notification of orders will be provided in a timely manner to Instructional Materials Centre (IMC) staff.

  4. Clear directions for distribution will be provided by the purchaser to IMC staff, school administrators, Information Service Technicians (ISTs)/library technicians.

  5. Distribution – IMC will receive orders, catalogue materials and sort for distribution to schools.

  6. Packing slips will be ~~photo~~copied. One copy will be kept at IMC and the original will be sent to the purchasing department as materials are received.

FACILITIES AND EQUIPMENT

9000

Appendix A to
Report No. 028-13

9020

LIBRARY RESOURCE CENTRE PROCEDURES

7. For items not received/back ordered, IMC will follow up for a reasonable period of time.

8. There will be a file with outstanding orders that will be checked regularly. If orders are not fulfilled, notification will be sent to purchaser.

9. A confirmation will be sent from IMC staff when order is complete to purchaser.

10. When items arrive at the school, there will be clear instructions as to where these items should be housed along with cataloguing information.

11. Once items are processed and shelved in the school library staff will notify staff that the materials are available.

2.3.3 Circulation

The following materials may be circulated using the automated system:

- Library resources;
- Textbooks;
- Resource room;
- Electronic devices; and
- Other items as required;

2.3.4 Collection

The main objective of each school's Library Learning Commons is to enrich and support the instructional program of the school. The collection will provide a wide range of materials that will accommodate all learners and address multiple learning styles and learning levels.

De-selection and inventory will be an ongoing process, to ensure the collections are relevant and current.

2.3.5 Technology

The Information Service Technician (IST), Library Technician and/or Teacher Librarian will be a member of the school technology support team. Any needs

FACILITIES AND EQUIPMENT

9000

Appendix A to
Report No. 028-13

9020

LIBRARY RESOURCE CENTRE PROCEDURES

regarding new technology in the school will be directed towards the personnel responsible for technology budgeting. It is important that the input of the IST, Library Technician and/or Teacher Librarian be sought in order to maintain an understanding of the importance of the Library Learning Commons as part of the technology plan for the Lakehead District School Board.

2.3.6   Copyright

It is the practice of the Lakehead District School Board to comply with the Fair Dealing Guidelines. The Information Service Technician (IST), Library Technician and/or Teacher Librarian will communicate the Fair Dealing Guidelines to all school locations on an annual basis in order to ensure that all staff understand the obligations of school board in accordance with the Copyright Modernization Act. These guidelines will also be posted on our website see appendix D.

2.3.7   Procedures for Reconsideration of Materials

Occasional objections to some materials may be voiced by the public despite the care taken in the selection process and despite the qualifications of persons selecting materials. Reconsideration of materials should be handled at the school level wherever possible. When the IST, library technician, teacher-librarian and principal feel they cannot resolve the problem at the school level, the complainant should be directed to the following procedure:

- Inform the complainant of the selection of materials procedures and make no commitments.

- Invite the complainant to file objections in writing and send the person a copy of the form, *Request for Reconsideration of School Material* (Appendix B), for submitting a formal complaint to the Materials Review Committee.

- The completed form is submitted to the Superintendent of Education by the Principal of the school.

- The Superintendent of Education will convene a Materials Review Committee consisting of two parents, a community member, one principal, a program department staff member and one teacher to review the request. Committee members must not be from the school in which the complaint originated.

- The Materials Review Committee will:

    1. Re-examine the challenged material with consideration of the acquisition of materials procedures.

LIBRARY RESOURCE CENTRE PROCEDURES

2. Survey critical reviews/appraisals of the material in professional reviewing sources.

3. Weigh merits against alleged faults to form opinions based on the materials as a whole and not on passages isolated from context.

4. The Superintendent of Education will submit a report to the Board recommending the action to be taken considering the written request and the deliberations of the Materials Review Committee.

5. The final decision of the Materials Review Committee shall be delivered to the complainant in writing.

3. <u>Review</u>

These procedures shall be reviewed according to Policy Development and Review Policy 2010.

Cross Reference	**Date Received**	**Legal Reference**
Policy 9020 Library Resource Centre		_____
Turtle Island Curriculum Resources		
Toronto District School Board – Aboriginal Voices in the Curriculum: A Guide to Teaching Aboriginal Studies in K-8 Classrooms		
	Date Revised	
		_____

APPENDIX A: The Inquiry Process

Phase 1: Exploring

Initiating Inquiry, Choosing the Topic, Developing Questions

Knowledge and Understanding:

The student:
- identifies the purpose and features of the inquiry;
- identifies how the topic suits the purpose and features of the inquiry;
- uses prior knowledge and understandings to connect to the topic; and
- identifies a variety of questions about the topic.

Thinking:

The student:
- develops essential questions about the inquiry;
- uses a variety of strategies and resources to choose a relevant topic; and
- uses evaluation criteria for building effective questions for inquiry.

Communication:

The student:
- explains how understanding about the inquiry developed, using a variety of forms;
- uses conventions, vocabulary, and terminology related to choosing the topic for inquiry; and
- explains answers generated about the chosen topic, using a variety of forms.

Application:

The student:

- applies collaborative skills to help understand the purpose and features of the inquiry;
- transfers current knowledge and skills to modify choice of topic of the inquiry; and
- makes connections between current and previous questions/answers.

Sample Activities

Elementary	Secondary
Use concept-mapping software to generate keywords and ideas.

Brainstorm possible questions for the inquiry and topic chosen, and classify the questions according to type.

Use question-starter words in a W5H framework or use a question matrix.

Identify details of assignment using a variety of tools and formats (e.g., product, purpose, audience, learning partnerships, assessment and evaluation).

Explore multimedia on the topic and summarize issues raised prior to choosing a topic for inquiry.

Develop a physical or virtual space to build the inquiry (e.g. interactive bulletin board, blog, wiki). | Explore print and online reference materials to get an overview of the inquiry and topic chosen.

Complete a K-N-R chart or guided mapping activity to give context to the inquiry.

Use social networking applications to interview peers on what they know about the topic chosen.

Use concept-mapping software to map, classify, and extend prior knowledge and ideas about inquiry.

Use Bloom's taxonomy to generate higher-order questions.

Develop a physical or virtual space to build the inquiry (e.g. interactive bulletin board, blog, wiki).

Develop tools to manage the project timelines (e.g. notification apps, charts). |

Assessment Tools

- checklists to detail purpose, nature, and timeline of assignment;

- research portfolios - both digital and in print- to organize the assignment, notes, and conference details;

- rubrics to establish criteria for effective inquiry; and

- scoring charts to record development of Phase 1 knowledge and skills.

Phase 2: Investigating

Designing the Plan, Selecting Information, Formulating the Focus

Knowledge and Understanding:

The student:
- identifies available sources relevant to inquiry; and
- identifies how selected sources support investigation of the topic.

Thinking:

The student:
- uses a variety of strategies to design a plan for, and determine the form of, the presentation;
- uses a variety of strategies to select relevant information; and
- uses conferencing (physical and virtual) to discuss the topic with learning community.

Communication:

The student:
- expresses thoughts and feelings about the inquiry process;
- describes plan for inquiry, using a variety of forms; and
- explains personal focus formulated for inquiry, using a variety of forms.

Application:

The student:
- transfers current knowledge and skills to modify plan of the inquiry;
- applies knowledge of how information is organized to help locate and select information; and
- makes connections between the current focus of inquiry and previous foci.

Sample Activities

Elementary	Secondary
Browse the school library collection and search online catalogues for relevant sources and record information. Develop keywords to search all resources such as full-text online databases and e-books. Read and discuss visual information such as pictures, graphs and illustrations. Employ various skim/scan techniques that match the resource used. Conference with learning partners concerning progress in the inquiry. Make use of "virtual field trips" in addition to actual excursions to enlarge the scope of the inquiry.	Browse the school library collection and search online catalogues for relevant sources and create a preliminary checklist of material consulted. Share social bookmarks. Use both simple and advanced search strategies in a variety of search engines and directories to find relevant information. Deconstruct elements of graphic information (e.g., graphs, charts, and diagrams). Ensure a vast array of primary and secondary resources (e.g. people, print, virtual) are explored at this stage. Conference with learning partners concerning progress in the inquiry.

Assessment Tools

- checklists of possible sources of information, and actions taken to locate information;

- conference notes to record teacher conferences, including progress to date, teacher comments, and future plans;

- organizers and templates to plan inquiry and record information and sources;

- rubrics to establish criteria for selecting information, and formulating a focus; and

- scoring charts to record development of Phase 2 knowledge and skills.

Phase 3: Processing

Analyzing Information, Evaluating Ideas, Organizing and Synthesizing Findings

Knowledge and Understanding:

The student:
- identifies the purpose, features, and organization of print, media, and electronic information selected;
- identifies how evidence gathered supports the conclusions of the inquiry; and
- identifies how information and ideas can be sorted and classified for effective organization.

Thinking:

The student:
- uses a variety of strategies to record information from personal knowledge and selected sources;
- develops/uses criteria for evaluating ideas; and
- uses a variety of strategies to revise inquiry, based on new information, ideas, and situations.

Communication:

The student:
- expresses thoughts and feelings about analyzing ideas;
- explains how new knowledge was constructed; and
- explains how findings were drafted, revised, and edited to present to different audiences.

Application:

The student:
- makes connections between personal knowledge and new information;
- applies critical and creative thinking skills to evaluate ideas and information;
- transfers current knowledge and skills to modify product under changing conditions; and
- develops conclusions that are personally significant to learner.

Sample Activities

Elementary	Secondary
Summarize information found in a variety of ways (e.g., sequential storyline, illustration, timeline, video clip) or use an appropriate visual organizer to jot notes to clarify understanding. Use graphic organizers (e.g. T-chart, Venn diagram, information map) to compare information, according to content or validity (i.e. purpose, relevance, accuracy, bias, currency, and authority).	Discuss successes and challenges arising during the processing of information and ideas using established physical or virtual spaces. Explore the issues of academic honesty (e.g., plagiarism and copyright) and put into practice. Experiment with established and innovative ways to take notes, record information, and discuss preliminary findings. Create appropriate documentation of information and sources selected using various tools.

Assessment Tools

- checklists to identify information still required to support inquiry;

- exemplars of a variety of forms and presentations;

- rating scales for evaluating and comparing websites;

- rubrics to establish criteria for analyzing, evaluating, organizing, and synthesizing information and ideas;

- scoring charts to record development of Phase 3 knowledge and skills; and

- survey forms to identify inquiry needs prior to processing information.

Phase 4: Creating

Making & Presenting Products, Assessing Product & Process, Extending & Transferring Learning

Knowledge and Understanding:

The student:
- identifies the features of effective presentations;
- identifies the criteria for assessing the product and process of inquiry; and
- identifies possible topics and real-life applications for subsequent inquiry.

Thinking:

The student:
- uses a variety of strategies to create a product that presents findings;
- use a variety of self- and peer assessment strategies to assess the product and process; and
- uses a variety of strategies to identify skills and knowledge required for subsequent inquiry.

Communication:

The student:
- expresses thoughts and feelings about presentation;
- explains how assessment of product and process of inquiry improves personal learning; and
- explains how new questions, issues, and ideas that emerged during inquiry may generate new learning.

Application:

The student:
- applies knowledge of exemplary practices to make effective products and presentations;
- makes connections between assessment of the current and past inquiries to track improvement information; and
- transfers current knowledge and skills to extend learning into new inquiries/contexts.

Sample Activities

Elementary	Secondary
Use the most appropriate method to support and present findings while honouring the learner's choice (e.g. visual, oral, performance, written, multimedia, digital). Post a presentation on an established physical or virtual space to rehearse and test its effectiveness. Offer opportunities to examine questions for future inquiry (e.g. journaling, online time capsule, role on the wall). Reflect on knowledge gained and the learning journey.	Use the most appropriate method to support and present findings while honouring the learner's choice (e.g. visual, oral, performance, written, multimedia, digital). Document sources using proper citation formats. Post a presentation on an established physical or virtual space to rehearse and test its effectiveness. Offer opportunities to examine questions for future inquiry (e.g. journaling, online time capsule, role on the wall). Reflect on knowledge gained and the learning journey.

Assessment Tools

• anecdotal records for recording reflections about the strengths and challenges of the inquiry process used;

• checklists to chart possible topics, plans, and products for extending the inquiry and transferring learning;

• exemplars of a variety of effective presentations;

• rating scales for assessing product and process;

• rubrics to establish criteria for selecting information, and formulating a focus; and

• scoring charts to record development of Phase 4 knowledge and skills.

From: *Together for Learning: School Libraries and the Emergence of the Learning Commons.*

Appendix B – 9020 Library Resource Centre Procedures

REQUEST FOR RECONSIDERATION OF MATERIALS

Name of person making request: [ ]

Telephone: [ ]

Address: [ ]

Do you represent yourself or an organization or other group? (if organization or group please identify) [ ]

Name of school owning challenged material: [ ]

Do you have a child in this school?   ○ Yes   ○ No   Grade: [ ]

Title of Item: [ ]

Type of media: (book, e-book, computer software, etc.): [ ]

Author/artist/composer: [ ]

Publisher/producer, if known: [ ]

How did you acquire this item? [ ]

Is this item part of a series or set?   ○ Yes   ○ No

If yes, did you examine other items in the series or set? [ ]

What do you believe are the theme and purpose of this item? [ ]

To what in the item do you object? (Please be specific, cite pages, frames, etc.) [ ]

Does this item have any redeeming features or values? If yes, please list them. [ ]

For what age or grade level would you recommend this item? [ ]

What do you think might be the result of a students reading, viewing, or listening to this item? [ ]

Are you aware of any evaluations of this item by authoritative sources?   ○ Yes   ○ No

If yes, did those sources
agree with your opinion?

Please list the sources:

What would you like your
school to do about this item?

Not assign it to your child?

Not assign it to any child?

Make it available only to
those who wish to use it?

Withdraw it from the school
library media collection?

Other; please specify:

What would you suggest that the
school purchase in lieu of this item?

Why is your recommendation
a better choice?

LEARNING COMMONS MANUAL

ACQUISITIONS

For Literary Works – A List of Questions to Consider When Purchasing

(Adapted from "Selection of English Literature Books")

1.   Does the work promote the student's enjoyment of literature?

(a) Is it topical to the issues of the day?

(b) Is it relevant to their experience?

2.   Is the work appropriate to the student's age and reading level in vocabulary, sentence structure, and form?

3.   Does the work make the students aware of traditional and changing social values?

4.   Does the work have literary merit?

(a) Has it stood the test of time?

(b) Is it widely acclaimed by appropriate authority?

5.   Is the language usage appropriate to the context of the work?

6.   Does the work avoid exploitation of the reader by unwarranted emphasis on:

(a) violence?   (d) racism?

(b) sex?   (e) religion?

(c) sexism?   (f) politics?

7.   Does the work move towards achieving a balance between pessimism and optimism?

8.   Does the work help the students to discriminate between well written and poorly written literature?

9.   Where Canadian content is concerned, does the work foster the students' awareness of a Canadian multi-cultural identity?

LEARNING COMMONS MANUAL

Criteria for Identifying Bias

The following criteria for identifying bias are adapted from The Shocking Truth about Indians in Textbooks (Winnipeg, MB: Manitoba Indian Cultural Education Centre, 1977). (Toronto District School Board: Aboriginal Voices in the Curriculum: A Guide to Teaching Aboriginal Studies in K-8 Classrooms)

When analyzing the content of instructional material on Aboriginal cultures, histories, and contemporary issues, the following criteria may be employed to identify forms of bias.

- Bias by omission: selecting information that reflects credit on only one group, frequently the writer's group.
- Bias by defamation: calling attention to the faults and ignoring the virtues of an individual or group.
- Bias by disparagement: denying or belittling the contributions of an identifiable group of people in Canadian culture.
- Bias by cumulative implication: constantly creating the impression that only one group is responsible for positive development.
- Bias by lack of validity: failing to ensure that information about issues is always accurate and unambiguous.
- Bias by inertia: perpetuation of myths and half-truths by failure to keep abreast of historical scholarship.
- Bias by obliteration: ignoring significant aspects of the history of a cultural or minority group in Canada.
- Bias by disembodiment: referring in a casual and depersonalized way to the historical role of identifiable cultural and minority groups.
- Bias by lack of concreteness: dealing with a cultural group in platitudes and generalizations (applying the shortcomings of one individual to the whole group). To be concrete, the material must be factual, objective, and realistic.
- Bias by lack of comprehensiveness: failing to mention all relevant facts that may help the student form an opinion.

Suggestions for Dealing with Bias in Learning Resources

- Know your materials-examine for implicit and explicit bias.
- Question your own assumptions and consider the diversity of backgrounds and experiences of students (such as ethnicity, gender, socio-economic status, family structure, and abilities/disabilities).
- Clarify your goals and objectives with your students.
- Provide positive presentations that complement and supplement the material, for example, resource persons, field trips, role models.
- Be aware of student attitudes and comfort levels.
- Anticipate and provide opportunities for recognition of potential student responses to the materials you are using.
- Ensure that materials are at appropriate age and maturity levels.

LEARNING COMMONS MANUAL

- Encourage open discussion of bias, prejudice, and stereotypes, and of the ways they are manifested and combated in school life community life.
- Place texts in broader historical/social context.
- Seek a balance of materials by provide several selections.
- Teach strategies to develop effective readers so that students can make inferences that make will be appropriate.
- Use the inquiry method to encourage students to question.
- Be prepared for hostile reactions and anticipate constructive ways of defusing them.
- Introduce various points of view on the same issue from different sources and different genres.
- Consider writers' biases by study of their language and background or experience.
- Encourage opinions and responses as issues arise through discussions and journals.
- Use selected parts of the material to illustrate relevant points and issues.
- Discuss the similarities and differences between the situations and characters in the literature and life situations and people.
- Develop issues in small groups with the teacher as arbitrator.
- Expect students to keep a reading log and monitor their choices.
- Conduct reading conferences with students.
- Research gaps in the material and conduct research on issues raised.
- Have students construct alternative situations and endings.
- Change the situation to another ethnic group, culture, gender, or socio-economic status, and have students discuss or write about the implications.
- Have students write letters to characters, authors/publishers, etc.
- Ask students to construct a student manifesto of rights and responsibilities.
- Have students insert "bookmarks" or sticky notes to alert other readers to bias.

LEARNING COMMONS MANUAL

Guidelines for Selecting Children's Literature that Deals with Native Peoples

(Taken from the Turtle Island Curriculum Resources)

- Scrutinize the author's biographical information.
  Many Native authors will list their tribal affiliation. Other authors may describe authentic experiences with particular cultures, such as being a teacher for many years in a Native school.

- Look carefully for any stereotypes in the text and illustrations. Mono-dimensional images, such as warrior, princess, stoic, environmental-ist, and primitive, should naturally be avoided.

- Avoid books that lump all Native cultures together into generic images.
  These are not authentic representations.

- Examine the characters.
  Are they real, with in-depth personalities? Books should not glamorize any group of people.

- Think about how the book relates to your overall curriculum.
  Does it fit into a more global topic, such as families, so that children can see similarities as well as differences among cultures?

- Resist highlighting Native American cultures as topics for study.
  Integrate Native books and materials all year, just as you would with other groups.

- Do not include books that show children playing Indian or depict animals dressed as Indians.
  This degrades and objectifies Native peoples and cultures.

- Look for hooks that portray Native peoples today.
  Otherwise, non-Native children will continue to regard American Indians as living only in the past, or as living today exactly as they did a hundred years ago.

- Seek out books that represent present-day Native peoples for preschoolers.
  Children of this age do not understand historical references.

- Seek out books that are historically accurate and include a Native perspective on historical events or periods for primary-age children.
  Children of this age can distinguish between the present and history.

LEARNING COMMONS MANUAL

CATALOGUING

The Central Cataloguer, IMC, is responsible for cataloging all print and non-print material.

Information Service Technicians (elementary school) and Library Technicians (high school) are responsible for:
- first checking the automated library system to see if the item is already catalogued;
- if not found, prepare the item for cataloguing by stamping with school stamp and packing in IMC provided book bins for shipping;
- if item is not found, but immediate circulation is necessary, follow specific procedures for "Quick Cataloguing" provided by Central Cataloguer;
- if item is found, add holdings to the database and designate location for each item; and
- once holdings are added, spine and barcode labels are printed and affixed to book. Control number and call no. is recorded on item (title page of book or where room permits on item). Reinforce or package item before circulation.

Library Staff are responsible for Asset management of school equipment (LCD projectors, cameras, printers, scanners, portable audio players, ipads, playbooks, etc.). This involves entering equipment information such as make, model, serial, etc. into the automated library system and then printing and affixing barcodes to the item.

CIRCULATION

Library staff is responsible for all aspects of circulation. These responsibilities include:
- circulation (check in /check out / renewal) of all catalogued book and non-book items;
- circulation of all catalogued textbooks;
- re-shelving all material to their specific location (Library, Resource Room, Professional collection, classroom, etc.);
- inspection of material for wear and damage. Repair when able;
- usage of all letters / forms / reports, etc. generated in the automated library system;
- billing for lost / damaged items when necessary;
- generating of overdue reports no less than monthly for all patrons;
- fulfillment of interlibrary loan requests from other schools. Requests from students or for Resource Room materials are filled at the discretion of the lending library; and
- orientating staff and students to the organization and use of the library.

COLLECTION

Library staff is responsible for the development, and maintenance of the collection. Their responsibilities include:

LEARNING COMMONS MANUAL

- inventorying of all catalogued books and non-book items with the recommendation of a 3 year rotation. Suggest inventorying one section per year;
- knowledgeable of curriculum;
- keeping current with reading interests and trends; and
- promotion of reading for students by
  a) ensuring collection meets student needs
  b) themed and seasonal book displays
  c) recreational reading programs such as "Forest of Reading"
  d) book fairs
  e) read a-louds
  f) book reserves
  g) school newsletter submissions

De-selection/Weeding

De-selection should reflect the goals and objectives of the Lakehead District School Board. Criteria for de-selection should be similar to those used for selection and core collection development on the understanding that selection and withdrawal are different facets of the same continuous process.

The library maintains a practice of on-going weeding based upon following criteria:
- outdated materials;
- materials no longer of interest;
- unused for three or more years to be determined by circulation statistics;
- inappropriate for curriculum;
- inaccurate information;
- duplicates; and
- worn or mutilated copies.

Exceptions
- works by local authors;
- works related to local history; and
- works of famous authors including the "classics".

Weeded material is disposed of according to the following procedure:
1. offered free to students and staff;
2. offered free to outside charitable agencies; and
3. recycled.

TECHNOLOGY

Information Service Technicians (IST's) are the frontline contact for all technology queries:
- collect and store all Technology Use Forms and PED forms;
- promote and assist with online databases and OSAPAC software;
- create and edit user accounts;
- setup all school SEA equipment;

LEARNING COMMONS MANUAL

- update school webpages;
- install software and drivers;
- maintain peripherals i.e. change printer cartridges;
- troubleshoot computers, peripherals, AV Equipment, digital devices and software programs;
- inventory tablets, laptops and notebooks;
- assist staff and students with research, online programs, databases and communication programs;
- perform file management (pictures, backup);
- assist staff and students with file management and retrieval; and
- enter hardware/network request in the work order system.

Appendix D - 9020 Library Resource Centre Procedures

Fair Dealing Guidelines

The fair dealing provision in the *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

First, the "dealing" must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.

The second test is that the dealing must be "fair." In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and post-secondary educational institutions.

These guidelines apply fair dealing in non-profit K-12 schools and post-secondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the *Copyright Act* and the Supreme Court decisions.

GUIDELINES

1. Teachers, instructors, professors and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire and parody.

2. Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism or review should mention the source and, if given in the source, the name of the author or creator of the work.

3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:
   a) as a class handout;
   b) as a posting to a learning- or course-management system that is password protected or otherwise restricted to students of a school or post-secondary educational institution;
   c) as part of a course pack.

4. A short excerpt means:
   a) up to 10% of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
   b) one chapter from a book;
   c) a single article from a periodical;
   d) an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
   e) an entire newspaper article or page;
   f) an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
   g) an entire entry from an encyclopedia, annotated bibliography, dictionary or similar reference work.

5. Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.

6. Copying or communicating that exceeds the limits in these Fair Dealing Guidelines may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.

7. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.

42

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

2013 FEB 26
Report No. 027-13

TO THE CHAIR AND MEMBERS OF
THE LAKEHEAD DISTRICT SCHOOL BOARD - Public Session

RE: APPROVAL OF APPOINTMENT TO THE SPECIAL EDUCATION ADVISORY
        COMMITTEE (SEAC)

1.   Background

       1.1   According to Reg. 464/97 of the Education Act, the Board must establish a
               Special Education Advisory Committee.

       1.2   At the Inaugural Board Meeting on December 7, 2010, Lakehead District School
               Board approved 10 local associations/organizations for membership and eight
               alternates to the Special Education Advisory Committee for the next four year
               term.

       1.3   Since December 2010, local association membership has been reduced at the
               SEAC table due to resignations.

2.   Situation

       2.1   A goal of the Special Education Advisory Committee for the 2012-2013 school
               year is to increase membership on the committee. Various avenues have been
               explored to advertise membership recruitment. They include:

               • information published in The Chronicle Journal *Kid's Page*, on October 29,
                 2012;
               • advertisement in the winter edition of *The Key*;
               • advertisement sent through a 'broadcast email and fax' to those listed in the
                 Lakehead Social Planning Council (LSPC)/211 database; and
               • word of mouth.

       2.2   Canadian Diabetes Association – Northwestern Ontario has submitted a
               nomination for Jennifer Bean-Anderson to be appointed as a representative to
               the Special Education Advisory Committee.

<u>RECOMMENDATION</u>

It is recommended that Lakehead District School Board approve the appointment of Jennifer Bean-Anderson as member, to the Special Education Advisory Committee representing Canadian Diabetes Association – Northwestern Ontario for the term ending November 30, 2014.

Respectfully submitted,

COLLEEN KAPPEL
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD - Public Session

RE: ESTABLISHMENT OF 2013-2014 BUDGET COMMITTEE

1.   Background

In order to finance operations of the Board and to ensure effective stewardship of Board resources for the fiscal year 2013-2014, the Ministry of Education requires that the Board's annual budget be submitted to the Ministry on or before a date specified by the Ministry, expected to be June 30, 2013.

2.   Situation

2.1   The Budget Committee is an Ad Hoc Committee comprised of all Trustees of the Board.

2.2   According to the Lakehead District School Board 2010 Procedural By-Law, section 5.5, *"The initial meeting of an Ad Hoc or Special Committee shall be called by the Secretary of the Board, within two weeks of the resolution appointing such committees."* Therefore, it will be necessary to schedule the first meeting of the 2013-2014 Budget Committee no later than Friday, March 8, 2013.

2.3   At the first meeting of the 2013-2014 Budget Committee, a Chair and Vice Chair will be elected. The tentative date for the first meeting is March 5, 2013.

2.4   The 2013-2014 Budget Committee shall report its recommendation to the Board no later than the date provided by the Ministry of Education.

RECOMMENDATION

It is recommended that:

1.   Lakehead District School Board establish the 2013-2014 Budget Committee comprised
        of all Trustees; and

2.   The 2013-2014 Budget Committee report its recommendation to the Lakehead District
        School Board no later than the date provided by the Ministry of Education.

Respectfully submitted,

DAVID WRIGHT
Superintendent of Business

CATHERINE SIEMIENIUK
Director of Education