



Office of the Director

Jim McCuaig Education Centre
2135 Sills Street Thunder Bay ON P7E 5T2
Telephone (807) 625-5131 Fax (807) 622-0961

STANDING COMMITTEE
Tuesday, February 12, 2013
Jim McCuaig Education Centre

Catherine Siemieniuk
Director of Education

Karen Wilson
Chair

AGENDA

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

| | <u>Resource Person</u> | <u>Pages</u> |
|---|------------------------|--------------|
| 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 – 7:00 p.m. (SEE ATTACHED AGENDA) | | |
| 6. Delegations/Presentations | | |
| 6.1 Whitefish Valley Public School - <i>The Role of School Council in Supporting Student Achievement through Tools and Resources for Parents</i> | S. Pharand | 1-3 |
| 7. Confirmation of Minutes | | |
| 7.1 Standing Committee Meeting - January 8, 2013 | D. Massaro | 4-6 |
| 8. 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

| <u>MATTERS NOT REQUIRING A DECISION</u> | | <u>Resource Person</u> | <u>Pages</u> |
|--|---|------------------------|--------------|
| 9. | Information Reports | | |
| 9.1 | Cafeteria Operation Update (025-13) | D. Wright | 7-8 |
| 9.2 | Audit Committee Meeting Report | D. Massaro | Verbal |
| 9.3 | Special Education Advisory Committee Meeting Minutes - December 19, 2012 | C. Kappel | 9-14 |
| 10. | First Reports | | |

MATTERS FOR DECISION:

| | | | |
|------|---|--------------------------|-------|
| 11. | Postponed Reports | | |
| 12. | Ad Hoc and Special Committee Reports | | |
| 13. | New Reports | | |
| 13.1 | Policy Review - 9020 Library Resource Centre Policy & Procedures (024-13) | S. Pharand | 15-44 |
| | <i>It is recommended that Lakehead District School Board approve Policy 9020 Library Resource Centre, Appendix A to Report No. 024-13.</i> | | |
| 13.2 | Information Technology Plan – Update (017-13) | S. Pharand/ D. Wright | 45-50 |
| | <i>It is recommended that Lakehead District School Board approve the use of reserve funds to support the implementation of the Information Technology Plan.</i> | | |
| 14. | New Business | | |
| 15. | Notices of Motion | | |
| 16. | Information and Inquiries | | |
| 17. | Adjournment | | |

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



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STANDING COMMITTEE
Tuesday, February 12, 2013
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Catherine Siemieniuk
Director of Education

Karen Wilson
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AGENDA

COMMITTEE OF THE WHOLE – Closed Session
7:00 P.M. – in the Sibley Room

| | <u>Resource Person</u> | <u>Pages</u> |
|--|------------------------|--------------|
| 5.1 Confirmation of Committee of the Whole - Closed Session Minutes | | |
| 5.1.1 Standing Committee Meeting - January 8, 2013 | D. Massaro | 1-2 |
| 5.2 Business Arising from the Minutes | | |
| 5.3 Consideration of Reports | | |
| 5.3.1 Negotiations | I. MacRae | Verbal |
| 5.4 Information and Inquiries | | |
| 5.5 Rise and Ask Leave to Sit in Public Session | | |

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

LAKEHEAD DISTRICT SCHOOL BOARD



CELEBRATING STUDENT ACHIEVEMENT

School: Whitefish Valley Public School

Title of Initiative: The Role of School Council in Supporting Student Achievement through Tools and Resources for Parents

| Components of Initiative | School's Details |
|---|---|
| <p>1. Description of the nature of the initiative to improve student achievement</p> | <p>Our School Improvement Plan states: “The School Council has a meaningful role in supporting learning and achievement for students.”</p> <p>School Council wanted to take an active role in helping our parents/guardians to understand some of the barriers to learning (anxiety / mental health and wellness), and the methods used currently to teach students, focusing on Reading and Math.</p> <p>Three consecutive PRO Grants have been used to support this concept as it grows and changes focus each year.</p> <p>2012-2011: Parent Resource Library 2011-2012: Mental Health and Wellness Education 2012-2013: Family Math Tool Kits and Wellness Fair</p> |
| <p>2. Rationale for selecting the initiative</p> | <p>Research strongly supports parent/guardian support of student learning at home as a positive influence on student achievement.</p> <p>Parents/guardians want to support the learning that occurs at school, but the way we teach and learn has changed since the elementary school experience they remember.</p> |
| <p>3. Intended outcomes of the initiative related to improved student achievement</p> | <p>Parents/guardians will gain a better understanding of the Reading and Math strategies used at school, allowing them to:</p> <ol style="list-style-type: none"> 1) Feel confident using the methods at home to support skill practice with students 2) Talk with the teacher about successes and next steps for their child(ren) <p>Parent/guardian support and involvement at home will increase student achievement at school.</p> |

| | |
|---|---|
| <p>4. Description of the data used</p> | <p>EQAO Student Questionnaire 2011-2012 surveys report low percentage points of an adult engaging with them in school activities at home: We talk about the mathematics work I do in school every day, or 1 to 3 times a week: Gr. 3=30% Gr. 6=30%</p> <p>We read together, every day, or 1 to 3 times a week: Gr. 3=26% Gr. 6=24%</p> <p>We were also motivated by parent/guardian comments communicated at School Council meetings on the need for better understanding of the strategies used in the teaching of Reading and Math.</p> |
| <p>5. Brief description of the significant activities or strategies involved with the initiative</p> | <p>School Council has supported and will support parents/guardians in Reading, Math and Health/Wellness through:</p> <p>Summer Reading Program - yearly – contains resources for parents that show how to use the same literacy strategies at home that are used at school</p> <p>Welcome to Kindergarten Open House – yearly – School Council members welcome our new families, and our new students with a Whitefish T-Shirt for JK’s and information on School Council and becoming involved in the school for families.</p> <p>Parent Resource Library: - began with Literacy Resources, Mental Health and Wellness Resources were added last year, and Math resources will be added this year</p> <p>“Anxiety in Children” Presentation April 2011: - How to identify anxiety in children, and the community resources to access for support</p> <p>Grade Specific Math Tool Kits – contain tips and easy, fun “games” that develop Math skills, as well as samples of multiple response questions that families can answer together</p> <p>Wellness Fair – in planning stage for April 2013 – community partners will have information booths for families to check out supports and fun activities for families that support a healthy and safe life style</p> |

| | |
|--|--|
| <p>6. One or two highlights of the above activities</p> | <p>The Math Tool Kits for families are being funded by this year's School Council Pro Grant. Working with the Program Department, and with input from teachers at the school, we are creating two kits for each grade level (K to 8) that can be signed out by families. The goal of the kit is to explore math concepts at home, and have fun doing it together! There are card, dice and commercial board games that target Math skills. There are also examples of open ended questions, that require problem solving, often using a variety of math operations. We will showcase these kits at our Spring "Wellness Fair" for families, and also have a write up in our newsletter to inform families of the purpose and availability of the kits.</p> |
| <p>7. Description of any unexpected results or "moments of serendipity" related to the initiative</p> | <p>Teachers are familiar with the tools in the kits and in the Parent Resource Library and are beginning to refer parents/guardians to these resources.</p> |
| <p>8. Description of one or two interesting findings that would be useful or helpful to other schools</p> | <p>"If you build it, they will come." We are sometimes frustrated by the slow start of these initiatives (e.g. low numbers in attendance at evening presentations, low numbers of parents/guardians signing books out of the Library." But if you persevere and maintain, the parents begin to see this as a resource, and suddenly families are phoning to ask if there is a book in the Library that could be sent home with their child to help them better understand a current issue. When this happens, it's very rewarding,</p> |
| <p>9. Identification of one or two noteworthy hurdles or stumbling-blocks</p> | <p>As noted, we have struggled with how to best set up events and resources so that parents/guardians will attend and use the resources.</p> <p>The initiatives and tools for families to borrow are highlighted in our school newsletter, and sometimes the School Council sets up an information table on Parent-Teacher Interview nights to try to get the word out on the availability of the resources and any upcoming events.</p> |
| <p>10. Next steps in pursuing the initiative</p> | <p>We plan to continue to find ways to grow this outreach to families, through continuing to apply for PRO grants for funding, through maintaining and adding to the Parent Resource Library, and through continuing to organize presentations for families that provide information, concrete educational resources and awareness of community resources to provide the best possible environment and supports for students to do well in school.</p> |
| <p>11. Lessons learned about the school's efforts to improve student achievement</p> | <p>Parents/guardians want to help at home, and want to understand what and how their children are learning at school. When we use our creativity, time and resources to reach out to them and provide resources, it improves the relationship between the families and the school. This in turn, supports students on their learning journey with an enhanced School-to-Home relationship and spirit of working together.</p> |

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF STANDING COMMITTEE

Board Room
Jim McCuaig Education Centre

2013 JAN 08

TRUSTEES PRESENT:

Karen Wilson (Chair)
Pat Johansen
Lori Lukinuk

Deborah Massaro
Ron Oikonen
Jack Playford
Rheanna Kendrick (Student Trustee)

TRUSTEES ABSENT, WITH REGRET:

Marg Arnone
George Saarinen

SENIOR ADMINISTRATION:

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

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Johansen

Seconded by Trustee Massaro

"THAT the Agenda for Standing Committee Meeting, January 8, 2013, be approved."

CARRIED

2. **Resolve Into Committee of the Whole – Closed Session**

Moved by Trustee Massaro

Seconded by Trustee Lukinuk

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *November 13, 2012*
- *Negotiations*

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

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

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

PUBLIC SESSION:

4. Age-Friendly Thunder Bay

Barb Philp, Chair of the Intergenerational Education Task Group, and Randy Moore, Chair of the Public Awareness Campaign Task Group, presented information regarding the Age-Friendly Thunder Bay Committee. All Trustees' questions were addressed.

5. Confirmation of Minutes

Moved by Trustee Massaro

Seconded by Trustee Oikonen

"THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, November 13, 2012."

CARRIED

6. Health and Safety Program – Semi-Annual Report (009-13)

Ian MacRae, Superintendent of Education, introduced Rick Molloy, Health and Safety Officer, who presented the report. Highlights included: accident statistics, equipment testing, and inspections. All Trustees' questions were addressed.

7. Special Education Advisory Committee Meeting Minutes – November 21, 2012

Colleen Kappel, Superintendent of Education, presented the November 21, 2012 minutes for information.

8. Kindergarten (013-13)

Moved by Trustee Oikonen

Seconded by Trustee Massaro

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

CARRIED

9. Information and Inquiries

9.1 Trustee Massaro inquired if Lakehead District School Board has pursued any new partnerships. David Wright, Superintendent of Business, stated that the Lakehead District School Board has recently entered into a technology partnership with Tbaytel.

10. Adjournment

Moved by Trustee Johansen

Seconded by Trustee Oikonen

"THAT we do now adjourn at 8:37 p.m."

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 FEB 12
Report No. 025-13

TO THE CHAIR AND MEMBERS OF
THE STANDING COMMITTEE – Public Session

RE: CAFETERIA OPERATION UPDATE

1. Background

- 1.1 On January 15, 2010 the Ministry of Education released Policy/Program Memorandum No. 150 (PPM 150) *School Food and Beverage Policy* setting out nutrition standards for foods and beverages sold in publically funded elementary and secondary schools in Ontario effective September 2011.
- 1.2 To meet the requirements of PPM 150, Lakehead District School Board has undertaken the following activities:
 - introduced 6050 Food and Beverage Policy;
 - tendered and selected vendors to supply healthy food, meeting the nutrition standards of PPM 150;
 - removed deep oil cooking fryers from all cafeterias and installed more versatile convection/steam cooking equipment;
 - worked with Thunder Bay District Health Unit in training of Cafeteria Managers in understanding of new healthy food requirements and daily menu options balance; and
 - worked with Thunder Bay Red Cross in their advocacy initiatives to support healthier school food choices.
- 1.3 The intent of this report is to provide information to the Board as to the changes and status of cafeterias now that we are into our second year of implementation.

2. Situation

- 2.1 Thunder Bay Red Cross 'Healthy Eating Makes the Grade' student survey in 2010/11 determined that between 79% and 88% of students leave the school occasionally for lunch. Of those students not using the cafeteria, 22% stated they left 'just to get out', and another 21% left to 'have time with friends'. 'Healthy Eating Makes the Grade' will continue to provide feedback to the Board in better understanding the changing cafeteria environment.
- 2.2 After the implementation of PPM 150, financial results of the cafeterias clearly indicated the need to modify operating activities in the cafeterias to bring expenses in line with generated revenues.

2.3 For the 2012/13 school year, the following operational changes were implemented with the intent of making cafeterias sustainable:

- cafeteria staffing levels were standardized to 1.5 FTE at each site; and
- a standardized menu was developed with Cafeteria Managers.

2.4 Comparison of the first four months of 2009/10 to 2012/13 cafeteria financial performance is shown in the table below:

| | 2009/10 | 2010/11 | 2011/12 | 2012/13 |
|-------------------|-----------|-----------|-----------|-----------|
| Revenue Generated | \$318,601 | \$285,995 | \$224,163 | \$170,700 |
| Expense Incurred | \$307,918 | \$302,450 | \$285,124 | \$193,526 |
| YTD Profit/Loss | \$10,683 | -\$16,455 | -\$60,961 | -\$22,862 |

2.5 Comparison of year end results 2009/10 to estimated year end 2012/13 cafeteria financial performance is shown in the table below:

| | 2009/10 | 2010/11 | 2011/12 | Est. 2012/13 |
|-------------------|-----------|-----------|------------|--------------|
| Revenue Generated | \$708,302 | \$702,013 | \$489,182 | \$370,000 |
| Expense Incurred | \$793,698 | \$754,698 | \$648,742 | \$440,000 |
| YTD Loss | -\$85,396 | -\$52,685 | -\$159,560 | -\$70,000 |

3. Conclusion

Lakehead District School Board continues to work with staff and community partners to provide and promote healthy food choices in all cafeterias while striving for sustainability through a balanced budget.

Respectfully submitted,

ROD BESSEL
 Manager of Custodial Services & Transportation

DAVID WRIGHT
 Superintendent of Business

CATHERINE SIEMIENIUK
 Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE

Jim McCuaig Education Centre
Thunder Bay, Ontario

2012 DEC 19

MEMBERS PRESENT:

Laura Sylvestre (Chair)
Theresa Graham (Vice Chair)
Marg Arnone (Trustee)
Pat Johansen (Trustee)

Sheila Marcinyshyn
Shauna Murphy Crupi (Alt)
Mike Otway

ABSENT:

Miranda Myers
Colleen Valiquette

OTHERS PRESENT:

Colleen Kappel
Trustee Lori Lukinuk
Andrea Pugliese

1. **Call to Order**

Colleen Kappel, Superintendent of Education, called the meeting to order at 6:05 p.m.

2. **Thank You**

Colleen Kappel, Superintendent of Education, thanked all members of SEAC for their commitment to SEAC and their service to the committee during 2012.

3. **Election of Chair**

Colleen Kappel, Superintendent of Education, explained the process for electing a Chair of SEAC and introduced the Scrutineers, Andrea Pugliese, Special Education Officer, and Eileen Haven, Executive Secretary, who would oversee an election, if necessary.

Miranda Myers had been pre-nominated for Chair by Theresa Graham. As Ms. Myers was not in attendance, her name could stand for election of Chair in absentia.

Superintendent Colleen Kappel called for nominations from the floor. Sheila Marcinyshyn nominated Laura Sylvestre for the position of Chair. Laura Sylvestre

accepted the nomination. Superintendent Colleen Kappel called for nominations from the floor three times. There were no further nominations.

Motion to Close Nominations

Moved by Theresa Graham

Seconded by Mike Otway

“THAT nominations for the position of Chair be closed.”

CARRIED

Colleen Kappel, Superintendent of Education, turned the election process to the scrutineers. Ballots were prepared. Andrea Pugliese and Eileen Haven conducted the election for the position of Chair between Miranda Myers and Laura Sylvestre. Laura Sylvestre was elected as Chair of SEAC.

Motion to Destroy the Ballots

Moved by Pat Johansen

Seconded by Theresa Graham

“THAT the ballots for the election of the Chair of SEAC be destroyed.”

CARRIED

Laura Sylvestre assumed the Chair.

4. Election of Vice Chair

Laura Sylvestre, Chair of SEAC, announced that Theresa Graham was pre-nominated for the position of Vice Chair by Miranda Myers. Theresa Graham accepted the nomination. Laura Sylvestre called for nominations from the floor three more times. There were no further nominations.

Motion to Close Nominations

Moved by Mike Otway

Seconded by Trustee Pat Johnsen

“THAT nominations for the position of Vice Chair be closed.”

CARRIED

Theresa Graham was acclaimed Vice Chair of SEAC.

5. Approval of the Agenda

Moved by Theresa Graham

Seconded by Trustee Pat Johansen

“THAT the agenda for the December 19, 2012 SEAC meeting be approved.”

CARRIED

6. Declarations of Conflict of Interest

There were no declarations of conflict of interest.

7. Presentations

7.1 Behaviour Management Systems Training – A. Pugliese

Andrea Pugliese, Special Education Officer, provided a handout for members on the Behaviour Management Systems Training (BMST). An overview was presented including the four phases and interventions used. Questions from members were addressed.

7.2 Individual Education Plans – A. Pugliese

Andrea Pugliese, Special Education Officer, presented a Power Point addressing the Individual Education Plans (IEP). A scoring rubric was provided as a handout. An overview of the IEP was provided. Members' questions were addressed.

8. Approve of the Minutes

Moved by Sheila Marcinyshyn

Seconded by Theresa Graham

"THAT the minutes of the November 21, 2012 SEAC meeting be approved."

CARRIED

9. Business Arising From the Minutes

9.1 SEAC Guest Speaker Event

Colleen Kappel, Superintendent of Education, provided an update on the SEAC Guest Speaker Event. The Board was successful in obtaining a grant of \$110,000 to offer a Restorative Practices/Strength Based Approach Conference. The event will happen late March/early April. SEAC will be able to partner with this conference to bring in the guest speaker. Superintendent Kappel and Charles Bishop, Education Officer are presently investigating who the guest speaker will be. Further information will come forward at a future SEAC meeting.

9.2 SEAC Annual Report

Theresa Graham, Vice Chair of SEAC, provided an overview of the presentation of the SEAC Annual Report to the Board at its Annual Meeting on December 4, 2012. An item of interest to Trustees was how SEAC can outreach to Armstrong and Collins. Superintendent Kappel advised members that presently the SEAC agenda and supporting materials are shared with the Principal at Armstrong. If anyone from the Armstrong community is interested in attending, we are able to link them to the meeting via video conferencing.

10. Correspondence

Laura Sylvestre, Chair of SEAC, provided an overview of the correspondence contained in the correspondence folder. The folder was distributed for members perusal.

11. Advocacy Tracking

The advocacy tracking template was circulated for member completion.

12. SEAC Member Recruitment

Colleen Kappel, Superintendent of Education, provided information to members on accessing the Lakehead Social Planning Council 211 database to advertise recruitment of SEAC members. A cost of \$65.00 will provide a broadcast email and fax. A cost of \$35.00 will provide a broadcast email or fax. Discussion ensued regarding member recruitment and possibly contacting organizations that were previous members of SEAC. The advertisement will be drafted and distributed via email to members for their input.

Moved by Sheila Marcinyshyn

Seconded by Trustee Marg Arnone

“THAT SEAC approve an expenditure of \$65.00 + HST to have a broadcast email and fax advertising SEAC member recruitment sent by the Lakehead Social Planning Council to those listed in its database.”

CARRIED

13. Information/Inquiries & Association Reports

13.1 Sheila Marcinyshyn, Anishnawbe Mushkiki representative, provided information to members on a comedy show that their organization is hosting on Saturday, December 22, 2012 at the Paramount Theatre. Everyone was invited to attend.

13.2 Sheila Marcinyshyn, Anishnawbe Mushkiki represented, provided information to members on their organization's Winter Fest, which will be held on Saturday, February 23, 2012 at Fort William Historical Park. Everyone was invited to attend. A poster advertising the event will be sent to all members.

14. SEAC Budget 2012-2013

The status of the 2012-2013 SEAC budget was provided to members.

15. Board Update

Trustee Marg Arnone provided information to members on the following Board Meetings:

November 27, 2012 Regular Board Meeting

Reports/items addressed at this meeting included:

- Approval of 2013 Tax Levy By-Law
- Audit Committee Annual Report
- Multi-Year Capital Report
- Audit Committee Summarized Annual Report
- Approval of the 2011-2012 Audited Financial Statements

December 4, 2012 Annual Board Meeting

Reports/items addressed at this meeting included:

- Election of the Chair – Deborah Massaro
- Election of the Vice Chair – Karen Wilson
- Election of a member and alternate member to Coordinating Committee – Marg Arnone (member), Pat Johansen, (alternate member)
- Aboriginal Education Advisory Committee Annual Report
- Special Education Advisory Committee Annual Report
- Parent Involvement Committee Annual Report
- Public Library Activities Annual Report
- Director's Annual Report
- Appointment of Trustees to Board Committees 2013

December 6, 2012 Special Board Meeting

Reports/items addressed at this meeting included:

- Negotiations

December 18, 2012 Regular Board Meeting

Reports/items addressed at this meeting included:

- SEAC October 17, 2012 Minutes
- Mathematics K-12
- Approval of Shawna Murphy Crupi as an alternate member to SEAC
- Approval of the 2012-2013 Revised Budget

16. Adjournment

Laura Sylvestre, Chair of SEAC, wished everyone a happy holiday.

Moved by Theresa Graham

Seconded by Sheila Marcinyshyn

“THAT we do now adjourn at 7:22 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 FEB 12
Report No. 024-13

TO THE CHAIR AND MEMBERS OF
THE STANDING COMMITTEE – Public Session

RE: POLICY REVIEW - 9020 LIBRARY RESOURCE CENTRE POLICY &
PROCEDURES

1. Background

- 1.1 Policy 9020 Library Resource Centre was scheduled for review and was to be placed on the Board's website for constituency input on March 8, 2012.
- 1.2 On March 27, 2012, the Lakehead District School Board deferred the review of Policy 9020 Library Resource Centre until the 2012-2013 school year, allowing input and feedback to be received on the new draft policy.
- 1.3 On December 5, 2012, constituents were informed that the new draft of Policy 9020 Library Resource Centre, Procedures and Appendices, were available on the Board website for review and invited feedback.
- 1.4 Policy 9020 Library Resource Centre, Procedures and Appendices, were removed from the Board website on January 30, 2013.

2. Situation

- 2.1 Presentations to the Parent Involvement Committee and the Success Advisory Committee were made on January 14, 2013 and January 17, 2013 respectively.
- 2.2 Formal feedback was received from the Library Review Committee.
- 2.3 All feedback received was included in the revised Policy 9020 Library Resource Centre, Procedures and Appendices, attached as Appendix A.

3. Next Steps

School administrators and school library resource centre staff will be made aware of the new policy and will inform other school staff.

4. Conclusion

Technology is rapidly modifying the nature and significance of information. This revised Policy 9020 Library Resource Centre, Procedures and Appendices, are reflective of our times and flexible enough to allow school libraries to adapt to what the future will present.

RECOMMENDATION

It is recommended that Lakehead District School Board approve Policy 9020 Library Resource Centre, Appendix A to Report No. 024-13.

Respectfully submitted,

CHARLES BISHOP
Education Officer

SHERRI-LYNNE PHARAND
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

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.

FACILITIES AND EQUIPMENT

9000

Appendix A to
Report No. 024-13

9020

LIBRARY RESOURCE CENTRE POLICY

3.2 Program and School Engagement

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 Resource Management

Resource management includes the following:

- Acquisitions
- Cataloguing
- Circulation Process
- Collection
- Textbooks/Academic resources
- Technology
- Copyright
- Evaluation

4. Review

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

| | | |
|---|--|---|
| <u>Cross Reference</u> <u>Procedures 9020</u> <u>Policy 3030</u> | <u>Date Approved</u> <u>1990 12 18</u> <u>Date Revised</u> <u>Reviewed by: 1995</u> | <u>Legal Reference</u> <u>Ont. Reg. 262</u> |
|---|--|---|

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. ~~This role is described in detail in the Library Learning Commons Practices Manual. The manual is currently under review and revision.~~

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. ~~This role is described in detail in the Library Learning Commons Practices Manual. The manual is currently under review and revision.~~

LIBRARY RESOURCE CENTRE PROCEDURES

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 Learning Commons Manual in Appendix C.

~~Aurora is the current automated library management system (For specific practices, see Library Learning Commons Manual [forthcoming]).~~

2.3.1 Acquisition

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

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' ~~media~~ 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 ~~media~~ 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.

LIBRARY RESOURCE CENTRE PROCEDURES

- 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.

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

LIBRARY RESOURCE CENTRE PROCEDURES

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.
- 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 Cataloguing

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 internally **locally**.

- Process for Purchasing and Distributing New System Resources
 1. Purchases will be made centrally, tied to a specific budget.

LIBRARY RESOURCE CENTRE PROCEDURES

2. ***To avoid duplication of resources, the purchaser will search the automated library system for schools' holding.*** ~~Determine needs based on school inventory (currently accessed on Aurora—Lakehead District School Board website—staff page).~~
3. ~~Written~~ 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 ~~photocopied~~. One copy will be kept at IMC and the original will be sent to the purchasing department as materials are received.
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 ~~written~~ 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.

LIBRARY RESOURCE CENTRE PROCEDURES

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 Textbook/Academic Resources

~~The automated library management system should be checked prior to making textbook or academic purchasing decisions.~~

2.3.65 Technology

The Information Service Technician (IST), Library Technician and/or Teacher Librarian will be a member of the school technology support team. ~~Computers will be maintained by computer technicians.~~ Any needs regarding new technology in the library 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.

2.3.76 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. ~~The IST, Library Technician and/or Teacher Librarian will be vigilant in discarding non-copyrighted materials from the library.~~

2.3.87 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.
 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.

FACILITIES AND EQUIPMENT

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LIBRARY RESOURCE CENTRE PROCEDURES

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

3. Review

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

| <u>Cross Reference</u> | <u>Date Received</u> | <u>Legal Reference</u> |
|---|---|--|
| <p>Policy 9020 Library Resource Centre</p> <p><i>Turtle Island Curriculum Resources</i></p> <p><i>Toronto District School Board – Aboriginal Voices in the Curriculum: A Guide to Teaching Aboriginal Studies in K-8 Classrooms</i></p> | <p>_____</p> <p><u>Date Revised</u></p> <p>Reviewed by: _____</p> | <p>_____</p> <p>_____</p> |

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. | Explore print and online reference materials to get an overview of the inquiry and topic chosen. |
| Brainstorm possible questions for the inquiry and topic chosen, and classify the questions according to type. | Complete a K-N-R chart or guided mapping activity to give context to the inquiry. |
| Use question-starter words in a W5H framework or use a question matrix. | Use social networking applications to interview peers on what they know about the topic chosen. |
| Identify details of assignment using a variety of tools and formats (e.g., product, purpose, audience, learning partnerships, assessment and evaluation). | Use concept-mapping software to map, classify, and extend prior knowledge and ideas about inquiry. |
| Explore multimedia on the topic and summarize issues raised prior to choosing a topic for 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 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. | Browse the school library collection and search online catalogues for relevant sources and create a preliminary checklist of material consulted. Share social bookmarks. |
| Develop keywords to search all resources such as full-text online databases and e-books. | Use both simple and advanced search strategies in a variety of search engines and directories to find relevant information. |
| Read and discuss visual information such as pictures, graphs and illustrations. | Deconstruct elements of graphic information (e.g., graphs, charts, and diagrams). |
| Employ various skim/scan techniques that match the resource used. | 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. | 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. | |

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 |
|---|---|
| <p>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.</p> <p>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).</p> | <p>Discuss successes and challenges arising during the processing of information and ideas using established physical or virtual spaces.</p> <p>Explore the issues of academic honesty (e.g., plagiarism and copyright) and put into practice.</p> <p>Experiment with established and innovative ways to take notes, record information, and discuss preliminary findings.</p> <p>Create appropriate documentation of information and sources selected using various tools.</p> |

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). | 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. | Document sources using proper citation formats. |
| Offer opportunities to examine questions for future inquiry (e.g. journaling, online time capsule, role on the wall). | Post a presentation on an established physical or virtual space to rehearse and test its effectiveness. |
| Reflect on knowledge gained and the learning journey. | 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 NoIf 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?

Appendix B – 9020 Reconsideration of Materials

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?

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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?***

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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.*

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- **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.**

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

(Taken from the Turtle Island Curriculum Resources)

- **Scrutinize the author's biographical information.**

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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 books 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.**

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:

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- *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:

- *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;*

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- **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;**
- **update school webpages;**

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- ***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.

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

2013 FEB 12
Report No. 017-13

TO THE CHAIR AND MEMBERS OF THE
STANDING COMMITTEE – Public Session

RE: INFORMATION TECHNOLOGY PLAN – UPDATE

1. Background

- 1.1 At the January 11, 2011 Standing Committee Meeting, Report No. 015-11, Information Technology Plan - Update was presented. The report included a two year plan.
- 1.2 Over the past two years standards for student access have been developed for elementary and secondary schools. These standards have been partially or fully implemented.
- 1.3 Ministry funding for Information Technology (IT) infrastructure has been reduced by 34% or nearly \$200,000 per year over each of the last five years. As a result, reinvestment in computers and infrastructure has been challenging.
- 1.4 Recently the Board has entered into a partnership with tbaytel that will provide a rebate on all products and services purchased. In addition, the Council of Ontario Directors of Education (CODE) has provided funding for training of school based IT Representatives. Both of these initiatives will help offset current and future expenditures.
- 1.5 The Information Technology Committee has completed a three year Information Technology Plan identifying priority items in order to best support student learning needs as 21st century learners.
- 1.6 Research continues to highlight how advances in technology impact teaching and learning environments. The Ontario Public School Boards Association published a discussion paper in 2013 entitled “A Vision for Learning and Teaching in a Digital Age,” a document that calls for the Government of Ontario to lead the way in establishing a provincial vision for learning in today’s digital world. Their research identifies many key findings, including:
 - countries with top-performing education systems on any international scale are engaged in wide-scale transformation to ensure that students are prepared for the “21st century world”; and
 - students are advocating for the right to increased access to technology. Hiram Zafari, current president of the Ontario Student Trustees’ Association- l’Association des élèves conseillères de l’Ontario (OSTA-AECO) says, “Technology plays a huge role in our day-to-day lives in the 21st century, and it also needs to have an increased role in the classroom. The use of interactive tools allows students to learn at their own pace, enhances their experience, and promotes deeper engagement”.

2. Situation

The vision for the Information Technology Plan is grounded in the three pillars of the Strategic Plan.

Learning

Children need the skills that will prepare them for living and contributing to a digital society – Creativity and Innovation, Critical Thinking and Problem Solving, Collaboration and Communication.

Environment

Students must experience learning environments that foster equity, enable access, allow for mobility, and build a sense of community.

Engagement

The future demands schools that engage students and staff through anytime, anywhere learning, connectedness to the global community, innovation and efficacy, and strong connections with parents/guardians.

Significant efforts and investments have contributed to enabling this vision.

- 2.1 In elementary schools, a standard of student access to technology has been developed at both the school and classroom level. Currently,
 - 2.1.1 every elementary school has student access to computers in both a lab setting as well as computers in the classroom;
 - 2.1.2 all elementary schools have a SMART board in every classroom from Grades 1 to 8;
 - 2.1.3 all Grade 1 to 8 classroom teachers have received three training sessions on integrating SMART boards into their lessons. Topics covered have included creating interactive lessons, using web 2.0 tools and engaging students with multimedia and digital resources. Use of SMART technology continues to be embedded in all training;
 - 2.1.4 bandwidth has been improved for all schools;
 - 2.1.5 video resources are now accessed by teachers more efficiently, thanks to an investment in video streaming software available in all schools; and
 - 2.1.6 seven elementary schools have wireless technology. Wireless access for all schools is the goal.
- 2.2 A standard of student access to technology has also been developed for secondary schools. Currently,
 - 2.2.1 secondary schools maintain computer labs for specialized courses;

- 2.2.2 department specific SMART boards have been installed in all secondary schools. All academic classrooms have LCD projectors, screens, and speakers;
 - 2.2.3 wireless has been installed in all secondary schools;
 - 2.2.4 video resources are now accessed by teachers more efficiently, thanks to an investment in video streaming software available in all schools; and
 - 2.2.5 Administration at each secondary school has identified teachers from every department to be trained to best utilize new technology investments into their classroom instruction and activities. Topics have included blended learning and classroom blogging, creating interactive lessons, digital resources, mobile devices and online collaboration tools. Training continues to ensure all teachers are able to effectively integrate technology as a key tool for teaching and learning.
- 2.3 Day-to-day school and Board operations are evolving through the use of technology, enabling both greater efficiency and access to information by students, parents/guardians, and staff.
- 2.3.1 By June 2013 all schools will be using online attendance.
 - 2.3.2 Several elementary schools offer parents/guardians the option of electronic delivery of newsletters and school notices.
 - 2.3.3 Several schools and teachers maintain classroom websites that provide important information for students and/or parents/guardians regarding school events, academic assignments, etc.
 - 2.3.4 The Board Portal provides a secure web environment for staff collaboration and sharing.
 - 2.3.5 Wireless access has provided the Board the opportunity to introduce *Bring Your Own Device* pilot projects at two elementary schools and one secondary school.
 - 2.3.6 An IT Representative teacher has been identified at each school. IT Representatives model the use of new technologies and showcase their instructional benefits to staff and students. IT Representatives meet regularly with program staff to learn, collaborate and share their progress on integrating technology into the classroom to inform next steps.

3. Technology Priorities

- 3.1 Several priorities have become evident as the implementation plan proceeds:
 - 3.1.1 aging infrastructure and computers require immediate investment to meet student and staff needs;
 - 3.1.2 the technology standard for classrooms in both the elementary and secondary panels requires additional funding to provide equitable access to technology including updated desktops, laptops and tablets;

- 3.1.3 wireless access to the internet and/or school networks is a must if we are to integrate technology with learning in a meaningful, pragmatic manner that meets the needs of the digital learner. Universal wireless is essential to provide equitable access to technology;
 - 3.1.4 increasingly students continue to benefit from the use of tablets and assistive technology to enhance their learning experience;
 - 3.1.5 engagement of a consultant to review the current network and provide guidance for future infrastructure investments and refresh cycles; and
 - 3.1.6 ongoing effective professional development will continue for all staff as they learn to integrate new technologies to support teaching and learning.
- 3.2 An updated three year plan has been developed to provide the following technology enhancements at Lakehead Public Schools:

| Project | Year 1 2012-2013 | Year 2 2013-2014 | Year 3 2014-2015 | Total |
|--|-----------------------------|-----------------------------|-----------------------------|--------------------|
| Wireless | \$185,000 | \$80,000 | \$85,000 | \$350,000 |
| Secondary desktops for lab replacement | \$100,000 | \$100,000 | \$100,000 | \$300,000 |
| Secondary bookable netbooks | \$90,000 | \$90,000 | \$90,000 | \$270,000 |
| Portable SMART Board for Kindergarten | \$90,000 | | | \$90,000 |
| Elementary laptops | \$315,000 | \$315,000 | \$315,000 | \$945,000 |
| Tablets for wireless schools | \$375,000 | \$175,000 | \$175,000 | \$725,000 |
| Server replacement | \$70,000 | \$70,000 | | \$140,000 |
| Consultant | \$50,000 | | | \$50,000 |
| Bandwidth | \$200,000 | \$200,000 | \$200,000 | \$600,000 |
| Teacher Training | \$30,000 | \$30,000 | \$30,000 | \$90,000 |
| Laptop training program | \$100,000 | \$100,000 | \$100,000 | \$300,000 |
| Subtotals | \$1,605,000 | \$1,160,000 | \$1,095,000 | \$3,860,000 |
| Ministry funding | (\$350,000) | (\$335,000) | \$(325,000) | (\$1,010,000) |
| Totals | \$1,255,000 | \$825,000 | \$770,000 | \$2,850,000 |

(estimated)

3.3 These enhancements in interactive technology will enable teachers to differentiate content to ensure students' learning needs and preferences are met while taking advantage of students' comfort with technology to motivate and engage them in new and exciting ways. Wireless and portable enhancements will allow students to utilize their own devices in class to seamlessly extend their learning beyond classroom walls, building their collaboration, research, synthesis, analysis and evaluation skills. Infrastructure enhancements will safeguard reliability, security, and privacy benefits for students and staff. Investments in consulting, teacher training and professional development will continue to ensure the highest and best use of these enhancements and support enhanced learning experiences and environments for student learning and achievement.

4. Next Steps

The Information Technology Committee with assistance from the Program Department will continue to:

- assist staff in the move to 21st century teaching technologies and blended learning emphasizing communication, collaboration, creativity, problem solving, critical thinking and digital literacy;
- model the use of new technologies and their instructional benefits to staff and students;
- mentor staff on the effective use of IT to support student success, student engagement as well as effective assessment and evaluation practices; and
- survey students, staff and parents/guardians in order to determine the impact technology has on engagement, achievement and practice to inform next steps.

5. Conclusion

- 5.1 Funding required to implement the priorities of the Information Technology Plan is significant and falls outside of the Ministry of Education funding provision for technology.
- 5.2 The Information Technology Committee and Senior Administration will continue to work together to fund aspects of the plan through the annual budget process.
- 5.3 Enabling the vision of the Information Technology Plan will require investment in technology, training and infrastructure.

RECOMMENDATION:

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,

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Chair Information Technology Committee

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