

<b>FACILITIES AND EQUIPMENT</b>	<b>9000</b>
<b>LIBRARY RESOURCE CENTRE PROCEDURES</b>	<b>9020</b>

1. The Policy

It is the policy of Lakehead District School Board (LDSB) 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, 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.

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### 2.3 Resource Management

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

#### 2.3.1 Acquisition

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

Selection of materials involves administrators, teachers, ISTs and library technicians. The IST and the library technician will be responsible 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's 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's Library Learning Commons collection are 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 reflect a commitment to equity, diversity and inclusion.
- 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.

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- 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 provide materials that represent our true collective history and the colonial impacts on Indigenous peoples in Canada.
- To provide resources that honour and celebrate Indigenous strength, beauty and brilliance and is reflective of the recommendations set out in the Truth and Reconciliation Commission's Calls to Action.
- 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, skillful, 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.; and
- possible uses - individual, small group, large group instruction, in-depth study.

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The IST and the library technician, in conjunction with teachers and administrators, will be responsible for the selection of materials. In coordinating this process, the IST and the library technician will:

- Arrange, when possible, for firsthand examination of items to be purchased.
- Use reputable, unbiased, professionally prepared selection aids when firsthand 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.

Schools will catalogue such materials whether they are purchased centrally or at the school level.

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### 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.

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

### 2.3.5 Technology

The IST and the library technician will be members of the school technology support team. Any needs 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 and the library technician be sought in order to maintain an understanding of the importance of the Library Learning Commons as part of the technology plan for LDSB.

### 2.3.6 Copyright

It is the practice of LDSB to comply with the Fair Dealing Guidelines. The IST and the library technician 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 boards in accordance with the Copyright Modernization Act. These guidelines will also be posted on our website see Appendix D.

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### 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 and principal feel they cannot resolve the problem at the school level, the complainant should be directed to the following procedures:

- 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:
  - Re-examine the challenged material with consideration of the acquisition of materials procedures.
  - Survey critical reviews/appraisals of the material in professional reviewing sources.
  - Weigh merits against alleged faults to form opinions based on the materials as a whole and not on passages isolated from context.
  - The superintendent of education will submit a report to LDSB recommending the action to be taken, considering the written request and the deliberations of the Materials Review Committee.
  - The final decision of the Materials Review Committee shall be delivered to the complainant in writing.

