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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

h a p p o s i t e s a n d t e a c h e r s

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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.

