

École Corinthia Park School Library Learning Commons (LLC) Procedures and Protocols

1. Use of LLC space:

- a. Students accessing the Library, Learning Commons, or Makerspace should always do so with the permission of their teacher and under the supervision of a staff member.
- b. The day to day operation of the Library Learning Commons is managed by the Library Technician/Clerk under the supervision and direction of the school principal.

2. LLC hours of operation:

- a. The library is open during school hours. The collection of eBooks in the Destiny system can be accessed at any time by students and staff.

3. Procedures for accessing the LLC for individual, small group, or class projects:

- a. Most classes go to the LLC weekly for a book exchange, but students are also encouraged to exchange books at any time. A schedule is shared with staff. Students and families are notified of the weekly library time. Individual classes can reserve the Learning Commons and/or Makerspace in advance when the space is not being using for regularly scheduled activities.

4. Borrowing policies (loan periods, number of items, overdue procedures):

- a. Most books can be borrowed for two weeks, while videos and other material are usually borrowed for one week. At present, the limit is four books (or other materials) at a time, but students needing books for school projects may take more.
- b. **All** resources are barcoded and circulated using the management software Destiny. Destiny has been implemented throughout Black Gold Regional Schools and tracks patron and school materials with great accuracy.

5. Teacher Resources and instructional materials:

- a. Teacher resources and instructional materials, particularly materials valued \$500.00 or greater, are to be stored in an area accessible to staff and managed through the Destiny library program. Reports and notifications, generated at the end of the school year will determine the status of the materials, (lost, need to be renewed, or returned).
- b. For insurance purposes, all material copy information must include Sublocation, Vendor and budget and any other pertinent information, such as serial numbers.

6. **Text Books and Novel Studies:** Students may be assigned textbooks and novels (teacher's record numbers of those books assigned to your child). It is the responsibility of the student to care for his/her assigned books. If books are damaged or lost, the cost to repair them or replace them will be assessed to the student. If the original book is found and returned, the replacement cost is refunded.

Lost or Damaged Book Form and Invoice

Name: _____ Grade: _____ Teacher: _____ Date: _____

Textbook Policy: Students are assigned textbooks and novels (teacher's record numbers of the books assigned to your child) during the school year. It is the responsibility of the student to care for his/her assigned textbooks. If books are damaged or lost, the cost to repair them or replace them will be assessed to the student. If the original textbook is found and returned, the replacement cost is refunded.

The following are the prorated costs for replacing a book:

Brand New = full price Excellent shape = 80% Good shape = 65% Okay shape = 50%

Listed below are the resources that have been lost or damaged. The replacement/rebinding cost(s) are indicated.

The Black Gold Regional Division Finance Department, in concurrence with Learning Services, recommends that all fines for lost or damaged textbooks, novel studies and library books be entered into the student's ACORN account. Please make payment using the ACORN system through your child's PowerSchool account.

Thank you for your cooperation in this matter.

Sincerely,
École Corinthia Park School

Bill to: _____

Comments: _____

DATE	SUPPLIER/DESCRIPTION/CATALOGUE #	AMOUNT
AMOUNT DUE		

LLC AND CLASSROOM MATERIALS Guidelines for the Use of Learning Resources at ÉCPS

Background

Intellectual inquiry requires learning resources representing a wide range of interests so that students may freely explore the world of ideas. Staff must exercise autonomy and flexibility in determining the means by which learning opportunities are presented. In the selection of resources, the Division expects sound professional judgement and consultation with others, including parents and other professional colleagues when deemed appropriate.

Professional Context

Teachers exercise professional judgment in selecting resources for use in their classrooms. Curriculum documents, lists of approved learning resources, reading lists and professional journals all assist teachers in their selection processes.

Occasionally, students may benefit from interacting with materials that may not appear on specific approval lists. Currently relevant news articles, theatrical productions, multimedia materials and books may be appropriate for classroom instructional purposes.

BGRD Administrative Procedure 206 encourages consultation with parent

All of the above mechanisms are intended to safeguard the interests of all of the partners in the educational system:

- the teacher's professional judgments in implementing curriculum,
- the parent's discretion in reinforcing home-based values, and
- the student's unique needs that may conflict with classroom activity.

Notwithstanding the above, concerns may arise, from time to time: such concerns reflect personal and individual values of students and parents that should be heard, and addressed.

When a student or parent believes a resource should be reviewed for appropriateness for our school and community, that person can assist our review by bringing the matter to the attention of the teacher, first.

Parents/guardians who have issues with the materials being presented in class are to refer to **BGRD Administrative Procedure 251 - Challenge to Learning Materials**.

Books

At times, even approved books and other textual materials may cause students and/or parents' concerns. These concerns generally arise from personal values or sensitivities to controversial topics or portrayals of characters and/or situations. Under such circumstances, where practical, students may opt to complete alternate assignments to fulfill the same objectives as those addressed in the work under review. Substitutions will be made in consultation with the teacher.

Films/Videos

Video is also used to enhance the delivery of curriculum content in other subject areas. As such, any video shown during class time will be closely linked to the curriculum. The following guidelines have been developed for the use of films (in whole or in part) in ÉCPS classrooms.

1. Teachers preview any material that they plan to use in the classroom.

- Given the ages of the students in grades K through 6, movies given a rating of G in Canada may be shown.
- Movies rated PG may also be shown; the teacher will notify parents prior to showing the film.
- We believe that Movies rated other than “G” or “PG” do not support curricular outcomes, thus they will not be shown in school.
- The family may choose whether the student will view any film. Students who opt out of viewing a particular film, may, when practical, be required to complete an alternate assignment, which may include the choice of another movie to be viewed at home.

Alberta Film Ratings Explained



General (G) Suitable for viewing by all ages.

[More information on the G rating...](#)



Parental Guidance (PG) Parental guidance is advised. Theme or content may not be suitable for all children.

[More information on the PG rating...](#)

Nonfiction –we try to select books, videos, etc. that:

- Support the curriculum *or* are of general interest
- Are up-to-date
- Present the information in an interesting and appealing format
- Are appropriate for the students' age
- Have reputable producers, artists, authors, and composers

Science materials shall be selected according to its unbiased, objective, and authoritative treatment of fact or theory.

Religion: an attempt will be made to provide factual, unbiased materials representative of all major religions.

Sex instruction: materials will be selected on the basis of sound factual authority, considering the practical need for information of the young people who use the material.

Discrimination: materials should portray sexual, racial, religious, ethnic, or other social groupings in our society in such a way as to build positive images, while supplying an accurate & sound balance in the matter of historical perspective.

Fiction—we try to select books and other materials that:

Support the curriculum *or*

- Are of interest to the students – this includes copies of popular children's series
- Have a high degree of potential user appeal
- Cover a variety of areas of interest – general fiction, historical fiction, fantasy & science fiction, animal stories, etc.
- Do not support negative stereotypes
- In the case of picture books, are visually appealing.
- Have reputable producers, artists, authors, and composers

- Canadian content: Where Canadian materials meet these criteria, preference is given to them.
- Suggestions: Teachers, administrators, students, and parents are welcome to suggest specific titles or authors, or general subject areas.
- Notes:
- Standard professional evaluation, selection aids, and unbiased media reviews will be used in assessing material. There will be personal examination of proposed material where practical.
- Materials are judged on the basis of the work as a whole, not on a part taken out of context.
- The fact of sexual incidents or profanity appearing should not automatically disqualify a book. Rather, the decision should be made on the basis of whether the book presents life in its true proportions, whether circumstances are dealt with realistically, and whether the book is of literary value.
- Gift materials are judged by basic selection standards.
- Responsibility for the final coordination of selection and purchase recommendations rests with the Library Technician/Clerk under the direction of teachers and school administration.

BGRD Administrative Procedure 251 CHALLENGE TO LEARNING MATERIALS

Background

Employees, students or parents may challenge the appropriateness of curriculum and instructional materials being used in the schools used in Division schools.

Procedures

1. The Division is responsible for the selection of materials purchased with public funds, other than those recommended by Alberta Education.
2. The decision to sustain a challenge will not necessarily be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection and/or use of learning resources materials.
3. The basic principles of the freedom to read, listen and view will be defended.
4. No parents have the right to determine reading, viewing, or listening matter for students other than for their own children.
5. Access to challenged material will not be restricted during the reconsideration process.
6. The major criterion for the final decision will be the appropriateness of the material for its intended use.
7. Upon receiving a complaint concerning a learning resource, there are three (3) stages in dealing with the challenge: Informal, Formal, and Appeal. A satisfactory resolution of the complaint may occur at any point in the process. The item in question will remain in circulation until a decision is reached.
8. Informal Reconsideration 8.1 If a complaint is made, an attempt is to be made to resolve the matter informally at the school level.
8.2 The Principal or designate will:
8.2.1 Listen to the nature of the challenge.
8.2.2 Explain the guiding principles involved in the selection of learning resources and the manner in which the learning resource in question is utilized in the school; or
8.2.3 The Principal may form a committee of the Principal or designate, teacher/teacher-librarian and a parent from the community to reach a decision on the resource.
8.2.4 The Principal or designate will discuss the decision with the parent.
8.3 An individual parent may submit a written request to the Principal to restrict access to his/her child of a given learning resource.
8.4 If unresolved at this stage, proceed to Formal Reconsideration.
9. Formal Reconsideration 9.1 The complainant may pursue a formal reconsideration, by completing a Request for Reconsideration of a Learning Resource Form and forwarding it to the Principal.
9.2 The Principal will forward copies of the completed Request for Reconsideration of Learning Resources Form to the Associate Superintendent - Learning Services.

9.3 The request for reconsideration will be referred to a Reconsideration Committee composed of:

9.3.1 The Associate Superintendent - Learning Services,

9.3.2 The Principal,

9.3.3 The Division teacher-librarian or school library staff,

9.3.4 One (1) parent or member of the community chosen by the Principal,

9.3.5 Student representation at the discretion of the Principal.

9.4 The reconsideration Committee will examine the challenged learning resource based upon the information included in the Reconsideration of Learning Resources Form 9.4.1 Reconsideration of Learning Resources Form

9.5 The Reconsideration Committee will: 9.5.1 Be allowed time to meet and review to complaint, the item in question, critical reviews of the resource, and any other pertinent information.

9.5.2 When appropriate, discuss the challenged item with the individual complainant to clarify the basis of the challenge.

9.5.3 Form opinions based on the material as a whole rather than on words, passages, or sections taken out of context.

9.5.4 Reach a decision.

9.5.5 Inform the complainant of the Committee's decision.

10. Appeal 10.1 The complainant may appeal any decision of the Reconsideration Committee directly to the Superintendent.

Reference: Section 18, 20, 39, 60, 61, 113 School Act
Guide to Education ECS to Grade 12

Form: Request for Reconsideration of a Learning Resource



Form 251-1 Request for Reconsideration of Learning Resources Information

Request initiated by _____

Address _____ City _____

Postal Code _____ Phone _____

If the complainant represents a group or organization, please identify.

Title _____

Format _____

Publisher/Producer/Author/Director _____

Have you spoken with the teacher regarding this issue? _____

Have you read / viewed / listened to this selection in its entirety? _____

Are you objecting to the entirety of the resource or certain portions? Entire resource ____ Certain portions ____

To what in the resource do you object? (Please be specific. Cite pages, video sequence, YouTube video etc.)

What of value is there in this resource?

What do you believe is the theme or purpose of this resource? _____

What do you feel might be a result of a student using this material? _____

What selection with a similar purpose would you suggest in place of this material? What would convey as valuable a picture and perspective of the topic or theme of the selection?

Additional Comments:

Are you aware of the judgement of this resource by literary media critics from sources such as School Library Journal, Horn Book, Booklist, Quill & Quire?

Yes _____ No _____

For what age group would you recommend this resource? Please state reasons.

What action would you like your school or the School Board to take regarding this resource? Include Reasons.

Signature of Requester

Date

Name of School
