

**New Sarepta Community High School**  
**Library Learning Commons (LLC) Procedures and Protocols 2019/2020**

**1. Use of LLC space:**

- a. Students accessing the LLC 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 Principal.

**2. LLC hours of operation:**

- a. From September to June, the LLC is open;
  - i. Mondays from 8:00 - 3:30
  - ii. Tuesdays from 3:00 - 9:00
  - iii. Wednesdays from 8:00 - 3:30
  - iv. Thursdays from 3:00 - 9:00
  - v. Fridays from 8:00 - 4:00
  - vi. Saturdays from 11:00 - 3:00
- b. The collection of eBooks in the [Destiny system](#) can be accessed at any time by students and staff.

**3. Responsible Use: Food and drink**

- a. Food and drink are allowed in the LLC, as long as the conditions below are met.
  - i. Eating and drinking are to be done at either the makerspace table, or the large circular table in the main area.
  - ii. There will be absolutely no eating and drinking while using technology/devices.
  - iii. LLC users will clean their areas and restore seating and tables to their previous location.
  - iv. This privilege is given at the discretion of the Principal and the Library Technician/Clerk and may be revoked if abused.

**4. 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 may also exchange books before school, during the second half of lunch, during spares, and after school. Class use of the LLC should be booked, in advance, with the Library Technician/Clerk. Class use of the LLC outside regular LLC hours is permitted, but not encouraged.

**5. Borrowing Responsibilities**

- a. All library materials must be checked out before leaving the library.
- b. The borrower is financially responsible for each item they check out until the item is returned.
- c. Books may be returned to the library, or to the outdoor book drop if the library is closed.
- d. If a book is lost or stolen, the borrower should report it immediately.
- e. Books may only be checked out under the individual's own account.

- f. There will be no transfer of fines from one borrower to another.
- g. Materials must be returned in the same condition as when they were checked out, with the exception of textbooks, the cost of which will be reduced by 10% for each year the textbook has been in circulation at NSCHS.

## **6. Lost Textbooks**

- a. As stated above, textbooks which have been lost or damaged beyond repair will be assessed replacement fines according to the number of years they have been in circulation at NSCHS.

## **7. Damaged Textbooks**

- a. We understand that normal wear occurs during regular use of books. If excessive damage has occurred to a textbook, and it is no longer useable, replacement cost will be charged to the borrowing student. Textbooks purchased over 10 years ago will be charged a flat fee of \$20.

Example:

*Julie borrows a Science 10 textbook which was purchased by the school 3 years ago for \$200. It is in very good condition. When she returns it, it has writing and torn pages, water damage and scratches. Because of its age, the replacement cost of the book would be \$140.*

## **8. Renewals**

- a. Loan periods are 3 weeks for print materials, 1 week for audiovisual materials, and the end of the term for textbooks and novels (Junior high texts are checked out for the entire year)
- b. Patrons are encouraged to renew their own items online at <https://search.follettsoftware.com/metasearch/ui/2957/> using their school login and password, or to bring their items to the library to be renewed. If necessary, patrons may phone to request assistance in renewing their items. Items may be renewed twice.

## **9. Fees and Fines**

- a. Overdue fees are not charged for school materials.
- b. Fines for lost materials are sent to Rycor for payment, and removed if the item is found.
- c. Cheques should be addressed to New Sarepta Community High School.

## **LLC AND CLASSROOM MATERIALS**

### **Guidelines for the Selection and Use of Learning Resources at NSCHS**

#### **1. 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.

#### **2. 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.

#### **3. 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:

- a. the teacher's professional judgements in implementing curriculum,
- b. the parent's discretion in reinforcing home-based values, and
- c. 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**.

#### **4. Books**

At times, even approved books and other print materials may cause student and/or parent concern. 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 alternative assignments to fulfill the same objectives as those addressed in the work under review. Substitutions will be made in consultation with the teacher.

#### **5. 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 NSCHS classrooms.

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

- b. Given the ages of the students in grades 7, movies given a rating of up to and including PG in Canada may be shown.
- c. Movies rated 14A (PG13) may also be shown; the teacher will notify parents prior to showing the film.
- d. We believe, in general, that Movies rated above 14A (PG13) do not support curricular outcomes. Very occasionally, a movie with considerable educational value may have a higher rating, and forms will be sent home enabling students to either watch the film with parental permission, or opt out and participate in an alternate activity during movie viewing time.
- e. 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 alternative 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](#)

**14A (PG13 In the US)** Suitable for viewing by persons 14 years of age or older. Persons under 14 must be accompanied by an adult. May contain violence, coarse language, and/or sexually suggestive scenes.

[More information on the 14A rating](#)

## **6. Nonfiction**

- a. We try to select books, videos, etc. that:
  - i. Support the curriculum *or* are of general interest
  - ii. Are up-to-date
  - iii. Present the information in an interesting and appealing format
  - iv. Are appropriate for the students' age
  - v. Have reputable producers, artists, authors, and composers
- b. Science materials shall be selected according to unbiased, objective, and authoritative treatment of fact or theory.
- c. Religion: an attempt will be made to provide factual, unbiased materials representative of all major religions.
- d. Sexuality: 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.
- e. 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 and sound balance in the matter of historical perspective.

## **7. Fiction**

We try to select books and other materials that support the curriculum *or*:

- a. Are of interest to the students – this includes copies of popular teen series
- b. Have a high degree of potential user appeal.

- c. Cover a variety of areas of interest – general fiction, historical fiction, fantasy, science fiction, animal stories, etc.
- d. Do not support negative stereotypes
- e. Have reputable producers, artists, authors, and composers

**8. Canadian content**

Where Canadian materials meet these criteria, preference is given to them.

**9. Suggestions**

Teachers, administrators, students, and parents are welcome to suggest specific titles or authors, or general subject areas.

**10. 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.

- a. Materials are judged on the basis of the work as a whole, not on a part taken out of context.
- b. The details of a work should not automatically disqualify a book. Rather, the decision should be made on the basis of whether the book is of literary value.

**11. Gift materials**

are judged by basic selection standards.

**12. Selection Responsibility**

The final coordination of selection, purchase, and deselection rests with the Library Technician/Clerk in consultation with staff and students, under the direction of 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.

<http://www.blackgold.ca/wp-content/uploads/2016/03/200-Instructional-Programs-and-Materials-APPROVED-Auto-TOC-REVISIONS-1.pdf>

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?

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Additional Comments:

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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.

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

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Signature of Requester

Date

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Name of School

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