

# Linsford Park Elementary School

## Library Learning Commons Procedures and Protocols

### **Use of LLC Space**

Linsford Park School's Library Learning Commons (LLC) procedures and protocols were developed based on the Alberta Education Learning Commons guidelines and Black Gold Regional School's protocols for LLC (Administrative Procedure 250 – eLibrary & Library Program). They are also in alignment with the district technology goal of enhancing literacy and numeracy foundations as engaged individuals and/or collaborative learners, as well as Student Services goal of improving student engagement and inclusive education practices.

In 2015 – 2016 Linsford Park School updated space, environment and resources in its library in order to implement student and staff use of our LLC. Building upon more traditional library purposes, Linsford now has two centers with adjustable semi – circle tables & chairs, a smart board ; as well as chrome books & tablets that will enable individual and multiple group learning opportunities. An online Kiosk of programming (including internet links, destiny ebook access and a large selection of purchased audio books) has been created to guide student use of technology for research use, ELL and literacy/numeracy skill support.

As with all programming, procedures and protocols -development & implementation will be a continual process; with student & staff use and resources continually growing and changing in order to maintain quality and effectiveness.

### **LLC Hours of Operation and Access Procedures**

During the mornings, LLC is available to staff and students on an unscheduled classroom led basis. Our Library Technician is available for support in the afternoons, with each class given a scheduled time for access. The collection of eBooks and audio books in the Destiny system can be accessed at any time by students both in the LLC, classrooms and at home.

As a community space, the LLC is accessible as well for meetings and activities. Monthly staff meetings and parent council meetings are held in this venue, as well as more individualized student assessments and student & staff group work (eg. SLP/OT, PAT accommodations, PD collaboration etc). Extra curricular opportunities (eg. Lego club, Christmas Market, christmas & chapel practices, mental health day etc) frequently use this space as well.

### **Borrowing Policies**

All resources are barcoded and circulated using the management software Destiny. Students can individually borrow up to 2 books, including ebooks, for a period of two weeks. A variety of classroom novels are available for teachers to access for entire classroom use.

### **Teacher Resources and Instructional Materials**

Teacher resources and instructional materials, particularly materials valued \$500 or greater, are stored in a separate large storage room attached to the library. Reports and notifications, generated at the end of the school year will determine the status of materials (lost, need to be renewed, or returned). For insurance purposes, all material copy information will include sublocation, vendor & budget, and any other pertinent information, such as serial numbers.

### **Text Books and Novel Studies**

Eventually, students will sign out and be assigned textbooks and novels (goal 2018-2019 school year) through the LLC. It is the responsibility of the student to care for their assigned books. If books are damaged or lost, the cost to repair them or replace them will be assessed by our Library Technician. A Lost or Damaged Book Form and Invoice will be sent to the parent (s) of the responsible student for payment using the ACORN system in PowerSchool parent accounts.

## **LLC AND CLASSROOM MATERIALS**

### **Guidelines for the Use of Learning Resources at Linsford Park School**

#### **Background**

Intellectual inquiry requires learning resources representing a wide range of interests so that students may freely explore the world of ideas. Staff 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 parents**

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

- The teacher's professional judgements 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 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.

### **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 be given 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 Linsford classrooms.

1. Teachers preview any material that they plan to use in the classroom.
2. Given the ages of the students in Pre Kindergarten, Kindergarten through Grade 6, movies given a rating of G in Canada may be shown.
3. Movies rated PG may also be shown; the teacher will notify parents prior to showing the film.
4. Movies rated other than G or PG do not support curricular outcomes and thus they will not be shown in school.
5. Parents may choose whether their child(ren) 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.

**Nonfiction** - Linsford Park will use professional discretion to select books, videos, etc that:

- Support the curriculum or are 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

All 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. Science materials shall be selected according to its unbiased, objective and authoritative treatment of fact or theory. Materials will offer an unbiased representation of all major religions. Sex instruction will focus on hormonal body changes of boys and girls in accordance to the Grade 5 & 6 Alberta Health Curriculum.

**Fiction** - Linsford Park will use professional discretion to select books and other materials that:

- Are of interest to the students
- 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
- Standard professional evaluation, selection aids, and unbiased media reviews will be used in assessing material.
- The fact of sexual incidents or profanity appearing does 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.
- Gifted books are judged by basic selection standards.
- Responsibility for the final coordination of selection and purchase recommendations rests with the Library Technician under the direction of teachers and school administration.