LIBRARY

INTRODUCTION

The Board of School Trustees believes that school libraries are essential in the process of helping students achieve the intellectual, physical, mental and emotional growth goals listed and described in Board Policy 1.0.8. The Board recognizes the right of students, teachers, administrators and support staff to have access to school library materials, equipment and facilities, and to teacher-librarians and clerical support staff to achieve optimum benefits, whether for academic or non-academic purposes.

PART I: ACCESS TO THE SCHOOL LIBRARY'S MEDIA COLLECTION

To ensure easy access to a school library's collection and facilities by all students and teachers, the following district-wide guidelines should be followed:

1. collections of print and non-print materials to support the curriculum and to provide for students' recreational interests should be provided in sufficient quantities;
2. multiple copies of titles should be available if the school needs them;
3. interlibrary loans should be provided for all students and staff members;
4. temporary collections in the classroom and/or reserve book collections in the library should be established to support units of study;
5. special collections (e.g., professional materials for teachers and high interest/low vocabulary materials for students with reading problems) should be supplied;
6. equipment necessary for the use of non-print materials should be furnished in sufficient quantities;
7. circulation regulations should allow students and staff to obtain materials for use at school and at home;

PART I: ACCESS TO THE SCHOOL LIBRARY'S MEDIA COLLECTION cont'd.

8. circulation regulations should allow most materials to circulate for moderate periods of time. Students should be permitted to exchange or renew materials often and easily;
9. the school library should be open during the entire school day as well as before school, after school and during the noon hour;
10. the school's library is a laboratory for utilizing media as well as a facility for housing that media and its supporting equipment; therefore the library facilities and media collection should be available for use by individual students, by small groups of students, and by large groups (e.g., classes) during the entire school day and should not be used for activities which interfere with its intended use by students. An open and flexible schedule should be established to provide classes and individual students with opportunities to use the library when it is appropriate and timely.

PART II: SELECTION OF MATERIALS FOR THE MEDIA COLLECTION

1. The selection of items for the library’s media collection is a responsibility of the school's teacher-librarian who is accountable to the principal of the school in carrying out that responsibility.

2. The teacher-librarian, in exercising his/her role as a selector of media items, should seek advice and suggestions from all teachers and students in the school regarding items they would like to see added to the library's media collection.

3. The primary objective of the school library's media collection is to support the implementation and enrichment of the educational programs in the school. To this end, the Board of School Trustees affirms that the school library's media collection should contain materials:
   a) which would take into consideration the varied interests, abilities and maturity levels of the student's served;
   b) which would stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;

PART II: SELECTION OF MATERIALS FOR THE MEDIA COLLECTION cont'd.

   c) which would provide students with background information so that it will enable them to make intelligent judgements in daily life;
   d) on opposing sides of controversial issues so that young citizens may have an opportunity to develop the practice of critical analysis;
   e) which would be representative of many religious, ethnic and cultural groups and their contribution to our national heritage.

4. The Board of School Trustees recognizes that any item in a school library's media collection may offend some patrons. The selection of materials on controversial topics should be based on the merits of the material and its value to the collection.

5. Materials purchased for the school library's media collection should be evaluated by the following criteria. They should:
   a) support and be consistent with the general educational goals of the district;
   b) support and be consistent with the objectives of specific courses;
   c) be relevant to today’s world;
   d) have aesthetic, literary or social value;
   e) be appropriate for the subject area and for the age, emotional development, ability level and social development of those for whom the materials are selected;
   f) be created by competent and qualified authors and producers;
   g) be chosen to foster respect for and understanding of the contributions made to our civilization by minority and ethnic groups;
   h) provide a stimulus for creativity;
   i) represent differing points of view on controversial subjects with the goal of providing a balanced collection;
   j) have a physical format and appearance suitable for their intended use;
   k) be of an acceptable technical quality with adequate documentation;
   l) avoid reflecting negative stereotypes.
6. During the process of selection, the teacher-library should:
   a) evaluate the existing collection, assess curricular and recreational needs, and use reputable professionally prepared selection tools and other appropriate sources;

   b) accept gifts with the understanding that only those materials which meet regular selection criteria will be added to the collection.
   c) discard materials no longer appropriate or accurate.

PART II: SELECTION OF MATERIALS FOR THE MEDIA COLLECTION cont'd.

7. Materials should be discarded for the following reasons:
   a) they contain outdated or inaccurate information;
   b) they depict negative role stereotypes;
   c) they are no longer useful for curricular support or recreational reading;
   d) they have not circulated for a number of years; or
   e) they are in poor physical condition.

8. After weeding, all withdrawn materials should be removed from the collection and disposed of in an appropriate manner.

PART III: CHALLENGED MATERIALS

1. Despite the care taken in selecting materials for the school library's media collection, it can be expected that objections will be made occasionally to an item in the collection.

2. When dealing with an objection to an item in the collection, the following principles must be defended:
   a) the freedom to read; and
   b) the exercising of the professional responsibility of the staff.

3. If an item is challenged, the principal and the teacher-librarian in the school concerned should receive the complaint, provide the complainant with a copy of the School District's Library Policy, and try to resolve the problem at the school level.

4. If mutual satisfaction has not been achieved after discussion between the complainant and the principal and the teacher-librarian, the complainant should be invited to file his/her objection in writing, using the form provided for that purpose, and have the complaint referred to the Office of the Director of Instruction (Instructional Support Services).

5. If a written complaint is filed, a District Media Review Committee will be struck to hear the complaint and make a recommendation to the Board of School Trustees.

PART III: CHALLENGED MATERIALS cont'd.

6. The Media Review Committee will, at the earliest opportunity;
   a) read and/or examine the materials referred to it;
   b) check the general acceptance of the materials by reading reviews;
   c) judge the material in its entirety and not on a passage or passages out of context;
   d) meet to discuss the material and prepare a report on it;
   e) invite the complainant and the person(s) concerned with the selection and/or use of the material to present their views;
   f) at its discretion, invite others to present their views on the material being challenged.
   g) forward a recommendation to the Board of School Trustees.

7. While the Media Review Committee is considering the challenged material, it will remain in the collection.

8. The Media Review Committee should consist of:
   a) a nominee of the complainant.
   b) a member from the Parent Support Committee of the school involved in the dispute, or, if such a
group does not exist, a parent nominated by the principal of the school;
c) a member of the Board of School Trustees;
d) a school Principal (from a school other than the one involved in the dispute but of the same level);
e) a teacher-librarian (from a school other than the one involved in the dispute but of the same level);
f) the Director of Instruction (Instructional Support Services) who will act as the non-voting chairperson of the Committee.

PART IV: THE SCHOOL LIBRARY FACILITY, FURNISHINGS, AND EQUIPMENT

1. The school's program of instruction is of prime importance; therefore, the library's media collection, its physical facility, furnishings and equipment must support that program. The school's library should be designed so that its facilities, furniture and equipment will support the major types of usage required of it. For example, it should allow such activities as quick reference research; general and subject information gathering; enrichment and recreational reading, listening and viewing activities; and the use of computers, microforms and other types of audiovisual equipment.

PART IV: THE SCHOOL LIBRARY FACILITY, FURNISHINGS AND EQUIPMENT cont'd.

2. The library space and size should adhere to the Ministry of Education's specifications and guidelines as these are provided from time to time.

PART V: FUNDING

1. Students and teachers in all schools in School District No. 22 (Vernon) should have access to a building level basic media collection of 20 media titles per pupil, or to 8,000 titles (print and/or non-print), whichever is the greater number. To ensure that such a collection exists in every school, there should be annual funding for print and non-print media and the necessary support equipment and furnishings. This funding should be such that the media collection can be maintained and increased over time.

2. In new schools, or in schools having additions built, money for this minimum collection should be provided from capital funds. Similar consideration should be given to schools when special programs are first assigned to them.

3. A committee of teacher-librarians, chaired by the Director of Instruction (Instructional Support Services) should meet annually to recommend an equitable distribution of available monies to the various school libraries.

PART VI: A SCHOOL LIBRARY SERVICE PROGRAM

1. Students may not possess the necessary skills to use a media collection effectively. Therefore, a developmental program of reading, listening and viewing guidance must be established and implemented cooperatively by the teacher-librarian and classroom teachers.

2. To be used effectively, all media should be classified, catalogued and indexed. The classification and cataloguing of all media in the school libraries of School District No. 22 (Vernon) will be consistent.

PART VI: A SCHOOL LIBRARY SERVICE PROGRAM cont'd.

3. The schools' media collection should be supplemented and supported by a media collection at the district's Resource Centre.
4. The catalogue of the district's Resource Centre's collection should be made available in each school so that students and teachers have access to that collection.

5. The services of a teacher-librarian and appropriate support staff should be available to each school in School District No. 22 (Vernon) so that the media collection and the library facilities can be utilized effectively and so that an effective reading, listening and viewing guidance program can be implemented.

6. Support staff should be provided in each school library in the same ratio as that of the teacher-librarian.

7. The services of a teacher-librarian should be available to each school in School District No. 22 (Vernon) on a ratio of .2 FTE per 100 pupils or portion thereof. The minimum requirements should be .5 FTE teacher-librarian.

8. A teacher-librarian should be free to work in the professional areas of media selection and in services relating directly to contact with students and teachers. To ensure that the teacher-librarian's talents are used for these purposes, support staff should be provided in school libraries. The services of cataloguing, classification and technical processing of all media should be provided through the district's Resource Centre.

9. A substitute teacher-librarian should be made available upon the absence of the teacher-librarian.

PART VII: DUTIES AND COMPETENCIES OF LIBRARY PERSONNEL

1. Teacher-librarians should have training which includes a major or concentration in the field of school librarianship. New appointees as teacher-librarian should possess this minimum qualification or be required to obtain it within three years of their appointment.

PART VII: DUTIES AND COMPETENCIES OF LIBRARY PERSONNEL cont'd.

2. As teaching professionals, teacher-librarians are expected to perform duties and carry out responsibilities of teachers as these are outlined in the School Act and related regulations. In addition, teacher-librarians, in cooperation with classroom teachers and administrators, should be able to:
   a) develop school library program goals and objectives;
   b) develop co-operative program planning and teaching strategies;
   c) develop a school-based continuum of research skills and strategies for students;
   d) develop an evaluation plan for the school library program;
   e) assist students to develop the abilities to retrieve appropriate resources, extract and interpret information from a variety of resources, share information and knowledge in a variety of ways, appreciate cultural forms such as literature, art, music and drama, and function responsibly and effectively in individual and group settings;
   f) provide professional leadership through activities which will interpret the role of the school library to the school and community, share new trends in resource-based learning and assess the present and future needs of the school library program;
   g) deploy support staff appropriately;
   h) establish suitable routines for the acquisition, circulation and maintenance of resources;
   i) develop a schedule for the use of facilities, equipment and resources that is flexible and meets the instructional needs of teachers and the learning needs of students;
j) employ accurate accounting procedures.

GLOSSARY

FTE
full time equivalent

Media
instructional materials including books, periodicals and their indexes, newspapers and their indexes, news digest services, computer software, pamphlet and picture files, maps, atlases, globes, filmstrips, audio and video tapes, films, slides, recordings on disks, microforms, realia and other materials which may be used in a classroom.

Microforms
microfilm, microfiche, microcards. These need special readers and printers.

Non-print
media in formats others than books, newspapers, magazines or other printed materials.

Read
in the context of this policy, read also means listen, view, or have access to all items in the school library’s media collection.

Weeding
the removal from the collection of outdated or worn-out materials or of media which contain inaccuracies.