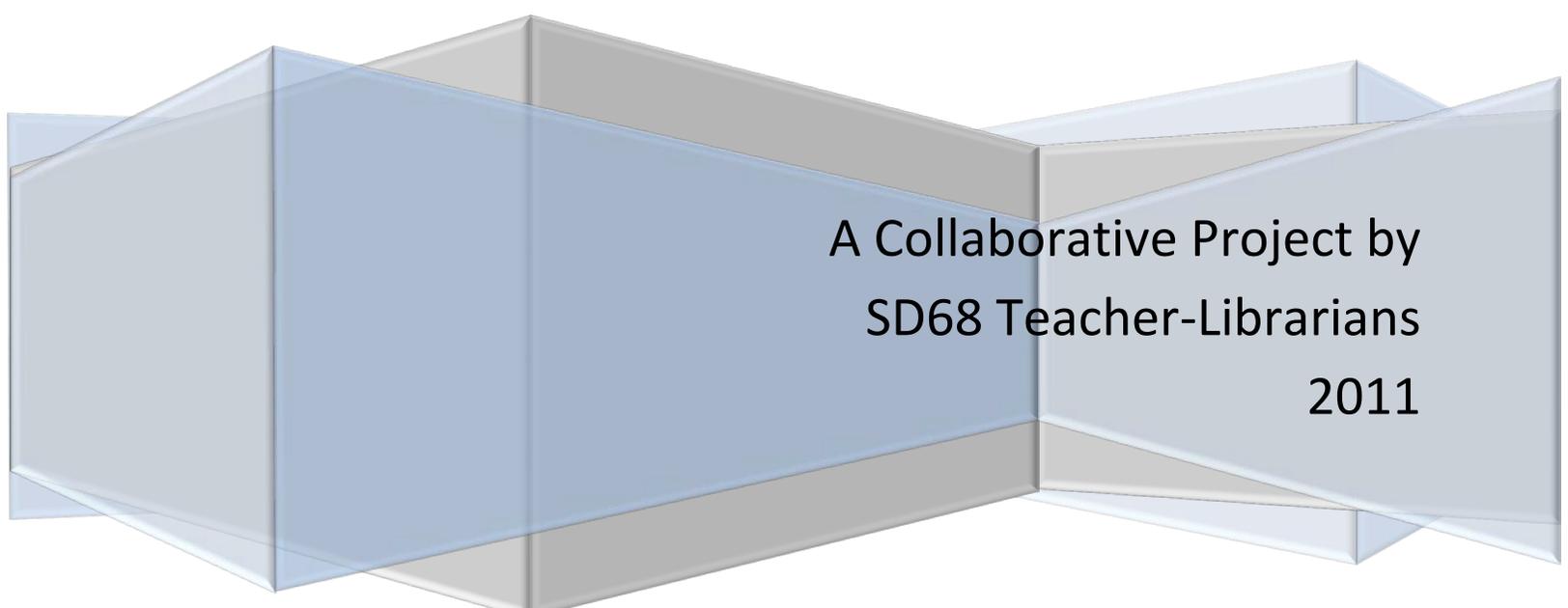**Nanaimo-Ladysmith School District 68**

School Library Policy and Procedures Manual

A Collaborative Project by

SD68 Teacher-Librarians

2011

Thanks to E. Sansoucy-Jones for starting this document in 2010, then collecting and organizing subsequent contributions.   It is an unfinished working document to be shared and updated.

Table of Contents

Mission Statement

We, the teacher-librarians of School District 68, believe that libraries are places of empowerment for all students. Teacher-librarians are vital members of the education team. We provide essential support to students as they acquire the skills necessary to function fully and responsibly in an information society. In collaboration with other educators, Teacher-Librarians provide access for all students to space and resources, instruction in information and technology use, and promotion of the satisfaction gained from literacy and lifelong learning.

Goals and Objectives

Asselin, Branch, & Oberg, 2003, state the following goals for Canadian schools:

1. To ensure all children have equal access to quality school library programs and services;
2. To provide schools with guidelines that facilitate long-range planning for school libraries and information literacy instruction;
3. To provide links for school library programs to all curricula in any setting, kindergarten through senior high school; and
4. To provide evaluation tools to ensure that high standards of school library programs be available to all Canadian students.

Role of the Teacher-Librarian

See Appendix 5: The Teacher Librarian in the Library Learning Commons

Manager

- Information specialist keeping up to date with technologies and resources.
- provides leadership and expertise in acquiring and evaluating all kinds of information
- builds collaborative relationships with teachers, administrators, students and others for the teaching of information literacy
- creates strategies for locating, accessing, and evaluating information
- keeps up-to-date with new products and modes of information delivery
- informs school community of copyright issues
- supervises and directs library clerk and volunteers

Reading/Literacy Advocate

- Provides "book talks" in classrooms or in Library to promote new and/or excellent reading materials
- Informs students and staff of upcoming literature and poetry contests
- promotes voluntary reading throughout the school
- excites students about new books and other media
- provides easy access to rich book and media collection
- collaborates with classroom teacher in the teaching of reading and developing an appreciation of literature
- advocates for intellectual freedom and promotes freedom to read

Teacher

- Knows curricula
- Collaboration with classroom teachers involves planning, teaching and assessing
- Teaches research skills using both print and electronic resources
- Keeps up to date with teaching strategies
- Promotes resource-based and inquiry-based learning and the use of an information search process using both print and electronic resources
- Plans resource-based and inquiry-based learning projects with classroom teachers
- Promotes reflection as part of research
- Promotes critical thinking and evaluation strategies
- Teaches ethical use of information
- Teaches web awareness to students
- Supports the teaching of reading
- Supports the teaching of literacy using various media.
- provides direct services to teachers and students as time permits such as:
- Orders for specific curricular materials from outside our Library ie. ILLs
- Compilation of resources on unit/lesson topics
- Demonstration of research protocols, database use, web searching, use of bibliography, note-taking techniques, evaluation of websites, inquiry-based learning exercises
- Collaboration on lessons involving information literacy or research skills
- Compilation of reading collections in "silent reading bins" for in-classroom use
- Requested books and videos purchased
- Book talks in the classroom or in the Library to highlight new materials and promote reading
- Consultation on reading genres, suggested titles
- Suggestions for choosing books at appropriate reading levels
- Favourite Genre or Recommended book lists made available at the circulation desk and online
- Display of seasonal and topical books
- Requested books purchased
- Study help
- Assists with research procedures (formatting bibliography, finding information, evaluating sources, interpreting results, analyzing conflicting documents, using information ethically)
- Teaches the use of an on-line catalog of the library collections ie. Webcat catalogue
- Author visits arranged for student exposure to the realities and pleasures of writing
- Promotion of school district, provincial and national writing contests

Leader

- Supports professional development opportunities for teachers in educational knowledge, information technology or research skills

- Promotes and models resource-based and inquiry-based learning
- Embraces change and new ideas
- Commits to lifelong learning
- Asks, "Have you tried _____?" or "Have you thought of using _____?" instead of waiting for other teachers to ask for services.
- Is proactive; documents and communicates successes

Key concepts for Teacher-Librarian Role

Collaboration

Information Literacy

Flexible Scheduling

Planning Time

Administrative Support

Student Reading Competency

Information Resources

Technology

1. Teacher-librarians are information literacy specialists who can pull together resources to meet the specific information needs of the 21st century learner. As technology leaders teacher-librarians can develop in students, colleagues and administrators the understanding that "technology both shapes and is shaped by society" (Sask. Ed. 1992). Access to current digital resources is provided so that students can use a variety of information technologies in their learning to prepare them for their future.
   The aim is to develop responsible and creative users of technology who will become life-long learners through critical thinking skills. Also we want to provide students with responsible decision making tools while guiding them to use technology effectively and appropriately. We want students to appreciate the value and the limitations of technology as it continues to change in our media-driven and multi-literacy world.

   It is expected that all district technology resources be used in an ethical and responsible manner and that the technology in education policy statement is consulted (see below).

   Technology in Education Policy Statement (3710 POL) School District 68

The Board of Trustees recognizes that curriculum content, methods of learning, and administrative tasks, are being changed as a result of the information revolution in general and the computer in particular. The Board, therefore, supports:

1. The implementation of those applications of technology that result in more effective learning and teaching situations;
2. the introduction of up-to-date technological adaptations of the tools used in existing disciplines;
3. the provision of adequate facilities for the study of computer science as an unique discipline;
4. the efforts of teachers to keep abreast of developments in technology that affect the content of the courses they teach;
5. the wise use of technology for more effective administration;
6. the planned selection and acquisition of software;
7. the efforts of students using technology in educational study on an independent basis.

Personnel

Teacher-Librarian Job Description and Responsibilities

SCHOOL DISTRICT 68 (NANAIMO-LADYSMITH) PROCEDURE NO. 7160P

TEACHER-LIBRARIAN

As a teacher in School District No. 68, teacher-librarians are responsible, in conjunction to those duties outlined in Procedure 7150P, for the following:
1. Develop, in co-operation with principals and teachers, school library collections that support the curriculum and reflect the interests of the pupils.
2. Plan and present, in conjunction with students' classroom activities, the necessary skills for selection, location, and usage of the materials (print and non-print) available in the library.
3. Assist teachers with the planning of units of study and the assembly of appropriate materials for the teacher and student use.
4. Ensure that the school library collections are organized, maintained, and made available to staff and students, with the assistance of the library clerks, according to acceptable standards.
5. Encourage pupils to read for pleasure and information.
6. Foster the integration of literature appreciation and research skills with classroom-taught subjects through co-operative planning with teachers.
7. Evaluate, select and order both print and non-print materials for the school library.
8. Develop appropriate systems for the circulation of materials (print and non-print) and recruit and train volunteers to assist with tasks related to circulation.
9. Be accountable to the Principal for all funds allocated for library development within a particular school.
10. Act as a liaison between the Curriculum Resource Centre (CRC) and the schools.

Adopted 81.01.14
Amended 87.05.27

Library Clerk Job Description and Responsibilities

TITLE: LIBRARY CLERK 099/073
SECTION: Learning Resources
REPORTS TO: Assistant Superintendent of Educational Programs [in practical terms, as of 2012/2013 Clerks report to Library Services supervisor at the DRC]

SUMMARY
Under the general supervision of the Assistant Superintendent of Educational Programs and direction from the Senior Library Technician, supports the operation of school libraries through the maintenance of library resources and records, and provides general clerical and technical support to Teacher-Librarians.

DUTIES
1. Maintains a library automation system in accordance with recognized library procedures.
2. Receives, processes, locates and circulates library materials.
3. Tracks and maintains accurate library expenditures.
4. Produces and composes a variety of documents including correspondence, book orders, supply orders, requisitions, forms, lists and reports. Inventories collections. Prepares displays.
5. Performs various clerical tasks such as photocopying, collating, stapling, filing and laminating.
6. Provides technical and application support to teacher-librarians, school staff and students and assists the teacher-librarian with the training of volunteers and on a periodic basis provides direction and supervision of students and volunteers.
7. Researches and locates information for library books/materials through the Internet.
8. Repairs library materials and performs other basic maintenance on library equipment.
9. May be required to provide services at more than one location within the district.
10. May on occasion be required to perform other related duties as assigned.

QUALIFICATIONS

☐ High school graduation or the equivalent.

☐ Secretarial certificate including basic bookkeeping courses, and six months related experience or an equivalent combination of training and experience.

☐ Knowledge of basic library procedures.

☐ Working knowledge of word processing and data processing using Microsoft products in a Windows environment.

☐ Minimum keyboarding speed of 50 cwpm and 140 cspm.

☐ Valid BC Class 5 Driver's License

☐ Good interpersonal and communication skills.

☐ Excellent organizational skills.

☐ Ability to operate standard office and audio/visual equipment.

☐ Ability to maintain the confidentiality of sensitive information seen and heard.

☐ Ability to work with minimal supervision and to work effectively under pressure within deadlines.

☐ Good grammar, spelling and punctuation skills.

JE: August1990/ 1992.01.28
1994.12.01/1995.06.06/2001.06.21/10.10.2001/2002/05/24 School District 68 (Nanaimo-Ladysmith)

Student Volunteers

These positions are created at the discretion of the Teacher-Librarian and vary by school.   However, they can be similar in nature to the Parent Volunteers – limited by age and ability of the volunteers.

Parent Volunteers

In June 1997 there was a list of duties drawn up by the then Director of Learning Resources Lillian Carefoot. This was further followed up by Donna Reimer on Feb 11 2005, regarding the Volunteer Issues. It states the Use of Volunteers in School Libraries:

Checking in materials
Checking out materials
Handling reserves, holds, overnight loans, etc.
Solving circulations problems e.g. snags
Overdue materials – hand written lists, computer printed lists
Examining the condition of materials when they are returned
Shelving materials
Tidying materials
Shelf reading to ensure materials are in the proper order on the shelves
Inventory of materials
Book sales
Helping students
Photocopying resource materials for individual students
Display set up
Gathering materials for teachers and students
Filing publishers' catalogues
CIRC charts

Please be aware that it is important for the Teacher-Librarian to be present in order to provide supervision during volunteer hours. This is for the protection of the volunteer, as well as to maintain the ability to offer support and direction as required.

Facilities

Library space requirements

Use requirements

Floor Plans/Space Allocation

Library Program

Copyright

Services

Direct Services [offered regularly]

To Teachers:

- o Compilation of resources on unit/lesson topics
- o Update of web link for Subject Web Paks
- o Demonstration of research protocols, database use, web searching, use of bibliography, note-taking techniques, evaluation of websites, inquiry-based learning exercises
- o Collaboration on lessons involving information literacy or research skills
- o Orders for specific curricular materials from outside our Library
- o Compilation of reading collections in "silent reading bins" for in-classroom use
- o Requested books and videos purchased
- o Book talks in the classroom or in the Library to highlight new materials and promote reading
- o Supervision of testing for individual students
- o Scribe for students requiring assistance [on IEP], with prior notice by teacher
- o Lamination of items for instructional use [via Library clerk]
- o Set-up of lap-top computer, projector, and viewing screen for instruction in the Library

To Students:

- ➢ Consultation on reading genres, suggested titles
- ➢ Suggestions for choosing books at appropriate reading levels
- ➢ Favourite Genre or Recommended book lists made available at the circulation desk and online
- ➢ Booktalks for book promotion
- ➢ Display of seasonal and topical books
- ➢ Requested books purchased
- ➢ Assistance with use of WEBCAT online catalogue
- ➢ Study help
- ➢ Assistance with research procedures (formatting bibliography, finding information, evaluating sources, interpreting results, analyzing conflicting documents, using information ethically, …)
- ➢ Instruction on Microsoft Excel, PowerPoint, Publisher, and Word software use
- ➢ Access and assistance with Kurzweil text-to-speech software
- ➢ Access and assistance with Reading for Meaning software
- ➢ Author visits arranged for student exposure to the realities and pleasures of writing
- ➢ Promotion of school district, provincial and national writing contests
- ➢ Photocopying of individual class items as required

Information Resources

Instruction

[Points of Inquiry document](#) from BCTLA

Consulting

Collaboration

Collection Development

General Guidelines

Resources in the school library should:

"provide students and teachers with opportunities for resource-based learning, for the development of information literacy skills, for reading, listening, and viewing, for research, for curriculum implementation, and for meeting the diverse needs and interests of students. In addition, an exemplary collection reflects the unique needs of the specific school. All resources are catalogues, inventoried, organized and circulated through the school library and they are available to all users. Materials are current, in good repair, selected according to district approved selection policies and reflect a balance among print, non-print, and electronic resources. Dated, worn, and missing materials are replaced immediately. The budget process is consultative, and both the short and long-term program requirements are met. There is sufficient funding to support resource-based teaching and learning and a wide range of teaching and learning styles. Innovative learning resources are available and access to digital resources is possible from home and school (Asselin, Branch, & Oberg, 2003)".

Selection

Policy for The Selection Of School Library Learning Resources

School District 68 policy is "to provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal, and the presentation of different points of view to meet the needs of students and teachers."

To this end, the school library will:

- Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of the students served, as well as the general education goals of the school and the objectives of specific courses and teachers.

- Provide a balanced collection that provides materials on various sides of controversial issues.
- Provide multicultural materials that promote understanding and recognition of various groups' roles, values, and contributions to our national heritage as well as to that of the world community.

Responsibility for Selection:

The school's teacher-librarian, with input from various sources (teachers, ministry of education, reputable lists or journals, etc.) will have the responsibility for selection of materials for the School Library and will make the final decision as to what will be included.

Procedures for Selection:

The T-L will solicit suggestions for inclusion in the School Library collection from members of the school community including:

1) department heads
2) individual teachers
3) school learning resources committee
4) students

The T-L will consult various generally approved selection aids such as journals, lists and ministry documents and/or where possible do hands on examinations of resources.

The T-L will use their knowledge of the curriculum, the collection, the needs of the school community and availability of resources from other sources (eg. public library, internet) to determine where deficiencies in the collection may be and to set short term and long term acquisition priorities.

The T-L will consider the balance of the collection and suitability of the material in making their decision. Gifts will be evaluated by the T-L using the outlined selection criteria (below) and accepted or rejected by those criteria.

Selection Criteria:

SD#68 criteria for Selection of Learning Resources are as follows:

a) *Emphasis will be placed on the selection of Canadian learning resources where appropriate. These resources include book and non-book learning materials, by or about a Canadian person, about a region or event, and/or produced in Canada.*

b) *The following criteria will be used as they apply:*
- *Learning resources shall support and be consistent with the general educational goals of the province and district, and the aims and objectives of individual schools and specific courses*
- *Learning resources shall meet high standards of quality in factual content and presentation*
- *Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of the students for whom the materials are selected*
- *Learning resources shall have aesthetic, literary, and /or social values*

- *Physical format and appearance of learning resources shall be suitable fo their intended use*
- *Learning resources chosen shall be designed to help students gain an understanding of our changing society (eg. multicultural, pluralistic and non-sexist).*
- *Learning resources shall be as free as possible of bias and stereotyping.*
- *Biased or slanted learning resources may be provided to meet specific objectives; for example, to recognize propaganda and its purpose in a given context or to balance an argument.*
- *Learning resources shall be selected for their strengths rather than for weaknesses*

c) *The selection of learning resources on controversial issues will be directed towards maintaining a balanced collection representing various views*

Specific criteria the T-L will use to evaluate materials will include, where applicable, generally accepted evaluation criteria as for example those that are outlined in the B.C. Ministry of Education "Evaluating, Selecting and Managing Learning Resources – A Guide" (2000) p. 30-50.

Of special emphasis to this school are the following criteria:

- Content suitability
- Scope and depth of topics are appropriate to student needs
- Level of difficulty is appropriate for intended audience
- Suitable for a wide range of learning/teaching styles
- Readability and interest to students
- Multiculturalism and anti-racism content
- Aboriginal culture/roles
- Treatment (interesting, encourages further learning)
- Cost

Priorities:
Priority will be given, where possible, to:

- teacher recommended choices if the resource meets an identified need.
- materials that support school/curricular goals where collection deficiencies are noted

Consideration File:
The consideration file will consist of fiction, non-fiction and AV sections.

Information on the consideration cards will include where applicable:

- author
- title
- series
- publisher
- date

- cost
- ISBN
- Brief description &/or reason for its inclusion
- Name of review journal or who recommended it.

Periodicals should be purchased based on use by students and teachers, according to popularity and literary or intellectual merit. Promotion of periodicals that are not as well-known should be done by the Teacher-Librarian during classroom visits.

See Appendix 2

Acquistion

Choosing books for the fiction and non-fiction collection can be time-consuming.   Some recommended resources for book reviews are: Horn Book (CDN), Resource Links (CDN), Voya (US), University of Manitoba's CM Magazine, and the Canadian Library Association (for various awards lists and electronic sharing sites).

Inter-Library Loans

All schools may participate in an inter-library loan program. Inter-library loans are done for a variety of reasons when the asking library does not wish to purchase the item: preview of an item for possible purchase, multiple items for literature circles, enhancing specific subject areas, special author studies, a teacher looking for a particular title, etc. All requests are done via e-mail using the SD68 Librarians distribution list. When requesting an item use the subject heading in the email to specify which schools have the item(s). Ex. "ILL DOVE, RUTH, PARK, FAIR" means you wish to borrow from Dover Bay, Rutherford, Park Avenue and Fairview schools. The Teacher-Librarians from other schools may therefore ignore or delete your email from their Inbox. When a request is received for the school you work at, reply to the email and let the requesting T-L know if you can accommodate the request.

Weeding the Collection

The Library is set up to offer multiple sources of information to staff and students. From the Professional collection, to the computer databases, to the fiction books for reading pleasure, every resource has a purpose and is designed to be used as a tool for educational development. It is important to keep the collection current and relevant to enable effective research and to maintain general interest. Therefore, culling and rejuvenating the collection is a continuous project.
The School Library is not an archive. Therefore, the maintenance and management of the school library must include regular weeding of its resources. To ensure balance, relevance to the school, reliability, currency and breadth, evaluation of these resources must include a careful plan for the future and, professional judgment by a qualified teacher-librarian.

Weeding facilitates access to quality resources, removes the illusion of a well-stocked resource collection, and results in more effective use of available space and learning resources. It also attracts and enhances the use of resources by a critical client base – the students.

"Systematic weeding is not an irresponsible disposal of school property; rather it is a needed service that will enhance the credibility and use of the school library (Carefoot & Teacher-Librarians, 1995)."

What to Weed:

A. Obvious Weeds:
- Worn and damaged titles. Examples:
  - books with yellow, brittle or dirty papers; mutilated or missing pages; irreparable damaged binding or dingy, dirty covers
  - scratched , torn or damaged video materials
  - worn audio tapes
  - bent, torn or otherwise damaged study prints or posters
- Superseded editions. Superseded editions of current volumes such as almanacs or statistical yearbooks. Different years of the same annual should ber available if the one cumulates and/or updates the other. The format for these reference materials (print, non-print or electronic) is immaterial.
- Duplicates. Where there are duplicates and none seems to be circulating or used, all unnecessary duplicates should be discarded.   At a later date, the single copy should be reconsidered for weeding. In fact, in particular situations (eg. Where all volumes are dated) a judgment should be made as to whether all copies should be discarded.
- Expired Public Performance Rights.   Videos and other non-print materials that have expired public performance rights must be erased or discarded.   If materials are still current and relevant, a renewal of the public performance rights (if available) can be purchased.

B. Thoughtful Weeds. When decisions are being made, consider all formats of materials: books, audiovisual software, computer software, picture files, magazines, vertical files, etc. Examples of thoughtful weeds:
- Material containing information that is not easily accessible. E.g.
  - No table of contents
  - No index
  - Content poorly organized
  - Back issues of periodical which are not indexed
  - Poorly designed visuals
  - Outdated workbooks
- Material that contains inaccurate factual content; outdated interpretations, values and/or attitudes
- Material for which the format or level is inappropriate to the reading/viewing/listening and/or interest level of the students
- Material which is no longer in demand, or which no longer supports the curriculum
- Material that is condescending, stereotyped, patronizing or biased
- Material which has not been used for 3 to 5 years

Specific Guides for Weeding

000	Generalities	Value determined by use. Works on computers are dated after 3 years.
	Bibliographies	Seldom of use after 10 years from date of copyright
	Library and Information Sciences	Should conform to current acceptable practice
100	Ethics	Value determined by use. Most scholarly works useless after 10 years.
	Philosophy Psychology	Weed descriptions of philosophical and psychological problems no longer of interest, superseded books about systems of philosophy, out-of-date psychologies.
200	Religion	Value determined by use. Collection should contain basic information (but no propaganda) about as many sects and religions as possible.
300	Social Sciences	Discard outdated social issues which are not of historical value. Controversial issues should be well represented from all sides.
320	Political Sciences	Information dates quickly. To be weeded after 10 years, if not
330	Economics	replaced sooner. Books on historical aspects kept according to need.
340	Law	Should be replaces as soon as more current material is available.
350	Government	Dated after 10 years. Superseded volumes should be replaced.
360	Social Problems	Weeding depends on use. Most non-historical materials should be weeded after 10 years.
370	Education	Keep historical materials if they will be used. [use judiciously] Non-historical materials need replacement in 10 years. Weed discredited theories of education. Career materials – discard after 3 years. Be particularly aware of qualification discrepancies in materials dealing with career preparation.
380	Commerce	Weed after 10 years except for historical materials.
390	Customs Folklore	Keep standard works. Weed according to use.
400	Language	Discard old grammars. Keep basic materials. Weed according to use.
500	Pure Science	Examine closely anything over 5 years old, except for botany and natural history. Discard materials with obsolete information and theories.
600	Technology	Most materials outdated after 5 years. Give special attention to those dealing with drugs, space technology, sex education, radio, television, medicine. Check to see if resources contatininformation of historical value.
700	The Arts	Keep basic works in music and art. Replace with new editions and works with better illustrations. Keep stamp and coin catalogues up-to-date. Discard and replace sports and recreational materials as interests change.
800	Literature	Keep literary criticism and history until superseded by more authoritative works. Keep works by local people. Be aware of

		titles indexed in standard reference indexes. Keep the section looking new and inviting, as well as maintaining classic literature in good condition.
900	History	Weeding depends on use and curricular needs, demand and accuracy of fact and fairness of interpretation. Keep balanced perspectives as much as possible. Weed superseded histories.
	Travel	Weed travelogues after 5 years unless of historical value.
	Biography	Unless subject has permanent interest or importance, discard when demand wanes. Keep those which are outstanding in content or style as long as they are useful.

Almanacs, Yearbooks, etc.	Superseded by each new edition. Science year-books require consideration because of special articles.
Atlases	Dated after 4 years or sooner depending on world events.
Encyclopedias – General	Dated after 5 years. Computer accessed encyclopedias must have significant annual revision, usually included in their subscription.
Encyclopedias-Specific	Replace as content becomes invalid.
Fiction Picture Books	Weed old-fashioned dated titles which have not circulated in 3-5 years. "Classics" to be replaced as new, more attractive editions are made available.
Indexes	Weed after 5-8 years depending on type of index and use. As new annual indexes or accumulated lists appear discard old editions. If materials are being kept in computer format, keep indexes to correspond to oldest date of material.
Maps and Globes	Check for currency, accuracy and metrication.
Newspapers	Non-indexed titles keep one week. Indexed titles, not more than 2 years if storing hard copy. If storing in computer format or in Vertical Files, retain as long as curricular need are met.
Periodicals	Do not keep longer than 2 years unless indexed. Consider shelving and storage space if retaining hard copy. If indexed, keep no longer than oldest index or 5-8 years depending on use. If stored in microform or computer format retain as long as curricular needs are met.
Picture Files	Weed dated, unauthentic and physically damaged pictures.
Professional Library	Most materials inappropriate after 8-10 years. Weed items which no longer support curriculum. Keep only single catalogues copies of relevant textbooks and workbooks. Weed out-dated teacher manuals.
Reference	This area requires special attention and expertise. Use same criteria for weeding as for general works. It is important to have up-to-date accurate information. When replacing reference materials, determine which format is easiest to access and which is cheapest/easiest to replace.
Reference materials available in electronic format	Need to be evaluated on a regular basis for relevance and currency of the information.
Textbooks, Teacher Guides	Keep only current textbooks and teacher manuals, workbooks. Weed any not in use at the school.

Vertical/Pamphlet Files   Keep only current information not found in other available sources.   Consider replacing hard copy with computer formats or obtaining access to on-line information sources.

What Not To Weed:

Some material should not be discarded.   Specific situations will vary.   However, consider these for retention:

A. The "classics", award winners and those items which appear on standard, current core bibliographies.
B. Items which may be out-of-print and which may still have some possible use.
C. Materials of local interest, local histories.
D. Materials unique in content, format, illustrative technique, etc.
E. Resources, the absence of which may skew the balance in a subject area and may result in biased representation.
F. Expensive items, if they are still of value to the collection.

See Appendix 1 for the SD68 POLICY NO. 4510, "WITHDRAWAL & DISPOSAL OF LEARNING RESOURCES".

Censorship

Challenged Materials:

SD#68 has a detailed a procedure which should be carried out.

Initial procedures include the school trying to resolve the issue informally with the T-L, under the direction of the principal, explaining:
- selection procedure and criteria
- the intended educational usefulness of the material and how it fits into the curriculum

If a formal challenge is requested, the challenger will be required to do so in writing (Form 68-3703-Request for Reconsideration of Learning Material). Unresolved cases will eventually be referred to the Superintendent of Schools.

The major criterion for the final decision is the appropriateness of the material for its intended educational use.

Access to challenged materials will not be restricted during the reconsideration process.

See Appendix 3

Public Relations and Community

Evaluation and Reports

Teacher-Librarians are encouraged, but not obliged, to provide an annual report that evaluates the strengths and weaknesses of our libraries AND itemizes changes in goals or objectives for the following

year. We may use input from staff, students, parents, or the community via surveys, checklists or interviews.

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Appendices

Appendix 1 – Weeding Policy and Procedures of SD68

SCHOOL DISTRICT 68 (NANAIMO-LADYSMITH)

POLICY NO. 4510

WITHDRAWAL & DISPOSAL OF LEARNING RESOURCES - Page 1

Learning materials which are no longer relevant to the needs of the school or the school library will be

withdrawn from circulation. Environmentally sound procedures will be given priority for the disposal of

learning materials withdrawn from schools and school library resource centres.

Adopted 1992.01.15

PROCEDURE NO. 4510P

WITHDRAWAL & DISPOSAL OF LEARNING RESOURCES - Page 1

1. **Criteria For Withdrawal**

1.1 The Curriculum Advisory Body will develop and circulate to schools, criteria covering

the withdrawal of outdated or no longer relevant learning resources.

2. **Disposal Of Weeded Materials**

2.1 Materials for disposal will have been selected in accordance to weeding procedures

established by the Learning Resources Advisory Committee.

2.2 **Category A**

To consist of those materials which are still in good condition but no longer useful in a

school.

These materials may be:

· traded with other schools

· given to other schools

· given to teachers in the school for professional use

· used for the school library resource centre vertical file or picture file

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2.3 **Category B**

To consist of those materials which do not meet the criteria for Category A.

These materials may be:

· given to local service clubs to support literacy programs

· sent to developing nations at no cost to the Board

· sold to the students or members of the community for a nominal cost.

2.4 In those cases where materials remain despite being withdrawn from a school and going through the aforementioned processes, the Board will undertake a search to discover the most environmentally sound method of disposal.

Adopted 1992.01.15

Amended 1995.10.11

Appendix 2 Selection of Learning Resourses

SCHOOL DISTRICT 68 (NANAIMO-LADYSMITH)

POLICY NO. 3702

SELECTION OF LEARNING RESOURCES

The policy of the Board of School Trustees of School District No. 68 (Nanaimo), is to provide a wide range or learning resources at varying level of difficulty, with diversity of appeal, and the presentation of different points of view to meet the needs of students and teachers.

Adopted 78.12.13

PROCEDURE NO. 3702P

SELECTION OF LEARNING RESOURCES

1. Responsibility for Selection of Learning Resources

a. The Board of School Trustees delegates the responsibility for the selection of learning resources to the professional staff employed by the school system.

b. While selection of learning resources involves many people (administrators, teachers,

students, community persons, resource centre personnel) the responsibility for

coordinating the selection of learning resources and making the recommendation for

purchase rests with the principal and professional personnel.

2. Objectives of Selection:

a. For the purposes of this statement of policy, the term, "learning resources" will refer to

any person(s) or any material (whether acquired or locally produced) with instructional

content or function that is used for formal or informal teacher/learning purposes.

Learning resources are integral to the educational program of a school. Learning

resources can include textbooks, other books, supplementary reading and informational

materials, charts, community resource people, agencies and organizations, dioramas,

filmstrips, flash cards, games, globes, kits, machine readable data files, maps,

microfilms, models, motion pictures, periodicals, CD-ROM, pictures, realia, slides,

sound recordings, transparencies and video recordings.

b. The primary objective of learning resources is to support, enrich, and help to implement

the educational program of the school through the interaction of professional personnel

and other members of the school community. It is the duty of professional staff to

provide students with a wide range of materials at varying levels of difficulty, with

diversity of appeal, and the presentation of different points of view. c. To this end, the Board of School Trustees of School District No. 68 (Nanaimo) affirms

that it is the responsibility of its professional staff:

- To provide materials that will enrich and support the curriculum, taking into

consideration the varied interests, abilities, learning styles and maturity levels of

the students served;

- To provide materials that will facilitate the development of process skills.

- To provide materials that will stimulate growth and factual knowledge, literary

appreciation, aesthetic values, and societal standards;

- To provide materials on various sides of controversial issues so that young

citizens may have an opportunity to develop under guidance the practice of

critical analysis and to make informed judgments in their daily lives;

- To provide materials representative of the many religious, ethnic, and cultural

groups and their contributions to our national heritage and the world

community;

- To place principle above personal opinion and reason above prejudice in the

selection of materials of the highest quality, in order to assure a comprehensive

collection appropriate to the school community.

3. Criteria for Selection of Learning Resources

a. Emphasis will be placed on the selection of Canadian learning resources where

appropriate. These resources include book and non-book learning materials, by or about

a Canadian person, about a region or event, and/or produced in Canada.

b. The following criteria will be used as they apply:

i. Learning resources shall support and be consistent with the general educational

goals of the province and district, and the aims and objectives of individual

schools and specific courses. ii. Learning resources shall meet high standards of quality in factual content and

presentation.

iii. Learning resources shall be appropriate for the subject area and for the age,

emotional development, ability level, learning styles and social development of

the students for whom the materials are selected.

iv. Learning resources shall have aesthetic, literary, and/or social values.

v. Physical format and appearance of learning resources shall be suitable for their

intended use.

vi. Learning resources chosen shall be designed to help students gain an

understanding of our changing society (e.g. multicultural, pluralistic and nonsexist.)

vii. Learning resources shall be as free as possible of bias and stereotyping.

viii. Biased or slanted learning resources may be provided to meet specific

curriculum objectives; for example, to recognize propaganda and its purpose in

a given context or to balance an argument.

ix. Learning resources shall be designed to motivate students and staff to examine

their own attitudes and behaviours, and to comprehend their own duties,

responsibilities, rights and privileges, as participating citizens in our society..

x. Learning resources shall be selected for their strengths rather than for their

weaknesses.

b. The selection of learning resources on controversial issues will be directed towards

maintaining a balanced collection representing various views.

Learning resources shall clarify historical and contemporary forces by presenting and

analyzing inter-group tension and conflict objectively, placing emphasis on recognizing

and understanding social and economic problems. 4. Procedure for Selection of Learning Resources.

a. In selecting learning resources, professional personnel will evaluate available resources

and curriculum needs, and consult Ministry catalogs of recommended resources. If

recommended materials are not available to meet local needs, professional selection

tools will be used. The actual resource will be examined whenever possible.

b. Recommendations for purchase involve individuals such as administrators, classroom

teachers, teacher/librarians, students, district personnel, and community persons, as

appropriate. Teacher librarians, as resource specialists, are key to the selection process.

c. Gift materials shall be judged by the criteria outlined, and shall be accepted or rejected

by those criteria.

d. Selection is an ongoing process which should include the removal of materials no longer

appropriate and the replacement of lost and worn materials still of educational value.

Adopted 78.12.13

Amended 1993.06.23

Amended 1996.01.31

Appendix 3 Reconsideration of Learning Resource Material

SCHOOL DISTRICT 68 (NANAIMO-LADYSMITH) POLICY NO. 3703

RECONSIDERATION OF LEARNING RESOURCE MATERIAL

A resident and/or parent of a student of the school district may formally challenge learning resource

material used in the district educational system. Individuals shall be invited to complete a form

requesting reconsideration of the use of material, and shall, if the matter is not resolved through regular

administrative channels, have a personal interview with the Curriculum Advisory Body.

If the matter is not resolved by the Curriculum Advisory Body, the matter together with the report of the

Curriculum Advisory Body will be referred to the Board of Trustees whose decision will be final and

binding

Adopted 79.01.17

Amended 1993.09.29

Appendix 4 Teacher-Librarian Qualifications

SCHOOL DISTRICT 68 (NANAIMO-LADYSMITH) POLICY NO. 3855

SCHOOL TEACHER-LIBRARIANS QUALIFICATIONS

Students in School District No. 68 (Nanaimo) schools shall have access to an effective school library

resource centre which is integrated with instructional programs to provide improved opportunities for

student achievement of the Goals of Education for British Columbia.

A teacher-librarian is a unique skilled teacher, able to function on the school team as a professional with

competencies from teacher education and classroom experience as well as competencies from school

librarianship and resource utilization.

Adopted: 1992.03.25

SCHOOL DISTRICT 68 (NANAIMO-LADYSMITH) PROCEDURE NO. 3855P

SCHOOL TEACHER-LIBRARIANS QUALIFICATIONS

1. In the future, those considered for teacher-librarian positions must have:

1.1 a professional certificate in teaching,

1.2 at least two years of successful classroom experience,

1.3 a diploma in school librarianship from the University of Victoria, the University

of British Columbia or equivalent from another university, and

1.4 ability to function in French and English in schools which offer French

Immersion and/or Program Cadre.

2. Recommendation of the appointment of teacher-librarians shall be made by the Director of

Instruction - Library Services, and the School Principal.

3. Teacher-librarians currently in the employ of the Board who are five years from retirement and

who do not meet the above criteria will not be required to meet the above requirements.

4. Teacher-librarians currently in the employ of the Board who are more than five years from

retirement and who do not meet the above criteria will be required to meet the above criteria

(section 1) within three years unless recommended by the Superintendent.

4.1 Requirements:

Teacher-librarians presently in the employ of the Board must have a diploma in school

librarianship or equivalent. Equivalent means 15 units of course work consisting of:

☐ 9 units designated by an accredited university as school library resource

centre classes or equivalent studies acceptable to the Director of

Instruction - Library Services,

☐ 6 additional units from the following areas:

a. children's or young adult literature

b. educational communications and technology

c. developmental or remedial reading

d. computers in education

e. school library resource centres

5. The role description for a teacher-librarian will be found in POLICIES AND PROCEDURES

Procedure No. 7160P.

6. Where a fully qualified teacher-librarian is not available for appointment, preference will be

given to candidates with partial qualifications plus a written commitment to complete the
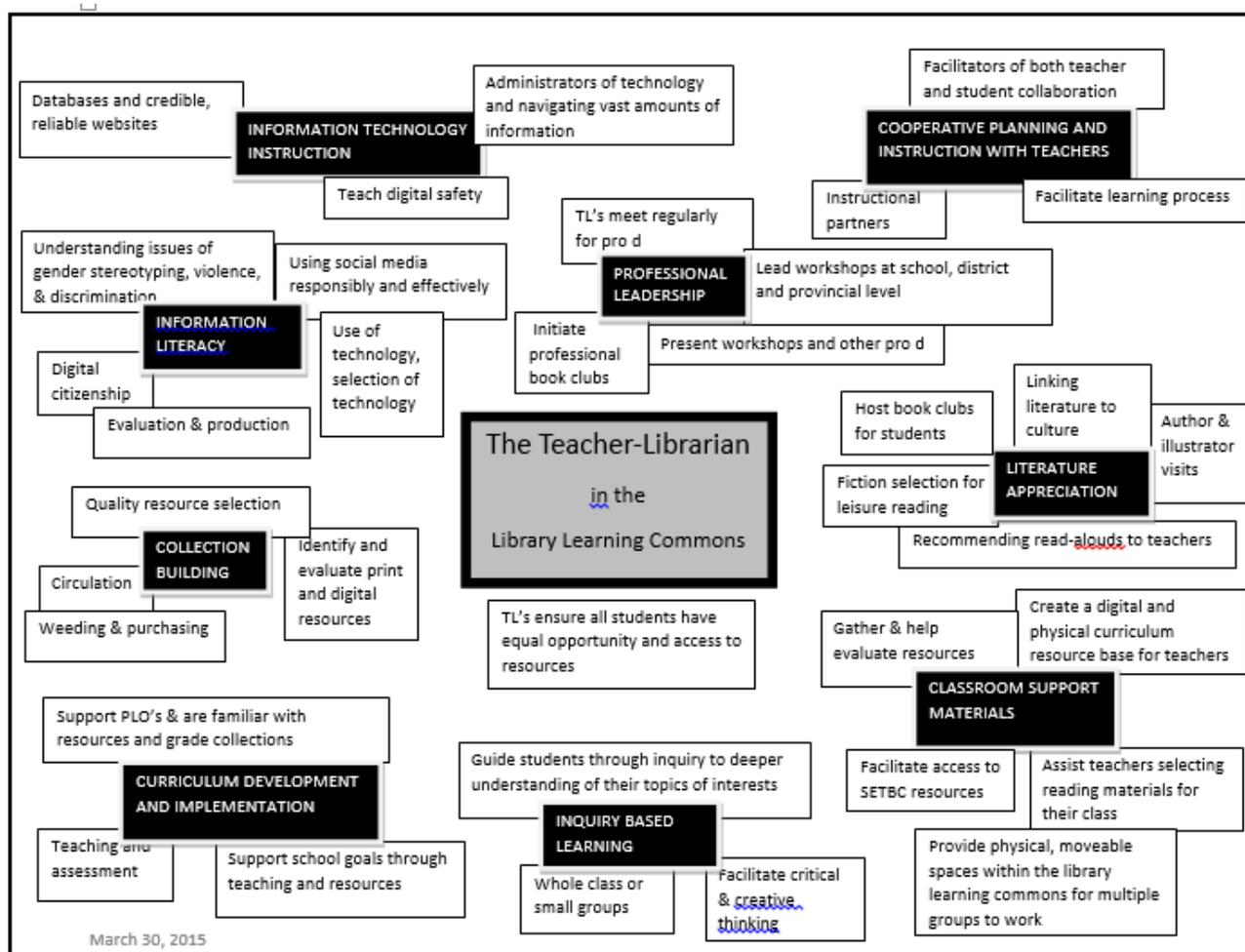
requirements within an agreed upon length of time.

6.1 This exception will not apply to the need for a teaching certificate nor for the

two years of classroom experience.

Adopted: 1992.03.25

Appendix 5: The Teacher-Librarian in the Library Learning Commons

Index