

## **Library Program**

### **Policy 6320**

#### **24/05/88**

The Board of School Trustees for School District #81 (Fort Nelson) is committed to the realization of a quality library program in each of its schools.

The Board of School Trustees feels that library programs exist to support and further the purposes formulated by the school and district of which it is an integral part. Its quality is judged by effectively achieving program objectives. A library program represents a combination of resources that includes people, materials, equipment, facilities and environments. Combining the library resources with the school curriculum creates a foundation for an effective and purposeful library program.

The Board of School Trustees believes that the primary objective of the school's media collection is to implement, enrich and support the educational program of the school. This provides an instructional program which includes co-operative program planning between Teacher-Librarian and Teacher, Unit Development, Team Teaching and Flexible Timetabling.

#### Guidelines

The commitment of the Teacher-Librarians to their professional responsibilities, together with the understanding and support of the administrator, provides an essential framework for program development. At the school level, the Teacher-Librarian works with the principal and staff to implement the program. The (elementary) school-based and (secondary) department-based continuum of research and study skills established with the staff provides the foundation for cooperative program planning and team teaching.

The Teacher-Librarians in Fort Nelson qualify activities of the library program under the following four functions.

1. Access Function
2. Curriculum Consultation Function
3. Instruction Function
4. Production Function

These functions derive from the basic role of the Teacher-Librarian and are overlapping rather than discrete, encompassing all operations of the program.

#### Access Function

The Access Function refers to the collections of print and non-print materials, equipment, and the space to use these items, as well as other library-related activities. Also included is the provision of materials and equipment external to the school by means of inter-library loan. Inter-library loan relates to the loan of materials and equipment to community members, colleges, and businesses as

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well as the schools. This Access Function is listed first because it is the most traditional service category or the most important because it is fundamental or at least supportive of many other services.

The Board of School Trustees of School District #81 (Fort Nelson) affirms that the media collection should:

- contain Materials that will enrich and support the curriculum, taking into consideration varied interest, abilities, and maturity levels of the students served;
- contain materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
- contain a background of information which will enable students to make intelligent judgements in their daily lives;
- contain materials on opposing sides of controversial issues so that young citizens may have the opportunity to develop the practice of critical analysis;
- contain materials representative of many religious, ethnic, and cultural groups and their contribution to our national heritage; and
- be selected in such a manner that principle is placed above personal opinion, and reason above prejudice in the purchase and provision of materials of the highest quality to ensure a comprehensive collection appropriate for the users of the library.

### Library Collection

Strong circulating library collections provide the primary means for teaching, learning, and interest fulfillment. The schools' library collection represents the essential informational base of the instructional program. Teacher-librarians contribute expertise from evaluating and selecting materials and equipment to the process of building and maintaining adequate collections.

1. In accordance with the Ministry's policy on school libraries, school library collections contain a minimum of 15 titles per student enrolled. A minimum of 1500 titles is recommended for small schools. It is recommended that minimums be exceeded due to the need to supply most resources locally.
2. Each library will develop a systematic weeding process to rid itself of obsolete, irrelevant, or factually defective materials.
3. Upgrading grants to school libraries will be provided to update collections in order to reflect major revisions in curriculum.

4. Selection of collections is guided by the Library Policy adopted by the Board of School Trustees.
5. Materials and equipment are evaluated prior to purchase by use of reliable selection tools and by first-hand examination, wherever possible.
6. Organization and arrangements make the collection easily accessible to users.
7. Collections include textbooks, professional and related instructional materials.
8. Challenged materials will be dealt with in accordance with guidelines.
9. Include computer software in the library collection.

#### Facilities, Furnishing and Equipment

An inquiry-centered approach to teaching and learning requires that an adequate physical facility be available so that resources can be effectively and efficiently utilized by both students and teachers.

1. Planning for library program facilities is initiated with the principal in consultation with school librarians as soon as the decision is made to construct, expand, or renovate school district or individual school facilities.
2. Planning provides for facilities that are:
  - a. appropriate to educational and library program goals and objectives;
  - b. functional in design;
  - c. attractive in appearance;
  - d. located for optimum accessibility to users;
  - e. providing adequate spacing and furniture for instruction.
3. All media, but in particular non-print media, will receive adequate support equipment and furnishings in addition to space.

#### Selection of Instructional Materials

Materials for purchase are considered on the basis of:

1. Appropriateness:
    - a. overall purpose
    - b. timeline or permanence, ie: space;
    - c. importance of subject matter.
  2. Level of Sophistication:
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- a. readability;
  - b. popular appeal.
3. Cost:
- a. appropriate to budget;
  - b. reputation of the publisher/producer.
4. Availability
5. Technical Quality:
- a. acceptable;
  - b. readable;
  - c. visible;
  - d. audible.
6. Other:
- a. classic;
  - b. literary value;
  - c. reputation and significance of author/artist/composer/producer withdraws out-of-date or no longer useful material from the collection;

In selecting materials for purchase the teacher-librarian, under the direction of the principal, evaluates the existing collection and consults reputable, unbiased professionally prepared selection aids; teachers; colleagues; and where it is felt appropriate, students.

In specific areas the teacher-librarian, under the direction of the principal, follows these procedures:

1. judges gift materials by basic selection standards and accepts or rejects the item by these standards;
2. withdraws out-of-date or no longer useful material from the collection;
3. purchases multiple copies of outstanding and frequently used items;
4. periodically replaces worn or missing standard items.

#### Challenge of Materials

Despite all care taken to select valuable materials for student and teacher use and the qualifications of persons who select the materials, occasional objections will be made to an item in the media collection.

The principles of the freedom to read (read in the context of this procedure the words "read" shall also mean "listen, view or have access" to all items contained in the School Media Collection) and the professional responsibility of the staff must be defended, rather than the materials.

If material is challenged, the procedures are as follows:

1. The school teacher-librarian will receive the complaint courteously, but make no commitments.
2. If, after discussion, mutual satisfaction has not been reached, invite the complainant to file the objection in writing and provide the complainant with a copy of the School District's Library Policy and of this selection procedure.
3. The school teacher-librarian will inform, in writing, the Principal and the Superintendent of Schools of the complaint and its nature.
4. The Superintendent will refer the material concerned to the Media Review Committee for its evaluation. This committee will, at the earliest opportunity:
  - a. read and examine materials referred to it;
  - b. check general acceptance of the materials by reading reviews;
  - c. meet to discuss the materials and prepare a report on it to the Principals and Superintendent, and the school librarian involved.
5. The Superintendent will advise the complainant and the Board of School Trustees of the decision of the Media Review Committee.
6. The media Review Committee shall consist of:
  1. the Superintendent or nominee;
  2. a member of the School Board;
  3. a school principal;
  4. the school teacher-librarian from the school involved in the dispute.

### **Curriculum Consultation Function**

The Curriculum Consultation Function refers to Teacher-Librarian participation as a partner in planning, implementing and evaluating the curriculum at both the (elementary) school based and (secondary) department-based levels.

The Teacher-Librarian is involved as: a consultant, planning effective learning action for students; a facilitator of content goals and objectives based on the Ministry of Education and Board guidelines and curriculum. The Teacher-Librarian also meets the needs of all students and the goals of the schools; and a partner in program planning and co-operative teaching.

The responsibilities of the Teacher-Librarian include, to:

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- plan and develop units of study with teachers from the setting of objectives to evaluation;
- develop co-operatively a sequential list of media, research and study skills for cross-grade and cross subject implementation;
- integrate media, research and study skills for independent and continued learning;
- integrate the planned use of learning resources with the educational program;
- pre-plan with teachers and teach integrated skills to large or small groups and individuals;
- integrate the promotion of reading; plan and implement in-service programs for members of the school staff;
- design and produce new learning resources;
- co-operatively plan and evaluate student learning experiences;
- interpret and communicate library resource center needs to principals, supervisory officers, trustees and parents;
- suggest techniques to teachers as they move towards resource-based learning;
- consult with teachers who are implementing new ideas and programs and provide appropriate resources that will assist these teachers;
- provide teachers with information and advice on professional books, periodicals, films, videotapes, conferences, and workshops;
- locate and acquire, through inter-library loan, professional materials that are not available within the school, but are identified as meeting staff requirements.

### **Instructional Function**

The Instructional Function of the Library Resource Center focuses on learning skills which assist students to become informed decision-makers and life-long learners. To achieve this goal, teachers and school librarians cooperate as teaching partners and implement units of study. These units integrate those skills necessary to locate, evaluate, organize and present information from a variety of sources. Through such planning and co-operative teaching, students develop, master and extend research and study skills in different subjects at varying levels of difficulty.

Learning skills taught in the Library Resource Center are presented as an integrated part of the instructional program. They should not be taught in isolation in the library. The skills should be taught functionally, in the context of the topic, rather than as a separate exercise. Study and research skills need to be taught as an integrated part of the instructional program, on a continuing sequential basis. (Refer to the Study and Research skills Scope and Sequence K-12, for School District #81 (Fort Nelson) Library Resource Center).

The teacher-librarian is a teacher who works co-operatively with other staff members and who shares teaching responsibilities in the team teaching situation. This teaching role involves:

- providing assistance in the use of learning resources;
  - evaluating the student progress;
  - developing student appreciation;
  - instructing students on research strategies;
  - providing for the needs of exceptional students.
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Flexible timetabling is essential to the Instructional Function as it accommodates the needs of all students and teachers. It also facilitates the organization of time, personnel and materials to their maximum.

Adequate clerical support is fundamental to the Instructional Function in the library. The library aide is an essential person who maintains the clerical components of the library collection and program. Without library-aide time, the teacher-librarian cannot effectively develop programs, cooperatively plan with teachers or teach research and study skills.

### **Production Function**

The Production Function refers to the provision of materials, equipment, and facilities for producing new or adapted materials. Technical assistance and actual production of materials for clients by the library staff is included here. Also included are guidelines for repair of Audio-Visual Equipment.

The Teacher-Librarian is responsible for the inventory, housing and distribution of audio-visual equipment.

Minor electrical problems such as plug repair, fuse replacement etc., should be referred to the Maintenance Department by the School Teacher-Librarian.

Major repair of audio-visual equipment should be referred to the Maintenance Supervisor who will arrange to have the equipment repaired or sent out to a qualified service outlet.