



RIVERVIEW MIDDLE SCHOOL
Black Gold Regional Schools
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Brian Scott – Principal

Richard Dechaine – Assistant Principal

Once a Raider... Always a Raider

LEARNING COMMONS POLICIES AND PROCEDURES

1. Use of LC space:

- a. The Learning Commons/Cove is available for use under the supervision of a staff member. Please refer to the schedule.
- b. The day to day operation of the Learning Commons is managed by the Library Technician under the supervision and direction of the school principal.
- c. The collection of Electronic resources (eBooks & eAudio) in Destiny can be accessed at any time by students and staff.

2. Hours of operation:

Learning Commons

- | | | |
|--------------------|------------------------|---|
| a. Monday - Friday | 8:15 a.m. - 12:22 p.m. | -Scheduled library classes
-Individual book exchange
-General use |
|--------------------|------------------------|---|

The Cove

- | | | |
|---------------------------------|--------------------|---|
| a. Monday - Friday | 8:15 a.m. - 3 p.m. | -Class bookings
-General use
-Presentations |
| Tuesday, Wednesday,
Thursday | 3:00 p.m. - 4 p.m. | -Drop Zone
-External groups
-Homework support |

(Except early dismissal)

3. Procedures for accessing the LC/Cove for individual, small group, or class projects:

- a. Classes go to the LC weekly for a book exchange, but students are also able to exchange books during Reading Block. A schedule is shared with staff, students and parents.
- b. A schedule is shared for booking the Cove. Individual classes can reserve the space in advance; special user groups can contact administration to book the space as well.

4. Borrowing policies (loan periods, number of items, overdue procedures):

- a. Books have a loan period of two weeks. The limit is two books at a time, (not including textbooks, novel studies, or eResources) but students needing materials for school projects may take more.
- b. **ALL** resources are barcoded and circulated using the management software Destiny. Destiny is implemented throughout Black Gold Regional Schools and tracks patrons and school materials with great accuracy.
- c. It is the responsibility of the student to care for and return his/her books. If materials are damaged or lost, the cost to replace them will be assessed to the student. If a lost book is found and returned, the fine will be refunded.

5. Teacher resources and instructional materials:

- a. Teacher resources and instructional materials are stored in the Learning Commons and managed through Destiny. Reports and notifications, generated at the end of the school year, will determine the status of the material (lost, returned, renewed).
- b. For insurance purposes, all material copy information must include vendor, budget, price and other pertinent identifying information.

6. Textbooks and Novel Studies:

- a. Students sign out textbooks at the beginning of the school year, and various Novel Studies throughout. It is the responsibility of the student to care for and return his/her assigned texts. If materials are damaged or lost, the cost to repair or replace them will be assessed to the student. If the original text is found and returned, the replacement cost is refunded.

7. Renaissance Reading Program

Our Vision *is to foster a community of life-long and engaged readers in Devon whose lives are enriched through the world's finest literacy program.*

Our Mission *is to provide all staff and students with a network of literacy strategies for the most engaging individualized daily literacy opportunities that enhance life-long reading and learning.*

The reading program at Riverview Middle School began in 2011 in response to interest and grant support focusing on *Response To Intervention* programming in the three public schools in Devon. These schools used the Renaissance Reading Program to provide RTI tracking and support for reading through their library and language arts classes during the course of the grant.

At Riverview, it was felt that intervention classes could be developed during a specific reading time. Students, screened using the STAR reading assessment tool in Renaissance Reading, are placed in groups based on their grade level reading score. Students in the tier 2 and 3 classes receive support specific to decoding and comprehension in order to close the grade level gap experienced by these students.

Students in tier 1 classes receive direct instruction to vocabulary and comprehension strategies.

All students also use reading class time to work towards achieving their personal reading goals. Goals are specific to each student and based on 15-20 minutes of reading per day. Books are coded in the Library with an easily recognizable sticker indicating book level and points.

Students may select appealing books in the library and when they have finished reading, a short quiz online assigns their points based on their comprehension score. These goals are tracked as an assignment grade each term in Language Arts courses.

Reading practice quizzes must be completed at school on our secure network. Quizzes cannot be accessed at home. Chromebooks in the classroom and computer stations in the library are available during Language Arts and Reading Class times.

What is the purpose of our reading period?

Why Do We Want ALL Raiders to be Proficient at Reading?

We want Raiders to embrace reading. We want them to engage in it willingly and to know it is an avenue to future learning. We want them to see the value in reading. In our knowledge-based society, adolescents need to be expert readers, writers, and thinkers to compete and succeed in the global economy and to navigate through a technological world. Reading is a gateway to getting a better job with full time employment, working collaboratively with peers, and managing finances and family.

Being able to read well helps students with challenging coursework in middle and secondary grades, and opens up more opportunities for post secondary education. Preparation for the worlds of work, college, university, and community requires adolescents to be proficient in reading. They will need to keep pace with societal demands of living in an informational age that is changing rapidly and shows no signs of slowing. Reading is central to learning - in school, in the workplace, and in everyday life.

(Dawn Reithaug, Supporting Adolescent Readers, 2007, p. 9)

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.

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