



# CONNECT CHARTER SCHOOL

**Library and Learning Commons Handbook and Operations Manual**

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## Purpose

The purpose of the Connect Charter School Library and Learning Commons Handbook and Operations Manual is to provide a guide for the Anne Tingle Library and Learning Commons at Connect Charter School. It describes the operations of the library and learning commons and applies to all staff and students at Connect Charter School. A physical copy is available in the library and an electronic copy is available online on the Connect Charter School website [connectcharter.ca](http://connectcharter.ca).

The Connect Charter School Library and Learning Commons Handbook and Operations Manual is compliant with Ministerial Order 34/2025: Standards for the Selection, Availability, and Access of School Literary Materials.

- (a) The school authority must ensure that school literary materials containing any explicit visual depiction of a sexual act are not accessible or available to children or students in a school, and must ensure that no such school literary materials are selected for inclusion in a school library, unless such materials are for information or reference, unless such materials are for information or reference, such as technical materials, dictionaries or encyclopedias, that are not narrative in nature;*
- (b) The school authority must regularly review school literary materials to ensure the school authority complies with these Standards and the school authority's policies or procedures required in accordance with these Standards;*
- (c) The school authority must establish and maintain a publicly available listing of all school literary materials other than those contained in a classroom collection;*
- (d) The school authority must ensure that the parents of the children or students who have access to a classroom collection are informed of the school literary materials contained specifically in the classroom collection;*
- (e) The school authority must, on request by the Minister, provide to the Minister any information and reports on school literary materials.*

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## **I. Library Information**

The Anne Tingle Library and Learning Commons (LLC) at Connect Charter School is a hub of activity. The library includes spaces for collaboration and exploration. Whether on their own, or in a group, students can come to the library to read, create, learn, collaborate, and interact with their peers.

### **Contact Details**

[libib.com/u/ccs](http://libib.com/u/ccs)

[libraryservices@connectcharter.ca](mailto:libraryservices@connectcharter.ca)

403-282-2890

### **Vision**

A lifelong love of reading and student success.

### **Mission**

Provide the school community with a welcoming space that offers access to literature and resources, as well as opportunities for learning and collaboration, that will encourage a love of reading and support student success.

### **Priorities**

- The library and learning commons strives to be a welcoming, inclusive, and engaging environment that fosters student well-being and supports academic success. It is a functional and adaptable space that offers opportunities for learning, enrichment, collaboration, and growth.
- The library and learning commons aims to provide students with quality resources that support their journey to be curious, critical, creative, and cooperative learners. Resources enrich and support the educational program of the school and promote student success.
- The library and learning commons seeks to encourage lifelong literacy and foster a love of reading and an appreciation of literature.

### **Hours of Operation**

Our library is staffed during school hours from 08:30 until 15:10. Unless otherwise booked, the library is open during recess and at lunch time to ensure that there is always someone to assist students and staff. We are committed to making sure that our students have access to the resources they need to support learning. The library offers activities for students during recess and at lunch time. Each grade has Open Library time allocated to them once a week during lunch when they are able to gather, play board games, and read in the learning commons. Quiet Club offers students a quiet space to read and relax in the learning commons; there are no board games during quiet club.

Students may not use technology in the library during recess and lunch unless they have permission from their teacher and are provided with a “Technology Pass” which they need to give to the librarian.

### **Conduct**

The library and learning commons sets and reinforces behavioral expectations to maintain a balanced learning and relaxation space.

*Care for self, care for others, care for the space*

- Please leave all food and drink outside.
- Please show respect to other users by keeping noise levels low and by behaving in a respectful and considerate manner.
- Please respect the library materials; keep books away from food and liquids and do not handle the books roughly.
- Please respect the space by keeping it neat and tidy by packing away furniture after you use it and returning any books to the librarian for reshelving.

### **Booking the library and learning commons**

Classes are invited to schedule a time to visit the library on a weekly basis to explore the collection and exchange books.

The Library and Learning Commons offers a variety of spaces for group activities and meetings including elective classes, pod learning activities, drama and musical performances, science experiments, guest speakers, meetings, tests, group work, and quiet work. There are a number of different spaces that staff are able to book using Google Calendar or through the library technician:

- The Learning Commons Main
- The Breakout Room
- The Collaboratorium
- The Library Back Office

Please check the Google Calendar when planning time in the library and learning Commons.

## **II. Circulation**

Please help keep the resources well organised so things are easy to find. When browsing, please allow the librarian to reshelve the books you decide not to check out. Please place them in the marked bins on top of the shelves. If you notice something out of place, please let the librarian know. Please take care of your library books to help minimise the number of lost and damaged books.

- Lending period is 15 days (2 weeks plus 1 day in case of weekends, holidays, etc.).
- Students may borrow 2 books at a time (unless additional titles are required for school work at the discretion of the library and teacher).
- Books can be renewed for staff and students by the library technician.
- Overdue tracking. No fines for late or overdue books. Overdue lists are sent to teachers and EAs on a monthly basis. Parents and students receive automated reminder emails about overdue titles.
- All books are due for return in the first week of June every year to allow for inventory and billing of lost titles.
- Titles not returned at the end of the year will be added to parent PowerSchool accounts (Rycor) at a set fee of \$20 per book. Families may also choose to replace the title.
- Damaged titles will be added to parent PowerSchool accounts (Rycor) at a set fee of \$20 per book. Families may also choose to replace the title.

### **How to search for a book**

Access the library collection on any computer via the library website:

[libib.com/u/ccs](http://libib.com/u/ccs)

Use the catalogue/self checkout kiosk in the library and click on “Search for a book”.

### **How to borrow a book**

Students and staff can have their books checked out by the librarian at the circulation desk. They may also use the catalogue/self checkout kiosk in the library:

- Click on “Sign out a book”
- Touch the bar at the top of the screen and scan the QR code on the back of the book
- Touch “Checkout”
- Enter your email address and touch “Checkout”

**How to renew a book**

Students and staff can have their books renewed by the library technician at the circulation desk.

**How to return a book**

Students and staff can return their books to the librarian at the circulation desk or they can place them in the book return bin at the main entrance to the library.

**Lost and damaged library materials**

Families are responsible for financial reimbursement of any lost or damaged resources that have been signed out. A fixed cost of \$20 is added to parent accounts for lost or damaged items; parents may also choose to replace the lost or damaged items. There are no fines for overdue books. Students will be informed of overdue items during library visits and given the opportunity to return their books. Thereafter, notices of overdue items are emailed to students and families. If students have overdue or lost books, the borrowing limit may be reduced or put on hold until the account is clear. If a book is checked out to a student, they are responsible for it. If a student believes they have returned a book, please come down to the library and the library technician will help them to search for it.

Keep books away from food, liquids, pets and do not handle them roughly. If a book comes back with significant damage and is beyond repair, notices of damaged items will be emailed to students and families.

### **III. Organisation of resources**

#### **The library collections**

Ensure library resources (physical and digital) are age-appropriate for middle school learners. Separate Young Adult (YA) collection for students in Grade 7, 8, 9 with access for younger grades by parent approval/request (*Permission to borrow titles from the Young Adult Collection Google Form*). Check age recommendation on United Library Services (ULS), School Library Journal (SLJ), Kirkus Reviews, Novelist, Common Sense Media, etc. before ordering titles. Regardless of the age recommendation, not everything on our shelves may be appropriate for a particular student. We want to support readers to develop the skills needed to make appropriate choices, so feel free to ask for advice.

Encourage student voice in shaping the collection to promote engagement and inclusivity.

- Picture Books
  - Collection suitable for all ages.
  - Shelved alphabetically by author's last name.
  - Call number: PIC. ABC (PIC. First 3 letters of author's last name)
  
- General Audience
  - Collection suitable for all ages.
  - Organised by genre.
  - Shelved alphabetically by author's last name.
  - Call number: ADVENTURE. ABC (GENRE. First 3 letters of author's last name)
    - Adventure
    - Biography
    - Fantasy
    - Graphic Novels
    - Historical Fiction
    - Horror
    - Humour
    - Mystery
    - Realistic Fiction
    - Science Fiction
  
- Young Adult
  - Our collection serves a wide range of ages. To accommodate this, we have a separate Young Adult collection for students in Grade 7, 8, 9 with access for younger grades by parent approval/request (*Permission to borrow titles from the Young Adult Collection Google Form*). Regardless of the age recommendation, not everything on our shelves may be appropriate for a particular student. We want to support readers to develop the skills needed to

make appropriate choices, so feel free to ask for advice. Check age recommendation on ULS, School Library Journal, Kurkus, etc. before ordering titles.

- Organised by genre.
- Shelved alphabetically by author's last name.
- Call number: YA. ADVENTURE. ABC
- (YOUNG ADULT. GENRE. First 3 letters of author's last name)
  - Adventure
  - Biography
  - Fantasy
  - Graphic Novels
  - Historical Fiction
  - Horror
  - Mystery
  - Realistic Fiction
  - Romance
  - Science Fiction
  
- **Class Reader Sets**
  - 3 or more copies of fiction titles most often used for book clubs. ○ Young Adult and General Audience titles.
  - Shelved alphabetically by author's last name.
  - Call number: CRS.YA\*. ADVENTURE. ABC
  - (CLASS READER SETS. YOUNG ADULT\*. GENRE.First 3 letters of author's last name)
    - \*Young adult if applicable to that title
  
- **Literacy Collection**
  - Early readers for literacy and reading support located in a bin on top of picture books shelf.
  - Call number: LIT. ABC
  - (LITERACY.First 3 letters of author's last name)
  
- **Non Fiction**
  - Shelved according to the Dewey Decimal System.
  - Primarily use the first 3 Dewey numbers, not the numbers after the period. Also discretionary shelving, all the fact books together.
  
- **E-Books (Sora)**
  - Organised into 4 collections
    - General Audience
    - Young Adult
    - Non-fiction
    - Professional Development

- Professional resources
  - Shelved according to the Dewey Decimal System.

## **Shelving**

Shelving is according to the above organisation of resources. Shelving is done on a daily basis. Student volunteers assist with shelving.

## **IV. Collection management**

It is the responsibility of the school library and learning commons to provide a well-balanced relevant collection. The school requires a wide range of materials of different levels of difficulty, with diversity of appeal, and representing different points of view, diverse cultural heritage and backgrounds to support, enrich, and enhance classroom activities and learning experiences, inform students, and promote an understanding and appreciation of literature for learning and recreational reading. The Librarian will consult with and take suggestions, recommendations, and requests from teachers, students, and parents when required and appropriate. The school welcomes gifts and donations.

Items selected for inclusion in the school library and learning commons shall comply with Ministerial Order 34/2025: Standards for the Selection, Availability, and Access of School Literary Materials.

*The school authority [will] ensure that school literary materials containing any explicit visual depiction of a sexual act are not accessible or available to children or students in a school, and [will] ensure that no such school literary materials are selected for inclusion in a school library, unless such materials are for information or reference, unless such materials are for information or reference, such as technical materials, dictionaries or encyclopedias, that are not narrative in nature*

## **Selection Criteria**

The following criteria will be used as they apply for resource selection. It is not necessary for a resource to meet all of the requirements. Resources chosen shall:

- be developed and produced by competent and reputable authors and producers
- display high standards of quality in factual content and presentation
- be relevant to the current syllabus
- fill an identified need in the collection
- have an appropriate reading level
- uphold the principles of intellectual freedom
- embrace inclusively and represent diverse points of view with regard to race, ethnicity, culture, gender, gender expression, family structure, socio-economic status,

physical and intellectual ability

- reflect the local community and heritage
- reflect the recreational needs of the students

Items need to be identified correctly, located and appropriate bibliographic tools used to verify details.

Encourage student voice in shaping the collection to promote engagement and inclusivity.

Acquire high quality resources that reflect diverse learning needs.

### **Selection Aids**

When selecting resource material the librarian will consult reputable, professional aids to selection and other appropriate sources. These aids include:

- Canadian School Libraries: [canadianschoollibraries.ca](http://canadianschoollibraries.ca)
- United Library Services: [uls.com](http://uls.com)
- School Library Journal: [slj.com](http://slj.com)
- Canadian School Libraries Journal: [journal.canadianschoollibraries.ca](http://journal.canadianschoollibraries.ca)
- Public Library Associations (such as Calgary Public Library, Ontario Public Library)
- Reading programs (such as Forest of Reading)
- Publisher's catalogues
- Bookseller suggestions
- Review articles
- Recommendations and suggestions from staff, students and members of the school community
- Children's literary awards nominees and winners
- Book reviews online

### **Purchasing and processing new titles**

Titles purchased should be age-appropriate for middle school learners: Grade 4 to 9. Separate Young Adult collection for students in Grade 7, 8, 9 with access for younger grades by parent approval/request (*Permission to borrow titles from the Young Adult Collection Google Form*). Check age recommendation on United Library Services (ULS), School Library Journal (SLJ), Kirkus Reviews, Novelist, Common Sense Media, etc. before ordering titles. Regardless of the age recommendation, not everything on our shelves may be appropriate for a particular student. We want to support readers to develop the skills needed to make appropriate choices, so feel free to ask for advice.

### **Suppliers**

- ULS as primary source

- Scholastic
- Book Outlet
- Indigo/Chapters
- Donations: we gratefully accept donations from the community. Items are evaluated for suitability for the school library. Suitable titles are added to the library collection. Unsuitable titles are discarded as per the procedure for disposal of discarded items.

### Preparing new books

Prepare new books with barcodes, entering into LMS, updating catalogs. ● Order titles (select and budget for titles)

- Receive new titles
- Determine which collection they should be placed in
- Add titles to collection in LIBIB
- Add number of copies (if more than 1)
- Add a call number in LIBIB.
  - Genre.(Period) First three letters of author's last name.
  - Young adult books have YA before the Genre (for example: YA. FANTASY. ABC)
  - Class Reader sets have CRS first.
  - Non Fiction has dewey decimal number. First three numbers for dewey decimal. No more than 3 numbers after the period (for example, sport: 796; cooking: 641).



### Wagnificent

Bethanie Murguia (Illustrator)

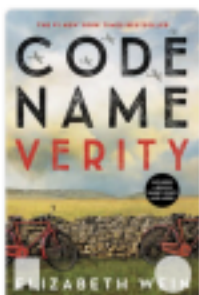
2024 160 pages (Roaring Brook Press)

EAN / ISBN13: 9781250908735 UPC / ISBN10: 1250908736

Call #: GRAPHIC . MUR

Added: 2025-04-21

Copies: 1 Out: 0 Holds: 0



### Code Name Verity (Anniversary Edition)

Elizabeth Wein

2022 400 pages (Little, Brown Books for Young Readers)

OCLC: 1267750867

EAN / ISBN13: 9780316426312 UPC / ISBN10: 0316426318

Call #: YA . HISTORICAL . WEI



## Dry

Neal Shusterman, Jarrod Shusterman

2019 416 pages (Simon & Schuster Books For Young Readers)

DDC: 813.54 LCC: PZ7.S55987 Ds LCCN: 2018008928 OCLC: 1085209182

EAN / ISBN13: 9781481481977 UPC / ISBN10: 1481481975

Call #: CRS . YA . SCI FI . SHU Lexile: 790L



## Formula One: the Pursuit of Speed

Maurice Hamilton, Paul-Henri Cahier (By (photographer)), Bernard Cahier (By (photographer)), Jackie Stewart (Foreword by)

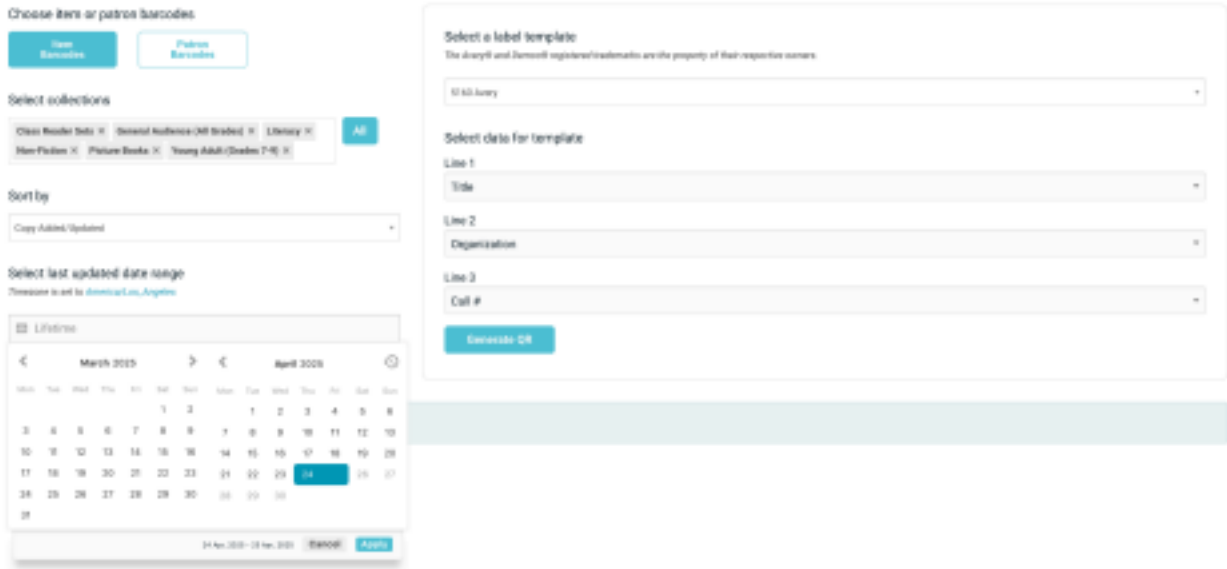
2017 272 pages (Quarto Publishing Group UK)

EAN / ISBN13: 9781781317082 UPC / ISBN10: 1781317089

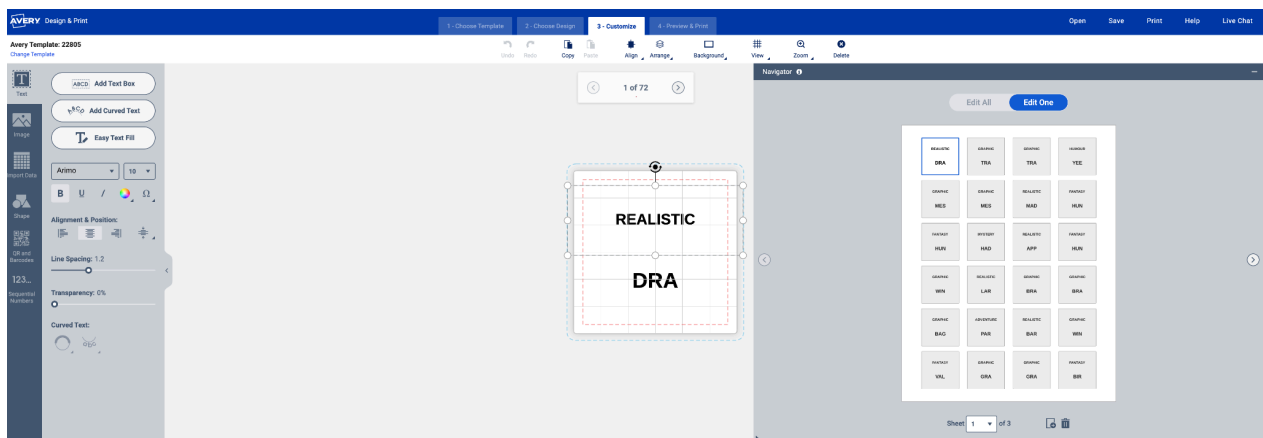
Call #: 796

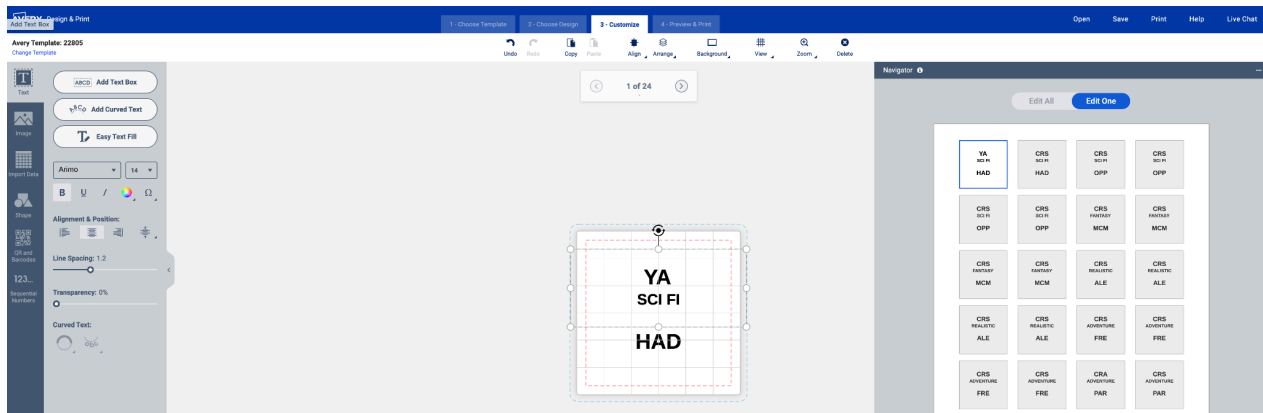
Added: 2025-04-21

- Add tags (*List of tags*)
  - Be sure to check the title and cover image is correct
  - Print QR barcodes:
    - Select collection to print
    - Sort by “Copy Added/Updated”
    - Select date range (must be a range so you can add over a month and then print in a batch)
    - Select label template as Avery 5160
    - Select data for template
    - Line 1: Title
    - Line 2: Organisation (this usually defaults to something else and needs to be changed)
    - Line 3: Call #
    - Print on paper before copying to labels to check printing.
    - Make sure that printer is set on: Letter; 100%/Default/Fit to page
    - Print 2 copies of QR barcodes

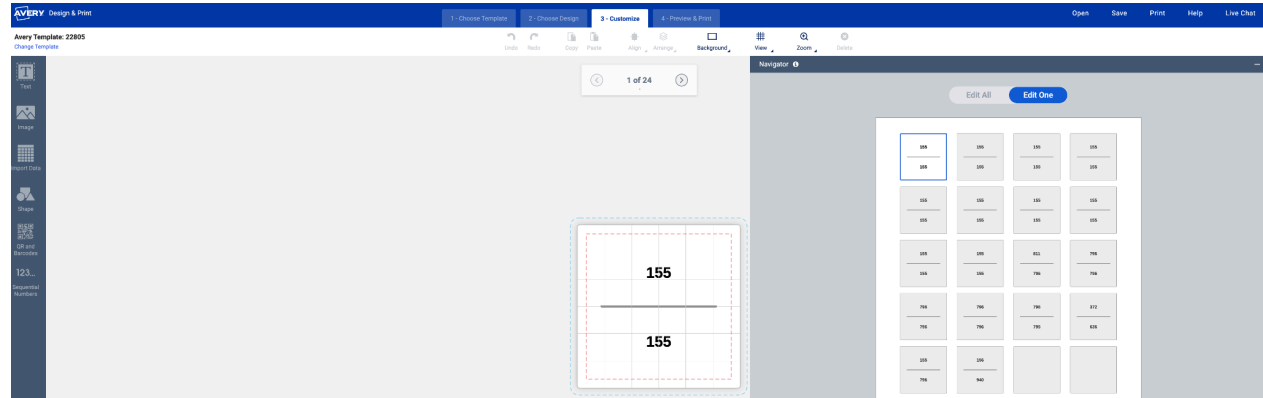


- Stick one QR barcode label over the ISBN barcode on the back cover of the book (we cover the barcode or students scan the incorrect barcode and this leads to errors in sign out especially if we have multiple copies/different editions of the same title).
- Stick a second barcode on the inside front cover of the book.
- Add a “PLEASE RETURN TO Connect Charter School” sticker inside the front cover of the book.
- Call number spine labels
  - Avery labels: 22805, blank template; Genre in font Arial 10 Bold, First three letters of Author’s last name in font Arial 14 Bold, centre text box vertically and horizontally.





Non-fiction: print 2 per label and cut in half before applying to the spine of the book.



- Stick spine label with call number to the spine of the book. Leave 1.5cm from the bottom of the book.



- Paperbacks:
  - Apply crystal tape edges of the cover and over QR barcode label and spine label to reinforce cover and protect barcode and spine labels.
- Hardbacks with dust jackets:
  - Laminate dust jackets. Attach the inside of the cover with tape.

## Inventory

Inventory is conducted on a regular basis as time permits during quiet periods of the year and at the end of the year if possible. Weeding can also be incorporated into

inventory procedures.

### **Catalog maintenance**

Catalogue maintenance is conducted on an ongoing basis as titles are returned, weeded, and added to the collection. Formal maintenance takes place as time permits during quiet periods of the year and during inventory.

### **Weeding**

Regularly evaluate and assess the relevance of the collection and weed the collection to keep materials fresh and relevant. Weeding is conducted on an ongoing basis as titles are returned and shelved they are assessed for weeding. Regular weeding takes place as titles are inventoried. Formal weeding takes place based on use reports.

- Continuous Review, Evaluation, and Weeding (CREW)
- FRESH: Foster a love of reading; Reflect the schools diverse population; reflect an Equitable global view; Support the curriculum; is it a High Quality text.

#### Criteria for Weeding

- Physical Condition
  - Dirty, musty, mouldy, torn, or damaged beyond reasonable repair
- Content and Form
  - More than 10 years old – dated or obsolete
  - Are out of date in either information or pictorial format
  - Present inaccurate, biased, or misleading information
  - Present stereotypes of race, culture, or sex role
  - Irrelevant to the curriculum needs
- Patterns of Use
  - Subjects once popular and interest has now waned
  - Materials acquired to meet specific needs which no longer exist
  - Items that have no recent use, have significantly declined in circulation and are unlikely to be popular or required again

#### Weeding Dewey Classification Timeframe Resource Type Timeframe

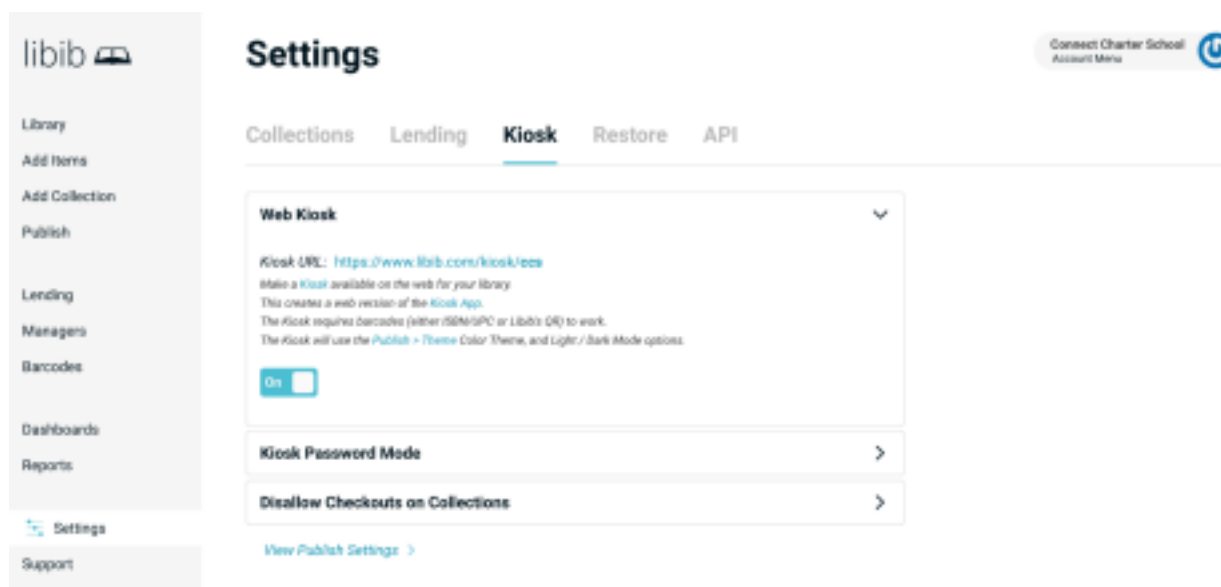
- 000: 2 – 10 years
- 100: 5 – 10 years 200
- 300: 2 – 10
- 400: 10 years
- 500: 2 – 10 years
- 600: 2 – 10 years
- 700: 5 – 20 years
- 800: Flexible
- 900: 5 – 10 years

## Disposal of discarded items

Items discarded from the library are stamped with a red “DISCARDED from CONNECT CHARTER SCHOOL” stamp in the front inside cover. If the stamp is unavailable, use a red marker to write “DISCARDED” in the front cover. Discarded items can be donated to charity or recycled, as appropriate.

## V. Self Checkout Kiosk

Kiosk settings can be found in **Libib** under Settings - Kiosk.



The kiosk is run on the library kiosk iPads using the Kiosk Pro Lite App, running the following Kiosk Presentation: <https://connectcharter.ca/library-kiosk/>. Ensure that the kiosk iPad is in “Guided Access” mode.

Students and staff can use the kiosk iPads to:

- Browse the library collection: <https://www.libib.com/u/ccs>
- Sign out a book: <https://connectcharter.ca/library-kiosk/>
- Submit a technology ticket
- Scan the asset tag on a found device (Apple Pencil etc.) to find the owner.

## VI. Sora and Overdrive

- Purchases made through OverDrive Marketplace:
  - [marketplace.overdrive.com](https://marketplace.overdrive.com)
  - [connectca.lib.lcoetzee](https://connectca.lib.lcoetzee)

## VII. Electronic Databases

**Britannica School**  
[school.eb.com](https://school.eb.com)

Username: connectcharter  
Password: connectbritannica

### **World Book Online**

Log in through “Clever”  
Click on “World Book”  
Click on “Student”

### **VIII. Book Fair**

Organise and coordinate book fair in collaboration with parent council and parent volunteers to promote literacy and empower young readers, and as a fundraising tool providing resources for new books and classroom materials.

### **IX. Process on Challenged Materials**

The school has a responsibility to provide staff and students with access to resources and opportunities that reflect a wide variety of perspectives that help our students make critical and informed decisions. We defend universal principles of protecting intellectual freedom, and put collection diversity within the context of the rights and freedoms of all Canadians, as expressed in The Alberta Education Act, The Alberta Human Rights Act, The Canadian Charter of Rights and Freedoms.

Should a resource be challenged, the following procedure should be followed: Acknowledge the concern and refer the complainant to the librarian and the Principal. Where possible, deal with the initial challenge/query on an informal level. Should the complainant wish to take the matter further, the following steps should be undertaken:

- The complainant should be given a copy of the school library’s handbook to ensure the complainant is informed of the school selection guidelines.
- The librarian will record the name of the complainant, contact details, the title of the challenged resource, and the nature of the concern.
- The complainant will be requested to file a written complaint using a [Statement of Concern: Literary Materials Google Form](#).
- Upon receipt of the completed form, the Principal will establish a review committee consisting of the librarian, at least 2 members of the School Senior Leadership Team, and a parent/community member. The committee should meet within 2 weeks. The complainant may be invited to this meeting.
- The Review committee will:
  - View the material in its entirety.
  - Selection procedure will be outlined.
  - Determine the extent the material supports the educational program.
  - Make a recommendation to the Principal.
  - Challenged material will be retained, withdrawn or restricted as indicated by the

Principal's decision.

- Written notification will be given to the complainant within 4 weeks of the objection being lodged. If the complainant is dissatisfied with the result they retain the right to refer the matter to the Board for further consideration. This would be done in consultation with the Principal.

## **X. Calendar of commemorative and important events and dates**

### **January**

- New Year
- Lunar New Year

### **February**

- Black History month
- Pink Shirt Day
- Family Day
- I love to Read Month

### **March**

- International Women's Day
- Spring
- Pi Day

### **April**

- Earth Day
- Poetry Month
- Canada Book Week
- World Book Day
- National School Librarian Day

### **May**

- Asian Heritage Month
- Jewish Heritage Month
- Mother's Day
- Victoria Day
- Hats on for Mental Health
- Red Dress Day
- May the 4th - Star Wars Day
- Cinco de Mayo

### **June**

- Summer
- National Indigenous History Month

- Indigenous People's Day
- Pride
- Father`s Day

### **July**

- Canada Day

### **August**

- International Youth Day
- National Book Lover's Day

### **September**

- Fall Camps
- Fall into a book
- National Day for Truth and Reconciliation
- Terry Fox
- Science Literacy Week

### **October**

- Women's History Month
- Islamic History Month
- Cyber Security Awareness month
- World Teacher`s Day
- Canadian Library Month
- Thanksgiving
- Halloween
- Book Fair

### **November**

- Remembrance Day
- I read Canadian
- Canadian History Week

### **December**

- Winter
- Peace Fest
- Christmas
- Human Rights Day
- Hanukkah

*Compiled: June 2023*

*Dr Liesel Coetzee*

*Library Technician & Service Desk Analyst*

*Connect Charter School*

*Updated: June 2026*

## Appendix i: Quick Guide to the library

### Conduct

Care for self, care for others, care for the space.

- Please leave all food and drink outside.
- Please respect other users.
- Please respect library materials.
- Please respect the space.

### Booking the library and learning commons

- Schedule library time on a weekly basis.
- Book spaces using Google Calendar or through the librarian.
- Open Library time allocated to each grade once a week during lunch.
- Quiet Club is a quiet space during recess and lunch.
- Students may not use technology in the library during recess and lunch unless they have permission from their teacher: "Technology Pass".

### Search for a book

Search the library collection: [libib.com/u/ccs](http://libib.com/u/ccs)

Use the kiosk in the library and click: "Search for a book"

### Borrow a book

Check out books with the librarian.

Borrow 2 books at a time for 2 weeks.

### Renew a book

Renew books with the librarian.

### Return a book

Return books to the librarian or place them in the book return bin at the entrance to the library.

*"Books are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created or recreated by the author. When lighting conditions are just right, however, a window can also be a mirror. Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of a larger human experience."*

— Rudine Sims Bishop

### E Books & Audiobooks

[soraapp.com](http://soraapp.com)

### Online Databases

Britannica School  
World Book Online

### Lost or damaged materials

There are no fines for overdue books.

Families are responsible for payment or replacement of any lost or damaged resources.

Books are considered lost if they have been overdue for more than 4 weeks.

Students will be informed of overdue items during library visits. Notices of overdue items are emailed to students and families.



**CONNECT**  
CHARTER SCHOOL

## QUICK GUIDE TO THE LIBRARY AND LEARNING COMMONS

[libib.com/u/ccs](http://libib.com/u/ccs)

[libraryservices@connectcharter.ca](mailto:libraryservices@connectcharter.ca)

403-282-2890

### Library Collections

The Non Fiction and Professional Resources library collections are organised according to the Dewey Decimal System.

The General Audience and Young Adult collections are organised by genre and then alphabetically by the Author's last name.

### Age recommendations

Young Adult Fiction recommended for Grade 7, 8 and 9.

Young Adult titles are clearly labelled with a 'YA' on the call number.

# QUICK GUIDE TO THE LIBRARY AND LEARNING COMMONS



**CONNECT**  
CHARTER SCHOOL

2025 - 2026

## **SEARCH FOR A BOOK**

Search the library collection: [libib.com/u/ccs](http://libib.com/u/ccs)  
Use the kiosk in the library  
Click: "Search for a book"

## **BORROW A BOOK**

Check out books with the librarian.  
Borrow 2 books for 2 weeks

## **RENEW A BOOK**

Renew books with the librarian.

## **RETURN A BOOK**

Return books to the librarian or place them in the  
book return bin at the entrance to the library.

## **USING THE LIBRARY SPACES**

Schedule library time on a weekly basis.  
Book spaces using Google Calendar or through  
the librarian.  
Open Library time for each grade once a week  
during lunch.  
Quiet Club during recess and lunch.  
No technology without permission from teacher.

[libib.com/u/ccs](http://libib.com/u/ccs)  
[libraryservices@  
connectcharter.ca](mailto:libraryservices@connectcharter.ca)  
403-282-2890

## **YOUNG ADULT**

Young Adult Fiction  
recommended for  
Grade 7, 8 and 9.

## **E BOOKS AUDIOBOOKS**

[soraapp.com](http://soraapp.com)

## **DATABASES**

Britannica School  
World Book Online

## Appendix ii: Additional Resources

- Ministerial Order 34/2025: Standards for the Selection, Availability, and Access of School Literary Materials
- The Alberta Education Act
- The Alberta Human Rights Act
- The Canadian Charter of Rights and Freedoms
- American Library Association Selection & Reconsideration Policy Toolkit for Public, School, & Academic Libraries
- Canadian Federation of Library Associations Statement on Intellectual Freedom and Libraries
- Canadian Federation of Library Associations Intellectual Freedom Challenges Survey
- Book and Periodical Council of Canada Freedom to Read
- Windows, mirrors, and sliding glass doors:  
<https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf>
- Ontario School Library Association Guide to the Selection and Deselection of School Library Resources
- Canadian School Libraries: [canadianschoollibraries.ca](http://canadianschoollibraries.ca)
- Canadian School Libraries: Diversity Toolkit
- United Library Services: [uls.com](http://uls.com)
- School Library Journal: [slj.com](http://slj.com)
- Titlewave: [titlewave.com](http://titlewave.com)
- Common Sense Media: [commonsensemedia.org](http://commonsensemedia.org)
- Standards of Practice for School Library Learning Commons in Canada
- Canadian School Libraries Journal: [journal.canadianschoollibraries.ca](http://journal.canadianschoollibraries.ca)
- Public Library Associations (Calgary Public Library, Ontario Public Library) ● Reading programs (for example, Forest of Reading)
- Calgary Reads
- Canadian Federation of Library Associations
- Canadian Federation of Library Associations: Statement on Intellectual Freedom
- Toronto District School Board procedures
- Waterloo Region District School Board: Selection of Educational Resources: Selection Guideline, Reconsideration Procedure (2021)

- School District No. 35, Langley, BC: Administrative procedure, Learning Resources. •
- Ontario Library Association Forest of Reading® Policy on the Selection of Materials •
- CFLA-FCAB Statement on Intellectual Freedom and Libraries
- International Federation of library associations and institutions
- Freedom to read: [freedomtoread.ca](http://freedomtoread.ca)

## **Appendix iii: Collection Policy Resources**

### **United Library Services**

uls.com

United Library Services (ULS), based in Calgary, is the vendor of choice for school and public libraries. ULS provides a grade range for all the titles in its collection. I always consult this when purchasing titles for the school to ensure that they are within the school age range.

### **Common Sense Media**

[www.commonsensemedia.org](http://www.commonsensemedia.org)

Common Sense Media provides reviews of books, movies, games, and apps to help educators and families make informed choices.

### **Canadian School Libraries**

<https://www.canadianschoollibraries.ca/collection-diversity-toolkit/guidelines-procedures/>

*Principles Supporting Representation and Diversity: Collectively, resources in the school library should represent:*

- *Diverse perspectives that reflect and are relevant to today's world*
- *Diverse points of view about controversial issues, in order to develop skills of critical thinking*
- *The diversity of Canada's religious, ethnic, and cultural groups and their contributions to Canadian society*
- *Indigenous perspectives and ways of knowing, free from elements that enable the exclusion of Indigenous peoples*
  - *Individuals from diverse backgrounds, lifestyles, sexual orientation and gender identity or expression and portray gender, cultural and racial inclusiveness*

*Any member of the school community has the right to express a concern about a particular resource, and that concern should be taken seriously. Most concerns can be handled informally. For example, explaining that the student is free to return resources to the library and select something else may be all that is needed to deflect concern. Parents may provide guidance to their own children, but when a person challenges the inclusion of a resource in the library they are seeking its exclusion for all students.*

## **Standards of Practice for School Library Learning Commons in Canada**

<https://ilsop.canadianschoollibraries.ca/>

[https://www.canadianschoollibraries.ca/wp-content/uploads/2023/11/CSL\\_Foundations-Frameworks\\_FINAL\\_Nov2023.pdf](https://www.canadianschoollibraries.ca/wp-content/uploads/2023/11/CSL_Foundations-Frameworks_FINAL_Nov2023.pdf)

*Collection policies should defend universal principles of protecting freedom of expression as guaranteed by the Canadian Charter of Rights and Freedoms.*

*All school districts should ensure that they have established guidelines for the selection and deselection of resources, and reconsideration procedures for managing challenges to resources held in library collections.*

*Collection policies should:*

- *Establish criteria for selection and deselection that support the curriculum and inquiry learning, both formal and informal, and that foster reading engagement and literacy;*
- *Ensure representation of the diversity of Canada's peoples, and the experience and perspectives of individuals from diverse backgrounds;*
- *Defend universal principles of protecting intellectual freedom and freedom of expression as guaranteed by the Canadian Charter of Rights and Freedoms; ● Identify the responsibility of all school library staff to resist efforts to censor materials by removing them from the collection or restricting access, no matter the source of the call for censorship;*
- *Establish a method for the reconsideration of learning resources, and a procedure for managing challenges;*
- *Ensure that reconsideration policies and procedures defend established criteria for selection and students' right to freedom of expression.*

### **Ontario School Library Association**

[https://accessola.com/wp-content/uploads/2023/09/FINAL-2023-09-OSLA-A-Guide-to-the-Selection-and-Deselection-of-School-Library-Resources\\_EN.pdf](https://accessola.com/wp-content/uploads/2023/09/FINAL-2023-09-OSLA-A-Guide-to-the-Selection-and-Deselection-of-School-Library-Resources_EN.pdf)

*How are school library resources selected?*

*The purpose of education is to investigate ideas and to prepare individuals for creative and productive lives. Access to ideas is essential to promoting and encouraging freedom of thought and expression. School library resources should:*

- *be selected to encourage critical/independent thinking and objective judgment;*
- *present different points of view;*
- *represent diverse authorial voices, and contribute to the student's growing understanding and appreciation of notions of culture and ideas of the past and*

*present;*

- *help students find their place and voice in the larger social and cultural narrative they inhabit outside of school;*
- *contribute to students' understanding and appreciation for media;*
- *help develop critical analysis and viewing skills;*
- *and provide the opportunity to make informed judgments about media.*

*It shall be the function of a school library to provide a wide range of materials in diverse formats that consider the abilities and maturity levels of the students served. Students are expected to be provided with culturally responsive resources throughout the educational experience that allows them to see themselves and others reflected in the curriculum. School library resources, along with all other scholarly resources, should, thus, portray people of different races, ethnicities, genders, sexual orientations, abilities, religions, ages, and other identity markers in non-stereotypical settings, occupations and activities and comply with the Ontario Human Rights Code concerning the prohibited grounds of discrimination.*

### **Selection of Educational Resources: Waterloo Region District School Board**

[https://lrc.wrdsb.ca/wp-content/uploads/2022/02/Selection\\_Educational\\_Resources\\_2021.pdf](https://lrc.wrdsb.ca/wp-content/uploads/2022/02/Selection_Educational_Resources_2021.pdf)

*Directions from the Ministry of Education Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation (2014) Learning opportunities and resources (p. 26)*

*Schools are expected to give students and staff authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives. Lessons, projects, and related resources should allow students to see themselves reflected in the curriculum (e.g., providing information about women's contributions to science and technology, about Black inventors, about Aboriginal beliefs and practices related to the environment; using texts written by gay/lesbian authors). Students need to feel engaged in and empowered by what they are learning, supported by the teachers and staff from whom they are learning, and welcomed in the environment in which they are learning.*

*Inclusive curriculum and assessment practices (p. 55)*

- *A board procedure is in place to assess learning materials for discriminatory bias.*
- *Resources and instructional strategies:*
  - *are in compliance with the provisions of the Ontario Human Rights Code with respect to the prohibited grounds of discrimination;*
  - *show people of different races, genders, and ages in non-stereotypical settings, occupations, and activities;*

- *explore the roles and contributions of all peoples in Canada, and the factors that shaped these roles;*
- *encourage open discussion of the prohibited grounds of discrimination under the Code (e.g., race, gender, disability, faith) in society, the community, and the school.*

*The Ontario Curriculum Grades 1–8: Language (2006)*

*Reading activities should expose students to materials that reflect the diversity of Canadian and world cultures, including those of Aboriginal peoples. Students need to become familiar with the works of recognized writers from their own and earlier eras. By reading a wide range of materials and being challenged by what they read, students become receptive to new and widely varying ideas and perspectives and develop their ability to think independently and critically. It is also important to give students opportunities to choose what they read and what they write about, in order to encourage the development of their own interests and pursuits.*

*Additional Considerations When Selecting Resources*

*Supporting Inquiry with Diverse Resources*

*Intellectual freedom is fundamental to the educational process. All students have the right to learning resources that promote open inquiry, critical thinking, diversity in thought and expression, and respect for others. The Canadian Charter of Rights and Freedoms (1982), the Ontario Human Rights Code (1962), and the Ontario Library Association’s Statement on Intellectual Freedom and the Intellectual Rights of the Individual (2020) support these principles.*

**The Canadian Federation of Library Associations**

<https://cfla-fcab.ca/en/guidelines-and-position-papers/statement-on-intellectual-freedom-and-libraries/>

**International Federation of library associations and institutions**

[https://www.ifla.org/wp-content/uploads/2019/05/assets/school-libraries-resource-center/s/publication\\_s/ifla-school-library-guidelines.pdf](https://www.ifla.org/wp-content/uploads/2019/05/assets/school-libraries-resource-center/s/publication_s/ifla-school-library-guidelines.pdf)

**Freedom to read**

<https://www.freedomtoread.ca/>

## **Appendix iv: Connect Charter School Society: Procedure 6.16**



# **CONNECT CHARTER SCHOOL SOCIETY**

## **Procedure Title: Library Books. Procedure No 6.16**

### **Procedures:**

#### **Compliance with Standards**

- School literary materials containing any explicit visual depiction of a sexual act (as defined in Ministerial Order #034-2026) are not accessible or available to students in school.

#### **Review**

- The school authority will regularly review school literary materials to ensure the school authority complies with these Standards and the school authority's policies or procedures required in accordance with these Standards.

#### **Transparency**

- Our school authority will establish and maintain a publicly available listing of all school literary materials other than those contained in a classroom collection in our Library and Learning Commons Handbook and Operations Manual.
- Our school authority will ensure that the parents of the students who have access to a classroom collection are informed of the school literary materials contained specifically in the classroom collection.
- Our school authority will, on request by the Minister, provide to the Minister any information and reports on school literary materials.
- Our school authority will have publicly available procedures relating to the selection, availability and access to school literary materials that comply with these Standards.
  - (a) comply with the standards as prescribed
  - (b) establish criteria for the selection, curation and management of school literary materials
  - (c) set out a process for the review of school literary materials, and
  - (d) establish processes for
    - (i) a student enrolled in a school,
      - (ii) a school authority employee,
      - (iii) a parent of a student enrolled in a school,
      - (iv) a member of a school council, or
      - (v) a member of the community with a direct connection to the school, to request that the school authority review, change the access to or availability of, reconsider or remove specific school literary materials in a particular school for reasons related to section 2( a) of these Standards.
- Our school authority will
  - (a) clearly communicate the procedures to school authority employees, students and parents, and
  - (b) make the procedures publicly available.

Adopted: February 12, 2026