



SUN WEST
SCHOOL DIVISION

Success for all

School Library Handbook

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Introduction

“School libraries are an investment in the future of Saskatchewan students. They are integral to teaching and learning. They provide environments rich in information, literature, and technology that, together with effective instruction, enable students to achieve curriculum learning outcomes and acquire the attitudes and skills for lifelong learning.”

- *Connections, Policy and Guidelines for School Libraries in Saskatchewan 2008*

The purpose of this document is to guide schools in the development of effective library programs. It articulates procedures and guidelines related to Sun West School Division libraries (learning commons) and advocates for effective school library programs as conveyed by the Ministry of Education.

An effective school library (learning commons):

- provides quality programs that facilitate curriculum outcomes, promote literacy, incorporate technology into instruction, and enable students to grow in their ability to locate, use, create and share information and knowledge.
- contributes to the school and school division’s educational philosophy (PeBL) and is integrated with the learning program at every grade level and in every subject area, the home, community, school staff and students collaborate to ensure the quality of programs.
- provides all prekindergarten to Grade 12 students with equity of access to programs, resources, and services.
- is guided by a division-wide plan for libraries.
- builds a collection of high quality resources in many formats that includes information and literature for the teaching and learning needs of students and staff.
- provides online access to resources through the Sun West Resource Bank Library Group.
- organizes and provides access to the collection through a web-based integrated library system (LibraryWorld).

Adapted From: *Connections: Policy and Guidelines for School Libraries in Saskatchewan*.

Guiding Principles for School Librarians



Vision
Success for all

Mission
Learning Together

Principles

Accountability

- ☼ We value individual and organizational accountability.
- ☼ We champion responsibility toward each other as individuals, as governing bodies, schools and communities.

Respect

- ☼ We value a culture of mutual respect, trust and understanding.
- ☼ We champion the creation of safe, positive, caring environments.

Collaboration

- ☼ We value cooperative and collaborative relationships which promote responsible citizenship and the appreciation of rural culture.
- ☼ We strive to be approachable, active listeners who openly share information, express our ideas and attempt to understand the ideas of others.

Lifelong Learning

- ☼ We value teaching the whole child in learning environments that develop the student's potential.
- ☼ We strive to provide meaningful, creative, and innovative learning opportunities.

Leadership

- ☼ We value responsible leadership which is committed to creating and maintaining a positive, productive and unified school division.
- ☼ We strive for excellence in teamwork and shared effective leadership in our school division.

- Provide leadership and expertise in the area of library operation
- Conduct oneself in a manner appropriate to an educational institution that provides services to children
- Act as a positive role model
- Be a contributing team member
- Be flexible – open to suggestions and adaptable to change
- Practice professionalism by following the code of ethics
- Participate in on-going professional development
- Be knowledgeable and supportive of applicable Board policies and administrative procedures

School Librarian Code of Ethics:

Definition

What are ethics? They are the principles of conduct and moral values that govern any individual or group of people.

Maintain confidentiality:

- Keep the trust under which confidential information is exchanged as it pertains to school and student issues as per Administrative Procedures 411 Communication and Confidentiality.

Commitment to the students and staff:

- Act in accordance with school and division policies, procedures, and protocols.
- Respect the dignity of each student and staff member regardless of disability, race, gender, or cultural background.
- Deal fairly and justly with students and staff members.
- Ensure that communication with students and staff members is courteous and respectful.
- Be a positive member of the school-based administrative team.

Commitment to the profession:

- Conduct oneself at all times in a respectful manner.
- Maintain a standard of appropriate dress, and conduct generally accepted by the school division.
- Fulfill the role through co-operation, collaboration, and teamwork.
- Acknowledge and use the appropriate channels of communication within the school/division.
- Participate in appropriate inservices to enhance job performance.
- Respond unselfishly to colleagues seeking professional assistance.

Support to the Sun West School Division:

- Adhere to all the terms of a duly negotiated collective agreement.
- Maintain a reasonable and proper loyalty to school and division administration.
- Maintain consistency in the application of school and division policies, administrative procedures and guidelines.
- Perform services to the best of one's abilities as per job description - roles and responsibilities.

Sun West School Division School Library (Learning Commons) Mission Statement

School libraries empower all learners to transform information into knowledge enabling them to meet the literacy needs of an informational society.



Sun West School Division Vision for School Libraries (Learning Commons)



Sun West School Division libraries (learning commons) are:

- the heart of our schools.
- a critical component for the achievement of students.
- a showcase for relevant, contemporary resources, and new technologies.
- inviting, vibrant places, staffed with qualified, enthusiastic personnel who work collaboratively and supportively with members of the school community to nurture life-long learners.
- ever-evolving, relevant, adaptable instructional centers.

Goals for Sun West School Division School Libraries (Learning Commons)

The goals of Sun West School Division school libraries (learning commons) are to provide:

- library (learning commons) programming that shares the responsibility of realizing the achievement of learning outcomes and preparing learners for the future.
- collections and services that are current, relevant, inclusive, and accessible to all learners through a culture of shared responsibility.



Sun West School Division Library Services

Division Office Library Services

Automation System (Library World)

- Provide technical support for LibraryWorld.
- Provide school librarians with support in use of LibraryWorld.
- Set up Union Catalogue.
- Processing of Division Library Professional Resources.
- Manage professional resource circulation.

School – Librarians

- Manage circulation of materials.
- Assist students to seek, critically evaluate, synthesize and present information.
- Help students use a variety of resources and technologies.
- Repair and maintain resources.
- Assist students and staff with locating resources.
- Prepare overdue lists.
- Process inter-library loans.
- Prepare displays and bulletin boards.
- Promote best quality literature and authors.
- Organize flexible time-tabling for library access.
- Maintain shelves and materials in the proper order and place.
- Assist with library volunteers.

Roles of the Library Staff

Division Level Librarian

The division level librarian coordinates school library operations throughout the school division and manages centralized library services.

The division librarian is responsible for the following:

- creating, in collaboration with the Superintendent of Learning with responsibility for school libraries, a vision for the school division's library system and developing long and short-term plans to achieve the vision.
- leading the implementation of provincial and school division administrative procedures and standards regarding school libraries and learning resources.
- planning, implementing, and managing division office library services.
- working with the Superintendent of Learning and a designated technology specialist to ensure that the technical infrastructure supports library applications.
- promoting literacy across the school division.
- providing professional development for schools.

School-Based Administrators

The role of school-based administrators is critical for quality libraries. School-based administrators are the instructional leaders of the school and are responsible for creating a learning community in which the library program plays an integral role.

The school-based administrator is responsible for the following:

- ensuring both the library facility and the school librarian have flexible schedules to allow access to both the facility and professional services as needed by students and staff.
- ensuring that library services are focused on provincial curricula outcomes and school division learning priorities.

- making decisions, in collaboration with the school librarian, regarding the development, operation, and renewal of library services.
- establishing budgets that support quality library services.
- facilitating and encouraging collaborative planning between teachers, PeBL Mentor and the school librarian.
- advocating and communicating the role of the library program to students, staff, parents, and the school community council.
- working with the school community council, and other parent and community groups to ensure the library and its program reflect community needs.
- being visible in the library and using the library in his/her own teaching.
- engaging in professional development relating to the role of the school library in the educational program.
- scheduling regular meetings with the school librarian.

Division Library Services

Sun West School Division Professional Collection

Sun West School Division Office: 501 - 1st Street West, Rosetown, Sask. S0L 2V0
 Phone: 306-882-2677. Toll-Free: 1-866-375-2677. Email: info@sunwestsd.ca

Sun West School Division staff have access to a central circulating professional library collection that supports professional growth, school improvement, and student learning. Resources include books, DVDs, CDs, theme boxes and kits. Loan periods vary depending upon the media designation.

The goals of the Sun West School Division Professional Library include:

- purchasing and circulating resources that align with Division initiatives.
- Increasing familiarity of services and resources through regular communication with Sun West School Division staff.
- providing a resource outreach program that enables staff to view and utilize resources of interest.
- providing professional resources to support curricula renewal.

Locating Resource

Professional Library Web OPAC located on your desktop. All resources can be located by searching the Sun West School Division

Automation

Sun West School Division provides *LibraryWorld*, an automated, integrated library system, to all school libraries. This system is composed of modules that support the following library functions:

Cataloguing

School librarians create bibliographic item records that are housed in a union catalogue. School holdings are attached to these records eliminating the need for repetitive cataloguing tasks to be performed at individual schools. School librarians create and maintain all bibliographic records to ensure record consistency and that Sun West School Division cataloguing standards are compatible with public library practices.

Online Public Access Catalogue (OPAC)

Teachers are able to perform inter-library loan requests and check their library accounts to view current transactions, overdue items, etc.

Reports

This feature generates overdue lists which can be displayed on screen, printed, or downloaded to a file. This tool also supports the compilation of statistics on library circulation and use.

Library Program

The school library program is comprised of planned learning activities that are integral to the implementation of the curriculum, and contribute to the development of independent, self-directed learners and decision makers.

An effective school library program:

- Connects with the instructional program of the school.
- Results from the instructional role afforded by a qualified librarian in the school.
- Serves students, teachers, school administrators and, where appropriate, community members.
- Focuses on student achievement of provincial curriculum learning outcomes.
- Focuses on the development of literacy capabilities.
- Teaches students to access information, and to develop the critical thinking skills necessary to analyze information, and use it for a variety of purposes.
- Creates a climate that fosters the responsible and ethical use of information.
- Assists students to develop technological literacy skills.
- Includes both formal and informal learning activities.
- Integrates with classroom instruction through collaborative planning and teaching between the librarian, the PeBL Mentor and the classroom teacher.
- Provides numerous opportunities for students to work with a wide range of materials in many different formats.

Connections: Policy and Guidelines for School Libraries in Saskatchewan.

Focus Areas for School Library Programs

Provincial Curriculum Learning Outcomes

Sun West School Division library collections are developed to support curricula. Activities undertaken by the school librarians within the library program that support curricula include:

- working with teachers and PeBL Mentor to identify resources that support curricula outcomes and indicators
- supporting and promoting the use of resources
- helping students locate and assess the accuracy and appropriateness of real and virtual resources.

Literacy Development

School library programs in Sun West School Division place a high priority on reading literacy. School librarians promote reading and the acquisition of reading skills in a number of ways including:

- promoting the libraries' resources through book-talks both informally and formally
- conducting promotional activities such as author visits, book fairs, and reading contests and the Saskatchewan Writers Guild
- maintaining the facility and creating displays to peak student interest and reflect curricula.

Information Literacy Competencies

Information literacy competencies include the ability to access, evaluate, analyze, and use information for a variety of purposes in a respectful and ethical manner. School librarians ensure that these competencies are developed in the following ways:

- promoting to teachers that information literacy skills are integrated into learning tasks in authentic ways (see Appendix C: Information Literacy Competencies)
- assisting teachers in providing direct instruction on specific competencies required to access information effectively

- providing a library collection that contains a variety of resource formats with breadth and depth.

Public Relations and Advocacy for the Library Program

Positive public relations by school librarians support the library program emphasizing that reading is crucial. It is through public relations that the staff and students will be encouraged to utilize the library and that understanding and support for the library program will be developed.

Public relations for the school librarian may include the following activities:

- facilitating staff orientation sessions and in-services, where appropriate
- participating on school committees
- facilitating parent/community groups participation
- promoting the school library program through the production of brochures, bookmarks, etc.
- creating attractive, informative bulletin boards
- highlighting library programming in school newsletters

Resources

The school library (learning commons) collection is a specialized collection that supports the learning program of the school. It is developed in accordance with the school division administrative procedures on the selection of learning resources.

A quality school library collection:

- Provides learning resources that support curricula.
- Offers learning resources that are current, relevant, credible, and representative of many viewpoints.
- Provides for the cultural backgrounds; the diverse learning styles; and the range of ages, ability levels, gender, and maturity levels of the users.
- Balances a variety of formats including print, non-print, electronic, and virtual resources.
- Provides access to resources beyond the school through computer networks and inter-library loans.
- Responds to students' interests and supports independent reading and research.
- Responds to the professional needs of teachers.
- Fosters opportunities for personalized (student-directed) learning, inquiry learning, resource-based learning, project-based learning, and independent learning in many forms.

Connections: Policy and Guidelines for School Libraries in Saskatchewan

Sun West School Division authorizes the purchase of instructional resources to meet curricular learning outcomes, including personal program plans that satisfy the vision, mission, shared values and goals of the Division.

Materials selected for Sun West School Division libraries are to be consistent with the following guidelines:

- support educational goals as outlined by the Ministry of Education.
- appropriateness for the subject area, as well as age and ability of the students for whom they are intended.
- high standards of quality in factual content, accuracy, balance, integrity and presentation.

Sun West School Division Administrative Procedure 203 Instructional Resources provides information about the purchase of resources as well as procedures related to challenged resources. (Form 203-1 Reconsideration of Learning Resources Request).

Physical Collection Guidelines

Collections should provide a wide range of learning resources: various formats; varying levels of difficulty; diversity of appeal; presentation of different points of view. Collections should contain:

- minimum of 4,000 items or 20 items per student, whichever is greater.
- ratio of fiction to non-fiction, including reference: 15-30% fiction to 70-85% non-fiction.
- variety of multimedia resources.
- at least 70% of the resources with a copyright date within the last 10 years.
- general reference materials that are no older than 7 years.

Determining Selection Needs

Selection of materials for the library collection shall be a collaborative responsibility among the school community which may include administrators, teachers, support staff, students and community members. Use one or more of the following criteria to select appropriate materials:

1. Steps to Determine Selection Needs:

Canvass staff to assist you in identifying areas in the collection that do not have adequate resources:

- ask staff to identify priorities and preferences.
- curricular relevance.
- educational significance.
- degree of user appeal.
- validity, currency and appropriateness of material.
- freedom from bias and stereotypes (gender equity).
- Canadian and Saskatchewan content.
- favourable reviews.

2. Review the active consideration file to review requests and needs that have been identified.

- See Appendix F: Consideration File.

3. Select the priority areas for resource purchase:

- select only two or three for one year.
- develop a five year purchase plan but remain flexible.

4. Develop a budget with your school-based administrator.

- (See Appendix D: Library Budget Template.)

5. Use Ministry document Learning Resources Evaluation Guidelines Feb 2020

Weeding

An ongoing part of collection development is regular weeding. Weeding is an activity that is premised upon informed professional judgment and a carefully articulated plan. Weeding ensures that the school library collection contains only those resource materials which are accurate, current and relevant to the curricular and recreational programs of the school.

Weeding facilitates access to quality resources. It removes the outward illusion of a well-stocked resource collection. Weeding results in more effective utilization of available space and assures an aesthetically appealing collection of materials. By providing materials that are appropriate to the total school program, the library and the school librarian will be a more effective integral part of the educational process.

Please refer to the weeding guidelines outlined in Appendix E: Weeding Guidelines.

Public Performance

Sun West School Division purchases two public performance licenses that allow the showing of most feature length films. License providers are **VEC/Criterion** (Visual Education Centre) and **ACF** (Audio Cine Films, Inc.). Teachers are responsible for recording the date of the showing and the title of the video/DVD on the Usage Report Forms. It is the school's responsibility to fax the forms to the companies.

Additional information as well as forms can be accessed at:

VEC/Criterion www.criterionpic.com
ACF www.acf-film.com

When purchasing a video/DVD, it is important that public performance rights are purchased. Videos and DVDs without these rights may NOT be shown to groups of students and are limited to HOME USE only. Public performance rights may be limited to the purchasing school and as a result may not be available for inter-library loan.

Copyright

Copyright is the legal protection of literary, dramatic, artistic, and musical works, sound recordings, performances, and communication signals. It provides creators with the legal right to be paid for — and to control the use of — their creations. Copyright also provides exceptions to the rights of creators. Refer to Administrative Procedures 190 Copyright.

You MAY copy, for school purposes,

- excerpts of up to 10% of books, journals, magazines & newspapers.

The 10% limit may be exceeded if required to copy:

- an entire chapter that comprises 20% or less of a book.
- an entire short story, play, essay, or poem from an anthology or book.
- an entire newspaper, magazine or journal article or page.
- an entry from a reference work.
- an illustration or photograph from a publication containing other works.
- large print material to accommodate the perceptually disabled, published in Canada.
- in limited circumstances specified in the license, out-of-print books.

Important: The author and source must appear on at least one page of your copies.

Everyone MAY copy:

- works whose author(s) died more than 50 years ago (but not recent translations of the work).
- any work with the permission of the copyright owner.
- insubstantial parts of any work unless the part is highly significant or valuable.
- portions of works for private study, research, criticism, review, or news reporting.

For more information, check out: <http://www.accesscopyright.ca>

SOCAN - Performing Rights License

SOCAN is an organization that administers the communication and performing rights of virtually the world's entire repertoire of copyright-protected music, when it is used in Canada. They collect licence fees, then distribute the fees as royalties to their members and affiliated performing rights organizations (PROs) worldwide. SOCAN ensures that music creators and publishers get paid for the communication and public performance of their music in Canada. To do this, they collect fees from individuals, businesses and organizations that play music in public, broadcast it, or communicate it by telecommunication. For more information, check out: <http://www.socan.ca/>

Purpose of Inter-library Loans

The purpose of an inter-library loan is to provide access to resources not available in the user's library or in the Sun West School Division Professional Library:

- materials may be borrowed for student research, curriculum support, professional research, or as an aid in the selection of materials for member libraries
- Inter-library loan is an adjunct to, not a substitute for, collection development in individual school libraries.

Scope of Inter-library Loans

Materials, regardless of format, may be requested from another library. The decision to lend individual items is at the discretion of the library staff of the lending library. Requests, even if they conform to this application, may be refused if they are considered detrimental to the interests of the lending library's patrons. However, school librarians should do their utmost to accommodate all requests.

The following types of materials will not be loaned, but could be made available providing prior arrangements have been made:

- rare, unique or valuable materials that would be difficult or impossible to replace
- bulky or fragile items which would create shipping problems
- reference books and other resources that ordinarily do not circulate
- periodicals and serials
- guided reading resources
- seasonal interest titles
- multi-volume sets: books published in sets of more than three volumes may not be available through inter-library loan, or may be available only a few volumes at a time.

Duration of Loan

The length of loan will be at the discretion of the lending library.

Borrower Responsibilities

Responsibilities of the borrower include:

- the safety of the borrowed materials from the time the material leaves the lending library until they are returned.
- packaging the materials to ensure their return in good condition.
- meeting all costs of replacement should loss or damage occur.
- returning the materials by the due date.
- requesting a renewal prior to the item being due.

Lending Library Responsibilities

Responsibilities of the lending library include:

- responding to all requests in a timely manner.
- notifying the borrowing library that the request has been accepted and processed.
- notifying borrower when unable to fill a request and providing a reason why the request cannot be filled.
- stating any conditions and/or restrictions concerning the use of the materials lent and special return packaging or shipping requirements.
- indicating clearly the due date and duration of the loan.
- packaging all resources to prevent damage in transport.

Budget Guidelines

The school library budget is part of the decentralized school budget and is established by the school administrator. The following table provides guidelines for purchasing in each category, however selection needs will vary greatly from one school to another and one year to another.

The school librarian should meet with the administrator and discuss the requirements prior to the school budget being allocated. Please refer to Administrative Procedures 501 School Decentralized Budget.

The budget must provide adequate funding to establish and renew the library collection. (See Appendix D: Budget Template.)

In Sun West School Division, the budget year runs on the school year - September 1st to August 31st.

Category Guidelines

Percentage of Budget	
Books: Fiction	10% - 15%
Books: Non-Fiction	25% - 30%
Professional Materials	10% - 15%
Target Curriculum Resources	10% - 15%
Magazines/Newspapers	10% - 15%
School/Division Initiatives	10% - 15%
Audio-Visual Resources	10% - 15%
Database Licences	5% - 10%
Reference	10% - 15%
Library Supplies	10% - 15%

Purchasing Resources

Purchasing Resources in Person (Local Store)

When purchasing from a local store, the school librarian must first obtain a purchase order number from the school secretary, using Form 515-1 Purchase Order. Following selection of the resources, the vendor should be provided with a purchase order number and instructions to have the resources and a copy of the purchase order delivered directly to the division office.

Personal Purchases

Personal purchases are not encouraged. However, if you do purchase items for the library, complete Form 517-1 Expense Claim -For Payment (found on the Sun West School Division website) and attach original receipts. Debit and credit card receipts are not acceptable.

Appendix A: Automation and Cataloguing

Sun West School Division has identified cataloguing standards with which it complies. The following is a brief summary of the cataloguing standards.

All materials are organized into the following categories:

Textbook Database	
SS	Special Services (i.e. – speech, etc)
CR	Classroom
TX	Textbook
GR	Guided Reading

Regular Database	
AC	Audio Cassette
BB	Big Books
BE	Band Equipment (i.e. – amplifiers)
BI	Band Instruments
CD	Musical Compact Disc
CF	Computer File (CD-ROM)
DVD	Digital Video Disc
EQ	Equipment (i.e. – cameras)
FR	French Materials
GM	Game
KIT	Kit
MAG	Magazine
MM	Math Manipulatives
POS	Posters
PRO	Professional Materials
RB	Resource Box (theme box)
REF	Reference
SP	Study Prints
VC	Videocassette

Cataloguing standards are guided by:

- Anglo-American Cataloguing Rules, Second Edition (AACR2)
- Dewey Decimal Classification (DDC) (latest edition)
- Sears Subject Headings
- Library of Congress Subject Headings
- Accessing Information: Cataloguing Guidelines for Manitoba and Saskatchewan School Library Personnel ©2011

Appendix B: Year at a Glance

August/September

- Review Sun West School Library Handbook
- Review summer correspondence and sort it according to priority.
- Correspondence generally includes the following items:
 - New periodicals.
 - Recently catalogued books.
 - Orders that have arrived over the summer.
 - Publisher catalogues.
 - Invoices or packing slips.
 - Library promotions/advertisements.
- Develop a system for handling the multitude of catalogues sent out by publishers and vendors. Discard catalogues that do not pertain to your school/grade levels or contact vendor to be removed from the mailing list. Old catalogues should be weeded as new ones arrive. Remember to use online catalogues. They are current and can be used simply by cutting and pasting information. This saves a great deal of time when placing orders.
- Establish and maintain a consideration file. This file contains lists of resources that you may order for the library. As staff, students and parents make suggestions, place them into the consideration file (file folder, recipe box, computer document, etc.) until such time as you are ready to order.
- Set up library displays and bulletin boards.
- Establish procedures for students and teachers.
- Set up a schedule for library orientation and library bookings
- Ensure teachers and student leaders have received training in circulating materials when library staff in unavailable (a posted set of instructions over the circulation desk may be useful).
- Library volunteers are an integral part of a strong library program. Design a volunteer program to enhance and support the resource center program. Refer to Administrative Procedures 446 Volunteers. Keep in mind the rights and needs of all staff concerned when asking volunteers to assist with library tasks.

October

- Celebrate Education Week, Saskatchewan Library Week, and National Library Day (4th Monday of October)
<https://www.canadianschoollibraries.ca/>
<https://saskla.ca/saskatchewan-library-week-2019>
- Hold a book fair to coincide with one of the special events or November parent/teacher/student conferences.

November/December

- Take stock of collection before the Christmas break – read shelves, weed and repair
- De-selection (also known as weeding) is an important component of collection development. The following websites contain guidelines for de-selection.
https://www.ssla.ca/uploads/9/5/3/6/95368874/23_itstimetopulltheweeds_pwenger_spring2011.pdf
- Book repair is also an important feature of collection maintenance. The following website contains information of repairing resources. <http://www.ala.org/alcts/confevents/upcoming/webinar/pres/091411>

January/February/March

- There are a number of procedures that we follow that do not fit into one specific month. These are things we do on an ongoing basis. Some of these procedures are:
 - Repairing books.
 - Discarding materials.
 - Weekly overdue listings.
 - Weekly overdue notices.
 - Sorting and reviewing correspondence.
 - Responding to electronic correspondence.
 - Assist students in the use of the library.
 - Monitor students assigned to complete assignments in the library.

April

- Prepare for acquisition of new materials (review requests, check reviews, attend displays, etc.).
- Check supplies and prepare to order what is needed.

May

- At the start of this month, you need to start getting materials back into the library that are not being used in the classrooms or by students. If you wait until June, the task is too large to be completed easily. These materials need to be shelved and the shelves all need to be checked to ensure books are in their proper places.

June

- Maintaining an accurate database is an important feature of collection development. By conducting an inventory, you can then clean up the database.
- Towards the end of the month, run weekly/daily overdue lists and enlist the help of your colleagues to get materials returned to the library.
- Check to ensure that all year-end procedures have been accomplished including patron database clean-up and ensuring all open transactions are closed.
- Send textbooks and hardcover books that need repair directly to Universal Bindery in May or June to the following address:

Universal Bindery Saskatchewan
516A Duchess Street
Saskatoon, SK S7K 0R1
Phone: 306-652-8313
Toll-Free: 888-563-6368
Fax: 306-244-2994

Appendix C: Fostering Literacies to Empower Life-Long Learners

This is included for information and guidelines as to how the school librarian could support teachers and students in the themes related to fostering literacies to empower life-long learners.

Leading Learning – Canadian School Libraries – Standards of Practice for School Library Learning Commons in Canada - <https://llosop.canadianschoollibraries.ca/fostering-literacies/>

Themes:

1. Literacy Leadership
2. Engaging Readers
3. Information Literacy
4. Critical Literacy
5. Digital Literacy and Citizenship
6. Cultural Literacy
7. Literacy Partners

Leading Learning: Standards of Practice for School Library Learning Commons in Canada
<https://llosop.canadianschoollibraries.ca/>

Sun West 21st Century Competency Guidebooks Can be found on the Resource Bank:
<https://resourcebank.ca/hubs/21stCentury>

Appendix D: Library Budget Template

Description		Budget Allotment	% of Budget
		\$	
Fiction	Easy		
	Juvenile		
	Young Adult		
Non-Fiction			
Magazines			
Reference (encyclopedias, atlases, dictionaries, etc.)			
Professional Materials (manuals, blackline masters, teaching methodology, etc.)			
Audio-Visual, Web Based or Technology Related Resources (areas of need)			
<ul style="list-style-type: none"> ▪ ▪ 			
School Initiatives (Identify)			
<ul style="list-style-type: none"> ▪ ▪ ▪ 			
Miscellaneous (Identify)			
<ul style="list-style-type: none"> ▪ ▪ ▪ 			
Budget Total			100%

Appendix E: Weeding Guidelines

Weeding (also known as de-selection) is the process of removing items that are no longer useful to the school's resource collection. Weeding is a critical aspect of collection development.

What is de-selection?

- It is the removal of materials that do not support or are not appropriate to the school program.
- It is a planned, ongoing and critical part of collection development.

Why should I deselect?

- You should deselect to provide a collection of materials that are attractive, current, relevant and accurate.

What should I deselect?

- Obvious de-selections:
 - worn and damaged materials
 - superseded editions
 - duplicates that are not required

Thoughtful de-selections:

- outdated and inaccurate resources
- resources that are not in demand or are not circulated
- condescending, stereotyping, patronizing, biased, and/or racist resources
- resources with inappropriate format or reading level

What do I keep?

- classics & award winners
- memorial gifts
- local interest material
- it is relevant to the curriculum but is not out dated
- unique resources

How do I deselect?

- continuously (informal process - obvious weeds).
- scheduled rotational system (formal process)

What do I do with deselected materials?

- remove the materials from the Sun West School Division LibraryWorld union catalogue.
- stamp the items "withdrawn" or "discarded" and black out the barcode.
- box materials remembering to remove the covers from hard cover materials.
- label the boxes as recycling and arrange to have them picked up by submitting a FAME request for recycling.

MUSTY

M – misleading and/or factually inaccurate.

U – ugly, worn and beyond mending or rebinding.

S – superseded by a truly new edition or much better book.

T – trivial...of no discernible literary or scientific value.

Y – your collection has no use for this material.

Coined by the American Library Association

Before you start:

- Talk to your administration and/or staff!
- Convey the importance of deselection.
- Have a plan/criteria for deselection.
- Show examples of deselected materials.
- Contact the Division Library for assistance.
- Be confident.

GENERAL WEEDING CRITERIA TO FOLLOW

Condition

If the book is in poor condition, it may be considered for removal depending on your ability to mend it. Broken spines, fragile or brittle paper or bindings, bent corners, torn or missing pages, defaced pages or covers, insect or mildew infestations and books that are just plain worn-out should be weeded out.

Age	In truth, most old books hold very little value. Library patrols generally prefer new books.
Frequency of Use	When was the last time an item circulated? How often is it used in the library? If you want to keep the item, perhaps it could be moved to a more visible or attractive location.
Multiple Copies	Perhaps you have multiple copies as a result of donated copies or you may have several different editions of the same work. Extra copies are often excellent candidates for book sales or donations.
Currency/Accuracy	The key issue is relevance to curriculum and the needs of your patrons.

Audio/Visual Material Issues for Consideration

- Format (Film strips).
- Public performance rights.
- Eraser Dates (Media House).
- Refer to general de-selection guidelines.

Encyclopedias

Replace anything over seven years old. Outdated multi-volume encyclopedia sets have limited value and often contain erroneous information.

Vertical Files

Vertical Files have a very limited use in light of the access provided by full-text databases and internet and it is strongly recommended that vertical files be eliminated.

Magazines and Newspapers

Keep local papers at least a year if they are not available on an electronic database. If a magazine has research value and is not available on an electronic database, you may wish to keep it beyond a year, otherwise, only the current year should be kept.

Fiction (Discretionary weeding based on the “Musty guidelines”)

M – Misleading (and/or factually inaccurate).

U – Ugly (condition beyond mending, rebinding or repairing).

S – Superseded by a truly new edition or by a much better item on the subject.

T – Trivial and of no discernible literary or scientific merit.

Y – Your collection has no use for this item.

000	Encyclopedias	New edition is needed at least every 7 years.
	Bibliographies Books about reading	
100	Ethics	Value determined by use and teacher consultation.
200	Religion	Value determined by use and teacher consultation. A balance of material is key to this section of your library.
300	Social Science	See that controversial issues are well represented from all sides. Resources older than 10 years should be examined carefully for removal from the collection.
310	Almanacs/Yearbooks	Superseded by each new volume. Seldom of much use after 5 years.
320	Politics Economics	Books dealing with historical aspects – determined by use. Resources older than 10 years should be examined carefully for removal from the collection.
340 – 350	Government	Watch for new material on government to supersede older.
360	Social Welfare	Weeding depends on use. Most non-historical material resources older than 10 years should be examined carefully for removal from the collection. Follow the policy of Selecting Fair and Equitable Resources.
370 – 380	Education, Commerce	Keep historical materials if they will be used. Non-historical materials need replacement in 10 years.
390	Folkways	Keep basic material: weeding depends on use.
400	Languages	Keep basic material: weeding depends on use.
500	Pure Science	Except for botany and natural history, science books quickly become out of date. Try to keep collection current by discarding and purchasing new resources. Resources older than 10 years should be examined carefully for removal from the collection.

600 – 618	Invention Medicine	Resources older than 10 years should be examined carefully for removal from the collection.
620	Farms, Gardens, Domestic Animals, etc.	Keep up to date with new editions and new material to replace older.
621	Radio, TV	10 years at most; progressing too rapidly to be of use longer, unless described, unless describing crystal set or other subject in demand for historical significance.
630	Farms, Gardens, etc.	Keep up to date with new editions and new material to replace older.
640	Home Economics	According to use. Keep mostly current material: except, keep almost all cookbooks.
650	Business, etc.	Resources older than 10 years should be examined carefully for removal from the collection.
660	Chemical, Food products	Determined by use and teacher consultation.
690	Manufacturers, Building	Determined by use and teacher consultation.
700	Art, Music	Keep basic materials.
800	Literature	Keep basic materials.
900	History	Depends on use and needs of school community, and on accuracy of fact and fairness on interpretation. Resources older than 10 years should be examined carefully for de-selection with a keen eye to following the Saskatchewan Ministry of Education document: Selecting Fair and Equitable Resources. Think about - gender, cultural, etc. as well as aboriginal content.
910	Travel, Geography	Discard travel books older than 10 years unless useful from historical standpoint. Watch books for hasty writing and misinformation.
	Biography	Unless subject has permanent interest or importance, discard as soon as demand subsides. Maintain as large a collection of Canadian content as possible.
	Rare books	These books should be placed in the reference section.

Appendix F: Consideration File Template

Author	Title	Year	Publisher	Vendor	ISBN#	Price	Curriculum Connection	Other

Appendix G: Collection Mapping Template

SOCIAL SCIENCES	<i>Dewey Numbers</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Social sciences	300-309					
General statistics	310-319					
Political science	320-329					
Economics	330-339					
Law	340-349					
Public administration	350-359					
Social services; association	360-369					
Education	370-379					
Commerce, communications, transport	380-389					
Customs, etiquette, folklore	390-399					

- 0 = Out of scope (the library does not collect in this area)
- 1 = Minimal level (not able to support curriculum).
- 2 = Basic information level (minimal support of curriculum).
- 3 = Instructional support level (able to support class assignments).
- 4 = Research level (in-depth support can be provided).