

MOOSE JAW

SCHOOL DIVISION #1

***SCHOOL LIBRARY POLICY
AND PROCEDURES MANUAL***

TABLE OF CONTENTS

	Page
1. Purpose	3
2. Mission Statement	4
3. Beliefs about student learning and school library programs	5
4. Goals and Objectives	6
(a) Role of Teacher-Librarian	6
(b) Personal Qualities of the Teacher-librarian	8
(c) Key Concepts regarding teacher-librarian role	8
i. Collaboration	8
ii. flexible scheduling	9
iii. planning time	9
iv. administrative support	9
v. information literacy	9
vi. student reading competencies and media literacy	9
5. Collection	10
(a) General	10
(b) MMRC guidelines	10
(c) Collection Development Policy	11
6. Technology	14
7. Personnel	15
8. Facilities	16
9. Copyright	17
10. Interlibrary Cooperation	18
11. Weeding	19
12. Public Relations and Community	20
13. Evaluation	21
14. Bibliography	22
 APPENDIX	
A. Form: Request for Reconsideration of Library Materials	23
B. Information Literacy Continuum	24
C. Research Models	25
D. Weeding Guidelines	26
E. MMRC Forms	29
F. Information & Communication Technologies	33

1. PURPOSE

Because our view of learning is changing from one of accumulating knowledge to one of being able to access information and construct personal meaning from it, the school library is more important than ever. However, the school library must be viewed in a new way, a place where active learning thrives and where a teacher librarian is involved in collaborating to teach technology skills and information literacy while continuing the traditional role of inspiring a love of learning and of ideas. The library is larger than it was in the past because of networking with other school libraries in the city and province, with public libraries and libraries worldwide. Thus, the library program must take an active role in preparing students and other community members to be lifelong, independent learners in an information-rich society, by providing new technology, showing patrons how to use it to their benefit, and at the same time, valuing the human connection above all.

This document is a guide for school administrators, teachers, teacher-librarians, and parents in their pursuit of maintaining and developing effective library programs in the schools in Moose Jaw Public School Division # 1. It is hoped that this document will have a direct influence on the vision and creation of each particular school library, and, thus, have positive impact upon student achievement and citizenship. The document was developed with a consideration of Saskatchewan Learning's policy on resource centers and considering information from current research and professional literature. References are listed at the end of this document.

2. MISSION STATEMENT

The school libraries in the Moose Jaw Public School Division # 1 are viewed, first and foremost, as places of empowerment for all students. Our libraries provide information, ideas, and experiences necessary for developing in students a love of reading and learning, and the skills necessary to function fully and responsibly in an information society.

3. BELIEFS ABOUT STUDENT LEARNING AND THE SCHOOL LIBRARY PROGRAM

Saskatchewan Learning states the goals of education in Saskatchewan to be:

1. to meet the many and varied needs of learners,
2. to develop in students the information processing skills necessary to handle large amounts of information and expanding technology.

Resource-based learning is the suggested means of achieving these goals and the Resource Center is thus, important in meeting the needs of Saskatchewan children.

Recent studies regarding the impact of school library media programs on the academic achievement of public school students indicate that a strong library media program improves student achievement. For a strong school library program to be significantly successful, a school must employ a professionally trained teacher-librarian who is supported by the principal, teachers and a support staff (the size of which is dependent on school population). The teacher-librarian must understand and fulfill the role of teaching students information literacy and in teaching colleagues how to integrate print, non-print and electronic resources as well as technology, into their teaching. A collaborative approach in the teaching of information literacy is recommended. Attention must also be paid to the human aspects of the library. Teacher-librarians must create a warm atmosphere where respect for individuality and the pursuit of active learning and self-actualization is promoted.

4. GOALS AND OBJECTIVES

The teacher-librarian is considered crucial to the development of a strong library program. The teacher-librarian role description which follows includes the goals and objectives of our libraries. Our library goals are dependent upon how the teacher-librarian fulfills the role and so are dependent upon time allotment for teacher-librarians and other types of administrative support.

(a) Role of the Teacher-Librarian

A trained teacher-librarian is essential to fulfill the school library mission. The teacher-librarian will be expected to provide active leadership in developing an effective library program which is **fully integrated** into a specific school. This leadership role will require the teacher-librarian to develop a **vision** for the school library and share this vision with the school principal who is viewed as a key promoter and supporter of the development of an effective library program. Secondly, this vision must be shared with fellow teachers, to **promote team work** in developing a model for **resource-based and inquiry-based learning** throughout the school.

Definitions:

Resource-Based Learning:

- Resource-based learning actively involves students in the meaningful use of a wide range of appropriate print, nonprint, digital and human resources.

Inquiry-Based Learning:

- Inquiry-based learning is a process where students formulate questions, investigate wisely and then build new understandings, meaning and knowledge.
- New knowledge gained through inquiry may be used to answer a question, to develop a solution, or to support a position or point of view. The knowledge is usually presented to others and may result in some sort of action.
- Students become more aware of their thoughts and feelings and they learn how to learn.
- Successful Use of Inquiry Process:
 - Uses authentic problems within curriculum or community
 - Capitalizes on student curiosity
 - Data and information actively used, interpreted, refined, digested and discussed
 - Teacher, student and teacher librarian collaborate
 - Community and society connected to the inquiry
 - Teacher visibly models the behaviour of the inquirer
 - Teacher uses language of inquiry on a daily basis.
- Students take ownership of their learning.
- Teacher facilitates the process of gathering and presenting information.
- There is an identifiable time for inquiry-based learning.

The role of the teacher-librarian is four-part:

1. **Manager**
2. **Reading/Literacy Advocate**
3. **Teacher**
4. **Leader**

Teacher-librarian as Manager:

The teacher librarian as an **information specialist:**

- provides leadership and expertise in acquiring and evaluating all kinds of information
- builds collaborative relationships with teachers, administrators, students and others for the teaching of information literacy
- creates strategies for locating, accessing, and evaluating information
- assists students and teachers with using authoring tools in print, electronic and multimedia formats
- creates a library page for the school web site which links to other relevant curriculum sites
- keeps up-to-date with new products and modes of information delivery
- informs school community of copyright issues
- establishes, maintains and teaches the use of an on-line catalog of the library collections
- supervises and directs library technician (aide) and other workers

The teacher-librarian as a **program administrator:**

- works collaboratively to define policies and guide and direct all related library activities
- is proficient in the use of information and information technologies
- provides knowledge, vision, leadership
- plans, executes and evaluates the program regularly
- involves school staff in program evaluation
- conducts regular needs assessments using evaluating tools like questionnaires and interviews
- prepares oral and written reports on program successes
- refocuses programs and services on new needs
- communicates regularly with principal and staff on program implementation
- manages support staff
- recruits, selects, trains volunteers
- manages a budget
- maintains an inventory of materials and equipment
- develops a marketing plan for specific audiences
- develops procedures for the cost-effective selection, acquisition, organization, management and use of resources

Teacher-librarian as Reading Advocate:

- promotes voluntary reading throughout the school
- excites students about new books and other media
- provides easy access to rich book and media collection
- collaborates with classroom teacher in the teaching of reading and developing an appreciation of literature
- advocates for intellectual freedom and promotes freedom to read

Teacher-librarian as teacher:

- knows curricula
- collaborates with classroom teachers to teach information literacy skills and strategies
- promotes resource-based and inquiry-based learning and the use of an information search process
- promotes reflection as part of research
- promotes critical thinking and evaluation strategies
- plans resource-based and inquiry-based learning projects with classroom teachers
- teaches ethical use of information
- teaches web awareness to students
- supports the teaching of reading
- supports the teaching of visual literacy, media literacy and other literacies

Teacher-librarian as leader:

- provides professional development opportunities for teachers in the use of new information technology
- shows leadership by promoting and modeling resource-based and inquiry-based learning school wide
- positively faces the rapid changes resulting from information technology
- commits to lifelong learning
- commits to a moral purpose in terms of a library program bettering society
- is proactive; documents and communicates successes

(b) Personal Qualities of the Teacher-Librarian

The teacher-librarian needs to be friendly, welcoming and passionate about the importance of the library program to student personal development and learning. The teacher-librarian must embrace technology and take personal initiative to develop expertise in the use of technology. The teacher-librarian must be a good communicator with a variety of personalities and ages. The teacher-librarian must be flexible and able to accept change. The teacher-librarian must be willing to take risks and show initiative.

(c) Key Concepts for Teacher-Librarian Role Fulfillment

i. Collaboration

Collaboration in the teaching of information and other literacies is an essential part of the teacher-librarian's job. The teacher-librarian must be proactive in this regard, communicating expertise and ensuring that a research model and other information literacy skills are being taught throughout the school using an inquiry-based learning model.

ii. Flexible Scheduling

Flexible scheduling is important when implementing a collaborative model of resource-based or inquiry-based learning. The teacher-librarian should communicate this concept to the principal and request support for flexible scheduling on the basis that it may enhance student achievement.

Flexible scheduling can encourage collaboration between classroom-teachers and teacher-librarians, student inquiry and appropriate use of resources.

iii. Planning Time

Teacher-librarians must be committed to spending time with classroom teachers, planning collaborative instruction and research projects.

iv. Administrative Support/Expectation

School wide commitment to resource-based and inquiry-based learning and a literature-based reading program must be promoted by and expected of school administrators. A successful library program requires the involvement of the principal in envisioning and promoting the library and its programs.

v. Information Literacy

The teacher-librarian must be committed to the teaching of information literacy skills to students.

Definitions:

Information Literacy means the ability to:

- recognize the need for information to solve problems and develop ideas,
- pose important questions,
- use a variety of information gathering strategies,
- locate relevant information,
- access and evaluate information for quality, authority, accuracy and authenticity,
- use information technology,
- use a research process,
- format and publish in text and multimedia formats.

Information Literacy Continuum:

A document called “The Process of Developing Information Literacy: A Joint Initiative by the School Divisions in Region 6 with assistance from Saskatchewan Education” offers a continuum of information literacy skills which our schools will follow (See Appendix “B”). The teacher-librarian should share the responsibility of teaching these skills with the classroom teacher in collaborative curriculum-based projects. Please note that this document was modified from the original written by the Ontario School Library Association.

vi. Student Reading Competencies and Media Literacy

The library will support the development of reading for information and pleasure. It will offer resources and a climate that fosters the development of thinking, reading, critical thinking and viewing.

5. COLLECTION

(a) General

A basic school library collection is considered 5,000-10,000 print and non print items. A bilingual school collection should house twice this amount. (Saskatchewan Learning)

School Library Collections: Size of Book Collection

Student Population	Below Standard	Acceptable	Exemplary
Less than 300 students	Less than 4500 items	Minimum of 4500 items or 30 items/student whichever is greater	Minimum of 5000 items or 35 items/student whichever is greater
300-499 students	Less than 10,000 items	Minimum of 10,000 items or 25 items/student whichever is greater	Minimum of 15,000 items or 35 items/student whichever is greater
500-999 students	Less than 15,000 items	Minimum of 15,000 items or 22 items/student whichever is greater	Minimum of 25,000 items or 30 items/student whichever is greater
More than 1000 students	Less than 30,000 items	Minimum of 30,000 items or 20 items/student whichever is greater	Minimum of 40,000 items or 25 items/student whichever is greater
<p><i>Note:</i> For both primary and high school grades, the ratio of fiction to nonfiction including reference should range from 15-30% fiction and 70-85% nonfiction/reference.</p> <p><i>Note:</i> With regard to reference materials, general encyclopedias should be no older than 5 years, and every effort should be made to ensure the currency of atlases, almanacs, and specialized encyclopedias.</p> <p style="text-align: center;"><i>Source: Asselin, M. (2003)</i></p>			

Additional resources are housed at the Margaret McIntyre Resource Centre at the Division Office.

(b) Purchasing Guidelines for the Margaret McIntyre Resource Centre

Composition of Committee:

The purchasing committee consists of the MMRC library technician, one secondary teacher-librarian, one elementary teacher-librarian, the curriculum consultant, and the Resource-based Learning consultant. The Superintendent of Education and the Special Education Coordinator will be invited to attend all meetings.

Needs Assessment:

A needs assessment will be distributed by the MMRC library technician in the fall of each year and shared with the purchasing committee. Data will be compiled, analyzed and shared with the teacher-librarians and the purchasing committee before November 30th.

Purchasing Priorities and Requests:

The results of the needs assessment in each year will determine purchasing priorities for the coming budget year. Priorities will reflect POLICY 8052 and 8054. All staff will be informed in writing of the designated purchasing priorities for each budget year.

Purchasing request will be solicited from staff in writing using the revised *Materials Request Form* (Appendix "E") throughout the school year. Requests will be submitted to the teacher-librarian and then forwarded to the MMRC library technician.

Meeting Dates:

The purchasing committee will then meet on a quarterly basis to review requests and accept or reject them based on the established criteria and needs.

(c) Collection Development Policy

Teacher-librarians may use the following policy development model as an example or choose to develop one similar.

The following policy was adapted from the Massachusetts School Library Media Association. Approval to adapt their document has been received.

i. Responsibility for Selecting Media

Selection of materials involves administrators, teachers, teacher-librarians. The teacher-librarian holds the responsibility for coordinating the selection of the instructional materials and making recommendations for purchase.

ii. Objectives for Selecting Media

The main objective of each school's library program is to enrich and support the instructional program of the school. The school library program makes available, through its collection, a wide range of materials at varying levels of difficulty with a diversity of appeal to serve the different needs, interests, and viewpoints of students and teachers.

The responsibility of the school library media program is as follows:

- To provide school library resources that will enrich and support the curriculum, taking into consideration individual needs and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served.
- To provide school library resources that stimulate the growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- To provide a background of information enabling students to make intelligent judgments in their daily lives.
- To provide materials on opposing sides of controversial issues so that students may develop, under guidance, the practice of critical thinking and critical analysis of all media.

- To provide materials representative of the many religious, ethnic, and cultural groups in our country and the contribution of these groups to our heritage.
- To place principle above personal opinion and reason above prejudice in selecting school library media of the highest quality in order to assure a comprehensive collection appropriate for the users of the school library media center.

iii. Criteria for Selecting School Library Media

Individual learning styles, the curriculum, and the existing collection are given consideration in determining the needs for library media in individual schools.

Materials considered for purchase are judged on the basis of the following criteria:

- Purpose - Overall purpose and its direct relationship to instructional objectives and/or the curriculum
- Reliability - Accurate, authentic
- Quality - Writing and/or production of merit
- Treatment - Clear, comprehensible, skillful, convincing, well-organized, unbiased
- Technical production - Audio and/or visual clear and well-crafted
- Construction - Durable, manageable, attractive
- Special features - Useful illustrations, photographs, maps, charts, graphs, etc.
- Possible uses - Individual, small group, large group instruction, in-depth study

iv. Procedures for Selecting and Maintaining the School Library Media Collection

The teacher-librarian, in conjunction with teachers and administrators, will be responsible for the selection of materials. In coordinating this process, the teacher-librarian will:

- Arrange, when possible, for firsthand examination of items to be purchased.
- Use reputable, unbiased, professionally prepared selection aids when firsthand examination of materials is not possible.
- Judge gift items by standard selection criteria and, upon acceptance of such items, reserve the right to incorporate into the collection only those meeting these specified criteria.
- Purchase duplicates of extensively used materials.
- Weed continuously from the collection worn, obsolete, and inoperable items.
- Purchase replacements for worn, damaged, or missing materials basic to the collection.
- Evaluate carefully and purchase only to fill a specified need. Expensive sets of materials and items should be procured by subscription when possible.
- Determine a procedure for preventive maintenance and repair of equipment.

v. Procedures for Reconsideration of Materials

Occasional objections to some materials may be voiced by the public despite the care taken in the selection process and despite the qualifications of persons selecting materials.

If a complaint is made, the following procedures should be observed:

- Inform the complainant of the selection procedures and make no commitments.
- Invite the complainant to file objections in writing and send the person a copy of the form, *Request for Reconsideration of School Library Media Material* (Appendix "A"), for submitting a formal complaint to the Materials Review Committee.
- The Materials Review Committee will:
 - Re-examine the challenged material.
 - Survey appraisals of the material in professional reviewing sources.
 - Weigh merits against alleged faults to form opinions based on the materials as a whole and not on passages isolated from context.
 - Discuss the material and prepare a written recommendation to the Superintendent of Education and school personnel.
- The final decision of the Materials Review Committee shall be delivered to the complainant and staff members in writing.

6. TECHNOLOGY

The teacher-librarian will be a member of the school and school division Instructional Technology Support Team. Computers will be maintained by school division technicians. Any needs regarding new technology in the library will be directed towards the personnel responsible for technology budgeting. It is important that the input of teacher-librarians be sought in order to maintain an understanding of the importance of good school library programs as part of the technology plan for the school division. See ***“Information and Communication Technologies” – Appendix “F”***.

7. PERSONNEL

Saskatchewan Learning's Resource-Based Learning document suggests that, given our province's small population, a half time teacher librarian be employed for schools less than 200 students, a full time teacher-librarian for schools of 200-500 students and more than one teacher-librarian for schools over 500.

8. FACILITIES

Facilities will be maintained to create a welcoming climate conducive to active learning. Efforts will be made to house technology required for the modern library collection. Requests for renovations and improvements may be made in accordance with school division budgeting protocol.

9. COPYRIGHT ISSUES

The teacher-librarian will inform school staff about copyright issues and be informed on copyright law and any changes connected to the law. The teacher-librarian will be vigilant in discarding non-copyrighted materials from the library. See:
<http://laws.justice.gc.ca/en/C-42/>

10. INTERLIBRARY COOPERATION

All schools will readily share resources when asked. Lost materials will be paid for by the library which requested the materials.

11. WEEDING

The collection will be weeded regularly. Weeding materials no longer useful is as important as selection of new materials. Weeding should occur continuously. All areas of the collections should be weeded over the course of a year, after an evaluation of the specific collection. The primary reasons for withdrawing materials are: outdated information and poor physical condition. Other factors that should be taken into consideration relate to the needs and interests of the school. As curricula and student interests change, the collection should reflect these changes. The purpose of a school library media center collection is to meet the needs of the current users, not to maintain an archival record of the past. Knowledge of the school, the professional judgment of the school teacher librarian, following a written guideline and common sense, should govern decisions.

12. PUBLIC RELATIONS AND COMMUNICATION

The teacher-librarian must make every effort to understand the community served by the school library and take every opportunity to design school programs with needs of the community in mind. The community at large will be welcomed into the school library. Positive communication and active use of the library facility and collection is the goal. In this way the teacher-librarian will act as an advocate for children of the community.

13. EVALUATION OF THE SCHOOL LIBRARY PROGRAM

Regular library evaluations will be conducted by the teacher-librarian and will include an evaluation of **resources** and **services**. Input from school staff, students, parents may be used through the use of a questionnaire, survey, checklist or interview. Evaluative tools from N. Everhart's book, *Evaluating the School Library Media Center* will be used as models for collecting data. Areas for improvement will be noted and plans made to deal with these weaknesses.

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APPENDIX "A"

FORM: REQUEST FOR RECONSIDERATION OF MATERIALS

Request for Reconsideration of School Library Materials

Name of person making request _____

Telephone _____

Address _____

Complainant represents _____ himself/herself
_____ organization (if yes, please name) _____
_____ other group (if yes, please identify) _____

Name of school owning challenged material _____

Do you have a child in this school? _____ Grade _____

Title of item _____

Type of media: book, film, filmstrip, computer, etc., _____

Author/artist/composer/etc. _____

Publisher/producer, if known _____

How did you acquire this item? _____

Is this item part of a series or set? _____
If yes, did you examine other items in the series or set? _____

What do you believe are the theme and purpose of this item? _____

To what in the item do you object? _____

Please be specific, cite pages, frames, etc. _____

Does this item have any redeeming feature or value? _____
If yes, please list them _____

For what age or grade level would you recommend this item? _____

What do you think might be the result of a student's reading, viewing, or listening to this item?

Are you aware of any evaluations of this item by authoritative sources? _____
If yes, did those sources agree with your opinion? _____ Please list the sources

What would you like your school to do about this item?

_____ Not assign it to your child.

_____ Not assign it to any child.

_____ Make it available only to those who wish to use it.

_____ Refer it to the Materials Advisory Committee for re-evaluation.

_____ Withdraw it from the school library media collection.

_____ Other; please specify _____

What would you suggest that the school purchase in lieu of this item? _____

Why is your recommendation a better choice? _____

APPENDIX “B”

INFORMATION LITERACY CONTINUUM

“The Process of Developing Information Literacy: A Joint Initiative by the School Divisions in Region 6 with assistance from Saskatchewan Learning”

APPENDIX “C”

RESEARCH PROCESS MODELS

Many research models exist. Choice of model will be teacher-librarian preference. Reference to suggested models follows.

A. Harada Model for elementary students

Steps in Process:

1. Presearch
2. Focus and Plan
3. Collect and Organize
4. Present
5. Assess/ Evaluate

Key to this model is the continual reflection at all stages and the use of a reflection journal through which questions posed by the teacher guide students to think about their thinking (metacognition) and how they best learn. Read about this model at:

<http://www.ala.org/aasl/SLMR/vol5/search/search.html>

B. Big Six Model (Eisenberg and Berkowitz)

Steps:

1. Task definition
2. Information seeking Strategies
3. Location and access
4. Use
5. Synthesis
6. Evaluation

Information available at: http://znet.yi.org:88/library/students/Big%20Six/big_six.htm

C. The Research Quest (B.C. Ministry of Education and B.C. T. L.A)

Steps:

1. Focus
2. Find and Filter
3. Work with the Information
4. Communicate
5. Reflect

Information available at: <http://sd23.bc.ca/students/researchquestnew.html>

D. Alberta Inquiry Model

Steps:

1. Planning
2. Retrieving
3. Processing
4. Creating
5. Sharing
6. Evaluating

This is a new model created by Dr. Jennifer Branch and Dr. Dianne Oberg of the University of Alberta. The proposed version is available at

http://www.learning.gov.ab.ca/k_12/curriculum/resources/focusinquiry/Default.asp?printfriendly=true

APPENDIX “D”

WEEDING GUIDELINES

Modified with permission from the Saskatoon Public School Division

WHAT TO WEED

Obvious Weeds:

1. worn and damaged resources
2. superseded editions
3. duplicates (if not circulating)

Thoughtful Weeds:

1. material containing information not easily accessible—no table of contents or index, content poorly organized, back issues of periodicals not indexed
2. material that contains outdated, inaccurate factual content; outdated interpretations, values and/or attitudes
3. material for which format or reading level is inappropriate to the reading and/or interest level of the students
4. material which is no longer in demand, or which no longer supports the curriculum
5. material that is condescending, stereotyped, patronizing or biased
6. material which has not circulated in 3-5 years

SPECIFIC GUIDES IN WEEDING

000 Generalities

Value determined by use. Works on computers dated after 3 years.

Bibliographies

Seldom of use after 10 years from date of copyright.

Library and Information Science

Should conform to current, acceptable practice.

100 Ethics

Value determined by use.

Philosophy and Psychology

Weed descriptions of philosophical and psychological problems no longer of interest, superseded books, out-of-date psychologies, etc.

200 Religion

Value determined by use. Collection should contain basic information (but not propaganda) about as many sects and religions as possible

300 Social Sciences

Discard outdated social issues which are not of historical value. Controversial issues should be well represented from all sides

320 Political Science

330 Economics

Information dates quickly. To be weeded after 10 years, if not replaced sooner. Books of historical aspects kept according to need.

340 Law

Should be replaced as soon as more current material is available.

350 Government

Dated after 10 years. Superseded volumes should be replaced.

WEEDING GUIDELINES – APPENDIX “D” (CONTINUED)

360 Social Problems and Services

Weeding depends on use. All non-historical materials should be weeded after 10 years.

370 Education

Keep historical materials if they will be used. Non-historical materials need replacement in 10 years. Weed discredited theories of education. Discard career materials after 5 years. Be particularly aware of qualification discrepancies in materials dealing with career preparation.

380 Commerce

Weed after 10 years except for historical materials.

390 Customs and Folklore

Keep standard works. Weed according to use.

400 Language

Discard old grammars. Keep basic materials. Weed other materials according to use.

500 Pure Science

Closely examine anything over 5 years old, except botany and natural history. Discard materials with obsolete information and theories.

600 Technology

Most materials outdated after 5-10 years. Give special attentions to those Dealing with drugs, space and technology, sex education, radio, television, medicine. Check to see if resources contain information of historical value.

700 The Arts

Keep basic works in music and art. Replace with editions and works with better illustrations. Keep stamp and coin catalogues up-to-date. Discard and replace sports and recreational material as interests change.

800 Literature

Keep literary criticism and history until superseded by more authoritative works. Keep works by local people. Be aware of titles indexed in standard reference indexes.

900 History

Weeding depends on use, demand and upon accuracy of fact and fairness of interpretation. Weed superseded histories.

Travel

Weed travelogues after 10 years unless of historical value.

Biography

Unless subject has permanent interest or importance, discard when demand wanes. Keep those which are outstanding in content or style as long as they are useful.

Fiction, Picture Books, Story Collections

Weed old-fashioned, dated titles which have not circulated in 3-5 years. “Classics” to be replaced as new, more attractive editions are made available.

Reference

This area requires the teacher-librarian’s special attention and expertise. Use same criteria for weeding as for general non-fiction collection. Keep standard works. Special attention must be paid to have up-to-date accurate information.

WEEDING GUIDELINES – APPENDIX “D” (CONTINUED)

Encyclopedias, General

Dated after 5 years.

Encyclopedias, Subject Specific

Replace as content becomes invalid.

Almanacs, yearbooks and statistical publications

Superseded by each new volume. Keep 3-5 years for teaching purposes.

Science yearbooks require consideration because of special articles.

Indexes

Discard after 5-8 years depending on type of index and use. As new annual indexes appear, discard old copies unless used for teaching purposes.

Atlases

Dated after 5 years.

Periodicals

Do not keep longer than 5 years unless indexed.

Consider shelving and storage space. If indexed, keep no longer than 5-8 years.

Newspapers

Keep non-indexed title 1 week. Indexed titles keep no more than 2 years.

Vertical and pamphlet file

Keep only current information not found in other available sources.

Picture Files

Weed dated, unaesthetic and physically damaged pictures.

Maps and Globes

Check for currency, accuracy, and metrication.

Professional Library

Most materials inappropriate after 8-10 years.

Weed items which no longer support curriculum.

Textbooks, Teacher Manuals, and Workbooks.

Keep only single catalogued copies of relevant textbooks. Weed out-dated teacher manuals. No “consumable” workbooks should be housed in the library.

WHAT NOT TO WEED

1. the “classics”, award winners and those items which appear on standard, current core bibliographies
2. items which may be out-of-print and which may still have some possible use
3. materials of local interest, local history
4. materials unique in content, format, illustrative technique
5. resources, the absence of which may skew the balance in a subject area, and may result in biased representation
6. expensive items

APPENDIX “E”

MMRC FORMS

The following forms are used:

1. **Materials Request Form**
2. **Evaluation Form for MMRC Materials on preview**
3. **Criteria for Purchases of MMRC Materials**

Materials Request Form For the Margaret McIntyre Resource Centre
(For Teacher Use)

Name:

School:

Title:

Author:

Publisher:

ISSN/ISBN Number:

Copyright Date:

Price (please indicate Can. or US funds):

How did you learn of this resource:

_____ SaskEd document/bibliography _____ Internet _____ Catalogue (attach photocopy)

_____ Western Canadian Protocol _____ Other _____

Resource type:

_____ video _____ video & guide _____ professional book

_____ novel set _____ reference material _____ theme pack book

_____ book on tape (audio version) _____ other

Intended audience: _____ students _____ teachers _____ other

Is a similar resource available at:

_____ your school? _____ another school? _____ the MMRC?

_____ the Stewart Resource Centre (STF)

What curriculum does this resource support? Please provide a brief content description for the resource.

Staff Signature _____ **Teacher-Librarian Signature** _____

Evaluation for MMRC Materials on Preview

This form is to be used for materials which can be previewed prior to purchase.

	Yes	No	N/A
Curriculum Fit/Content/Philosophy			
Content is relevant and accurate.			
Content reflects current curriculum philosophy.			
Social Considerations			
Resource is free of bias and stereotyping.			
Sufficient Canadian orientation or content.			
Instructional Design			
Resource is well organized & user friendly.			
Conceptual level is appropriate for intended audience.			
Technical Design			
Quality is suitable for classroom use (durability).			
Visual design is appealing & appropriate?			
Sound is audible & clear?			

Comments:

Signature: _____ Date: _____

Revised May 2000

Criteria for Purchase of MMRC Materials

(For use by MMRC Purchasing Committee)

Title of requested resource: _____

Requested by: _____

	Yes	No	N/A
Does the recommended resource reflect current priorities?			
Does it meet or enrich curriculum objectives?			
Is it too expensive for purchase by an individual school?			
Is it too specialized for purchase by the school?			
Is there sufficient Canadian orientation or content?			
Is it available from a Canadian supplier?			
Can it be used by more than 1 grade level?			
Do we require multiple copies of the resource?			
Is it suitable for a theme pack?			
Is it suitable for a novel study?			
Is it a professional print resource?			
Is it a professional audio visual resource?			
Is it a student audio visual resource?			

Cost: _____

Recommended for evaluation & future purchase: _____

Not recommended for purchase: _____

Reason:

Signature on behalf of MMRC Purchasing Committee _____

Date: _____

Revised May 2000

APPENDIX “F”

INFORMATION & COMMUNICATION TECHNOLOGIES

	Below Standard	Acceptable	Exemplary
Communications through ICT	<p>Students and teachers have limited electronic access to each other and to contacts outside the school e.g., no email</p> <p>School library has limited methods of communicating</p>	<p>Students and teachers are provided with opportunities for curriculum/school-related email access</p> <p>School library ICT allows students and staff to communicate easily via telephone, fax, and email</p> <p>The school library website provides information, access to online databases and links</p>	<p>Students and teachers are provided with opportunities for curriculum/school-related email access</p> <p>Students and teachers can communicate with distant locations via teleconferencing, videoconferencing, telephone, fax, and email</p> <p>The school library website provides access to automated library catalogue with online booking, resources for students, comprehensive databases, school library information, and links</p>
Computer Lab	No computer lab	Close access to a half or full computer lab	<p>Full computer lab adjacent to and easily accessible from the school library</p> <p>Presentation area with LCD projector(s)</p>
Computer Workstations	<p>No or few student workstations</p> <p>Older technologies</p> <p>Not networked</p>	Workstations arranged in various configurations including stand-alones and pods to accommodate 15-30 students	Workstations for 30+ students in a variety of configurations including stand-alones, small and large pods
I.C.T. for loan to Students and Teachers	No laptops available	<p>Laptops available for loan for use in school library</p> <p>Equipment to support multi-media and digital productions for in-school use only e.g., digital cameras</p>	Laptops and equipment to support multi-media and digital productions available for use in school library, classrooms, or outside the school
Internet Access	Limited or slow access from one or more workstations in the library	Reasonably fast access from most workstations in the library	Fast access from all workstations in the library with access via broad bandwidth

Source: Asselin, M. (2003)

**INFORMATION & COMMUNICATION TECHNOLOGIES –
APPENDIX “F” (CONTINUED)**

	Below Standard	Acceptable	Exemplary
Library Catalogue and Circulation System	Card catalogue and manual circulation system	Fully automated MARC compliant library system with circulation and cataloguing modules and access to online public access catalogue (OPAC) via the school network or online union catalogue 2 or more computers for circulation and administrative functions on computerized library system	Fully integrated, MARC compliant library automated system accessible from all computers on school network and via the Internet from outside the school 4 or more computers for circulation and administrative functions on computerized library system Online resource booking and reserves available
Listening/Viewing Centres	No listening/viewing centre available No data projector	Listening/viewing centre with audio/video stations for 8-15 students with headphones and speaker devices Large screen television monitor with cable connection and data projector for large group presentations	Listening/viewing centers for 15+ students Equipment and space for large group (1-2 classes) to view video/computer presentations Data projector for large group presentations with access to school network and the Internet
Network Access	School library network only or limited access to school and district network	All computers in school library networked with access to school and district network	School-wide, high speed access to all internal and external networks
Printers, Scanners and Peripherals	Printer(s) not networked No access to scanners and other peripherals	Printers networked on system Access to scanners and other peripherals	Networked printers of various types Ready access to high speed, high quality scanners and other peripherals
Production Area	No production area	Multi-media workstation(s) in a production area	Production area that includes: digital editing suite, multi-media stations, publishing stations, peripherals, etc.

Source: Asselin, M. (2003)