

Connections

Policy and Guidelines for School Libraries in Saskatchewan



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Connections:

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School Libraries in Saskatchewan

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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.

The Saskatchewan Ministry of Education's curriculum emphasizes teaching for understanding. Students are encouraged to make connections to previous learning and apply their knowledge in real-world situations. School libraries provide environments for inquiry-based approaches to learning that build students' skills to solve problems and make decisions.

School libraries must evolve to meet the changing needs of students. Today, with the Internet and other technologies, there are new ways of delivering and accessing information, and new possibilities for creating and sharing ideas. School library programs provide support for students to acquire the competencies needed for the 21st century.

The Multitype Library Board, a Minister's advisory committee on library services, facilitates co-operative efforts among school, public, post-secondary, and special libraries that hold potential for strengthening library services. Co-operative endeavours create many opportunities such as school access to electronic resources through province-wide licensing, access to print resources beyond the school setting, and shared literacy initiatives.

School divisions provide leadership in the provision of school library services. Co-ordination of services at the school division level has the potential to improve school library programs, as well as increase efficiencies in delivery of service. *The Education Regulations, 1986* require school divisions to provide school library services, and to have policy and standards governing school libraries.

This document, *Connections: Policy and Guidelines for School Libraries in Saskatchewan*, describes the contributions of school libraries to student learning and presents a renewed vision for school libraries in the province. It is based on research and is intended to provide assistance to school division and school staff in planning for effective school libraries that will meet the needs of students and teachers into the future. School divisions are encouraged to develop their own policies and standards based on this document, and to develop a plan of action for achieving the vision.

In a time of intense educational change and profound growth in accessible information, both somewhat driven by networked information technology, the challenge for teacher-librarians to chart a preferred future for the information environments of schools is both complex and potentially confronting. It is time to acknowledge our past, reflect on our achievements, and chart a course for the future.

Ross Todd

Transitions for Preferred Futures of School Libraries

The effective school library described in this policy:

- provides quality programs that facilitate curriculum implementation, promote literacy, infuse 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 learning program and is integrated with the learning program at every grade level and in every subject area
- provides all Pre-Kindergarten to Grade 12 students with equity of access to programs, resources, and services regardless of gender, cultural background, abilities, geographic location, language of instruction, or size of school
- provides the services of a qualified teacher-librarian who is an instructional leader in the school and school division and who is supported by a qualified library and information services technician, as well as clerical and technology staff
- is developed through a school division cycle of planning, implementation, assessment, and reporting that emphasizes the continuous improvement of all aspects of the division's school libraries
- is guided by a division-wide plan for school 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 a school library website
- organizes and provides access to the collection through a web-based integrated library system
- expands school library services and enhances its responsiveness to the community through partnerships with other libraries and community agencies at the provincial, school division, or community level
- is developed and sustained by a sharing of responsibilities among schools, school divisions, and Ministry of Education where each jurisdiction has distinct and essential responsibilities.

Vision, Goals, and Principles

The vision, goals, and principles provide direction and context for school libraries. The policy and guidelines described in this document provide a framework for the development, operation, assessment, and renewal of school libraries in Saskatchewan. Student learning is the primary purpose of all school libraries.

Vision

Students become lifelong learners, having the capabilities necessary to thrive in a constantly changing world. Students have the ability to access information in real and virtual environments, and the critical thinking skills to use that information ethically, creatively, and wisely. They are confident, capable learners who achieve the learning outcomes described in the curriculum. The school library is critical to the development of these self-directed, independent learners.

Goals

The following goals describe the benefits of effective school libraries in Saskatchewan.

To realize the achievement of curriculum learning outcomes – The school library provides access to a wide range of high quality learning resources in both physical and virtual formats. The school library enriches the content of courses and supports the development of literacy skills. Students engage in learning programs that use resources and technology along with effective instructional strategies to achieve the outcomes described in the curriculum. Students are capable and knowledgeable learners and communicators.

To prepare students for the future – School libraries equip students to live in a constantly changing world by fostering the attitudes, knowledge, and skills that enable lifelong learning. Students develop the ability to access, use, and evaluate information; to create new knowledge; and to apply their learning to a range of educational, career, and personal purposes. Students are information literate and technologically literate, and use information in a respectful and responsible manner.

To broaden students' horizons – School libraries engage students in the wide world beyond their school by presenting the cultural, literary, and artistic heritages of societies, past and present; by sparking the imagination; by introducing new ideas; and by stimulating curiosity. Students are able to understand the interdependent nature of physical and social environments, and to build an appreciation of the diversity of worldviews.

The emerging twenty-first-century learner is the learner that successful businesses and corporations demand and describe as the independent, lifelong learner. This learner knows how to construct knowledge from information and ideas—how to interact with it, restructure it, create from it, communicate it, and reflect on it.

Judith Anne Sykes
*Brain Friendly School
Libraries*

Based on the principle that access to information is the democratic right of every citizen, the libraries of Saskatchewan will work together to maintain and enhance a co-operative interdependent information network which will ensure a consistent and high quality of information service for all citizens of the province.

Independent But Together:

A Vision for a Province-Wide Multitype Library System

Principles

The following principles guide efforts toward achieving the vision and realizing the goals for school libraries in Saskatchewan.

Quality and Excellence for All Students – School library programs are integral to the teaching and learning program of the school. They reflect the effective practices and programs in current Canadian and international research, and respond to the changing learning needs of students. School library programs promote high expectations for all students so that they can achieve their full potential.

Equity of Access for All Students – The school library is accessible to all students, teachers, administrators, and other users. Users with differing physical abilities and sizes can use the library and its resources independently; users are provided with a range of learning resources to reflect their various ages, interests, abilities, and learning styles and with the tools and skills to use them; and users see their cultural background reflected in the services and learning resources provided by the library.

Accountability for Effectiveness – School library services, like all other aspects of Saskatchewan's education system, function in an environment of continuous improvement for achieving student learning. Accountability measures consider the program's impact on student learning and the extent to which the program reflects provincial and school division standards.

Co-operation to Build Capacity – School divisions build stronger, more effective library services when they co-operate with other school divisions, and with public libraries and community agencies. The potential for improving services through partnerships can influence policies and decisions related to such matters as resource-sharing, collection development, and technology.

Consideration for Future Growth and Change – School libraries respond to changes in technology, curriculum, teaching methods, and community culture; and to changes in the way that information is developed and the nature of information itself. School library personnel consider the potential of innovations and, when appropriate, incorporate them into the library. Responsiveness, adaptability, and flexibility characterize the effective school library.

Research: School Libraries and Student Learning

Research from the past four decades shows that student learning is greater when a school library provides an effective program, is staffed by a qualified teacher-librarian, is well stocked with resource materials, and is well funded. Some conclusions that can be drawn from this research are summarized in *Crisis in Canada's School Libraries: A Case for Reform and Re-investment* by Ken Haycock.

Student Achievement

- Students in schools with adequately staffed and stocked libraries score higher on standardized achievement tests than students in schools that lack a library or have a poorly resourced library.
- The positive relationship between school libraries and student achievement is evident in mathematics and science as well as in English language arts and social studies.
- Student achievement is enhanced when teacher-librarians and teachers collaborate to develop information literacy while addressing curriculum outcomes.

Student Reading

- There is a positive correlation between school libraries staffed with teacher-librarians and reading. Students' ability to read, motivation to read, amount read, and results in reading assessments are all greater when their school has a library staffed by a qualified teacher-librarian.
- Reading proficiency, reading enjoyment, and positive attitudes toward reading are linked to higher student achievement in all subject areas, including mathematics and science.
- Better, larger collections and access to the collections are correlated with improved student reading skills.

Student Proficiency in Information Skills and Research Strategies

- The most effective model for teaching information skills to students is when they are integrated into classroom instruction through collaborative planning/teaching between teacher-librarians and classroom teachers.
- Students learn more and produce better research products following planned, integrated, information skills instruction by the teacher and teacher-librarian together.

Student Use of Technology

- Reading scores are higher in schools that have a division-wide catalogue of all library materials, and online access to quality databases, other virtual resources, and the World Wide Web.
- Students need to be taught strategies to locate trustworthy information on the Web, to assess the veracity of the information found, and to deal with conflicting information. These skills are not intuitive. Instruction is most effective when these information literacy skills are taught in context throughout K-12 by both teachers and teacher-librarians.

Student Transition to Post-Secondary Level

- There is a connection between Secondary Level school library programs that teach research skills and students' success in college and university. The skills taught in high school are reflected in the quality of students' post-secondary research papers.

Jurisdictional Responsibilities for Effective School Libraries

Each jurisdiction within Saskatchewan's education system – the province, the school division, and the school – has responsibility for certain aspects of school libraries. These essential and interdependent areas of responsibility all contribute to the development and operation of quality school library programs. Within all three jurisdictions, action focuses on supporting student achievement of the provincial curriculum outcomes – the heart and centre of the school library program.

... there must be a clear understanding at the school administrative level, and the district and ministry levels, that management and instruction work together to support quality school library programs.

**Marlene Asselin,
Jennifer L. Branch and
Dianne Oberg**
*Achieving Information
Literacy: Standards for
School Library Programs in
Canada*

The **Ministry of Education** has developed a province-wide vision for school libraries as an integral and essential part of the learning program. The Ministry of Education enables the realization of this vision by creating provincial policy and guidelines, facilitating province-wide library co-operation, and providing school divisions with funds, advice, and information. Responsibilities for the Ministry of Education are described in more detail in Table 1 (*see following page*).

School divisions are responsible for providing school library services and developing policies and standards for governance. School divisions create division-wide school library systems in which central office school library services and individual school libraries function as a network. Responsibilities for school divisions are described in more detail in Table 2 (*see page 8*).

Individual schools are responsible for integrating school library services into the learning program at every grade level and subject area to benefit all students. Individual schools are responsible for creating policies and procedures that facilitate this integration. Responsibilities for schools are described in more detail in Table 3 (*see page 9*).

Table 1: Ministry of Education Responsibilities

Legislation, Policy, and Guidelines	<ul style="list-style-type: none">• Identifying school libraries as an essential element of the instructional program, and communicating the importance of the school library and its program to the educational partners and the community• Providing direction for the development and maintenance of a province-wide system of school library services through legislation, regulations, policies, and guidelines. See Appendix A for excerpts from the following:<ul style="list-style-type: none">• The Education Regulations, 1986• The Public Libraries Act, 1996• The Public Libraries Regulations, 1996
Continuous Improvement	<ul style="list-style-type: none">• Developing a province-wide framework to guide continuous improvement for school library services• Establishing province-wide priorities for evaluation
Funding	<ul style="list-style-type: none">• Providing funding to school divisions through regular operating and capital grants and, where appropriate, through special initiatives that support the development of effective school libraries• Supporting professional learning of qualified teacher-librarians, where appropriate, through special initiatives in partnership with school divisions
Resource Support	<ul style="list-style-type: none">• Advising school divisions on learning resources to support the curriculum• Facilitating the provision of a province-wide technological infrastructure that enables resource access, resource sharing, and professional development• Providing access to a collection of licensed electronic resources through the Multitype Database Licensing Program• Providing Alternate Format materials services• Negotiating copyright licences to obtain clearance for classroom use of certain resources
Program Support	<ul style="list-style-type: none">• Providing leadership in the development of school libraries in Saskatchewan through a variety of consultative services
Partnerships and Co-operation	<ul style="list-style-type: none">• Participating in library co-operation initiatives to allow increased access to library resources, professional development opportunities, programs, and services and to achieve cost efficiencies• Co-operating with professional library associations and various agencies for networking and support for various initiatives• Consulting with post-secondary institutions to ensure access to courses and programs that will prepare qualified teacher-librarians and support staff
Automated Library System	<ul style="list-style-type: none">• Identifying technical and operational standards that automated library systems should meet to ensure quality service and interoperability with other libraries (see Appendix F for interoperability requirements)• Identifying criteria that school divisions might consider when selecting automated library systems (see Appendix G for a framework of criteria for purchasing a system).

Table 2: School Division Responsibilities

Policy and Standards	<ul style="list-style-type: none">• Developing policies, standards, and procedures for school library services that address the unique needs of the division and are consistent with provincial policy and legislation (see Appendices B and C for policy guides).• Developing short- and long-term plans to implement divisional and provincial school library policies
Continuous Improvement	<ul style="list-style-type: none">• Addressing the school library as part of the division’s strategic plan• Developing a division-wide framework for assessment of student learning outcomes and of school library services• Conducting regular evaluations of the division’s school libraries and developing a growth plan that builds on the results of the evaluations• Encouraging school community councils to support the implementation of provincial and divisional policies, and to incorporate school library programs into their local learning improvement plans
Funding	<ul style="list-style-type: none">• Budgeting for the overall operation of the school division’s school library programs and services• Providing funds to individual schools for the development and maintenance of effective school libraries
Resource Support	<ul style="list-style-type: none">• Facilitating the provision of a division-wide technological infrastructure that supports resource access, resource sharing, and professional development• Acquiring licences for products and services of benefit to the division• Supplementing basic collections in individual schools by developing effective interlibrary loan policies and procedures; and providing access to a central collection• Providing all schools with equity of access to the services of a teacher-librarian and a basic collection• Providing central office services such as cataloguing to ensure efficiency, economy, and consistency in resource management and access
Program Support	<ul style="list-style-type: none">• Identifying and communicating policy and procedures• Providing guidance for principals regarding their role in supporting the school library• Demonstrating leadership in developing, implementing, and assessing learning programs for the school library• Providing professional development for administrators, teachers, and school library staff
Partnerships and Co-operation	<ul style="list-style-type: none">• Developing policies and reciprocal agreements related to resource sharing for the purpose of supplementing collections at the division and school level• Co-operating with other school divisions, public libraries, and other agencies to ensure and enhance wide access to information, resources, and services
Automated Library System	<ul style="list-style-type: none">• Selecting an automated integrated library system that meets the school division’s requirements, and facilitates interoperability with other libraries (see Appendices F and G for interoperability requirements)• Providing school libraries with guidelines regarding use of the automated library system• Adopting provincial cataloguing standards to ensure consistency throughout the school division and compatibility with other provincial school divisions and public libraries

Table 3: School Responsibilities

Policy and Standards	<ul style="list-style-type: none">• Developing a vision for the school library as an integral part of the school’s learning program• Developing policies and/or procedures for the school library that are consistent with provincial and school division policy and that reflect the unique needs of the school• Developing short- and long-term plans to implement school level, division level, and provincial level policies
Continuous Improvement	<ul style="list-style-type: none">• Developing school-specific procedures and processes for the evaluation of school library services• Conducting regular evaluations of student learning outcomes in relation to the school library program and using the results to inform the school’s improvement plan• Communicating the important role of the school library to the school community council, parents, and community
Funding	<ul style="list-style-type: none">• Developing a budget for learning resources, supplies, equipment, and services based on identified school library goals and objectives, and in accordance with school division policy and standards
Resource Support	<ul style="list-style-type: none">• Providing technology to support access to resources and a diverse array of learning experiences• Managing the resource collection through the evaluation and selection of learning resources that will support the curriculum, and meet individual and group needs• Organizing the resource collection for easy retrieval• Creating access to resources through a website
Program Support	<ul style="list-style-type: none">• Using flexible scheduling to ensure maximum opportunities for collaboration between teachers and the teacher-librarian to incorporate resources and information into the learning program• Supporting teachers’ learning needs through professional development, consultation, and collaborative planning and teaching• Providing professional development opportunities to promote development of the competencies that the teacher-librarian and support staff need to perform their roles effectively
Partnerships and Co-operation	<ul style="list-style-type: none">• Participating in resource sharing agreements initiated by the division• Co-operating with other libraries and organizations in the community to ensure access to information, resources, and services not otherwise available in the school
Automated Library System	<ul style="list-style-type: none">• Using the automated library system in accordance with school division guidelines• Providing training for all students and staff

School Division Level: Developing School Libraries

School divisions provide leadership through the development of policy and standards for school libraries in the division. In addition, they provide guidance for the implementation of school library programs and services. The functions at the division level are critical to laying a strong foundation for effective school libraries.

School divisions support school libraries by:

- involving the board of education or conseil scolaire, the director or superintendent of education, the school library consultant, and the staff of the central school library services as appropriate
- developing and implementing policies, standards, and procedures that support consistency across the division
- addressing policies, standards, and procedures in the school division's strategic plan and in the cycle of continuous improvement that involves comprehensive planning, implementation, and assessment
- providing equity of service to all schools in the division, regardless of their size or location
- establishing a network of teacher-librarians and other school library staff across the division
- providing leadership in planning and implementing learning programs for the school library
- providing guidance for developing, managing, and using the collection of resources strategically and for the benefit of all
- investing in an automated integrated library system for collection management, resource sharing, and other uses
- providing policy and procedural guidance relating to partnerships with other libraries.

The school division's vision for school libraries is translated from policy to implementation by thorough and thoughtful planning with both long-term and short-term goals. Various staff members are assigned roles and assume responsibility for particular functions to enable the realization of these goals. Ongoing monitoring and evaluation ensures the effectiveness of the school library programs and services in supporting student learning.

Roles for School Division Personnel

Building effective school library programs and quality collections to support student learning results from the work of a collaborative team of staff members that has interdependent roles. The manner in which the responsibilities assigned to these people are carried out will vary from one school division to another. Descriptions of roles typically assumed by personnel at the school division level are included in this section and are developed in more detail in Appendix D. Each of these roles may be performed by a single person or may be shared by two or more people. The description of the roles listed below emphasizes the decision making, leadership, and guidance capacity needed at the division level.

Director or Superintendent of Education – A director or superintendent of education assumes responsibility for development, operation, and renewal of the division's school library system as a whole. This senior administrator is aware of the strong link between student learning and quality school libraries and focuses on the important role that school libraries and teacher-librarians can play supporting student achievement of provincial curriculum outcomes. The role would typically include such functions as ensuring the development of policy and standards for school libraries, planning for the division-wide technology infrastructure that is essential for operating a contemporary library system, determining a staffing model to provide for the necessary school library roles throughout the school division, planning to provide adequate funding for school libraries, and incorporating the school library into the school division improvement plans.

Division Level Consultant – This division level consultant co-ordinates school library operations throughout the school division, provides leadership and supports for instructional programs, and manages centralized school library services. The role of the division level consultant or co-ordinator may be assigned to more than one person. A sample job description is listed in Appendix D.

Division Level Non-instructional Staff – Non-instructional staff at the school division level usually include library technicians and/or clerical staff. An adequate complement of division level staff carry out library technical and clerical tasks and allow the school division library consultant to focus on professional responsibilities. The number of division level non-instructional staff and their role descriptions depends on the scope and functions of the central office library service, and on the types of supports that the central office school library service provides to individual school libraries.

Division Level Technology Specialist – A division level technology specialist is responsible for maintaining the division-wide technology infrastructure that supports Internet access, e-mail, online library catalogues, school and school division web pages, and other tools that allow students and teachers across the division to access resources, use information, and communicate their ideas.

Excellence in school library programming at the school and district levels is achieved when there is strong leadership, active encouragement, and positive reinforcement from the district administration. Central to this support is the role of the district superintendent. The interest and commitment that the superintendent gives to the school library programs in the district will determine the level of success. It is through the superintendent's leadership that information literacy becomes a priority in the district.

Marlene Asselin et al
Achieving Information Literacy: Standards for School Library Programs in Canada

To make our programs count and to be accountable, we need to take a hard look at the research findings, assess where we are and decide what we need to do. We can't wait for someone else to do it for us. We have the academic proof; now let's build the grassroots proof. We need to set some achievable goals, and develop an action plan.

**Carol Koechlin and
Sandi Zwaan**
School Libraries in Canada

While not typically considered a part of the school library staffing, this role is critical in the provision of information services. In addition, policy and procedures for technology must be consistent with the school library mandate in the school division.

Developing Policies, Standards, and Procedures

Boards of education and the conseil scolaire are responsible under the legislation for establishing policies and standards governing school libraries as referenced in Appendix A.

Policies direct action and guide decision making. Policies may be developed that will guide decisions about automation of the collection or the type of staffing for school libraries, or may guide the agreements that will be established with public libraries. Standards define expectations for specific aspects of school library service across the school division and in individual schools. For example, the board of education might indicate the staffing formula that would be applied for placing teacher-librarians in schools, or the requirements for the renewal cycle for facilities. See Appendix B for more detail.

In addition, school divisions develop procedures for how policies will be implemented or processes carried out. Consistent procedures for school library operations ensure efficiency and economy across the school division and provide guidance for school library staff.

There are three aspects of policy that must be addressed by the school division's policy document. See Appendix C for more detail.

Selection Policy – This policy provides guidance for the selection of learning resources for the school library. It includes responsibilities for selection, evaluation criteria, guidelines for the selection of learning resources, guidelines for weeding, and roles of the various personnel in the selection process.

Challenged Materials Policy – This component of the selection policy provides guidelines for challenges to the inclusion or exclusion of specific materials to the collection. This must be communicated clearly with appropriate procedures to facilitate a transparent and unbiased opportunity for staff and community to request reconsideration of materials. It is important for the selection policy to provide clear selection criteria for the collection in order to inform the decision-making process when resolving challenges.

Access to Learning Resources – The school division will determine the procedures through which students will access resources. These may include provision of textbooks and other learning resources, a website for access to online learning resources, and policies on Acceptable Use of the Internet and use of social software.

Facilitating Equity of Services

Saskatchewan's school divisions have schools of varying sizes, including both very small and very large schools, requiring the school division to address equity of service, particularly in regard to staffing, collections, and facilities. Every school, regardless of size, provides the services of a teacher-librarian and has a collection of print, non-print, electronic, and virtual resources appropriate to the age and grade level of students and the needs of teachers. Every school has access to virtual resources such as provincially or division-wide licensed databases, online reference sources, e-books, and online journals. The school library facility is adapted to reflect the number of students and the program requirements. It is equipped with technology, shelving, and furniture that enables access to the collection and expedites student use.

Facilitating Library Co-operation

The multitype library system in Saskatchewan is based on co-operation among different types of libraries in this province. This is supported through policy and a variety of agreements that are respectful of missions and mandates of school divisions, public libraries, and other libraries. A continuum of collaborative options, from informal to co-governance models, exists at local, regional, or provincial levels. Library co-operation can also involve joint venture libraries in which the school library shares a facility with another type of library, most often a public library. In these cases, the school division administrator and the library director in the public library system engage in joint planning related to co-operation initiatives involving their libraries.

All joint venture libraries that involve public libraries require formal written agreements. The matters that are to be addressed in this agreement are set out in *The Public Libraries Act, 1996*. The joint venture library must, as a minimum, provide basic library services as defined in Section 3 of *The Public Libraries Regulations, 1996* (see Appendix A for more details). One requirement is that the school library participates in resource sharing with the public library. Once the formal agreement is made between the school division and the public library, it becomes a legal obligation of the school division and a part of school division policy.

Library automation poses several challenges in the context of library co-operation initiatives. It may enable school divisions to share information or resources with each other or with public libraries, or it may create barriers. Issues relate to compatibility of the platform and software, policies around resource sharing, and cataloguing standards and practices. In the case of a joint venture library, the school division must decide whether the school library catalogue records will be included in the school division automated library system or the public library automated system.

In a multitype library system, the jurisdictional boundaries and separate administrative structures of libraries remain intact, but co-operative initiatives and working relationships enable libraries to collectively acquire information products and develop services they could not achieve independently.

Working Together:
Saskatchewan Libraries and Other Information Providers

Learning resources are selected to ensure diversity and variety in mode, perspective, and reading level. The teacher and teacher-librarian plan specific information skills to teach students and have them practise in context during the unit. Regular collaboration with the teacher-librarian means that learning outcomes for information literacy will be systematically addressed for each class. It also means that there will be a logical progression from one year to the next as students advance through the grades.

**Ron Doiron and
Marlene Asselin**
*Literacy, Libraries and
Learning*

Managing Collections at the School Division Level

School divisions provide a number of services to ensure that school libraries in the division have quality collections.

Collection Development Plan – A long-term collection development plan considers the needs of the entire school division as well as the needs of individual school libraries. The collection development plan is designed to bring the collections of all school libraries in the system to the standard established in school division policy and the expectations outlined in these provincial guidelines. Planning for the efficient use of resources may include making special arrangements such as sharing of specialized, expensive kits or rotation of blocks of books on particular topics. Collection development includes providing access to online resources and the required licences or subscriptions needed, as well as addressing the technology requirements to use these resources. Schools may have different collection development needs at different times, and this should be reflected in annual and long-term budget plans.

Central Collection – School divisions may choose to provide all educators in the school division with access to a central collection. The central collection may include professional resources for use by teachers and administrators, high priced or specialized kits and reference materials, and/or student materials that can be rotated among schools. Appropriate processes by which the resources in this collection are circulated among schools and/or loaned to individual teachers or students will be addressed through the interlibrary loan policy. Each school division will develop a variety of approaches to acquiring, storing, and circulating the resources.

Central Resource Services – School divisions enhance the quality of school library collections across the division by providing central library technical services for such functions as ordering and processing materials, cataloguing, and library automation issues. These services may also support the selection of resources by compiling bibliographies of recommended materials, acquiring subscriptions to online reviewing journals, organizing displays of materials for school division staff, acquiring division-wide licences for virtual resources, and/or acquiring subscriptions for online journals or other online resources of interest to both students and teachers. Central services may be responsible for the provision of training for staff on the online resources that have been acquired.

Professional Development

The school division should provide a comprehensive professional development program for administrators, principals, and instructional and non-instructional staff that will promote the goals and policies of the school library program. For example, a session for principals could address the principal's role in creating a culture that facilitates collaboration between teachers and the teacher-librarian. Teachers and teacher-librarians may have sessions to learn about online learning resources and how to use them effectively in instructional contexts. A session for non-instructional staff could focus on technical functions related to the automated library system or on using online learning resources.

Professional development among the teacher-librarians and other school library staff of the division addresses specialized issues for them to work and function as a team. School library staff members need opportunities to meet with each other (both online and face-to-face) to plan, share ideas, and develop procedures that are common across the school division.

Technology

Technology is critical in the development of effective school libraries. Technology planning in the school division acknowledges and incorporates the school library both as an access point for using online resources or an automated catalogue, and as a component of the technology infrastructure for information and communications. Sufficient hardware, software, and peripherals including emerging technologies and social software should be made available for use in the school library program. Policy and procedures related to technology should be consistent with the school library mandate within the school division.

Collaboration with teachers is essential -- inquiry goes beyond providing resources and locating information. Collaboration in inquiry involves planning, teaching, and evaluating student learning across the curriculum. Providing an instructional team with the teacher as expert in the content and context and the teacher-librarian as expert in the resources and process.

Carol Kuhlthau

Rethinking Libraries for the Information Age School: Vital Roles in Inquiry Learning

Automated Library Systems

There are efficiencies to be gained when a school division has a single integrated automated library system. The system is based on centralized web applications and is a component of a comprehensive division-wide technology plan. The learning environment is enriched through equity of access and effective resource management.

... school libraries have vital roles to play in supporting learning from the day students enter as young children. School libraries not only prepare students to use future institutions, real or virtual; they can support learners throughout their schooling journey.

Judith Ann Sykes
*Brain Friendly School
Libraries*

Effective school library automation:

- supports the central vision of the school division as a long-term investment
- results from a policy-driven system level planning process, and can provide links within the school division, with public libraries, and with other agencies
- improves efficiency for resource management, and use of staff expertise across the school division
- enables equity of access to resources for all students and staff in the school division regardless of location, time of day, or geographical distance
- supports improved learning initiatives, and transitions to post-secondary education
- requires comprehensive training for all users
- provides long-term fiscal benefits through cost savings in the management of resources
- involves the selection of an automated library software program that:
 - complies with the standards in this document
 - migrates data into and out of the system
 - provides online catalogue access
 - provides capability to be interoperable with student data systems, content management systems, and other data systems in the school division
 - can customize various work modules.

An automated integrated library system (ILS) is a single system that is used to manage interrelated library functions including acquisition, cataloguing, and circulation of material. The automated library system also provides an online catalogue for patron use. It is desirable that school divisions use a single automated library system across the division, and that the system meets national and international standards in order to facilitate interoperability with other libraries. See Appendix F for interoperability requirements. If one of the schools in the division is involved in a joint venture library, there are implications for selection of an ILS.

Planning Considerations

The vision, goals, and strategic plan of a school division will help to determine the plan for provision of school library services and the type of library automation system that will be required. For instance, for the school division to adopt a policy to provide access to learning resources in a variety of learning contexts including home, classroom, and the school library, a web-based system would need to be selected. In the case where the school division decides to share services and resources with other school divisions or the public library, a library automation system is selected using interoperability standards such as Z39.50 for the search and retrieval of records in library catalogues and MARC records for bibliographic data interchange (see Appendix F). Another solution might be for the school division and other jurisdiction to use the same automated library system.

A framework has been developed that provides a list of issues to consider and criteria to guide decision making in preparation for purchasing ILS software. This list can be used when analyzing the capabilities of various products (see Appendix G). It is recommended that any ILS used by a school division meet the requirements for automation and cataloguing listed in Table 4 (on the following page).

Cataloguing

Learning resource collections can be managed most effectively through adoption of the recommended cataloguing guidelines included in Table 4. Consistency of cataloguing practices will help to ensure reliability of the data in the library automation system, and will facilitate the easy movement of data from one automated system to another to support record sharing. It is critical that automated library systems meet the standards for interoperability to enable, at the very least, the sharing of records. These practices, that are compatible with public library practices, provide a basis for future partnerships with public libraries.

Training

All school library personnel need training in both the software applications and the operating procedures to use all of the work modules in the automated system such as circulation, cataloguing, and textbook management. Students, teachers, and parents will also need to be trained to locate resources on the automated system.

School libraries are gateways to global information sources, acting as portals through which students and teachers find diverse ideas and perspectives from around the world.

Marlene Asselin et al
Achieving Information Literacy: Standards for School Library Programs in Canada

Table 4: Guidelines for Automation and Cataloguing

<i>Following are guidelines for school divisions for library automation and cataloguing. For more detail see Appendix F.</i>	
Automation Considerations	Standard
Catalogue Records	MARC (Machine Readable Cataloguing) formats are standards for representation and communication of bibliographic information in machine readable form. Marc21 import and export capabilities are needed for both bibliographic and authority records.
Local Policies	Tag 049 in MARC format allows for recording of information about location of specific items, notes about reading levels, relevance of materials to specific programs, etc. All automated systems used by school divisions and school libraries should accept information in the 049 field.
Search and Retrieval Standard	Z39.50 is an international standard for searching and retrieving information across computer systems or over the Internet. Automated library systems used by school divisions and individual schools should comply with this standard in both client and server mode.
Software Standards	Software should have the capabilities for future adoption of the School Interoperability Framework Standards which are American K-12 specification for modeling educational data in an XML format and a service-oriented architecture for sharing that information between software applications for educational purposes. (This is related to a variety of data management applications.) The software selection should not restrict or limit the incorporation of these standards.
Cataloguing Considerations	Standard
Cataloguing Standards	AACR2 (Anglo-American Cataloguing Rules, Second Edition) provides guidelines for cataloguing that are accepted throughout North America and Britain. ¹
Classification/Call Number	Dewey Decimal Classification (DDC) (latest edition) – The DDC is used in virtually all public and school libraries in North America.
Subject Headings	Subject headings can be drawn from the following standard lists: Canadian Subject Thesaurus Library of Congress Subject Headings French Subject Headings (Répertoire de vedettes-matière).
Exceptions to Standards	Any exceptions to the cataloguing standards above are defined in school division policy and recorded in school library operating procedures.

1. Joint Steering Committee for Development of RDA. It is anticipated that ARCC2 will be replaced by Resource Description and Access in 2009.

School Level: Developing School Libraries

The function of the school library is to establish effective programs and services that support the informational, educational, and cultural needs of the school learning community. In this role, the school library serves as a gateway to information and resources available both locally and within the global community. The following sections provide guidelines for the provision of school library programs and services at a school level including the learning program, staffing, collections, and facilities.

An effective school library:

- is developed in accordance with school division policy, as well as school level policies and procedures for delivery of programs and services
- features an educational program that is curriculum-centred, encourages reading, and emphasizes information literacy skills and technology competencies
- serves as a research centre for the school by providing resources to support research, and defining a research process that is modelled and used throughout the school
- has support from the school principal who creates an environment that fosters collaborative planning between the teacher-librarian and classroom teachers
- has a qualified teacher-librarian who delivers an educational program that facilitates student learning
- has non-instructional staff who perform library technical and clerical functions
- has a quality collection of resource materials in a variety of formats that reflects students' diverse interests and abilities and teachers' instructional needs
- has appropriate technology supports for the services and programs provided
- provides a warm and welcoming place for students, teachers, administrators, and other members of the school community
- is located in a facility where the size, design, and layout support the school library program
- features flexible scheduling, is open throughout the school day, and provides for frequent student visits by individuals, small groups, and whole classes
- exists in an environment that supports professional development for school library staff and other school staff on school library issues
- uses a variety of approaches to ensure regular communication between the teacher-librarian and students, principal, school staff, parents, and community
- evolves through a process of continuous improvement
- has an appropriate budget.

Learning Programs in the School Library

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 learners and decision makers.

Effective school library programs have a positive impact on student achievement, in the processing and use of information, in knowledge content areas, on reading motivation and achievement, and on the quality of experiences that teachers and students have in school.

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Achieving Information Literacy: Standards for School Library Programs in Canada

An effective school library program:

- connects with the instructional program of the school
- results from the instructional role afforded by a qualified teacher-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 teacher-librarian and the classroom teacher
- provides numerous opportunities for students to work with a wide range of materials in many different formats.

The goals of education for Saskatchewan schools direct educational efforts in developing the potential of all students in the province. Attainment of the goals is a venture that the school shares with the student, the home, and the community. These goals are addressed through provincial curricula that identify the capabilities needed for students to take their places as 21st century citizens. School library programs contribute to students attaining these goals through the integration of literacy, information competencies, and technological competencies with learning in the subject areas.

School Library Program in the School

The teacher-librarian, in an instructional leadership role, works with the administrative team to interpret school division library policy into school learning goals and instructional programs. The teacher-librarian participates in division-wide curriculum initiatives to be able to support curriculum implementation at a school level.

The flexible role of teacher-librarian allows the development of a variety of programs in the school library that range from overall program planning for the school, staff development, and instructional planning with teachers, to direct instructional involvement with students. Teacher-librarians can contribute as presenters for divisional and school-based professional development. Additional responsibilities include management of the school library and collection development, which are critical foundations to a successful school instructional program. The teacher-librarian also provides a liaison with public libraries and other agencies in the community to enhance school learning programs.

Many cross-curricular competencies such as literacy are addressed in the school library program and have application at all grade levels and across disciplines. The teacher-librarian participates in a range of school-based teams such as grade-alike, subject-focused, technology planning, or special project teams organized to plan school-wide events, or literacy initiatives to support the implementation of curricula.

Collaborative Program Planning and Teaching

The teacher-librarian has a role in working with all instructional staff in the school through a variety of approaches. Collaborative partnerships between the teacher-librarian and teacher(s) are of value in designing instruction, co-teaching lessons, and assessing student learning. The degree of involvement of the teacher-librarian in the instructional process can vary from one situation to another.

The administrative team can encourage collaboration by clearly expressing expectations for this approach to programming. A climate conducive to collaboration is characterized by a shared vision of instruction in the school, flexible scheduling for the teacher-librarian, sufficient planning time, and access to space, equipment, and resources in a timely way.

A whole-school approach is needed to implement a successful school library media centre program. The teacher-librarian has a critical role to play, but he or she can only do this with whole-school support, and in particular, with the support of the principal.

**James Henri and
Dianne Oberg**

*Leadership Issues in the
Information Literate
School Community*

Numerous international studies have demonstrated a link between student achievement and the presence of professionally staffed and accessible school libraries. Studies have also shown that reading enjoyment is a significant factor in improving student performance not only in literacy, but in science and mathematics as well.

School Libraries and Student Achievement in Ontario

Focus Areas for School Library Programs

Provincial Curriculum Learning Outcomes – The teacher-librarian assumes a lead role in developing a collection of learning resources to support curricula. Through collaborative planning and teaching, learning experiences are designed that promote the effective use of resources in supporting student attainment of learning outcomes. Working in a resource-rich and engaging environment enhances the learning experience for students.

Possible activities:

- *The school improvement plan focuses, for example, on improved student learning outcomes in mathematics. The teacher-librarian works with teachers to identify relevant resources in the collection and determine which new resources are needed.*
- *For a school-wide program such as a science fair, the teacher-librarian provides research expertise and guidance, highlights relevant resources, and identifies community members who can contribute to the learning experience.*
- *A group of Grade 6 classroom teachers collaborates with the teacher-librarian to plan learning experiences that integrate a variety of learning outcomes from various curriculum areas into a shared theme or context such as “Heroes in Canadian History”, “Flight”, or “Peace and Conflict”. Planning includes reviewing the resources in the collection that are available to support the learning experience.*
- *The teacher-librarian establishes a consultative process in the school to gather input from all staff on the materials to be added to the collection, evaluates these requests using selection criteria in the division and school policies, and determines priorities for the collection development plan.*

Literacy Development – School library programs have a literacy focus that is concerned with developing capabilities in all areas of language learning: viewing and representing, listening and speaking, and reading and writing. School libraries provide texts in many formats, both physical and virtual, to engage students in a variety of contexts for literacy development. School library instructional programs guide students’ learning experiences to improve their literacy proficiency. The teacher-librarian establishes programs, both formal and informal, that involve students with learning resources. Activities are planned that foster capabilities in communicating students’ understanding and new ideas.

Possible activities:

- *The teacher-librarian and teacher plan and co-teach using a discussion strategy as part of an integrated study for English language arts and social studies.*
- *The teacher-librarian helps students use a digital camera to capture images of environmental dangers in their community and incorporate them into a multimedia presentation for their School Community Council as part of an environmental safety unit.*

- *The teacher-librarian provides leadership in an inquiry with literacy activities such as engaging in research, writing a report, representing the findings in a product, and preparing an oral presentation to share with classmates. Assessment tools are developed for each aspect of the student projects such as writing, researching, representing, and presenting in addition to the selected information literacy outcomes.*
- *The teacher-librarian works with the teacher to implement a home reading program.*
- *The teacher-librarian promotes literature, including picture books, novels and non-fiction, throughout the school with book talks, displays, and author visits.*
- *The teacher-librarian and public library staff member work together to promote the summer listening, viewing, and reading program held at the local public library.*
- *The school library staff arranges opportunities for students to visit their local public library to learn about its programs and services.*
- *The school library staff also informs the public library staff of upcoming school activities for which requests may be received from students for resources.*

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. These competencies are developed in the context of learning in the subject areas. An example of information literacy standards and indicators is included in Appendix E. In this listing, information literacy includes competencies in using and applying technology as it relates to information. A range of information literacy competencies as well as other cross-curricular competencies are incorporated into a variety of instructional approaches such as inquiry learning, resource-based learning, and project-based learning. The school library program has a critical role to play in providing guidance in the research process and in teaching the skills needed to research effectively.

Possible activities:

- *A school-based inquiry process and a process to acknowledge sources are introduced by the teacher-librarian and adopted for use by all teachers.*
- *As part of a lesson on how to evaluate Internet resources, the teacher-librarian asks students to collaboratively develop a set of criteria for website evaluation, and then using the criteria, the students evaluate several websites related to a topic currently being studied.*
- *The teacher-librarian and teacher develop a unit on endangered animals with each of them taking responsibility for certain aspects of the learning activity (i.e., the teacher-librarian assists with location, evaluation, and use of information; the teacher works with the writing process to create a written report).*
- *The teacher-librarian provides direct instruction on a specific competency; for example, using electronic databases to find information on a current event topic.*

... we need to design assignments that will avoid the “cut, paste and plagiarize” approach to research. Surely we want our students to see relevance, to make personal connections and to gain knowledge and understanding. This means we need to design assignments that require students to analyze and synthesize and reflect on their findings. They need to transfer their learning to new and different situations and to share and apply new knowledge.

Carol Koechlin and Sandi Zwaan

Info Tasks for Successful Learning: Building Skills in Reading, Writing, and Researching

All we know about their future in this millennium is that these young citizens of tomorrow will need to be ready for a strobe-like environment. They must be able to deal with change at a rapid pace. They need to be savvy users of information.

**Carol Koechlin and
Sandi Zwaan**

*Info Tasks for Successful
Learning: Building Skills in
Reading, Writing, and
Researching*

Technology Integration – The school library program adopts approaches that integrate technological literacy. Technology can be used to achieve learner outcomes by incorporating technology tools, applications, and resources into learning activities. Outcomes and indicators for technological literacy are provided in such standards as the *ISTE National Educational Technology Standards for Students and for Teachers*. Students are guided to become proficient at using the tools, applications, and resources effectively and appropriately. The teacher-librarian provides expertise in effective instructional planning with technology, competency in technology use, and understanding learner needs in a technological environment. The teacher-librarian can also support teachers in learning about technology and applying it to learning activities.

Possible activities:

- *The teacher-librarian provides guidance and technology instruction for an inquiry activity in which students are involved in online collaboration with a group of students in another school as they create a Bill for presentation in a mock parliament.*
- *The teacher-librarian assists the teacher in learning the technology skills needed to use podcasts or PowerPoint presentations for performance activities by students as part of authentic assessment.*
- *The teacher-librarian establishes e-mail accounts to have students interact with students in a different school to research and discuss a health-related issue.*
- *The teacher-librarian works with students in the production of an audio file; the teacher guides the research and writing process in students' Heritage Fair projects; and the technology lead teacher assists students in creating an online portfolio for each project.*
- *The teacher-librarian and teacher develop a WebQuest to investigate a Grade 5 social studies topic such as "Canadian Heroes" and provide support for the students as they work in role in small groups to complete the assigned tasks.*
- *The teacher-librarian supports students involved in a distance learning course by guiding them to appropriate resources in both the virtual and physical collection.*
- *The teacher-librarian provides a professional development workshop for school-based staff on online resources and some strategies for using them.*

School Library Personnel

Appropriate and adequate staffing, comprised of a teacher-librarian and non-instructional staff, is essential for a school library program to have a positive impact on student learning. All students and teachers in the school division have equity of access to the services of a teacher-librarian regardless of the size or location of their school. In some situations some of these services might be provided centrally.

Staff members in an effective school library:

- work as an interdependent team focused on providing a quality learning program
- demonstrate the professional and personal competencies needed for their roles, and have the required qualifications
- provide for the variety of roles needed to deliver quality programs and services, and to manage the operations of the school library
- develop, organize, and maintain a collection of high quality resources to support the learning program of the school
- provide access to the collection for staff and students through appropriate and equitable procedures and practices
- organize and maintain the facility to meet the needs of the learning program
- provide support for all the instructional staff in the school
- provide training and professional development as needed
- communicate regularly with the administrative team, the teachers and students of the school, and the community
- communicate with local public library staff to share information and to provide programs and services of benefit to the school community.

Each school division, guided by provincial policy, sets its own policy and standards for staff allocations and provides role descriptions. The school division balances the level of service provided centrally with the needs for the various services at a school level. Staffing decisions establish which personnel are provided for a variety of roles at the two levels, central and school-based, for the provision of effective and efficient school library programs and services. These decisions are also influenced by geographic distances within the school division and between schools, enrolments and grade levels, number of schools in the division, number of classrooms in each school, range of course offerings, language(s) of instruction, specialized needs of students, and the current condition of the school library. See Appendix D for detailed role descriptions.

If each school library were to have a teacher-librarian who taught children and youth the skills necessary to be effective users of information in all its forms, a powerful mechanism would be in place for enabling Canadian children and youth to be literate citizens, lifelong learners, and contributing adults in a learning society.

Marlene Asselin et al
Achieving Information Literacy: Standards for School Library Programs in Canada

A close alignment between the principal's vision and goals and the teacher librarian's vision and goals is of benefit to both of them; together the teacher-librarian and the principal can form a strong team.

James Henri and Dianne Oberg
Leadership Issues in the Information Literate School Community

Administrative Leadership

The school principal or administrative team creates a learning community that values the school library program, fosters collaborative planning between teachers and the teacher-librarian, and encourages student attainment of learning outcomes across curricula at all grade levels. The administrative team is responsible for implementing the policy and standards determined by the school division, and for determining the functions and tasks to be assigned at the school level to actualize this vision.

Role for School Library Personnel

The teacher-librarian and non-instructional personnel work together to implement effective school library programs and services that positively impact student learning. See Appendix D for more detailed sample role descriptions for the teacher-librarian and non-instructional staff. The school division provides professional development to ensure that the required competencies for both teacher-librarians and non-instructional staff are developed and maintained.

A qualified teacher-librarian is instrumental in providing a quality school library program. The person in this role is an instructional leader who manages the school library program, collection, and facility; collaborates with teachers; works with students; and serves as information specialist in the school. In cases where the school provides its programs in more than one language, the teacher-librarian may have appropriate language competencies to work in that environment.

Sufficient non-instructional personnel, including *library technicians and library assistants/clerks*, are assigned to perform technical and operational functions to allow the teacher-librarian to focus on the instructional program that will impact student learning. A combination of non-instructional staff at a centralized level and at a school level will provide for the effective and efficient operation of the school library.

Technology support is provided by designated personnel, as needed, to ensure the operation of the automated library system and the technology infrastructure and to support the functionality of a variety of hardware and software resources.

Staffing Considerations

School divisions, using these guidelines, establish a variety of methods to ensure professional services of teacher-librarians are available to all schools, regardless of the diverse circumstances in each of the schools. Two critical points to keep in mind when determining staffing are that qualified personnel are assigned to the roles, and that teacher-librarians are assigned at no less than half-time to enable them to carry out the responsibilities associated with the role.

Research studies describe the extensive and complex role of the teacher-librarian, and suggest that to be most effective, the position should be filled on at least a half-time basis. If the position is filled on a less than half-time basis, the teacher-librarian has limited time for providing a quality learning program, and is less effective in contributing to student achievement of learning outcomes. While Elementary and Middle Level schools are often more flexible and may be able to ensure access to the teacher-librarian across all grades in less than full-time staffing, schools with Secondary Level programs typically have more rigid schedules and the availability of a teacher-librarian throughout the day is more critical.

While ideally, teacher-librarians should be assigned to a school on at least a half-time basis, in schools of fewer than 200 students, alternate arrangements could be made to ensure equity of access to the professional services of a teacher-librarian. Using the guideline of one teacher-librarian for 500 students, an itinerant teacher-librarian could work flexibly with several small schools. Another example would be to increase the allocation for a teacher-librarian in a larger school in order that this person can also provide service to a nearby smaller school. In these types of arrangements, it is necessary to have flexible scheduling for the teacher-librarian. Other factors such as geographic distance are also taken into consideration when applying the staffing allocation guidelines.

In schools of more than 500 students, arrangements can be made to increase the provision of professional staff involved in school library programs in accordance with the guidelines in order to accommodate the higher enrolment.

Teacher-librarians play three critical roles in the learning community: teacher, information specialist and administrator. In each of these roles they empower students and teachers to meet higher standards of academic achievement.

Ken Haycock

The Crisis in Canada's School Libraries: The Case for Reform and Reinvestment

Table 5: Guidelines for Staffing Allocations

<i>Following are guidelines for staffing allocations at a school level.</i>
Qualified Teacher-librarian <ul style="list-style-type: none">• 1.0 FTE per 500 students with no less than 0.5 FTE per 200 students• Alternative arrangements for staffing are established to provide the services of a teacher-librarian in schools with enrolments of fewer than 200 students or more than 500 students.
Non-Instructional Staff <ul style="list-style-type: none">• The combined allocation of staff to non-instructional roles for the school library should be commensurate with the allocation of teacher-librarians.
Qualified Library and Information Services Technician <ul style="list-style-type: none">• All school libraries need to be provided with the services of a qualified library and information services technician.• Placement at the central level and school level enhances the operation of the school library.
Library Assistant/Clerk <ul style="list-style-type: none">• A work plan provides for non-instructional tasks in the routine operation of the school library.

Table 6: Qualifications for School Library Staff

<i>All roles need to be filled by qualified staff to realize the expectations for a positive impact to student learning outcomes.</i>
Qualified Teacher-librarian <ul style="list-style-type: none">• A valid Saskatchewan teacher certificate• Successful teaching experience• A university major in school librarianship or a degree in library science (with courses relevant to school librarianship)• Coursework should include the selection, management, and utilization of learning resources; design and implementation of instructional programs; administration of the school library; and educational technology.
Qualified Library and Information Technician <ul style="list-style-type: none">• Certificate or diploma in library and information technology from an accredited post-secondary institution• Capabilities to fulfill the role as outlined in school division policy
Library Assistant/Clerk <ul style="list-style-type: none">• Library assistants/clerks must have personal and work capabilities suitable for the school library environment.• Library assistants may have a certificate in school library operations.• Training for tasks as assigned is provided as needed.

School Library Collections

The school library collection is a specialized collection that supports the learning program of the school. It is developed in accordance with the school division policy 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 interlibrary loans
- responds to students' interests and supports independent reading and research
- responds to the professional needs of teachers
- fosters opportunities for inquiry learning, resource-based learning, project learning, and independent learning in many forms.

Collections in a Contemporary Context

The nature of a school library collection is evolving from the increased use of the Internet, the continued emergence of new technologies, and changing technological applications for the access and use of information. Collections in a contemporary school library include the physical materials housed within the facility, the online resources acquired by the school library through licences and subscriptions, and Internet resources on open websites that are organized for access through the online catalogue or school library website. Since technology provides students with access to additional resources through the Internet, the learning program must prepare students to be critical in searching for and evaluating information, and in using it wisely and responsibly.

Building a digital information-rich environment for teachers and students draws upon long-known principles of selection: a solid match with the curriculum, appropriate difficulty level, authority, high quality, among others.

David Loertscher

Building Knowledge-Rich Environments for Youth

..., teacher-librarians develop rich collections of books and other resources which support the classroom teachers' instructional program and provide students with a wealth of choices for personal reading. Teacher-librarians know that they need to do more than simply buy books and put them on the shelves; they must develop comprehensive programs that get books into the hands of their students and encourage them to read every chance they get.

Ray Doiron and Marlene Asselin
Literacy, Libraries, and Learning

Considerations for Developing a Quality Collection

School library collections are developed and renewed, in accordance with the school division's selection policy, to ensure that quality items with educational value are included in the collection (see Appendix C). Some schools may choose to supplement the divisional selection policy with a school-level selection policy and/or procedures focused on the unique needs of the school.

The teacher-librarian has primary responsibility for building a quality school library collection, and draws on the expertise of others including consultants, teachers, students, and the community. Selection of learning resources recommended by the Ministry of Education to implement curricula can serve as a starting point for building a quality collection.

The size of the collection in a school is determined by the range of grade levels and program offerings, and the overall enrolment of the school (see Table 7 on page 32). In schools where there is more than one language of instruction, the collection is increased in size in order to offer a sufficient number of resources in each language.

Collection planning needs to be flexible to accommodate changing formats and methods of access. For example, in a school with a Secondary Level program, the number of resources in physical formats in certain parts of the non-fiction collection may be reduced when access to a suitable selection of online resources is established. Online resources provided through the Multitype Database Licensing Program (MDLP) at a provincial level are included in the school library collection, and students learn how to access and use these resources in the school and at home.

Fostering Equity and Inclusion

Learning materials play a significant role in shaping students' views about the world. Therefore, it is important that the learning materials students use in school portray respect and dignity for both genders, those in specific cultural groups, people with differing physical and intellectual abilities, people of various ages, and people of differing gender orientation. In addition, students can see themselves, their families, and influences that shape their lives represented in the instructional resources available. The selection policy for the school division provides criteria to guide the selection of appropriate resources (see Appendix C).

Resources in the school library collection reflect the perspectives, culture, and ways of knowing of Saskatchewan's First Nations and Métis peoples to support student achievement of the outcomes of the provincial curriculum. All students benefit from gaining greater knowledge and increased understanding of Saskatchewan's First Nations and Métis heritage and present-day realities.

The collection provides for the differing physical and intellectual needs of the users accessing the learning resources. Learning resources in alternate physical formats along with assistive technology are provided when needed. The Alternate Format Service available from the Ministry of Education offers access to some of these learning resources, including large print, Braille, audio, and e-text formats for students with visual impairments.

Technology Supports for the Collection

The school library provides an automated library system; Internet access points in the school library; and equipment and software to support and access the learning collection, and to enable students to produce and share their own materials. Equipment includes such items as MP3 players, computers, data projectors, scanners, digital cameras and video recorders, and a variety of assistive technologies. A range of software is available including word processing, spreadsheets, authoring and publishing, photo programs, content editors for video and audio, games, practice materials, and collaboration.

We need to remember that books are not utilitarian information banks. Their promise is that they educate the heart as well as the head.

Alix Hambleton
School Libraries in Canada

Table 7: Guidelines for School Library Collections

Regardless of the size of the school, every school library has a collection of learning resources to meet the needs of the learners.

General Considerations

- The budget provides adequate funding to establish and renew the collection in every school. Additional funds are provided for resource purchases in schools that have more than one language of instruction.
- The collection is in good physical condition.
- The school library provides hardware, software, peripherals, and other equipment necessary for accessing and using the resources.

Physical Collection

- The book collection contains at least 4,000 items or 20 items per student, whichever is greater.
- For all schools, the ratio of fiction to non-fiction, including reference, is 15-30 percent fiction and 70-85 percent non-fiction/reference.
 - In schools with Pre-K to Grade 3 programs, the ratio may be adjusted to provide more fiction in the picture book collection.
 - In schools with Grade 6 to 12 programs, the number of non-fiction materials in physical formats may be decreased when there is access to a significant collection of virtual resources.
- In addition, the collection includes such other items as professional resources, periodicals, kits, DVDs, and multimedia materials.
- At least 70 percent of the collection has copyright dates within the last 10 years.
- Each collection is weeded regularly according to the policy of the school division.
- When the physical collection includes general reference materials, encyclopedias are no older than five years, and atlases, almanacs, and specialized encyclopedias are current.

Virtual Collection

- The school library provides access to a comprehensive collection of virtual resources focused on provincial curriculum outcomes, in addition to the physical collection.
- A variety of types of materials are provided including but not limited to reference materials, encyclopedias, journals, newspapers, specialized subject databases, and e-books.
- The virtual resources provided by the Multitype Database Licensing Program through province-wide licences, are included in the collection of each school.
- Access to online resources is available to students through a school website.
- Issues such as home access, acceptable use of the Internet, filtering, and technology restrictions are addressed in the school division policy.
- Online resources are reviewed regularly for content, currency, embargos, and other considerations.

School Library Facilities

Each school has a facility that is designed for and dedicated to the school library functions. The facility is centrally located and easily accessible for all students and staff. The school library has sufficient space, furniture, and equipment necessary for efficient operation and implementation of the school library program.

Effective school library facilities are designed and arranged to:

- support the formal and informal learning activities that are part of the school library program.
- reflect the way the school library will be used (form follows function). Form is also determined in part by the equipment and furnishings, and the age and size of students.
- allow students to work alone, in groups, and as whole classes. It accommodates quiet individual study as well as active group work.
- provide for instructional activities by the teacher-librarian and teachers.
- be physically accessible. It is accessible from all other parts of the school and features barrier-free design so all users can access it, whatever their physical abilities.
- consider both aesthetics and ergonomics. It is attractive and facilitates efficiency, safety, and convenience.
- provide access to resources, space, and information equitably for all users regardless of their age, size, and/or physical and intellectual abilities.
- consider safety and security of students and of resources.
- accommodate the needs of staff and provide space for processing of materials and storage.
- facilitate traffic flow and to provide good sightlines throughout the facility.
- provide the required services and programs while representing the unique characteristics of the school and the community.
- allow for projected future student enrolment and the possibility of expansion.
- allow for displays and information on walls, shelves, and other places.

School libraries are active learning environments...

For some they are learning laboratories and production studios; for others, they are reading rooms and treasure troves of artefacts, literature, and technologies.

Marelene Asselin et al
Achieving Information Literacy Standards for School Library Programs in Canada

The school library acts as the “great room” in a school, where the “family” gathers in a large multi-functional space for a multitude of tasks.

Marelene Asselin et al
Achieving Information Literacy Standards for School Library Programs in Canada

There is no single design that is appropriate for all school libraries; however, it is essential that initial planning involves educators, including teacher-librarians and library technical staff, to ensure the design will adequately accommodate the functions of the school library programs and services. There should be a certain degree of flexibility to accommodate future changes to demographics, programs, and formats of learning resources.

A school library accommodates several different types of learning situations. It allows for individual, large group, and small group learning using a variety of learning resources, and various instructional styles including direct instruction, team teaching, or inquiry-based learning. It accommodates quiet individual study as well as active group work. There is adequate work space for library staff and for teachers using the resources.

All effective school library design provides a core instructional area, ancillary instructional space, and professional space. The core instructional area includes space to house the collection, for computer workstations, and for student seating. Ancillary instructional space includes seminar rooms, and a production centre where students, teachers, and the teacher-librarian can work together. The professional space is used by the school library staff and by teachers and is usually not accessible to students. It includes the teacher-librarian's office, workrooms, and storerooms (see Tables 8, 9, and 10 for more detail on functional areas and considerations).

The school library is a welcoming place for students and staff alike, being both attractive and comfortable. There is space for displays, and the wall colours and woodwork are appealing to users. Shelving and storage are provided to house the collection and equipment in an organized manner for easy retrieval by the users. There is appropriate provision for technology to access and use online learning resources in a virtual environment. Adequate electrical and technological infrastructure are in place for the functions of the school library, and for flexibility in arranging the equipment for a variety of purposes. The lighting and sound levels facilitate study and the furniture is selected with attention to ergonomics and comfort as well as attractiveness.

The design of the school library facility reflects the guidelines in this document and those provided on the Ministry of Education's website in the publication *Pre-K to 12 School Facilities Funding Guidelines*.

Table 8: School Library Facilities – Core Instructional Area

The core instructional area is the main body of the school library. The collection is housed in this area, and there is space for various functions such as circulation of materials, storytelling, and electronic research. There is student seating in the core instructional area that accommodates individual study, small group instruction, and whole class instruction.

Function	Considerations
Entrance/Exit	<ul style="list-style-type: none"> • has double doors to facilitate traffic flow without congestion • has security system when appropriate
Circulation Area (used to circulate materials and to control access to library)	<ul style="list-style-type: none"> • is near main entrance and exit • has ample room for charging desk • has space for computer terminal(s) and book trucks • is adjacent to reference area
Housing of Collection	<ul style="list-style-type: none"> • features shelving and cabinets to house collection • offers appropriate height, type, and configuration of shelving and cabinets according to the age of students and characteristics of collection • maintains sightlines throughout the library • makes provision for specific types of materials such as reference books on low shelves, fiction paperbacks on rounders, posters in specifically designated cabinets, and teachers' professional collection in a specifically designated area
Student Seating	<ul style="list-style-type: none"> • has capacity for two classes or 10% of the student body, whichever is greater, plus room for expansion • offers appropriate amount of space depending on the age and size of students, and amount and type of furniture • provides seating for one whole class that is arranged for group instruction; also provides space for quiet study by individual students • provides equipment and area for instructional activities of teacher-librarian or teacher • is equipped with chairs, tables, and study carrels • provides a reading area to accommodate a few students
Storytelling Area (in schools that serve PreK-Grade 6)	<ul style="list-style-type: none"> • has capacity to accommodate one class of students • provides comfortable seating for young children (cushions, rocking chair, carpeted risers) • provides carpeting throughout • is separate from areas used mainly by older children • has low free-standing shelves designed for large picture books • offers space and facilities for puppet shows, storytelling, and dramatization
Electronic Research Area	<ul style="list-style-type: none"> • provides capacity for computer use by individuals and small groups, and for large group viewing • accommodates computer access • includes electronic technology to support the programs offered in the school

Table 9: School Library Facilities – Ancillary Instructional Space

Ancillary instructional space consists of seminar rooms that are used for small group instruction, group work by students, teacher/teacher-librarian collaboration, and viewing/listening by students. There is a digital production area so students can create productions that present their learning and share these productions with others.

Function	Considerations
Seminar Rooms	<ul style="list-style-type: none"> • has minimum of two seminar rooms that can each hold 7-8 people designed with large glass window, so area can be supervised from library, and door that closes • is equipped with tables, chairs, electrical outlets • has at least one seminar room that is equipped with Internet access
Production Area	<ul style="list-style-type: none"> • has minimum of one room that can hold 5-7 people designed with large glass window, so area can be easily supervised, and door that closes • offers sound proofing in some or all of the area • has Internet access • has equipment to facilitate production such as scanner, digital camera, and computer equipped with word processing, graphics, and desktop publishing software • used for programs such as arts education/practical and applied arts

Table 10: School Library Facilities – Professional Space

Professional space is used by the school library staff and by the teachers in the school. Students usually do not have access to this space.

Function	Considerations
Library Office	<ul style="list-style-type: none"> • has capacity to house furniture and shelving, and for teacher-librarian to meet with at least 2 other people at the same time • has space for desk, chairs, administrative files, bookshelf, and cupboard
Library Workroom	<ul style="list-style-type: none"> • has capacity to house all shelving, furniture, and equipment and to allow 2 people to work at the same time • is used for receiving, cataloguing, processing, and repairing materials • is equipped with Internet access, computer terminal, work tables, filing cabinets, sink, counter, electrical outlets, shelving, and cupboards
Teacher Workroom	<ul style="list-style-type: none"> • has enough space to house all shelving, furniture, and equipment and to allow 2 or 3 teachers to work at the same time • is used for preparation of posters, displays, and craft projects, and for storage of supplies needed for such projects • is equipped with table, counter, electrical outlets, shelving, and cupboards and may also be equipped with specialized equipment such as laminator and cerlox binder
Audiovisual and Equipment Storage	<ul style="list-style-type: none"> • offers appropriate space according to amount of equipment to be stored • is equipped with several electrical outlets, cupboards, and shelving

Continuous Improvement

School libraries work within the framework of continuous improvement that characterizes Saskatchewan's education system. They participate in the ongoing provincial, school division, and school cycle of planning, implementing, monitoring, and reporting.

Planning provides a foundation for continuous improvement. School divisions and schools develop a vision that illustrates the way the school library contributes to student learning and the realization of provincial curriculum learning outcomes, and they create a plan for achieving the vision. The plan includes short- and long-term goals that serve as indicators of success and benchmarks for monitoring. Reporting tells the school community about progress toward achieving the vision and goals. The process is cyclical, as monitoring leads to changes in plans and goals in order to more fully realize the vision.

Planning, implementing, monitoring, and reporting on school library services is done at three levels:

Provincial Level

The Ministry of Education outlines the continuous improvement process that is common to all school divisions and schools in Saskatchewan. The Ministry of Education also identifies provincial priorities for student learning outcomes and other areas of emphasis.

School Division Level

The school division addresses the school library system in its strategic plan. It plans, implements, monitors, and reports on the central office school library services and develops a framework that individual school libraries can use as part of the continuous improvement process. A common evaluation framework for all school libraries ensures consistency in evaluation processes across the school division.

School Level

Each school uses the evaluation framework provided by the division to guide its cycle of school library planning, implementation, monitoring, and reporting. An individual school library may develop additional plans and goals specific to the school situation with advice from the School Community Council. All of these processes become part of the school's learning improvement plan and are addressed within the context of plans and goals for the entire school.

The opportunity to identify local outcomes and local successes and to share these with school stakeholders is knocking. Such evidence can be the basis for richer, meaningful discussion between stakeholders -- students, parents, and community.

Ross Todd

Learning in the Information Age School

Evidence-Based Practice is not complicated. It is an introspective journey and boils down to a powerful question to focus your energies and programs, such as:

What contributions am I making to student achievement in my school?

How does my library program boost student achievement?

If we use these questions to frame our work with teachers and learners, then they will be our guide to what we do, how and when we do it, and why it makes a difference.

Carol Koechlin
The Teaching Librarian

Regardless of whether evaluation is occurring at the provincial, school division, or school level, judgements about the effectiveness of the school library program and decisions about changes to the program are made on the basis of a variety of data collected to support the decisions. Data are collected to demonstrate student learning and accountability for school library services. This collection of data becomes a powerful tool to inform school improvement planning.

Data can be both qualitative and quantitative. Qualitative data are often collected through interviews, focus groups, assessment practices, and observation. Quantitative data can include statistics, student achievement scores, and comparisons with national, provincial, and school division guidelines and standards.

All data that are collected are considered within a context, such as comparison with previous years' data for a desired provincial or school division goal. The processes employed by a school division can range from aggregating information from a variety of sources into a portfolio for interpretation, to action research and other research-driven projects. Thorough and thoughtful reflection on the evidence will precede informed decision making.

School library evaluation can focus on either student learning outcomes or on the school library services that support student learning.

Student Learning – What data can be collected to demonstrate student learning? Can this evidence be used to relate school library program effectiveness to student learning?

School Library Program and Services – Does the current program reflect the essential elements related to student learning? Is the program supporting the school improvement plan? Has the school library reached or exceeded school division policy and standards? Does the evidence report on teaching effectiveness, and organizational elements?

Glossary

Information literacy – the ability to access, evaluate, use, and share information effectively and ethically for a range of educational, career, and personal purposes.

Integrated Library System (ILS) – Multiuser library automation systems automate the routine operations of a library, provide library users with information about the library's collection, and serve as a channel for delivering key library services. The purpose of an ILS is to integrate the library's online public access catalogue (OPAC), cataloguing, circulation, and staff administration functions into modules. It is "integrated" in the sense that all modules share a common bibliographic database.

Learning resource – As defined in *The Education Regulations, 1986*, learning resource means, "a resource used for educational purposes in any format, real or virtual, that: (i) illustrates or supports one or more elements of a course or course of study; and (ii) may enrich the learning experience of the pupil or teacher."

Library – As defined in *The Public Libraries Act, 1996*, library means, "an information centre that: (i) contains a collection of materials organized to provide physical, bibliographic, and intellectual access to knowledge; and (ii) has a staff that is trained to provide services and programs related to the information needs of its clientele."

Library technical services – those aspects of library operations that acquire, catalogue, process, and organize the library's print, non-print, electronic, and virtual resources.

Lifelong learning – the attitude that one can and should be open to new ideas, decisions, skills, and behaviours throughout one's life, and the acquisition of skills and abilities to benefit from formal and informal learning opportunities throughout one's life.

Multitype Database Licensing Program (MDLP) – Saskatchewan libraries, co-ordinated by Provincial Library, co-operatively purchase province-wide access to several online information databases and other virtual resources. All libraries in the public, post-secondary education, school, and special library sectors are entitled to access these resources.

Resource-based learning – learning/teaching which actively involves students in meaningful use of a wide variety of print, non-print, electronic, virtual, and human resources.

Student learning outcomes – clear, observable demonstrations of learning that occur after a significant set of learning experiences. These demonstrations reflect a change in what a student knows, what a student can actually do with what he or she knows, and the student's confidence and motivation in carrying out the demonstration.

Appendix A: The Legislation

The Education Regulations, 1986 pursuant to The Education Act, 1995

PART VII

Textbooks, Library Books, Reference Books and Other Learning Resources

Selection policy and library services

- 37 (1) A board of education and the conseil scolaire shall establish policies concerning:
- (a) subject to subsection (2), the selection of textbooks, library books, reference books and other learning resources;
 - (b) the procedure by which a person may challenge the inclusion or exclusion of specific textbooks, library books, reference books and other learning resources; and
 - (c) the procedures to be used to ensure that pupils have access to the textbooks, library books, reference books and other learning resources that they need to complete their course requirements.
- (2) Subject to subsection (3), if the minister has prescribed textbooks, library books, reference books or other learning resources, a board of education and the conseil scolaire shall ensure their use in schools.
- (3) If a board of education or the conseil scolaire requests an exception to the prescribed textbooks, library books, reference books or other learning resources, the minister may approve its use of alternative textbooks, library books, reference books or other learning resources.
- (4) A board of education or the conseil scolaire may, in accordance with policies established pursuant to clause (1)(a), approve other textbooks, library books, reference books or other learning resources to be provided at the expense of the school division or the conseil scolaire, as the case may be.
- (5) A board of education and the conseil scolaire shall:
- (a) provide school library services; and
 - (b) establish policies and standards governing school libraries.

Joint Venture Libraries Enabled by *The Public Libraries Act, 1996*

The Public Libraries Act, 1996 allows public libraries, schools and/or community groups to work together, in a partnership, to ensure the provision of public library services to a community. Section 80 of the Act, on joint venture libraries, could refer to offering a public library service and a school library service from a single facility. A joint venture agreement could also be used if a library were to be placed in a combined facility with a municipal office or a senior's centre, or other community facility. Municipalities are required by legislation to consult with the local and regional library boards respecting the location of the public library.

Joint venture libraries rely on two principles. First, joint venture libraries are based on willing partnerships. Willing partnerships are created when all partners who have a stake in the project come together to discuss the concept and find out if they do, indeed, wish to pursue the project. Partners who address issues at the beginning of the planning process develop a framework for problem solving in future project operations. Second, a decision to create a joint venture library is made by local and regional entities; not by the provincial government. The decision to create a joint venture library belongs to those who would be affected by its creation, and the legislation supports this by providing for a written agreement to document areas of common agreement.

For example, where there is a consensus among the local library board, regional library board, local municipalities, and the local school board and school division board that they wish to proceed with a joint venture library these key players (and others, where appropriate) prepare the written agreement that is a requirement under the Act, addressing the topics outlined in *The Public Libraries Regulations, 1996, Section 29*.

All joint venture agreements entered pursuant to section 80 of the Act are to include terms and conditions that address the following matters:

- a statement of purpose for the joint venture;
- the rights, duties and privileges of the parties to the agreement;
- the financial responsibilities of parties to the agreement;
- a facility design that ensures reasonable access to the facility by the public;
- a process to resolve disputes;
- a provision for periodic review of the agreement;
- the method of dissolution on termination of the agreement;
- a clarification of the role of the public library board respecting access to library services by all patrons;
- the composition of the board of directors of any joint venture library, the method of appointing or electing the directors, and their terms of office;
- the method by which the board of directors of a joint venture library shall:
 - conduct its meetings and record its resolutions; and
 - develop policies respecting the operation of the joint venture library;
- a commitment to provide, at a minimum, the basic library services set out in Section 3 (*of The Public Libraries Regulations, 1996 which follows on page 42*).

Basic Library Service as defined in *The Public Libraries Regulations, 1996*

The definition of basic library services appears in section 3 of The Public Libraries Regulations, 1996.

3. For the purposes of clause 2(a) of the Act, the following library services are basic library services:
 - a. the provision of a level of service determined locally at the community level, including:
 - i. providing individuals with access to library resources through home access, publicly accessible computers, local branch libraries, area resource libraries and regional resource centres;
 - ii. providing that a minimum base level of service is available provincially to ensure access to public libraries' resources and catalogued collections;
 - iii. providing public access to local and union catalogues through the province-wide library electronic network;
 - iv. participating in the development of electronic information access as a method of delivering reference and information services;
 - v. making materials available to the public through direct lending, reciprocal borrowing, interlibrary loans and various types of home delivery;
 - vi. providing appropriately qualified and trained staff to assist the public to use library resources and services; and
 - vii. developing a Saskatchewan universal public library card to link the individual to the system;
 - b. the development of library collections according to the needs and interests of communities, including:
 - i. the designing, by each library system, of a process and method for evaluating and assessing local needs on an ongoing basis;
 - ii. the organizing, cataloguing and classifying of those collections; and
 - iii. maintaining catalogues of information resources and making them accessible to all Saskatchewan residents; and
 - c. the development of programs that meet local needs for cultural, economic, educational and recreational information organized around the themes of:
 - i. promoting and raising the awareness of library resources;
 - ii. increasing information competencies;
 - iii. exploring and discovering new ideas; and
 - iv. advocating library values.

Appendix B: Guide for Developing School Library Policy

The board of education or conseil scolaire develops policies and standards for governing the operation of school libraries in the division. Topics may be addressed in a single policy or in more than one policy.

The following guide is intended to provide suggestions for topics to be addressed in developing a policy for the school division. Each school division will have unique processes and templates for policy development that will influence the way each policy is shaped.

Legal Reference	<i>Section 37 of The Education Regulations, 1986 (see Appendix A).</i>
Policy Statement	This statement will demonstrate how the intent of the regulation will be addressed and communicate the values, beliefs, vision, and mission that the board of education has for school libraries. This may also be stated as the purpose, vision, and beliefs for school libraries. Central to this statement is the role of the school library as a component of the instructional program of the school.
Application of the Policy	This statement indicates to whom the policy shall apply. For example, "This policy applies to all school principals, teachers, teacher-librarians, non-instructional staff in the library, consultants, and administrative staff."
Responsibilities for the Policy	This statement designates the senior administrator that will be responsible for the review, development, and implementation of a plan for school libraries throughout the school division. It may also indicate a consultant or co-ordinator who will assume regular operational responsibilities.
Operational Guideline	This statement outlines the roles of the various stakeholders in the application of the policy. References to other policy areas may be included. For example, the role of teacher-librarian may be in a section on staffing.
Monitoring, Evaluation, and Reporting	This statement will guide the processes to monitor the implementation of the policy and standards, to assess the effectiveness of the school library in contributing to student learning, to report the information, and to plan for ongoing improvement and renewal.
Additional Topics	<p>Because it is important to include standards with policy areas, there could be reference to the following specific topics that will be addressed by such standards.</p> <p>School Library Programs</p> <ul style="list-style-type: none"> • instructional purpose of the school library • privacy issues such as what information can be gathered or made public about students' use of resources (e.g., the posting of overdue lists in a classroom) <p>Automation of Library Services</p> <ul style="list-style-type: none"> • purpose and strategic goal for automation of school library functions • staff responsibilities related to automation • automation standards, cataloguing standards, exceptions to standards

<p>Additional Topics (continued)</p>	<p>Central Library Technical Services</p> <ul style="list-style-type: none"> responsibilities, organization function <p>Central Collection</p> <ul style="list-style-type: none"> purpose, organization, type of materials location <p>Staffing</p> <ul style="list-style-type: none"> allocation of staff to the various functions within the school library system: consultative/coordinator services, teacher-librarians, library technicians, library assistants or clerks qualifications for staff duties and/or role descriptions professional development <p>Collection</p> <ul style="list-style-type: none"> reference to or inclusion of the policy on the selection of learning resources and challenges to inclusion/exclusion of learning resources (see Appendix C) collection development and renewal strategy across the school division standards for collection regarding size of the collection, formats, ratios of fiction to non-fiction, and other matters budget – process and guidelines or standards, and related responsibilities statement on copyright, public performance rights, and associated issues acceptable use of the Internet policy access issues including school division and/or school web pages, and interlibrary loan policies <p>Facilities</p> <ul style="list-style-type: none"> renewal cycle for all school library facilities in the school division space requirements and use of space <p>Technology</p> <ul style="list-style-type: none"> responsibilities for decisions, technical support, planning infrastructure guidelines hardware allocations and budget for software policies for use
<p>References</p>	<p>This statement lists the references to external and internal documents which are the basis of the policy statements.</p>

Appendix C: Policies for Learning Resources – Selection of and Challenges to Learning Resources

Section 37 of *The Education Regulations, 1986* requires that boards of education and the conseil scolaire establish policies and standards governing school libraries. The legislation specifically states that a selection policy and a policy for challenged materials must be established.

Most boards of education address both selection of materials and procedures for challenged materials in one policy, rather than developing separate policies for each topic. Some boards of education include an Internet acceptable use policy as part of their selection policy. General guidelines for policy writing and a description of the elements in a selection policy are provided below. Once the selection policy has been developed, it should be reviewed regularly to ensure it continues to be relevant. Changes in the provincial curriculum, in student population, and in technology might necessitate changes to the selection policy.

Legal Reference	<i>Section 37 of The Education Regulations, 1986</i>
Purpose of Policy	Selection policies are developed to guide the selection, retention, and weeding of quality school library collections that support student achievement of provincial curriculum outcomes, students' independent reading and research needs, and teachers' professional needs.
Application of Policy	The policy applies to all materials in the school library collection in all formats. All materials are evaluated according to the same basic criteria. Additional criteria are sometimes provided for specific types of materials (e.g., size and readability of type for print materials; sound quality for audio materials; quality of cinematography for video materials; functional links and ability to move around easily in websites).
Selection Criteria	Basic selection criteria apply to all types of materials in the collection. A few examples of possible selection criteria include: <ul style="list-style-type: none"> • relevance to the curriculum • age appropriateness for the intended audience • quality and durability of format • accuracy and currency of information • credibility, reputation, and significance of author, producer, publisher • artistic/literary quality • freedom from bias and stereotypes • accurate portrayals of First Nations and Métis peoples.
Procedures	Steps in the selection process from initial screening to final selection should be included.
Gift Materials	Gift materials are usually evaluated according to the same criteria as purchased materials to ensure that only quality items go into the collection.

Responsibility for Selection	<p>Usually a qualified teacher-librarian is responsible for selection. Other people such as students, teachers, consultants, parents, and First Nations and Métis Elders may advise on the selection of particular types of materials.</p> <p>Some school library policies outline the process that is followed for selection under various circumstances. For example:</p> <ul style="list-style-type: none"> • when a student, teacher, or community member suggests an acquisition • when the teacher-librarian is initiating selection to fill gaps in the collection or to update the collection • when materials are being acquired to support a particular curriculum.
Weeding the Collection	<p>Items that no longer meet selection criteria or are in poor physical condition are removed from the collection. Many school divisions use date ranges for certain sections of the collection. Some school library policies include a description of the methods that will be used to dispose of weeded school library materials, and a rationale for the disposal methods chosen.</p>
Procedures for Challenges to Learning Resources	<p>A process for challenges to the inclusion or exclusion of resources in the collection might include:</p> <ul style="list-style-type: none"> • a description of the steps for action to be taken beginning with the first contact with the person expressing the concern • a description of the timelines for action • information regarding the levels of responsibility of people involved in the reconsideration process • examples of appropriate forms • a description of steps to be taken in an appeal process.
Access to Learning Resources	<p>Procedures for students to access resources:</p> <ul style="list-style-type: none"> • provision of textbooks and other learning resources • accessing online learning resources • policies for Internet use
References	<p>This statement lists the references to external and internal documents which are the basis of the policy statements.</p>

Appendix D: Sample Role Descriptions for School and School Division Library Personnel

Generic role descriptions for staff at the school division and the school levels who have involvement in school library services are provided here. Individual school divisions will develop more specific role descriptions for individual staff members that reflect their particular circumstances. When developed, role descriptions are included in school division policy and reviewed regularly (see Appendix B).

Roles of School Division Personnel

Division Level Administrator – A division level administrator assumes leadership responsibility for development, operation, and renewal of the school division’s school library system. These division level administrators can support school libraries by:

- ensuring that school library services throughout the division are focused on provincial curriculum outcomes and on student learning outcomes identified by the division
- continually improving school libraries throughout the school division through a process of planning, implementing, evaluating, and reporting
- guiding development of a division-wide school library service in which central office school library services and individual school libraries work as a whole with several interdependent parts
- guiding development of school library policy for the division
- allocating funding to central office school library services and to individual school libraries to reflect needs and priorities
- participating in decisions about staffing of the division’s school library system
- involving School Community Councils in school library development
- enabling partnerships with community organizations, other school divisions, and other library sectors to strengthen the services and programs of school libraries throughout the division
- planning for technology to support the division’s school library system. Technology planning addresses:
 - the implications of technology for instruction and professional development
 - a technology infrastructure that supports library applications
 - automated library systems.

Division Level School Library Consultant – A division level consultant co-ordinates school library operations throughout the school division and manages centralized school library services. The work of the division level consultant falls into three categories: leadership, management, and instructional support. A division level consultant has many competencies related to school libraries, technology, and curriculum.

Leadership responsibilities of the division level consultant include:

- creating, in collaboration with senior school division administrators, 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 policies, and school division policies and standards regarding school libraries and learning resources

-
- identifying, in consultation with school division administrators, student learning outcomes for the school library program
 - serving as liaison between the school libraries of the division and school division administration
 - supporting and maximizing library co-operation to enhance school division programs and resources
 - assisting principals and teacher-librarians to develop effective school library programs that support student learning
 - developing processes that facilitate regular assessment to determine the extent to which provincial curriculum outcomes are being achieved within the context of school library services. This will serve as a basis for continuous improvement of central office library services and individual school libraries.

Management responsibilities of the division level consultant include:

- developing and managing the school division's library budget
- supervising the acquisition, cataloguing, processing, and management of learning resource materials and equipment
- working with relevant departments and personnel to ensure that appropriate facilities and infrastructures support school libraries across the school division
- planning, implementing, and managing central office school library services
- working with senior administrators and the school division's technology specialist to ensure that an infrastructure supports school library applications.

Instructional program responsibilities of the division level consultant include:

- promoting literacy across the school division
- assisting teacher-librarians and teachers to design instructional activities in which learning resources are used to achieve provincial learning outcomes, as well as reading literacy and information literacy outcomes
- providing professional development for teacher-librarians and school library staff within the school division
- providing information about the role and function of the school library to school division and school level administrators
- providing consultative services to teacher-librarians on professional matters such as collection development, use of technology, and facilities design.

Division Level Non-instructional Staff – Non-instructional staff at the school division level usually includes qualified library technicians and clerical staff. They provide the technical and clerical functions necessary at a division level to ensure that the professional staff members can focus on their role. The number and qualifications of the non-instructional staff will be dependent on the type and level of centralized services offered by the school division, the type of central collection, the automation system used, and the support provided by this staff to schools.

Library Technicians typically carry out functions such as:

- cataloguing learning resources using derived cataloguing and doing original cataloguing when required
- identifying publishers and Canadian distributors from which materials may be obtained
- verifying interlibrary loan requests in bibliographic tools and in the school division's catalogue
- managing and customizing online databases

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- using software to make and edit web pages, digital photos, and digital presentations
 - working with teachers, administrators, and other school division staff
 - supervising clerical staff who are ordering materials, and processing invoices, interlibrary loan requests, and new materials
 - organizing and circulating the central collection.

Clerical staff typically carry out functions such as:

- shelving materials, shelf reading, and keeping the central office collection organized
- checking links on web pages to ensure the links work, and consulting with professional staff to identify replacements for broken links
- working with teachers, administrators, and other staff members
- processing orders and invoices, interlibrary loan requests, and new materials
- performing routine clerical functions such as maintaining statistics and typing reports.

Roles of School Level Personnel

School-Based Administrators – School-based administrators are the instructional and administrative leaders of the school and are responsible for creating a learning community in which the school library is a full participant. The role of the school-based administrators as described is critical for quality school libraries. School based administrators can support the school library in a variety of ways by:

- ensuring that school library services are focused on provincial curriculum outcomes and school division learning priorities
- making decisions, in collaboration with the teacher-librarian, regarding the development, operation, and renewal of school library services
- establishing budgets that support quality school library services
- facilitating and encouraging collaborative planning between teachers and the teacher-librarian
- explicitly communicating the contribution of the school library to student learning to staff, students, parents, and the school community council
- working with the school community council, and other parent and community groups to ensure the school library and its program reflect community needs, and involving parent and community members in the work of the school library
- being visible in the school library and using the school library in his/her own teaching
- participating in professional development relating to the role of the school library in the educational program
- ensuring both the school library facility and the teacher-librarian have flexible schedules to allow access to both the facility and professional services as needed by students and staff
- making time for meetings with the teacher-librarian
- encouraging and facilitating the teacher-librarian’s professional and personal development.

Teacher-Librarian – Every school has the services of a qualified teacher-librarian who delivers a school library program focused on provincial curriculum outcomes.

As an instructional leader, the teacher-librarian is responsible for:

- collaborating with teachers to identify resources that support provincial curriculum outcomes and developing strategies for integrating these resources into the instructional program
- collaborating with teachers to integrate activities and resources that develop information literacy outcomes across the curriculum
- working with students, teaching them to locate information appropriate to their needs, assess its relevance, use it for educational purposes, share it with others, and integrate it with what they already know to create new knowledge and new understandings
- supporting other teachers as they grow in their abilities to locate and analyze information and to use information for personal and professional development
- assisting students, teachers, and administrators to use technologies to locate, use, and share information and ideas.

As an information specialist, the teacher-librarian is responsible for:

- locating, acquiring, evaluating, using, and sharing information in all its forms for a variety of purposes
- modelling processes for locating, acquiring, evaluating, using, and sharing information for the benefit of others in the school community

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- collaborating with teachers and other professionals to select resources for inclusion in the school library, and to weed the collection so it reflects the school's educational needs and the criteria in the school division's selection policy
 - serving as the school's main contact in the division's information technology department
 - ensuring, in collaboration with the school division technology specialist, that the technological infrastructure used to access and share information is operating effectively
 - staying abreast of current and emerging technologies that can be used to access, deliver, and share information; assessing the appropriateness of those technologies for the school library; and making recommendations regarding their acquisition.

As a manager, the teacher-librarian is responsible for:

- managing the school library program and guiding all activities related to it
- implementing policies, developing procedures, developing and managing budgets, monitoring staff, and managing the facility
- planning for evaluation of the school library and its educational program
- developing partnerships with other libraries and organizations in the community and the province to expand and enhance the resources and services available to students and teachers.

School Level Non-instructional Staff – All school libraries require the services of a library technician and regular clerical staff. This staff allows the teacher-librarian to fulfill the instructional role in the school library program.

Library and Information Technician responsibilities in a school library depend upon the size of the library, and the manner in which responsibilities are assigned. These responsibilities include:

- carrying out any or all of the functions outlined earlier for technicians who work at the school division level
- operating all the technology in the school library, assisting students and teachers to do the same, and handling minor technical problems
- creating booklists, exhibits, presentations, and handouts to encourage library and resource use
- handling reference questions.

Library Assistant or Clerk responsibilities in a school library include:

- providing basic assistance to students and teachers such as helping them locate items in the collection
- handling circulation, and processing overdue lists
- entering local holdings into the automated system where the cataloguing has been done at a central services location
- handling interlibrary loans within and outside the school division
- shelving resources, shelf reading, and keeping the library facility organized
- maintaining resources in good repair which includes mending materials and replacing missing pieces of kits
- recording new issues of magazines when they are received from the publisher
- operating audiovisual, duplicating, and computer equipment and carrying out preventative maintenance as required
- setting up displays that promote literacy and encourage school library use
- performing routine clerical functions such as maintaining statistics, typing reports, filing, and answering phones.

Appendix E: Information Literacy – Student Outcomes

Source: *Achieving Information Literacy: Standards for School Library Programs in Canada*, Canadian School Library Association and the Association of Teacher-Librarians, (2003)

Outcome 1: Uses Information With Aesthetic Appreciation – Students will demonstrate an appreciation of the creative arts, literature, various media formats and other aesthetic representation, and of the value of lifelong learning.

Indicator 1: Appreciates various forms of creative and scientific expression including multimedia, the visual and performing arts, the beauty in the world around them, and all imaginative forms of expression.

Indicator 2: Reads a wide range of material, writes for various purposes, views visual materials and performances, and participates in other literacy activities.

Indicator 3: Demonstrates well-developed personal interests and a willingness to participate as an avid learner.

Indicator 4: Demonstrates an understanding of the (sic) Canada's cultural resources such as galleries, museums and libraries, as well as an understanding of the contribution of the arts to the Canadian society.

Outcome 2: Uses Information Responsibly – Students will use information responsibly and ethically for individual and collaborative learning activities.

Indicator 1: Understands and honours intellectual property rights and copyright laws.

Indicator 2: Records all information sources accurately and uses the information found responsibly.

Indicator 3: Demonstrates good work habits and follows safety rules while using information tools.

Outcome 3: Uses Information Respectfully – Students will use information from diverse perspectives and values with respect.

Indicator 1: Respects the ideas, values, and cultural backgrounds of all information sources.

Indicator 2: Recognizes the contribution of diverse points of view for learning and personal inquiries.

Outcome 4: Uses Information Critically – Students will use information critically to evaluate the relevance, authenticity, and validity of information and its source.

Indicator 1: Determines the relevancy of information to the learning or personal inquiry.

Indicator 2: Identifies the authority behind the information source.

Indicator 3: Validates the information as authentic.

Indicator 4: Assesses the moral and ethical implications involved in personal inquiry.

Outcome 5: Uses Information Strategically – Students will use information strategically to process, organize, and select information to meet an individual or collaborative learning need.

Indicator 1: Demonstrates strategies in reading, listening, viewing, interpreting, and processing information to answer questions, solve problems, and discover new information.

Indicator 2: Uses effective strategies to organize and structure information into useful forms for communication.

Indicator 3: Selects information based on the criteria needed to complete a learning task.

Indicator 4: Applies information literacy strategies independently or collaboratively to complete a learning task.

Outcome 6: Uses Information for Decision-Making – Students will consciously use information for making personal and group learning decisions.

Indicator 1: Recognizes the need for information in problem-solving situations.

Indicator 2: Knows how information is organized in all information and media resources.

Indicator 3: Applies information to solve a wide variety of learning and personal inquiries.

Indicator 4: Works collaboratively with others to make informed decisions and to solve group problems.

Outcome 7: Uses Information Expressively – Students will use information expressively to modify, revise, and transform information and to communicate their newly created information with an intended audience.

Indicator 1: Modifies, revises, and transforms information to create information and media products.

Indicator 2: Applies principles of design to create information and media products.

Indicator 3: Recognizes the requirements to create different forms of information and media products.

Indicator 4: Tailors an information presentation or product to an intended audience.

Indicator 5: Uses effective communication skills to share information with an audience.

Outcome 8: Uses Information and Media Tools with Technical Competence – Students will demonstrate competence and proficiency in the technical uses of traditional and digital information and media tools.

Indicator 1: Uses traditional and digital tools effectively and efficiently to access all information and media formats.

Indicator 2: Knows the purpose and capability of all information and media tools.

Indicator 3: Demonstrates the basic operational skills for all information and media tools.

Indicator 4: Uses traditional and digital tools to create and present a variety of information and media products.

Appendix F: Interoperability Requirements for Integrated Library Systems: Saskatchewan Public Libraries

Part of the ongoing dialogue about the need for a single integrated library system resulted in the need for interoperability standards that could be used by the Provincial Library, individual public library systems, or, possibly, school divisions. The requirements could be used in Business Cases, Requests for Information or Requests for Proposal, or other documents identifying the needs and requirements to support interoperability of library applications and software. This document will assist in the “weighting” and evaluation of the interoperability functionality of any given integrated library system.

Bibliographic Data Interchange

- MARC21 import and export capabilities for both bibliographic and authority records.
- The MARC21 exported record must support character sets utilizing standard hardware peripherals.

Search and Retrieval From Library Catalogues

- Conformance to Z39.50, Version 3, first published in 1995 in server mode.
- The Z39.50 server is required to allow inbound and outbound traffic on port 210.
- The Z39.50 server must be able to return the following Bath profile Level 0 searches:
Author Search -- Keyword
Title Search -- Keyword
Subject Search -- Keyword
Any Search -- Keyword
- The Z39.50 server should provide an ISBN exact match search.
- The Z39.50 server should provide MARC21 record data if requested by the client.
- A searchable web interface to the library catalogue that provides the same search functionality as 2.3 to 2.5.
- A staff client search, either by desktop software or web interface catalogue that provides the same search functionality as 2.3 to 2.5.
- The Web interface and the Z39.50 server should provide holdings level information that provides an item status to the searcher (i.e., Checked-out, Available, etc.)

Patron Authentication

- Either an open SQL connection or a proprietary connection that allows a patron to search through third party authentication software.
- Functionality to import and export patron records in batch mode.

For Interlibrary Loan

- Interlibrary loan software requires conformance to the following standards to communicate properly:
 - ISO 10160/10161 protocol support to communicate with external ISO-based Inter-library loan – packages.
 - Generic Script Messaging (GSM) to communicate with external non-ISO based Inter-library loan – packages.
 - Z39.50 searching within the Inter-library loan software and the ability to capture and utilize and re-use the record.
 - Open URL facilities for bibliographic transfer from another system (i.e., Gateway server to ILL – Web Forms server)

NCIP/CIP (Circulation Interchange Protocol ANSI/NISO Z39.83)

- The implementation of a future Universal Library Card would require the adoption of the NCIP standard to exchange patron transactions between different ILS systems.

Electronic Data Interchange (ANSI X12)

- In anticipation of future electronic ordering in acquisitions, an implementation of the Electronic Data Interchange standard that conforms to the ANSI X12 for ordering, claiming, cancelling, invoicing, and reporting for both monographic and serial purchases.

Appendix G: Considerations Framework – Strategic Purchasing of an Integrated Library System

The following is a list of recommended criteria for consideration before selecting an integrated library system. This framework has been developed to help guide decision making in preparation for purchasing ILS software. Once you have reviewed the considerations, the next step is to compare your requirements against what the vendors can provide.

Planning Considerations

- What is the scope and vision of the project? Are you supporting library services or do you merely want to track inventory?
Identify what library services need to be supported.
- Who will be managing the project?
- What process will you use to identify and prioritize functionality? Who needs to be involved?
- Will the software need to support a phased approach?
- Who will be managing the ongoing functions of the software?
- Does the software need to be able to support consortia activities? Do you need to be able to scope the functionality to a local level?
Identify what is needed at the local level, and if there is an organizational view needed.
- Who are your current library partners?
- Who are your potential partners?
Please review the list on the Saskatchewan Libraries Website to identify joint venture school/pubic libraries.

Application Considerations

A. Core functionality for bibliographic data (including cataloguing modules):

- Will you use barcodes for library cards?
- Will you use barcodes for library items?
- Will barcodes with specific ranges be used?
- What amount of data needs to be included in the database?
- Do you want to be able to circulate items to students? To other schools? To parents? To other libraries (not schools)?
- Do you need the software to be interoperable with the student tracking data?

B. Standards and functionality for patron data (including circulation modules):

- Are the data searchable and accessible from more than just one specific terminal?
- Is there an Internet search interface for patron searches?
A web version of the catalogue search interface is needed to support linking into electronic resources.
- Do you want to be able to provide home access to resources?
This generally requires the use of some sort of remote patron authentication functionality, as well as the need to configure firewalls.
- Is there keyword searching by author, title, and subject?
- Is there browsing by author, title, and subject?
- Are there additional searches required by staff or students?

- Does acquisitions functionality need to be supported?
- Do you need to track journals or serials?
- Does the software need to support textbook management? What other services will need to be supported?
- What will you need for peripherals for staff to use?
- Will you need to customize the search screens?
- Will you need to be able to customize the error messages for patrons? For staff?
- Will you need to support a holds system (i.e., placing blocks of items in special groups)?
- Do you need to be able to support languages other than English?

Identify if you need interfaces in different languages. Identify if you need to support diacritics in the database.

Cost Considerations

- What are the costs for the hardware? Is there a dedicated server needed?
- What are the costs for the software?
- Are there any additional vendor costs?
- What are the costs for staff?
- What are the costs for cataloguing?
- What are the costs for resource sharing?
- What are the costs for updates?
- What is the maintenance and support cost?
- What is the cost of the equipment needed (including barcode readers, workstations, etc.)?
- Are there any catalogue record conversion costs?
- Does an off-line circulation utility need to be purchased?
- What is the vendor's costing model?

Licences are available by site or seat. The cost of technical support varies according to the level of support provided.

- What is the payment schedule?

Vendor Considerations

- What are the estimated implementation costs in staff and money, including data conversion?
Are there other costs?
- What are the annual maintenance costs in staff and money?
- What level of product support does the vendor provide?
- How frequently are there revisions or updates to the software?
- What is the process for maintenance or troubleshooting? How quickly will the vendor respond to issues?
- Are there licence restrictions, limits to installs, or limits with simultaneous searching?
- Does the vendor provide training? How?
- What is the track record of the vendor? What is the success rate and the accuracy of data migration?
- How does the vendor provide updates and address flaws in programming? When do they come? How much service downtime is required? How much staff time is needed?
- What is the currency used by the vendor?

USD can impact the training and support costs.

- Is there a web page for support?
- Are there user groups or lists?

Local Considerations

- What network configuration would be needed to support the software? What is the local environment (e.g., LAN, WAN, Internet)?
- How much ability to locally configure and control is required?
- Is there existing data that will need to be cleaned up?
- Are there existing systems that the software needs to be compatible with? Or integrate with?
This would include student database, financial tracking, online teaching environments (e.g., Blackboard), budgeting tools, etc.
- Are there political or privacy issues that need to be accommodated?
Patron information needs to be kept in a secure environment. For example, if the data are on a U.S. server, is the information subject to the Patriot Act, and are Canadian Privacy Laws accommodated?
- What administrative issues are there, such as login configuration and access settings? Do you need to have functionality based on login levels?
Different types of staff users can require different levels of login permissions.
- Are there different types of patrons?
- Are there different types of resources to be catalogued and tracked?
Determine what items need to be searchable in the database. This can include physical items (e.g., books, journals, kits) as well as electronic items (e.g., full text articles, learning objects).
- What capacity will be needed? How big will the database be?
- What is the level of training required for staff?
- Do you have staff available to maintain the software? Keep the information up-to-date?
- How much local customization is required? Who will document this customization?
- What reports need to be completed? Do the reports need to be locally customized?
- Are there any non-library related functions that this software would need to support?

Standards Considerations

In order to participate in resource sharing and other library interoperability projects in the future, the following standards need to be considered:

Minimum Cataloguing Standards

A consistent set of cataloguing practices should be followed. Many libraries use the same base set of rules called AACR2 for cataloguing. Consistent, standardized records enable users to find the resources required. In the Saskatchewan public libraries, a minimum standard for cataloguing records has been agreed to, developed, and implemented for the province. This standard is available on the Ministry of Education website.

Subject Thesaurus

A consistent set of subject headings should be used. Many libraries use the Library of Congress for name and subject authorities. There is also a Canadian Subject Thesaurus online. There are also specific school-related thesauri available.

Z39.50 Search and Retrieval International Standard

Your software should be able to support the Z39.50 international standard. This allows for the potential of sharing your catalogue records with other libraries in the province. Z39.50 is an international standard for searching and retrieving across computer systems over the Internet.

Are there any other standards that the software needs to support (e.g., UNICODE, SIF, non-browser specific)?

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