School District No. 36 (Surrey)
Teacher-Librarian Handbook
A Message from the Director of Instruction

It is my pleasure to write a brief introduction to this Handbook. Within these pages lie the voices of experience that we brought together through the Handbook Committee.

The Teacher-Librarian Handbook is not meant to be prescriptive, but rather, a compilation of promising practice that exists within our district. It is designed to be a resource for both new and experienced Teacher-Librarians to spark conversation and to push toward continuous improvement in our programs and the learning of our students.

It is my hope that through these pages the importance of the Teacher-Librarian and the library in the work around literacy will be evident. Our libraries are our centres of literacy.

I wish to thank the committee who worked very hard to capture the excellent work and ideas that prevail throughout the school libraries of Surrey. They can be very proud of this Handbook and the work they have completed. It is our commitment that we will continually update this document in the spirit of the ongoing learning that is in our schools.

Yrsa Jensen
Director of Instruction

Teacher-Librarian Handbook Committee

<table>
<thead>
<tr>
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</thead>
<tbody>
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</tr>
</tbody>
</table>

Spring 2007
Table of Contents

A Message from the Director of Instruction

1.0 Philosophical Statements
   1.1 Introduction
   1.1.1 Professional Competencies
   1.1.2 Personal Competencies
   1.2 Philosophy
   1.3 Mission Statement
   1.4 Statement Regarding Intellectual Freedom

2.0 Roles and Responsibilities
   2.1 Role of the School Library Program
   2.2 Roles and Responsibilities – School Level
      2.2.1 Teacher-Librarians
      2.2.2 School-Based Administrators
      2.2.3 Classroom and Non-Enrolling Teachers
      2.2.4 Clerical Staff
   2.3 Roles and Responsibilities – District Level
      2.3.1 Board of School Trustees
      2.3.2 Director of Instruction
      2.3.3 Learning Resources Services
      2.3.4 Manager of Learning Resources

3.0 Collection Development
   3.1 School District #36 (Surrey) Resources Policy
   3.2 Selection of Library Materials
      3.2.1 Objectives of Selection
      3.2.2 Procedures for Selection
      3.2.3 Sources
   3.3 Suggested Guidelines for Review of Learning Materials
   3.4 Extensions to the Collection – Online Databases
      3.4.1 District Purchased/ERAC Sponsored Online Resources
   3.5 Weeding and Retention
      3.5.1 Suggested Guidelines
      3.5.2 Re-use and Disposal
      3.5.3 Deleting Items
   3.6 Procedure for Dealing With Challenged Materials
4.0 Circulation
  4.1 General Information
  4.2 Elementary Practices
  4.3 Secondary Practices
    4.3.1 Security System

5.0 Ordering and Budgeting
  5.1 General Budget Information
  5.2 Additional Revenue Sources
    5.2.1 Photocopiers
    5.2.2 Lost Book Funds
    5.2.3 Transferring Funds
  5.3 Library Budget Request Sheet
  5.4 General Ordering Information
  5.5 Ordering Materials Through LRS
    5.5.1 Problems and Cancellations
  5.6 Direct Purchasing of Library Materials/GST Rebate
    5.6.1 Invoiced Orders
    5.6.2 Personal Reimbursements
  5.7 Supplies
    5.7.1 Elementary
    5.7.2 Secondary

6.0 Cataloguing and Processing
  6.1 General Information
    6.1.1 Collections & Prefixes
  6.2 Steps for Receiving Items
  6.3 Steps for Adding Copies and Processing Items
    6.3.1 Cataloguing
    6.3.2 Processing
  6.4 Additional Cataloguing Resources

7.0 September Start-Up Procedures
  7.1 General Information
  7.2 Elementary Checklist
  7.3 Secondary Checklist
8.0 Year End Procedures
   8.1 Elementary
   8.2 Secondary

9.0 Inventory
   9.1 General Information

10.0 District Resources
   10.1 Curriculum and Instructional Services (CISC)
       10.1.1 Professional Library
   10.2 Learning Resources Services (LRS)
       10.2.1 Centralized Processing
   10.3 Information Management Services (IMS)

11.0 Instructional Practices – Elementary
   11.1 General Information
   11.2 Information Literacy
   11.3 Literature Appreciation
   11.4 Collaborative Planning and Teaching
   11.5 Elementary Scope and Sequence
   11.6 Library Promotion

12.0 Instructional Practices – Secondary
   12.1 Scope and Sequence – Secondary (Information Literacy Continuum)
       12.1.1 Sample Scope and Sequence Reaction Chart

13.0 Board Authorized Courses – Secondary
   13.1 General Information
   13.2 Library Science 10
   13.3 Library Science 11
   13.4 Information Literacy/Library Science 12

14.0 Professional Support
   14.1 Organizations
   14.2 Journals
   14.3 New Teacher Mentorship Program
   14.4 Continuing Education Opportunities
   14.5 Professional Development Opportunities
15.0 Copyright

15.1 Video Licensing Information
   15.1.1 Canadian Public Performance Rights (CPPR) for Videos and DVDs
   15.1.2 Videos and DVDs Purchased Through Learning Resources Services
   15.1.3 Videos and DVDs Purchased By Schools
   15.1.4 ERAC Videos and DVDs
   15.1.5 CPPR Included in the Sale of Videos

15.2 Licensing Agencies – ACF and VEC
15.3 CPPR Confirmation Letter
   15.3.1 Sample Letter Requesting Public Performance Permission
15.4 Videos and DVDs Without CPPR

16.0 First Class Conferences

17.0 Surrey Chapter, British Columbia Teacher-Librarians’ Association
   17.1 General Information

Appendix A – Volunteers

Appendix B – Excel

Appendix C – LRS Forms

Appendix D – Board Policies and Regulations

Appendix E – Site-Specific Practices
Section 1

Philosophical Statements
1.0 Philosophical Statements

1.1 Introduction

School libraries in School District #36 (Surrey) have three key components: library programs, which are designed collaboratively to be relevant to existing educational programs and goals; school libraries, where these programs and services are delivered; and Teacher-Librarians, who are responsible for implementing the library programs and managing the school libraries. Teacher-Librarians have classroom teaching experience and specialized training in the professional and management functions of school libraries.

In the document "Students' Information Literacy Needs in the 21st Century: Competencies for Teacher-Librarians," the Association for Teacher-Librarianship in Canada (ATLC) and the Canadian School Library Association (CSLA) list both professional and personal competencies for Teacher-Librarians.

1.1.1 Professional Competencies

The Teacher-Librarian:

- places a priority on staff relationships and leadership in the implementation of change;
- provides leadership in collaborative program planning and teaching to ensure both physical and intellectual access to information and commitment to voluntary reading;
- knows curriculum programs mandated by the province, district and school;
- understands students and their social, emotional, and intellectual needs;
- has expert knowledge in evaluating learning resources in different formats and media, both on-site and remote, to support the instructional program;
- develops and promotes the effective use of informational and imaginative resources in all formats through cooperative professional activities;
- provides appropriate information, resources or instruction to satisfy the needs of individuals and groups;
- uses appropriate information technology to acquire, organize and disseminate information;
- manages library programs, services and staff to support the stated educational goals of the school;
- evaluates program and services.

1.1.2 Personal Competencies

The Teacher-Librarian:

- is committed to program excellence;
- seeks out challenges and sees new opportunities both inside and outside the library;
- sees the big picture;
- looks for partnerships and alliances;
- creates an environment of mutual respect and trust;
- has effective communications skills;
- works well with others in a team;
- provides leadership;
- plans, prioritizes and focuses on what is critical;
- is committed to lifelong learning;
- is flexible and positive in a time of continuing change.


1.2 Philosophy

“The school library provides information and ideas that are fundamental to functioning successfully in today’s information and knowledge-based society. The school library equips students with lifelong learning skills and develops the imagination, enabling them to live as responsible citizens.”

Used with permission from the International Federation of Library Associations and Institutions (IFLA).


1.3 Mission Statement

The Teacher-Librarian and the school library program provide learning services, books, and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media. The Teacher-Librarian and the school library program also provide links to the wider library and information network.

Surrey Teacher-Librarians aim to provide supportive learning environments; to supply a variety of resources to meet the needs of curriculum, student learning styles and curiosity; to encourage independent investigation into the realm of information; and to spark enjoyment of lifelong recreational reading.
School Library Programs are designed to integrate information literacy across the curriculum to develop independent, life-long learners. The programs are developed through the shared expertise and equal partnership of Teacher-Librarians and teachers who collaboratively plan and teach units of study. A balanced program also encourages exposure to a variety of forms of literature to help students develop a love of reading.

### 1.4 Statement Regarding Intellectual Freedom

The School Library Program is committed to the defence and promotion of intellectual freedom. Teacher-Librarians are committed to the conviction that education, not censorship, is the key to helping students to be successful in critically and thoughtfully acquiring, analyzing, and synthesizing information. Teacher-Librarians fully support and are committed to promoting the position of the Canadian Library Association as articulated in its *Statement on Intellectual Freedom*:

All persons in Canada have the fundamental right, as embodied in the nation’s Bill of Rights and the Canadian Charter of Rights and Freedoms, to have access to all expressions of knowledge, creativity and intellectual activity, and to express their thoughts publicly. This right to intellectual freedom, under the law, is essential to the health and development of Canadian society.

Libraries have a basic responsibility for the development and maintenance of intellectual freedom.

It is the responsibility of libraries to guarantee and facilitate access to all expressions of knowledge and intellectual activity, including those which some elements of society may consider to be unconventional, unpopular or unacceptable. To this end, libraries shall acquire and make available the widest variety of materials.

It is the responsibility of libraries to guarantee the right of free expression by making available all the library’s public facilities and services to all individuals and groups who need them.

Libraries should resist all efforts to limit the exercise of these responsibilities while recognizing the right of criticism by individuals and groups.

Both employees and employers in libraries have a duty, in addition to their institutional responsibilities, to uphold these principles.

Section 2

Roles and Responsibilities
2.0 Roles and Responsibilities

2.1 Role of the School Library Program
School Library Programs in Surrey provide instruction, resources, and services to facilitate lifelong learning and literature appreciation.

School Library Programs:
• provide access to appropriate library and learning resources to support the curriculum;
• respond to the needs of students and teachers while meeting district and ministry requirements;
• provide library instruction, resources and services to support active learning;
• encourage collaboration with teachers and administrators to assist with the acquisition of literature appreciation and information literacy skills;
• promote recreational reading.

2.2 Roles and Responsibilities – School Level

2.2.1 Teacher-Librarians

A Teacher-Librarian collaborates with all school staff and:

• promotes the role of the Teacher-Librarian and the School Library Program as integral components in the development of lifelong learners;
• promotes the School Library as the literacy centre of the school;
• promotes the role of the School Library Program in improving student learning;
• uses the Cooperative Planning and Teaching Model to develop, implement and evaluate resource-based units;
• assists students and staff with the development of skills needed to enable learners to locate, analyze, evaluate and apply information from a variety of media;
• develops and implements strategies which promote literature appreciation;
• develops and implements routines and procedures which ensure the effective operation of the School Library and the effective use of library resources and services;
• provides recommendations to school Principals regarding development and maintenance of library collections and library budgets;
• plans and administers School Library budgets;
• develops and monitors the library collection by setting priorities and establishing procedures for the evaluation and selection of library resources;
• plans for the effective use of School Library clerical and technical staff.

2.2.2 School-Based Administrators

- meet with Teacher-Librarians to discuss ways to support library programming needs and goals;
- encourage and provide opportunities for communication between Teacher-Librarians and staff regarding School Library Program needs, district and school goals;
- directly communicate expectations and support for the School Library Program to the school community;
- provide adequate funding to maintain and develop the school library collection;
- provide adequate funding and resources, including clerical help and supplies for the effective management of school library collections;
- monitor, assess, and evaluate the School Library Program on an ongoing basis.

2.2.3 Classroom and Non-Enrolling Teachers

- provide opportunities for students to access the School Library Program;
- work collaboratively with the Teacher-Librarian to develop literature appreciation and information literacy skills;
- inform the Teacher-Librarian of learner needs and abilities so that suitable materials and learning activities can be selected;
- encourage learners to value the use of the school library for both information literacy and independent reading;
- use school library resources to support and extend the curriculum;
- communicate to learners the responsibilities of caring for library materials and ensuring that materials are returned on time and in good condition.

2.2.4 Clerical Staff

The school-based administration determines school library clerical staffing. Currently, there is no specific library clerk job description; however, clerical staff assist Teacher-Librarians with technical functions, including processing and circulation of school library resources. Additional responsibilities may be assigned, as needed, to support school library objectives and goals.

2.3 Roles and Responsibilities – District Level

2.3.1 Board of School Trustees

- appropriately fund School Library Programs to provide adequate levels of services and resources;
- approve selection policies for the acquisition of library resources.
2.3.2 Director of Instruction

In collaboration with school library personnel and school administration, the Director of Instruction is responsible for planning and coordinating activities to enable the school library personnel and other district personnel to meet their professional responsibilities.

These activities include:
- providing information to the District regarding needs of School Library Programs;
- identifying and monitoring appropriate guidelines, policies, procedures and information for the approval of the District and the direction of School Library Programs;
- communicating verbally and in written form policies and information to the District, community, school personnel and parents/guardians;
- working in collaboration with all personnel to stimulate and encourage the development of a cohesive District program that is responsive to individual school needs;
- encouraging and providing in-service and professional development activities;
- scheduling regular district Teacher-Librarian meetings and encouraging committee work;
- establishing and communicating School Library Program staffing qualification and competencies.

2.3.3 Learning Resource Services (LRS)

The purpose of Surrey School District Learning Resources Services (LRS) is to achieve efficient and cost effective ordering, purchasing, cataloguing, processing and distribution of learning resources and library materials to district departments and schools. Learning Resources Services acts as an intermediary with the Ministry of Education, Resource Standards Branch and individual publishers and vendors.

Responsibilities specific to the library program include:
- overseeing the Learning & Library Resource Budget;
- purchasing, processing and shipping of library materials to schools;
- providing ordering information and opportunities;
- providing cataloguing and processing advice and support;
- maintaining and providing technical (library) support for the Destiny Library automation software;
- providing information as it relates to Canadian Public Performance Rights (PPR);
- working in collaboration with ERAC to offer special purchase opportunities;
- organizing an annual district Swap Meet to reuse and dispose of weeded library resources;
• providing training in the areas of library skills and library software;
• providing up to date information on library supplies and equipment;
• communicating information specific to the library program;
• maintaining the Teacher-Librarian conference on First Class.

2.3.5 Manager of Learning Resources

The Manager of Learning Resources, under the direction of the Director of Instruction responsible for library, is responsible for planning and coordinating, in collaboration with Principals, Vice-Principals, Teacher-Librarians and Learning Resource personnel, activities that support the library program.

These include:
• preparing, allocating and tracking the annual Learning and Library Resource Budget entitlements;
• providing advice as to the establishment and modification of District Policy and Regulations as they relate to Library;
• providing advice and technical (library) support for the district’s automated library system – Destiny by Follett;
• planning, organizing and overseeing all aspects of the ordering, receiving and shipping of library materials purchased through Learning Resources Services;
• planning and organizing the centralized cataloguing and processing of library resources purchased through Learning Resources Services;
• providing information regarding Canadian Public Performance Rights (PPR) in relation to the purchase and showing of library materials (example: videos & sound recordings);
• providing purchase opportunities in partnership with Educational Resource Acquisition Consortium (ERAC) (example: videos and novels);
• liaising with library vendors for timely and cost efficient ordering practices;
• encouraging and supporting open communications between school libraries and LRS.
Section 3

Collection Development
3.0 Collection Development

3.1 School District No. 36 (Surrey) Resources Policy and Regulations

See Appendix D

3.2 Selection of Library Materials

3.2.1 Objectives of Selection

The school library plays an important role as a gateway to information resources. An effective school library provides access to a wide array of materials and services to meet learning needs. The collection should be designed to encourage free inquiry and to provide multiple points of view.

Collaborative collection development and evaluation by the Teacher-Librarian and other educators ensures that resources, in a variety of formats, are available to meet curricular objectives and enrich student appreciation of literature.

The library collection should include:

- materials to enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served in each particular school;
- materials to stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
- materials to enable students to make informed judgements in their daily lives;
- materials to represent the many religious, ethnic, and cultural groups in Canada and their contributions to our national heritage;
- materials selected through a cooperative, ongoing process, which may include input from other educators and students.

3.2.2 Procedures for Selection

In selecting materials for purchase, the Teacher-Librarian evaluates the existing collection and determines what materials are needed to enhance and expand the collection.

Teacher-Librarians may wish to compile a consideration file of:

- lost/damaged/worn/outdated books requiring replacement
- teacher requests
- student requests
- identified curricular needs to meet provincial or district Prescribed Learning Outcomes
- recommended lists
3.2.3 Sources

- Book Vendors
  - Black Bond Books
  - Chapters
  - Gumdrop Books
  - Kidsbooks
  - Knowbuddy
  - Marshall Cavendish
  - Permbound
  - S&B Books
  - Saunders
  - United Library Services
  - World Almanac Education

- Magazine Suppliers
  - Apollo Magazines
  - Canebso
  - Presse-Commerce

- Video/DVD Suppliers (see Section 15.1 for information regarding Public Performance Rights for Videos and DVDs)
  - Distribution Access
  - ERAC - a consortium of B.C. public school districts and independent schools that work together to cooperate on software, textbook and video purchases in order to realize process efficiencies to generate financial savings. Notification is sent through First Class concerning opportunities to order through the consortium. There are generally two ordering openings per year. (www.beerac.ca)
  - Marlin Motion Pictures
  - Schlessinger Media

- School District #36 (Surrey) new school start-up collection guides. These collections are compiled by a group of experienced Teacher-Librarians, using a variety of tools, including the journals listed below.

- Professional reviewing journals
  - The Bookmark
  - Horn Book Magazine
  - Kirkus
  - Quill & Quire
  - Resource Links
  - School Library Journal
  - Teacher-Librarian Magazine
  - VOYA (Voice of Youth Advocates)
3.3 Suggested Guidelines for Review of Learning Materials

Things to consider when reviewing learning materials for inclusion in library collections are:

Authenticity
- Is the material accurate?
- Is the material up-to-date?
- Is the person responsible for production well qualified?
- Are translations and retellings faithful to the original?

Organization of Content
- Is the material presented logically and clearly?
- Does the material achieve its purpose?
- Is the content appropriate for this type of presentation?
- Is the content sufficiently comprehensive to be useful?
- Is there extraneous or unnecessary material?
- Is the sequence developed adequately?
- Is the quality of the script or commentary satisfactory?
- Is the music or audio background satisfactory?
- Are titles, labels or captions appropriate?

Quality of Audio-Visual Material
- Is the art medium appropriate to the subject?
- Is the artwork of high quality?
- Is the photography clear and artistic?
- Does it have enough detail?
- Are printed items adequate in size?
- Is the quality of the script or commentary satisfactory?
- Is the sound clear, intelligible and realistic?

Appropriateness
- Does this material provide a new perspective?
- Does this material meet the needs of students?
- Is the length of the material suitable?
- Is the language of presentation accessible to students?

Priority Considerations
- Does this material present information that other approved sources do not?
- Is the cost of this material justified?
3.4 Extensions to the Collection - Online Databases

3.4.1 District Purchased/ERAC Sponsored Online Resources:

A list of district purchased online resources is distributed to schools biannually (September and January).

(last updated April 2007)

Encyclopedia of B.C. Online
www.knowbc.com

District access: no password required

Home access: http://www.knowbc.com/IEBC/IEBCLogin.asp
Login ID: 36SBO
Password: learn

Scholastic Grolier Online
http://go-canada.grolier.com

District and home access: Login ID: surrey
Password: grolier

Thomson Gale Online Services
http://infotrac.galegroup.com/itweb

District access: No password required
Home access: Login ID: 36SBO
Password: staff

World Book Online Reference Centre including World Book Kids
www.worldbookonline.com

District access: No password required
Home access: Login ID: surrey1
Password: learn
3.5 Weeding and Retention

Weeding is the process of eliminating obsolete or damaged materials from the collection. Systematic weeding is not an irresponsible disposal of school property; rather, it is a necessary service that enhances the credibility and usability of the school library. An occasional mistake is far less serious than the cumulative effect of a weed-cluttered collection. Collections should be monitored regularly to determine low-use sections requiring weeding.

Collection development should follow the CREW method: Continuous Review, Evaluation and Weeding.

What to Weed (MUSTIE):

Misleading and/or factually inaccurate:
Ugly (worn out beyond mending or rebinding):
Superseded by a new edition or a better source;
Trivial (of no discernable literary or scientific merit);
Irrelevant to the needs and interests of your community;
Elsewhere (the material may be easily borrowed from another source).

3.5.1 Suggested Guidelines

<table>
<thead>
<tr>
<th>000</th>
<th>Generalities</th>
<th>Value determined by use.</th>
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<tbody>
<tr>
<td></td>
<td>Computers</td>
<td>Works on computers are dated after three years.</td>
</tr>
<tr>
<td></td>
<td>Library and information science</td>
<td>Should conform to current, acceptable practise.</td>
</tr>
<tr>
<td>100</td>
<td>Ethics</td>
<td>Value determined by use.</td>
</tr>
<tr>
<td></td>
<td>Philosophy</td>
<td>Weed descriptions of philosophical and psychological problems no longer of interest, superseded books about systems of philosophy, out-of-date psychologies, etc.</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>200</td>
<td>Religion</td>
<td>Value determined by use. Collection should contain basic information, but not propaganda, about as many sects and religion as possible.</td>
</tr>
<tr>
<td>300</td>
<td>Social Sciences</td>
<td>Discard outdated social issues that are not of historical value. Controversial issues should be well represented from all sides.</td>
</tr>
<tr>
<td>320</td>
<td>Political Science Economics</td>
<td>Information dates quickly. To be weeded after 10 years, if not replaced sooner. Books on historical aspects kept according to need.</td>
</tr>
<tr>
<td>340</td>
<td>Law</td>
<td>Should be replaced as soon as more current material is available.</td>
</tr>
<tr>
<td>350</td>
<td>Government</td>
<td>Dated after 10 years. Superseded volumes should be replaced.</td>
</tr>
<tr>
<td>360</td>
<td>Social Problems</td>
<td>Weeding depends on use. Most non-historical materials should be weeded after 10 years.</td>
</tr>
<tr>
<td>370</td>
<td>Education</td>
<td>Keep historical materials if they will be used. Non-historical materials need replacement in 10 years. Weed discredited theories of education. Career materials - discard after 5 years. Be particularly aware of qualification discrepancies in materials dealing with career preparation.</td>
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<tr>
<td>380</td>
<td>Commerce</td>
<td>Weed after 10 years except for historical materials.</td>
</tr>
<tr>
<td>390</td>
<td>Customs &amp; Folklore</td>
<td>Keep standard works. Weed according to use.</td>
</tr>
<tr>
<td>400</td>
<td>Language</td>
<td>Keep basic materials. Weed according to use.</td>
</tr>
<tr>
<td>500</td>
<td>Pure Science</td>
<td>Discard materials with obsolete information and theories.</td>
</tr>
<tr>
<td>600</td>
<td>Technology</td>
<td>Most materials outdated after 5 - 10 years. Give special attention to those dealing with drugs, space technology, sex education, radio, television, and medicine. Check to see if resources contain information of historical value.</td>
</tr>
<tr>
<td>700</td>
<td>The Arts</td>
<td>Keep basic works in music and art. Replace with new editions and works with better illustrations.</td>
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<tr>
<td>800</td>
<td>Literature</td>
<td>Keep literary criticism and history until superseded by more authoritative works. Keep works by local people.</td>
</tr>
<tr>
<td>900</td>
<td>History</td>
<td>Weeding depends on use, demand and upon accuracy of fact and fairness of interpretation.</td>
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<tr>
<td>Travel</td>
<td></td>
<td>Weed travelogues after 10 years unless of historical value.</td>
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<tr>
<td>Biography</td>
<td></td>
<td>Keep those that are outstanding in content or style as long as they are useful.</td>
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<tr>
<td>Fiction, Picture books, story collections</td>
<td>Weed dated titles that have not circulated in 3 - 5 years. &quot;Classics&quot; to be replaced as new, more attractive editions are made available.</td>
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</tr>
<tr>
<td>Reference</td>
<td></td>
<td>Use same criteria for weeding as general non-fiction collection. Keep standard works. Special attention must be paid to having up-to-date accurate information.</td>
</tr>
<tr>
<td>Encyclopedia – general</td>
<td>Dated after 5 years.</td>
<td></td>
</tr>
<tr>
<td>Encyclopedia - subject specific</td>
<td>Replace as content becomes invalid.</td>
<td></td>
</tr>
<tr>
<td>Almanacs, yearbooks &amp; statistical publications</td>
<td>Superseded by each new volume. Keep 3 - 5 years for teaching purposes. Science yearbooks require consideration because of special articles.</td>
<td></td>
</tr>
<tr>
<td>Atlases</td>
<td>Dated after 5 years.</td>
<td></td>
</tr>
<tr>
<td>Periodicals</td>
<td>Consider condition, shelving and storage space.</td>
<td></td>
</tr>
<tr>
<td>Maps &amp; globes</td>
<td>Check for currency, accuracy and metrication.</td>
<td></td>
</tr>
<tr>
<td>Textbook, teacher resources &amp; workbooks</td>
<td>Weed out-dated teacher resources. No &quot;consumable&quot; workbooks should be housed in the library.</td>
<td></td>
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3.5.2 Reuse and Disposal

The Teacher-Librarian exercises discretion about whether materials are:
- given to teachers for classroom use
- sent to the district swap meet - the district holds an annual swap meet where other schools can select items that have been weeded. Watch for announcements through First Class for procedures, dates and location.
- recycled or shredded - Unusable items should be packed into district recycle boxes (see your head secretary). Submit a work order requesting transport and send for shredding. Items can be sent for recycling or shredding at any time of year.

See Regulation 8800.5 ‘Reuse & Disposal of Learning Resources’ in Appendix D for additional information.

3.5.3 Deleting items

Delete item numbers of weeded materials. If the copy deleted is the last item associated with a catalogue record in your database, Destiny will automatically remove the bibliographic record from your database.
3.6 Procedure for Dealing With Challenged Materials:

**CHALLENGE OF A LOCALLY APPROVED LEARNING RESOURCE**

**SCHOOL LEVEL**

**CHALLENGE ISSUED**

**PRINCIPAL / VICE PRINCIPAL**
and School Based Personnel
meet with person issuing challenge.

**UNRESOLVED**

**PRINCIPAL / VICE-PRINCIPAL**
Person issuing challenge completes a "Challenge of a Provincially
Recommended or Locally Approved Learning Resource" form and submits to school.

**DISTRICT LEVEL**

**DIRECTOR OF INSTRUCTION**
Convenes District Learning/Library Resources Challenge Committee
and meets with person issuing challenge.

**PROCESS COMPLETES**
Resolved

**CONCLUSION OF REVIEW PROCESS**
Challenger informed
in writing of decision.

**Library Resources**

This concludes the Challenge Process
for Library Resources.

**Learning Resources**

Sensitive materials referred to
District Standing Advisory Committee.

**ATTACH: 8800.2**

Rev. February 21, 2007
SCHOOL DISTRICT 36 (SURREY)
CHALLENGE OF A
PROVINCIALY RECOMMENDED OR LOCALLY APPROVED
LEARNING OR LIBRARY RESOURCE

Name of School _______________________________
Phone # __________________

Contact Name _______________________________

Title of Resource __________________________________________________________

Author(s) _______________________________________________________________

Publisher/Year ___________________________________________________________

Type of Resource:  Ministry Approved [ ]  Locally Approved [ ]

Context of Usage:   Classroom [ ]  Distance Learning [ ]  Library [ ]

Name of Person Initiating Challenge: ________________________________________

Role of Person Initiating Challenge:  District Employee [ ]  Parent/Guardian [ ]  Student [ ]
Other (please specify) __________________

Telephone Numbers:   Home _____________________   Work ____________________

Address: ________________________________________________________________

1. Have you reviewed the entire resource? _________________________________
_________________________________________________________________

2. To what in the resource do you object: _______________________________
_________________________________________________________________
_________________________________________________________________

a) page(s) _______________________________  Specific Objection _____________
_________________________________________________________________

b) page(s) _______________________________  Specific Objection _____________
_________________________________________________________________

c) page(s) _______________________________  Specific Objection _____________
_________________________________________________________________

d) page(s) _______________________________  Specific Objection _____________
_________________________________________________________________

Rev. February 21, 2007
3. From your point of view, what do you think is the theme or purpose of the resource?
____________________________________________________________________
____________________________________________________________________

4. Please describe what, in your opinion, there is of value in this material.
____________________________________________________________________
____________________________________________________________________

5. What positive or negative effects do you believe this resource would have on your son or daughter?
____________________________________________________________________
____________________________________________________________________

6. What positive or negative effects do you believe this resource would have on other students?
____________________________________________________________________
____________________________________________________________________

7. For what age group, if any, would you recommend this material? _______________
____________________________________________________________________
____________________________________________________________________

8. In many cases, the impact of a resource will vary according to how it is presented and interpreted in the classroom, and we urge you to discuss this material with the appropriate people. Have you discussed the resource with:
   • the Teacher-Librarian?  Yes □  No □
   • the classroom teacher?  Yes □  No □
   • the Principal?    Yes □  No □

9. Have you read reviews of this resource: Yes □  No □
   (if so, please note source of review and attach photocopies if available)
____________________________________________________________________
____________________________________________________________________

10. What is your recommendation regarding this resource?
□  (a) do not recommend or assign it to my child
□  (b) withdraw it from all student use
□  (c) do not use with age group it is recommended for
□  (d) have it further evaluated by educational staff
□  (e) other (please specify) ____________________________________________

Signed: _________________________________________
Date: _________________________________________

Rev. February 21, 2007
Further information may be attached.

Complete form and forward to: 1 copy to Principal of school concerned
1 copy to Member of Management responsible for
Library/Learning Resource
1 copy to the person issuing challenge

Note to challenger: Please keep copy for your records. Your child’s school can provide
copying service if necessary
Section 4

Circulation
4.0 Circulation

4.1 General Information

School circulation practices are site specific. Using the Back Office tab in the Destiny program the Teacher-Librarian determines:

- loan Periods
- number of materials that may be borrowed
- circulation Types (e.g. Reference, Regular Loan)
- calendar
- renewal Limits
- holds
- ceiling date

4.2 Elementary Practices

Additionally, the Teacher-Librarian determines policies on:

- barcodes
- overdues
- lost and damaged books

Refer to the Destiny manual for suggestions on generating barcodes and managing overdue, lost and damaged books.

4.3 Secondary Practices for Circulation

Students are issued a Go Card each year as their photo identification card. Go Cards can be barcoded to correspond with user accounts. The Teacher-Librarian should check with the appropriate administrator to ensure this takes place.

Late arrival students may not have been issued a Go Card. In the event that a student has not been issued a Go Card, the Teacher-Librarian can confirm a student’s identity by:

- creating a library card by generating barcodes;
- using picture ID to confirm identity – possibly a student composite from the photo company (print or electronic), BCDL or other photo ID;
- receiving a note from the classroom teacher;
- being shown a printout of the student’s timetable signed by the counsellor or office staff;
- being shown the student’s planner complete with name and student number.
Further, the secondary Teacher-Librarian must manage overdues. A number of strategies may be used, including:

- emailing teachers to remind students in classes that the books are due. Students should be sent down by the classroom teacher to renew or return their books;
- giving printout reminders to homeroom teachers whenever a homeroom occurs or to a regular classroom;
- attaching overdue letters to report cards;
- posting overdue list in a visible location, identifying students with overdues;
- phoning students with outstanding overdues at home;
- not allowing further loans until all overdues have been cleared;
- revisiting overdues from the previous year at the beginning of September and contacting home by telephone and/or mailing an invoice home.

4.3.1 Security System

Each secondary school library is equipped with a security system to prevent theft. Each item in the library should have a tattle tape inserted or attached. Items must be demagnetized on check out. There are different demagnetizers for videos and books. Videos demagnetized using the book demagnetizer will be damaged or erased.
Section 5

Ordering and Budgeting
5.0 Ordering and Budgeting

5.1 General Budget Information

The Teacher-Librarian must consult with the School Learning Resource Contact (Principal or Vice-Principal) about the library program funding. District guidelines suggest 20-25% of the total Learning Resources Budget for each school be allocated to the library.

5.2 Additional Revenue Sources

5.2.1 Photocopier Funds

If the library is equipped with a coin-operated photocopier, payments from photocopy revenues should be deposited in a school-based library account with the head clerk. This money can be used to buy additional library resources and supplies.

5.2.2 Lost Books Funds

Schools are expected to establish and maintain procedures for dealing with lost or damaged library resources. Such procedures should also provide for the collection of outstanding debts.

On a discretionary basis, Teacher-Librarians, Principals, and Vice-Principals may reduce or waive charges for lost or damaged library resources. All monies collected should be forwarded to the school office for processing.

Cost recoveries for library resources are to be remitted to Learning Resources Services via cheque payable to School District #36 (Surrey) marked “Cost Recovery – Learning/Library Resources”. Learning Resources Services will credit the school’s Learning Resource/Library account with the amount remitted and forward the cheque to the Finance Department.

Please refer to Regulation 8800.4 in Appendix D for additional information.

5.2.3 Transferring Funds

Funds from external sources such as donations, fundraising initiatives, or PAC funds may be transferred to LRS to cover the cost of an order using the Funds Transfer Request/Cheque Remittal form (see Appendix C). Confirm site-specific practices with the head clerk of the school.
5.3 Library Budget Request Sheet

The Library Budget Request Sheet can be used as a discussion guide for planning library budget requirements with school staff and administration. It is an optional tool that Teacher-Librarians may find useful. (Appendix C).

5.4 General Ordering Information

Teacher-Librarians may order through LRS, or shop and purchase library materials from any reputable store or vendor. Ordering through LRS results in savings attributed to bulk purchasing. If ordering through LRS, LRS will provide a confirmation sheet complete with a dollar total to indicate how much is being spent. For LRS orders, schools are charged for the cost of the item only. Learning Resources Services pays the shipping, taxes and processing costs. LRS will pay the invoices from personal shopping from the school account. The school is charged the full amount minus the GST.

According to District Policy (Regulation 4420.1 in Appendix D):

The dollar limit, for the purchase of learning or library resources, cannot exceed $500 per item or $1,000 for a series of similar purchases from similar suppliers.

Purchases from outside Canada greater than $20 CDN, which must clear customs, (subscriptions are exempt) must be processed by Finance.

All library orders that exceed the dollar limits stated above must be initiated through either the Purchasing Department or Learning Resources Services.
5.5 Ordering Library Materials Through LRS

- Orders are accepted on an ongoing basis. Information will be communicated if an ‘ordering deadline’ becomes necessary.
- Orders are accepted in any format – except hand written. *Library Order Requisition – Excel database is preferred (Appendix B).*
- All orders must have an authorized signature (School Learning Resource Contact or Principal). Orders received without an authorized signature will be returned, which will delay the processing of your order.
- Ensure that the school name and courier number are on each page.
- When an order is placed through LRS, the school is only charged for the cost of the book. Schools are not charged:
  - taxes
  - shipping
  - brokerage fees
  - vendor processing fees
  - MARC record costs
- To prevent duplicate orders, please do not fax **and** courier orders. Send one copy only to LRS.
- All forms associated with ordering are available on First Class: *(SD36 Staff Conferences>Curriculum>Library Conf>Libry Ordering Info). (Appendix C)*

5.5.1 Problems and Cancellations

- Please do not call vendors regarding orders processed through LRS -- call LRS at 604-594-8922. Calling vendors directly causes confusion and lost time.
- Cancellations: if for any reason a title is not available, you will be notified and funds will be refunded to your school account.

5.6 Direct Purchasing of Library Materials/GST Rebate

- Ensure the prior approval of the learning resource contact before initiating an order.
- Vendors may invoice the school or the Teacher-Librarian may pay directly and submit the receipt for reimbursement.
- Applicable costs for MARC records, processing and shipping will be included in the total expended to the school. The GST will be deducted from the invoice, and not charged to the school account.

**Dollar limits:**

- **Canadian Purchases:** Cannot exceed $500 per item or $1,000 for a series of similar purchases from similar suppliers.
Out of Country Purchases (US & International): Cannot exceed $20 CDN (subscriptions are exempt).

5.6.1 Invoiced Orders

- Upon receipt of an invoice, a Payment/Reimbursement form (Appendix C) must be completed, signed by the School’s Learning Resource Contact and forwarded to LRS for payment.

5.6.2 Personal Reimbursements

- Requests for “Employee Reimbursement” should be processed through school accounts. Check with your school to ascertain the maximum dollar value allowed when requesting reimbursement through the school’s Petty Cash Fund.
- Choose ‘Cheque Payable to School’ on the Payment Reimbursement form (Appendix C) and send the petty cash reimbursement to LRS. This will ensure the Teacher-Librarian is reimbursed in a timely manner.
- The fund account ledger and original cheque stubs must accompany the LRS Payment/Reimbursement form.
- Reimbursement requests that exceed the school’s petty cash fund can be processed by choosing ‘Cheque Payable to Employee’ and sending the Payment/Reimbursement form, along with the invoice to LRS. Finance will then send payment to the employee.

5.7 Supplies

Library supplies (e.g. tape, barcodes, etc.) cannot be charged to the school’s learning/library resource account. A list of suggested supplies is generated annually by Learning Resources and posted to the First Class conference. (Libraries > LBRY General Information).

5.7.1 Elementary

Library supplies are ordered through the office and are paid for through the school’s general supply budget. Check with administrator for any school specific procedures.

5.7.2 Secondary

A separate budget to be used only for supplies is allocated by the school Principal. This amount varies from school to school. This money must be tracked separately from the Learning Resources budget.
## Library Supplies List

**Last updated (January 2007)**

<table>
<thead>
<tr>
<th>Product Number</th>
<th>Description</th>
<th>Supplier &amp; contact information</th>
<th>Retail Price Per Unit</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Roll(s) of Mylar barcoded labels</td>
<td>Barcodes</td>
<td>CIMS Industries Inc.; Phone: (604) 533-2424 Contact: Clarissa Medel</td>
<td>Phone: (604) 533-2424 Contact: Clarissa Medel</td>
</tr>
<tr>
<td>Cat. # 55 247 104 (1½&quot; x 3¼&quot;)</td>
<td>Barcode labels for plastic - 1,000/roll</td>
<td>Brodart; Phone: 1-800-265-9470</td>
<td>$56.85/roll (6 or more rolls - $54.00)</td>
<td>Pg. 112 (2006 catalogue)</td>
</tr>
<tr>
<td>Cat. # 55 247 004 (1½&quot; x 3¼&quot;)</td>
<td>Barcode label protector for plastic</td>
<td>Brodart; Phone: 1-800-265-9470</td>
<td>$18.50/roll (6 or more rolls - $17.60)</td>
<td>Pg. 112 (2006 catalogue)</td>
</tr>
<tr>
<td>Plasti-Klear Tape Cat. # 32 343 002 (2&quot; x 27 yds)</td>
<td>Reinforcing tape</td>
<td>Brodart; Phone: 1-800-265-9470</td>
<td>$11.10/roll (6 or more rolls - $10.50)</td>
<td>Pg. 25 (2006 catalogue)</td>
</tr>
<tr>
<td>Cat. # 55 395 004 (1,200 sets/pkg.)</td>
<td>Spine labels – AF Paper</td>
<td>Brodart; Phone: 1-800-265-9470</td>
<td>$54.85 (5 or more pkgs. - $52.10)</td>
<td>Pg. 86 (2006 catalogue)</td>
</tr>
<tr>
<td>Cat. # 55 395 002 (5600/pk.)</td>
<td>Spine labels – 56 per sheet</td>
<td>Brodart; Phone: 1-800-265-9470</td>
<td>$54.85 (5 or more pkgs. - $52.10)</td>
<td>Pg. 86 (2006 catalogue)</td>
</tr>
<tr>
<td>2-Mil clear label protectors Cat. # 55 276 006 (2&quot; x 2½&quot;)</td>
<td>Spine label protector – 1,000/roll</td>
<td>Brodart; Phone: 1-800-265-9470</td>
<td>$44.45/roll (3 or more rolls - $42.25)</td>
<td>Pg. 113 (2006 catalogue)</td>
</tr>
<tr>
<td>Cat. # 45 412 001 (4½&quot; diameter) (50/pk.)</td>
<td>Protective overlay labels (for CDs &amp; DVDs/no security strip)</td>
<td>Brodart; Phone: 1-800-265-9470</td>
<td>$55.60</td>
<td>Pg. 95 (2006 catalogue)</td>
</tr>
<tr>
<td>Cat. # 55 519 005 (750/pk.)</td>
<td>VHS spine labels (no security strip)</td>
<td>Brodart; Phone: 1-800-265-9470</td>
<td>$54.15</td>
<td>Pg. 94 (2006 catalogue)</td>
</tr>
</tbody>
</table>
### Destiny compatible
| Cat. # 55 229 008 (500/roll) | Spine label protector | Brodart; Phone: 1-800-265-9470 | $22.31/roll (3 or more rolls) | Pg. 111 (2006 catalogue) |
| Cat. # 55 395 005 (48,000/pkg.) | Spine labels – AF Paper | Brodart; Phone: 1-800-265-9470 | $42.50/pkg. (3 or more rolls) | Pg. 86 (2006 catalogue) |
| Cat. # 55 345 005 (48,000/pkg.) | Spine labels – AF Foil | Brodart; Phone: 1-800-265-9470 | $62.56/pkg. (3 or more rolls.) | Pg. 86 (2006 catalogue) |
### Secondary schools - requiring security strips/tattletape
| Cat. # 30 225 005 (200/box) | DVM-1 Strips for Videocassettes | Brodart; Phone: 1-800-265-9470 | $76.50 | Pg. 891 (2006 catalogue) |
| Cat. # 30 225 004 (200/box) | DCD-2 Strips for CDs and Single-sided DVDs | Brodart; Phone: 1-800-265-9470 | $369.00 | Pg. 891 (2006 catalogue) |
| Cat. # 30 225 006 (200/box) | DAC-1 Strips for Audiocassettes | Brodart; Phone: 1-800-265-9470 | $65.00 | Pg. 891 (2006 catalogue) |
| Cat. # 30 225 002 (1,000 strips) | B2 Strips for Books and Periodicals, between pages | Brodart; Phone: 1-800-265-9470 | $259.00 | Pg. 891 (2006 catalogue) |
Section 6

Cataloguing and Processing
## 6.0 Cataloguing and Processing

### 6.1 General Information

#### 6.1.1 Collections and Prefixes

Prefixes are used to identify specific collections or areas so that patrons can quickly find the items they are looking for. The Teacher-Librarian should verify site-specific past practices. Possibilities include:

<table>
<thead>
<tr>
<th>Collection</th>
<th>Spine label example (prefix is bold for illustration only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy Fiction</td>
<td><img src="image" alt="E BAR" /> <img src="image" alt="E MUN" /></td>
</tr>
<tr>
<td>Fiction</td>
<td><img src="image" alt="FIC DIC" /> <img src="image" alt="SHE" /></td>
</tr>
<tr>
<td>Paperbacks</td>
<td><img src="image" alt="PBK DIC" /> <img src="image" alt="SHE" /></td>
</tr>
<tr>
<td>Non-Fiction</td>
<td><img src="image" alt="331.198 MOR" /> <img src="image" alt="595.789 SMI" /></td>
</tr>
<tr>
<td>Reference</td>
<td><img src="image" alt="REF 331.198 MOR" /> <img src="image" alt="REF 595.789 SMI" /></td>
</tr>
<tr>
<td>Teacher-Reference</td>
<td><img src="image" alt="TR MOR" /> <img src="image" alt="TR 595.789 SMI" /></td>
</tr>
</tbody>
</table>

Additionally, Destiny allows the Teacher-Librarian to assign Categories and Sub-locations to specific items in the collection.
6.2 Steps for Receiving Items

The following is a guide for any items (books or non-books) received in your library:

1. The items arrive at school.
2. Check items against the packing slip.
3. If ordered from Learning Resources Services (LRS):
   a. The Teacher-Librarian signs and returns the packing slip to LRS within five days of receipt and after it has been checked. Retain a photocopy for your files.
4. Personal Shopping/Vendor Direct Ordering:
   a. Check the items received against the packing slip.
   b. When an invoice is received, submit the original invoice with the Learning Resources/Library Payment/Reimbursement Form (Appendix C) to LRS. Retain a photocopy of the invoice for your files.

6.3 Steps for Adding Copies and Processing Items

6.3.1 Cataloguing

1. Check the union catalogue (SD #36 (Surrey) Catalogue) for an available record.
2. If a record is available: add a copy to the record; add category or sub-location (if required); and check the assigned Dewey classification for suitability for the collection.
3. If there is no record in the union catalogue, forward pertinent information to LRS for cataloguing. For books, complete a Destiny Book – ISBN Entry Sheet (Appendix C) and email if via First Class to LRS Department. All other types of materials will require the completion of a Destiny Title Entry Sheet (Appendix C). LRS will reply indicating if the record was created or if more information is required.
4. In the event that more information is required, complete a Destiny Title Entry Sheet (Appendix C), photocopy the title page and the verso and forward to LRS. When confirmation of the record creation is received from LRS, add a copy to the record.

6.3.2 Processing

1. Place barcode vertically on the top left hand corner of the front of the book (try not to block the title).
2. Add the second barcode to the first page of the book.
3. Insert tattle tapes (secondary only).
4. Attach spine labels to the lower part of the spine.
5. Stamp inside front and back cover with library stamp.
6. Attach any special stickers to spine (e.g. Maple Leaf, Classic, Fantasy, etc.)
6.4 Additional Cataloguing Resources

Anglo-American Cataloguing Rules
http://www.aacr2.org/

Bibliographic Formats and Standards (Online Computer Library Centre)
http://www.oclc.org/bibformats/

Cataloguer’s Reference Shelf
http://www.tlcdelivers.com/tlc/crs

Dewey Decimal Home Page
http://www.oclc.org/dewey/

Follett MARC Tag of the month
http://www.fsc.follett.com/clientsupport/community/tagofthemonth/

Internet Public Library
http://www.ipl.org

Library of Congress on-line catalogue
http://www.loc.gov/

National Library of Canada
http://www.collectionscanada.ca/index-e.html

Understanding MARC (Machine Readable Cataloguing)
http://www.loc.gov/marc/umb/
Section 7

September Start-Up
7.0 September Start-up Procedures

7.1 General

- review and, if necessary, modify library policies regarding circulation in Destiny;
- set year calendar (e.g. ceiling date, professional development days and holidays);
- identify the times the library is open outside of instructional time. These times are determined at the Teacher-Librarian’s discretion. Check with administration for the availability of supervisory aides for any lunch time openings.

7.2 Elementary

- confirm with administration the amount of the Library budget for the year;
- generate user barcodes for students. Refer to Destiny manual for options;
- scheduling is school specific. Consult with your school staff and professional colleagues before creating the library timetable;
- create timetable:
  - schedule 40 minutes per Grade 1-4 division;
  - schedule 2-20 minute periods per full-day Kindergarten division and 1-20 minute period per half-day Kindergarten division;
  - schedule personal preparation time and library administration time;
- search for lost books or payment from last June (i.e., give overdue notices to patrons who did not return books or paid fines from previous year);
- **optional** - Prepare for:
  - monitors
    - Create notice home, orientation, job description etc.;
  - volunteers
    - Create notice home, orientation, job description etc.;
    - Be aware of School District guidelines pertaining to volunteers (see Appendix A);
  - host an orientation and welcome for new staff.
7.3 Secondary

- confirm with administration the amount of the Library resource and supplies budgets for the year;
- set up booking schedule;
- identify how personal preparation time will be scheduled;
- clean up summer mail, including magazines;
- phone home for last year's outstanding books and mail an additional invoice;
- confirm clerical hours and assign tasks accordingly;
- arrange orientation classes for Grade 8s, ESL students, and other special programs;
- check all equipment is in working order;
- optional:
  - host an orientation and welcome for new staff.
Section 8

Year-End Procedures
8.0 Year-end Procedures

8.1. Elementary

• confirm that the ceiling date for the year-end has been set in Destiny’s library calendar;
• run an overdue/items on loan report;
• follow up on long-term overdues;
• deal with lost items by sending home overdue notices or invoices;
• collect money and issue receipts for lost books;
• run reports (e.g. yearly circulation statistics);
• using the Employee Self-Service (ESS) “Change Password” utility
  (https://staff.sd36.bc.ca/) change password. This same password is used for
  Destiny, ESS, SD36 (Windows) and Service Page accounts. Unless it is changed in
  June, it will expire over the summer, and will have to be reset by the Service Desk in
  September.

• Optional: Arrange for a Summer Reading Program presentation from Surrey
  Public Library;
• Optional: Complete an inventory. Check with LRS to find out the procedure for
  borrowing a hand-held scanner. (See “Section 9: Inventory” for additional
  information.)

8.2 Secondary

• confirm that the ceiling date for the year-end has been set in Destiny’s library calendar;
• run an overdue/items on loan report;
• start following up on long-term overdues;
• deal with lost items by sending home overdue notices or invoices;
• collect money and issue receipts for lost books;
• individual schools have different policies regarding withholding yearbooks, grad
  dance tickets, etc. until library accounts have been settled. Check with
  administration for past practice and/or possibilities;
• cancel newspapers and set restart date to first day of school in September;
• run reports (e.g. yearly circulation statistics);
• using the Employee Self-Service (ESS) “Change Password” utility
  (https://staff.sd36.bc.ca/) change password. This same password is used for
  Destiny, ESS, SD36 (Windows) and Service Page accounts. Unless it is changed in
  June, it will expire over the summer, and will have to be reset by the Service Desk in
  September.

• Optional: Complete an inventory. Check with LRS to find out the procedure for
  borrowing a hand-held scanner. (See “Section 9: Inventory” for additional
  information.)
Section 9

Inventory
9.0 Inventory

9.1 General Information

There is a range of practices dealing with producing an inventory of an entire collection or part(s) of a library collection. Some Teacher-Librarians choose to inventory the entire collection of their libraries at the beginning or end of each school year, semester or natural break. Others focus each year on a different section of the collection (e.g. all the fiction books) and complete a partial inventory only of that section. As the process is time-consuming, some Teacher-Librarians choose not to inventory their collections every year.

1. Well in advance of the scheduled inventory dates, book a handheld Panther scanner from CISC.
2. Weed carefully.
3. Thoroughly shelf read the collection to be inventoried.
4. If possible, repair damaged books.
5. Try to get all items in the inventoried collection returned and shelved before you begin.
6. Check returns, displays, and other areas of the library for any items that belong to the inventoried collection.
7. Identify any books that may be in processing with LRS before declaring them missing.
8. LRS may be asked to suspend processing while the inventory is being completed.
9. Delete items missing/lost for two years.
10. Follow the instructions for inventorying the collection in the Destiny manual.
11. Run the appropriate reports and try to locate any missing items.
12. Declare lost, or delete from the catalogue any items that cannot be located depending on your site-specific policies and preferences.
Section 10

District Resources
10. District Resources

10.1 Curriculum and Instructional Services (CISC)

10.1.1 Professional Library

A collection of professional reference material, dealing with topics in educational theory, is housed at CISC, and may be borrowed by teachers and teacher-librarians using the “Interlibrary Loan” function of the Destiny library software system. Materials are placed on hold by teacher-librarians or teachers, requests are processed by clerical staff at CISC, and then materials are couriered to the schools where the requests originate. Additional details about the CISC Professional Library will be posted in the First Class Libraries conference in the Fall of 2007.

10.2 Learning Resources Services (LRS)

The role of Learning Resources Services’ (LRS) is to support libraries with the acquisition and cataloguing of library materials. This includes processing library materials ordered through LRS to a shelf ready state, loading and/or creating MARC Records for the Union Catalogue and supporting the Destiny library software program.

10.2.1 Centralized Processing

The Library and Information Technologists and Learning Resource Clerks at LRS are responsible for providing optimum technical services to schools.

This may include:

- creating, copying and loading MARC Records into Destiny;
- adding school property stamp to materials;
- reinforcing paperbacks;
- inserting security strips in secondary library resources;
- adding spine labels to material;
- linking items in Destiny to school collection;
- shipping items to school libraries.

10.3 Information Management Services (IMS)

Information Management Services (IMS) manages the district technology needs, from computers in classrooms to business systems. Teacher-Librarians should contact IMS in the event of computer malfunctions.

Contact IMS through the Service Pages at: https://servicepages.sd36.bc.ca/Login.jsp
11.0 Instructional Practices - Elementary

11.1 General Information

A balanced library program integrates many elements: information literacy, literature appreciation, collaborative planning and teaching of curricular units, and promotion of the library.

11.2 Information Literacy

Information literacy may be defined in many ways. An information literate student is able to recognize that information is needed, and is able to seek, locate, evaluate, and utilize this information, in a variety of ways, in order to produce some form of new understanding.

The Teacher-Librarian promotes information literacy in the following ways:

* reinforcing or teaching research skills during preparation time;
* developing collaborative research units with classroom teachers;
* providing resources for classroom use;
* providing guidance to students and staff about locating information and/or resources.

11.3 Literature Appreciation

Teacher-Librarians are constantly engaged in the promotion of life-long pleasure and informational reading. Storytime presentations, book chats, collaboratively taught novel study units, and many other activities encourage student readers to develop and refine their personal reading preferences. By presenting a variety of fiction and non-fiction texts, Teacher-Librarians foster enriched awareness of different author styles and literary techniques. Additionally, Teacher-Librarians suggest and provide specialized text selections that directly support classroom programming and independent literary study.

The Teacher-Librarian may choose to promote literature appreciation in the following ways:

* school based literacy events
* book award programs
  * Surrey Book of the Year
  * BC Chocolate Lily
  * Red Cedar
* author/illustrator studies
* book fairs
* book displays
* book talks
11.4 Collaborative Planning and Teaching

Collaborative planning and teaching involve an equal partnership between the classroom teacher and the Teacher-Librarian, who work together to plan, teach, and evaluate units of work. Each partner is committed to the development of skills and outcomes based on the curriculum of the school.

Successful collaborative planning and teaching is dependent on a variety of factors: scheduling availability, past practice, curricular need, and program advocacy. It may not be possible for collaborative planning and teaching to occur on a regularly scheduled basis.

11.5 Elementary Scope and Sequence

According to research findings, standards or guidelines enhance library service, teaching, and learning. Teacher-Librarians are encouraged to incorporate some form of a scope and sequence to guide their program.

The following scope and sequence, beginning on the next page, was developed by the elementary Teacher-Librarians on the District Handbook Committee. It is intended to provide guidance for a balanced library program, but is not intended to be prescriptive or to be used by an administrator as an evaluative tool.
Library and Information Literacy Skills: Kindergarten to Grade 7  
Surrey School District #36 (Surrey)

The following information literacy skills are intended to guide rather than prescribe a library program.

I = Introduce and develop  
R = Reinforced

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<th>Orientation</th>
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<tr>
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<td>knows how to take care of library materials</td>
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<td>1.2</td>
<td>knows borrowing procedures</td>
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<td>1.3</td>
<td>examines a resource to determine if it is a suitable selection</td>
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<td>1.4</td>
<td>is aware of different areas of the library</td>
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<td>1.5</td>
<td>locates specialized collections (i.e., Canadian authors, holidays, level readers, Newbery, Caldecott, biographies…)</td>
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<td>understands that materials in the library have a specific arrangement (e.g., ABC order)</td>
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<td><strong>2.4</strong> recognizes that non-fiction books are organized by subjects and</td>
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<td>have Dewey Decimal numbers on the spine labels</td>
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<td>System classes, and these classes are subdivided into specific subjects</td>
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<td><strong>2.7</strong> locates and understands the purpose of the reference collection</td>
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<td><strong>3.2</strong> identifies the author, the title, and the illustrator</td>
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<td><strong>3.5</strong> identifies the table of contents, guidewords, the glossary, and the index</td>
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<td><strong>3.6</strong> identifies text features (e.g., appendices, lists, tables, graphs, charts, maps)</td>
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<td><strong>3.7</strong> identifies the home page of electronic resources</td>
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<td><strong>3.8</strong> identifies links in electronic resources</td>
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<td><strong>4 Use of Online Catalogue</strong></td>
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<td><strong>4.1</strong> understands the importance of searching an online catalogue</td>
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<td><strong>4.2</strong> searches by author, title, subject, keyword, or series</td>
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<td><strong>4.3</strong> uses strategies to generate a variety of keywords to locate information on a specific topic</td>
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<td><strong>4.4</strong> uses strategies to limit searches to help locate specific topic information (e.g. Boolean search)</td>
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<td><strong>4.5</strong> accesses online catalogues other</td>
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<td>than the school’s (e.g. public library)</td>
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<td>identify author, title and call number</td>
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<td><strong>4.8</strong> translates call number information from an online</td>
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<td>record to physical location in the library</td>
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<td><strong>5 Selection of Resources</strong></td>
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<td><strong>5.1</strong> explores a variety of information resources</td>
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<td><strong>5.2</strong> examines a resource to determine if it is a suitable selection</td>
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<td><strong>5.3</strong> selects materials at the appropriate listening/reading/viewing level</td>
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<td><strong>5.4</strong> chooses an appropriate media format and learns its operation (e.g. computer, DVD, video, CD player)</td>
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<td>5.5 distinguishes the characteristics and appropriateness of specialized resources (e.g. dictionaries, encyclopedias, thesauri, atlases, almanacs, telephone book)</td>
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<td>5.6 is critical of a resource’s authority, currency, bias/objectivity, accuracy, and comprehensiveness</td>
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<td>6.1 listens, observes, and/or reads with a purpose</td>
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<td>6.2 scans for headings</td>
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<td>6.3 skims to identify key words and phrases</td>
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<td>6.4 locates information using the table of contents, index, and guide words</td>
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<td>6.5 identifies main idea and supporting details</td>
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<td>6.6 draws inferences</td>
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<td>6.7 recognizes relationships (e.g. sequence, cause and effect)</td>
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<td>6.8 uses pre-selected websites (e.g. bookmarked or teacher-prepared links)</td>
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<td>Ethical Use of Resources</td>
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<td>6.9 searches appropriate electronic and online resources to access information</td>
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<td>6.10 uses online search strategies and navigation skills to access and retrieve information</td>
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<td>7.1 understands the concept of intellectual property</td>
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<td>7.2 understands that student created materials are the intellectual property of the creator</td>
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<td>7.3 understands the concept of plagiarism and copyright</td>
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<td>7.4 develops an awareness of digital materials in the public domain</td>
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<td>7.5 credits sources as appropriate</td>
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<tr>
<td>8.0.1 uses Research Quest or similar research process: focus, find and filter, work with information, communicate, reflect</td>
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<td><strong>Notetaking/Outlining</strong></td>
<td>8.1.1 writes simple notes</td>
<td>I</td>
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<td></td>
<td>8.1.2 compiles a working bibliography as facts are gathered</td>
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<td></td>
<td>8.1.3 sorts notes into categories</td>
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<td>8.1.4 uses software outlining tools (e.g. Inspiration or Word)</td>
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<td><strong>Preparing Drafts</strong></td>
<td>8.1.5 sequences information</td>
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<td>8.2.1 reports information in sentences</td>
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<td>8.2.2 reports information in paragraphs</td>
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<td>8.2.3 revises, edits, and proofreads drafts</td>
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<td><strong>Publishing</strong></td>
<td>8.3.1 publishes and presents reports using a variety of formats</td>
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<td><strong>Citing Resources</strong></td>
<td>8.4.1 lists references in a standard format appropriate to grade level</td>
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<tr>
<td><strong>9 Appreciation of Literature</strong></td>
<td>9.1 recognizes various writing and illustration styles</td>
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<td>9.2 recognizes folk and fairytales, fables, legends, and myths</td>
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<td>9.3 recognizes award winning literature</td>
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<td>9.4 identifies specific authors and illustrators</td>
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<td>9.5 develops awareness of literary techniques (e.g. stories in rhymes, pattern books)</td>
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<td><strong>9.6</strong> independently selects literature to match reading ability and</td>
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<td>personal interests</td>
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<td><strong>9.7</strong> identifies structural elements within a piece of literature</td>
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<td>(e.g. character, setting, plot)</td>
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<td><strong>9.8</strong> participates in reading activities that promote literature</td>
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<td>appreciation (e.g. author visit, Surrey Book of the Year, Chocolate</td>
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<td>Lily, Red Cedar Award)</td>
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<tr>
<th>10 Community Resources</th>
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<tr>
<td><strong>10.1</strong> develops an</td>
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<td>awareness of public</td>
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<td>library programs and</td>
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I = Introduce and develop  
R = Reinforce
11.6 Library Promotion

Advocacy for the library is ongoing. The Teacher-Librarian may choose to promote and enrich the library program by:

- organizing activities for National/International School Library Day
- celebrating Canadian Children’s Book Week
- creating library displays
- reporting
  - Principal
  - PAC meetings
  - newsletters
- presenting
  - staff
  - PAC
- providing staff/student orientations
- maintaining website/blog
- fostering links with neighbourhood branches of the Surrey Public Library.
Section 12

Instructional Practices - Secondary
12.0 Instructional Practices – Secondary

12.1 Scope and Sequence – Secondary (Information Literacy Continuum)

A scope and sequence is a valuable guide to facilitate the sequential integration of information skills into collaboratively planned teaching units. Each school is unique; therefore, each school should have a scope and sequence that has been created through collaboration with staff members. The Teacher-Librarian should take a leadership role in the creation of this scope and sequence.

One way of gathering the pertinent information is to distribute an Information Literacy Skills List Reaction Chart (sample follows) to staff. Department heads may discuss with their department members the grade levels where skills overlap with their Prescribed Learning Outcomes to ensure a continual development of these skills over time. The Teacher-Librarian then compiles the school-wide responses to establish a site-specific scope and sequence.

12.1.1 Sample Scope and Sequence Reaction Chart

Indicate the appropriate grade level according to the following key:
Key: (1) = Introduce, (2) = Develop, (3) = Maintain

<table>
<thead>
<tr>
<th>DEVELOPING A RESEARCH PLAN.</th>
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<tr>
<td>The student:</td>
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<tr>
<td>1. Relates information needed to prior knowledge</td>
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<td>2. Uses information that has been read, heard or viewed to develop questions to guide their research by:</td>
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<td>✓ Webbing, outlining, listing, etc.</td>
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<td>✓ Brainstorming</td>
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<td>✓ Identifying key words/ideas</td>
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<td>✓ Narrowing down a topic</td>
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<td>✓ Formulating relevant research questions</td>
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<td>✓ Formulating search strings for effective electronic searches</td>
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<td>LOCATING INFORMATION.</td>
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<td>The student:</td>
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<tr>
<td>1. Knows the importance of using more than one source of information.</td>
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<td>2. Knows the general location of different print and non print resources in the library</td>
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<td>3. Knows how to identify potential appropriate sources of information</td>
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<td>4. Uses the on-line catalogue to find the precise location of available resources.</td>
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<td>5. Knows how to retrieve information effectively from online databases</td>
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<td>6. Knows how to retrieve information effectively from the Internet</td>
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<td>7. Understands and uses the parts of a book (e.g. the index, the table of contents)</td>
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<td>8. Knows how to interpret illustrations, maps, charts etc.</td>
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<td>9. Skims and scans to locate pertinent information</td>
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<td>Others?</td>
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<th>EVALUATING AND RECORDING INFORMATION</th>
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<td>The student:</td>
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<tr>
<td>1. Knows a variety of note-taking styles</td>
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<td>2. Evaluates material in terms of reading level</td>
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<td>3. Distinguishes between primary and secondary sources</td>
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<td>4. Identifies bias</td>
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<td>5. Identifies point of view</td>
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<td>6. Identifies fact versus opinion</td>
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<td>7. Recognizes errors in logic</td>
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<td>8. Differentiates between cause and effect</td>
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<td>9. Assesses reliability, authenticity and currency of sources</td>
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<td>10. Gathers information from other sources, interviews, public library, etc.</td>
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<td>11. Records sources of information using correct bibliographic format</td>
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<td>Others?</td>
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<td>ANALYSIS AND INTERPRETATION</td>
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<td>The student:</td>
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<td>1. Synthesizes newly gathered information with previous information</td>
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<td>2. Compares information gathered with the original research plan and adjusts strategies, locates additional information or re-examines information where necessary</td>
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<td>3. Summarizes information in own words</td>
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</tr>
<tr>
<td>4. Paraphrases or quotes important facts and details for accuracy and clarity</td>
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<tr>
<td>5. Knows how to use specific examples to support analysis</td>
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<tr>
<td>6. Draws a reasoned conclusion from information found</td>
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<tr>
<td>7. Organizes and analyzes the information in a new way to create new meaning</td>
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<tr>
<td>Others?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMUNICATING THE INFORMATION</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Presents information in an appropriate format (written, oral or visual) for the intended audience</td>
<td></td>
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</tr>
<tr>
<td>2. Acknowledges sources in own written work according to a specific style (i.e. MLA Format)</td>
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</tr>
<tr>
<td>3. Provides appropriate documentation for a bibliography according to a specific style</td>
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<tr>
<td>Others?</td>
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</tbody>
</table>
Section 13

Board Authorized Courses - Secondary
13.0 Board Authorized Courses - Secondary

13.1 General Information

Some Teacher-Librarians in Surrey currently offer three Library Science courses: Library Science 10, Library Science 11, and Information Literacy/Library Science 12. These courses are locally developed and provide credits towards graduation. If these courses will be offered, short course summaries should be included in the school’s course selection handbook. Brief course descriptions follow; however, the full detailed course descriptions can be found on First Class > SD36 Staff Conferences > Curriculum\Student Support > Board Authorized Courses Conference.

13.2 Library Science 10

Course Synopsis:
This course provides students interested in library or information related careers with an introduction to research skills, library management, organization and services. This course is designed for students who are interested in exploring the potential of computers in communication and electronic information retrieval. Students will learn research skills using a variety of technologies and print media.

Students will learn to be self-directed and develop an independent work ethic. Students will have a high motivation to learn and be able to work in project teams. They will learn to work in an unstructured setting and will demonstrate self-directed research and learning.

Students taking this course will likely be excited by the potential of information retrieval from both print and electronic sources.

UNIT 1: Library Organization: 20 Hours
Students will demonstrate a knowledge of the organization and location of resources in the library.

- Dewey Decimal system, alphabetical and other filing systems currently in use in the library
- Tour to familiarize students with:
  - Location of resources in library
  - Location of equipment/hardware
  - Usage of equipment/hardware

UNIT 2: Locating Resources In The Library: 25 hours
Students will demonstrate their ability to use the Internet and the online catalogue to locate resources in the library.
UNIT 3:  Library Management: 35 hours
Students will demonstrate a knowledge of the basic operation, services and management of a school library. Each of these tasks will be taught as a short unit.
  • Circulation desk
  • Shelf reading
  • Shelving
  • Filing
  • Discarding
  • Repairing damaged resources
  • Inventory
  • Processing new resources
  • Promotion of the library e.g. Displays
  • Processing and criteria in selection of new library resources
  • Cataloguing and classification

UNIT 4:  Research Skills: 40 hours
Students will understand the steps of the research process: questioning, locating, evaluating and analysis and be able to apply this knowledge to print, non-print and electronic resources.

They will learn to present information in a variety of ways. They will also understand plagiarism and how to document sources.

Students will demonstrate a depth of understanding by their ability to assist library patrons.
13.3 Library Science 11

Course Synopsis:
This course provides students with an in depth study of library management, organization and services. Students will also learn the necessary skills to critically evaluate resources for their appropriateness. Acquisition and processing skills will be taught along with the promotion of library materials. Students will be given an opportunity to explore library or information related careers.

UNIT 1: Library Organization: 15 hours
Students will develop an understanding of the management and organization of a Library. Students will be able to locate appropriate resources for a variety of patrons and purposes.

UNIT 2: Promotion Of Library Resources: 25 hours
Students will develop a knowledge of the importance of promoting library services within the school community. They will create promotional materials of their own.

UNIT 3: Evaluating And Selecting Materials: 30 hours
Students will develop an understanding of the criteria used in the selection and evaluation of resources necessary for collection development and maintenance.

UNIT 4: Evaluation Of Web-Based Resources: 15 hours
Students will investigate the role of subscription web based learning resources in the collection development of a school library.

UNIT 5: Processing Resources: 25 hours
Students will become familiar with the tools and standards used for processing library acquisitions.

UNIT 6: Career Explorations: 10 hours
Students who are taking Library Science 11 are invited to explore the many careers associated with libraries, publishing and technology. They will reflect on the competencies acquired as a result of participation in this course and investigate careers in which these skills could be used.
13.4 Information Literacy / Library Science 12

Course Synopsis:
This course will empower students with the information competency skills necessary to perform both academic and personal research using library resources, electronic databases, and the Internet. Students will be guided through the process of selecting, searching, analyzing, and citing various information resources. The research process will be applied to a variety of information needs: research papers, coursework, careers, and life-long learning. This course will prepare students for college level research.

Information Literacy /Library Science 12 will provide students an opportunity to learn further about library management, organizational and service skills. Students will apply evaluative skills to select and evaluate resources for acquisition and prepare those resources for circulation. Students will execute a promotional activity of the library and/or library resources.

This course will teach research strategies and skills for successfully finding, retrieving, evaluating and using information in various formats. It combines library skills, research methods, and information technology literacy.

UNIT 1: Library Reference Skills And Information Literacy: 30 hours

This unit will introduce students to the skills required to assist patrons in locating basic information resources including dictionaries, encyclopedias, biographical and geographical sources, handbooks, yearbooks, indexes, abstracts and bibliographies.

UNIT 2: Library Research: 25 hours

The Library Research unit will focus on the stages of research and the parts of a research paper. This unit will culminate in the completion of research paper. Students will be encouraged to think about the choices they must make as researchers.

UNIT 3: Computer And Multimedia Applications: 15 hours

Computer and Multimedia Applications introduces students to the principles of computer literacy through the mastery of a variety of programs i.e. Library Management systems, Word, Adobe Photoshop, PowerPoint, Dreamweaver and others. Students will explore the effectiveness of databases in storing, organizing and retrieving information. In addition, students will use First Class e-mail. They will also use a variety of word processing programs such as Appleworks or Word. Students will learn how to prepare a desktop presentation using PowerPoint. They will also use Adobe Photoshop, a flatbed scanner, digital video camera and digital still camera in developing multimedia presentations. Students will research topics on the Internet and use programs such as Dreamweaver to generate appropriate links for the library website.
UNIT 4: Promotion Of Library Resources: 10 hours
Students will promote the library, library resources, Information Literacy/Library Science 12 class and library services within the school community. They will design and create promotional materials for the library.

UNIT 5: Organization Of Information In Libraries: 10 hours
Students will apply their knowledge of the management and organization of libraries. Students will be able to locate appropriate resources for a variety of patrons and purposes.

UNIT 6: Evaluating And Selecting Resources: 7 hours
Students will apply the criteria learned in Library Science 10/11 to evaluate and select resources for acquisition. Students who have not taken Library Science 10 will be introduced to evaluating and selecting resources. Students will focus on collection development and maintenance.

UNIT 7: Processing And Maintaining Resources: 10 hours
This unit covers basic concepts of acquisitions and circulation. Students become familiar with procedures associated with bibliographic searching, ordering, processing of library materials and circulation control systems. Students will learn the theory and practice behind using subject headings and keywords to facilitate access to library materials by subject. They will learn how to perform basic subject analysis and how to assign subject headings using standard library tools such as Sears, Canadian Subject Headings and Library of Congress Subject headings. Students will be introduced to the principles of descriptive cataloguing and MARC records. The importance of authority control is stressed in this unit.

UNIT 8: Career Exploration: 5 hours
Students who are taking Information Literacy/Library Science 12 may wish to pursue a career in library, publishing, information technology or one of its associated fields. Students will explore the many careers associated with libraries, publishing and information technology. Students will be introduced to style manuals and business formats in generating cover letters and resumes.

UNIT 9: Popular Literature For Young Adults: 5 hours
This unit explores major forms of popular fiction for young adults. Emphasis is on “genre” works appropriate for a high school library.

UNIT 10: Graduation Portfolio Development: 3 hours
Students will be encouraged to complete required components of the graduation portfolio. Students will be able to analyze the benefits of ongoing graduation portfolio development as a career management tool.
Section 14

Professional Support
14.0 **Professional Support**

14.1 **Organizations**

Surrey Chapter, British Columbia Teacher-Librarians’ Association

Surrey Teachers’ Association (STA)
http://www.surreyteachers.org

British Columbia Teacher-Librarians’ Association (BCTLA)
http://psas.bctf.ca/BCTLA/

British Columbia Teachers’ Federation (BCTF)
http://www.bctf.ca

Canadian Association for School Libraries (CASL)
http://www.cla.ca/casl/index.html

International Association of School Librarianship (IASL)
http://www.jasl-online.org/

Canadian Library Association (CLA)
http://www.cla.ca/

14.2 **Journals**

Booklist
http://www.booklistonline.com

The Bookmark
http://bctf.ca/BCTLA/bookmark.html

Quill & Quire
http://www.quillandquire.com/

School Libraries in Canada Online (SLIC)
http://www.cla.ca/casl/slic/slicindex.html

School Library Journal
http://www.schoollibraryjournal.com/

Teacher-Librarian
http://www.teacherlibrarian.com/

VOYA (Voice of Youth Advocates)
http://www.voya.com/
14.3 New Teacher Mentorship Program

Surrey School District and Surrey Teachers’ Association - Teacher Mentorship Program
*(Co-sponsored by the Surrey Teachers’ Association & School District 36)*

Who can join?

New contract teachers who have not previously participated in the program
Experienced teachers with more than 3 years teaching experience.

What does it involve?

Commitment to attend after-school whole-group sessions and informal meetings/
communication with your partner.

Information/application brochures are in the schools—if you can’t find one, or for more information, please call the STA office—604-592-8392.

If you already have someone in mind you would like to work with, please submit your applications together. If not, we try to pair people up with someone at a nearby school, who is teaching the same (or as close as possible) grade/subjects.

This is a wonderful opportunity for new teachers to benefit from the expertise of a more experienced colleague, someone with a sympathetic ear, and someone who will be there to answer their questions. For mentors, working with new, enthusiastic teachers is always a rewarding and re-vitalizing opportunity. You will find you catch some of their optimism!

The deadline for applying to the Mentorship Program is early October.
Confirmations will be sent out after that date.
14.4  Continuing Education Opportunities

UNIVERSITY OF BRITISH COLUMBIA:

FACULTY OF EDUCATION
Certificate in Teacher Librarianship
Diploma in Teacher Librarianship
Master’s Degree in Teacher-Librarianship
http://lled.educ.ubc.ca/courses/index.html

SCHOOL OF LIBRARY, ARCHIVAL AND INFORMATION STUDIES

Master of Library and Information Studies
Master of Archival Studies
Joint MAS/MLIS
First Nations Concentration in MAS and MLIS degree
Ph.D. in Library, Archival and Information Studies
Master of Arts in Children's Literature
http://www.slais.ubc.ca/PROGRAMS/programs.htm

UNIVERSITY OF VICTORIA:

Diploma in Teacher-Librarianship
http://www.uvcsl.ubc.ca/csie/

UNIVERSITY OF ALBERTA:

Diploma in Elementary Education
Master of Education in Elementary Education
http://www.quasar.ualberta.ca/tl-dl/

Master of Library and Information Studies
http://www.slis.ualberta.ca/

14.5  Professional Development Opportunities

BCTF
http://www.bctf.ca/professionaldevelopment.aspx
Section 15

Copyright
15.0 Copyright

For a thorough explanation of relevant copyright policies and practices, please consult the following documents:

“Copyright Matters”
http://www.cmec.ca/else/copyright/matters/indexe.stm

“Access Copyright”
http://www.accesscopyright.ca/licenses.asp?a=11

15.1 Video Licensing information

15.1.1 Canadian Public Performance Rights (CPPR) for Videos and DVDs

All videos and DVDs must have confirmation of Canadian Public Performance Rights (CPPR) to be legally used in Surrey schools. The following sections outline requirements and offer guidelines for ensuring compliance.

Please note that CPPR is usually purchased on a single-site license basis, which means that only the purchasing institution (individual school) is covered by that license. This means that videos cannot legally be shown at or loaned to other schools or other locations, as the license applies only to the specific school that purchased it.

15.1.2 Videos and DVDs Purchased through Learning Resources Services

All videos and DVDs ordered through Learning Resources Services are purchased with single-site Canadian Public Performance Rights. These resources can be legally shown in the school for which it was purchased.

An orange label reading “L.R.S. – APPROVED FOR CLASSROOM USE.” will be affixed to any items ordered through Learning Resources Services.

A list of items purchased by each school and the appropriate number of labels was sent to each school in November 2005. The orange label should be applied ONLY to each item on the list to identify them as having valid CPPR.

Any items purchased through and processed by LRS after November 2005 will arrive with the orange label attached.
15.1.3 Videos and DVDs Purchased by Schools

If schools decide to purchase videos or DVDs direct from vendors they must ensure that they receive written confirmation from the vendor that the resource is purchased with CPPR or that the school has a valid ACF or VEC license that covers the video or DVD being shown. The same rules apply to purchased or rented videos or DVDs.

15.1.4 ERAC Videos and DVDs

Items purchased from ERAC include CPPR. If you purchase them through Learning Resources Services, they will arrive at your school with the orange PPR label attached.

15.1.5 CPPR Included in the Sale of Videos

All videos/DVDs purchased from the following vendors include CPPR and can be used in the classroom:

<table>
<thead>
<tr>
<th>British Columbia Learning Connection (BCLC)</th>
<th>Canadian Learning Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Videos</td>
<td>Educational Resource Acquisition Consortium (ERAC)</td>
</tr>
<tr>
<td>Image Media</td>
<td>International Telefilm</td>
</tr>
<tr>
<td>Magic Lantern</td>
<td>Marlin Motion Pictures</td>
</tr>
<tr>
<td>McIntyre Media Inc.</td>
<td>McNabb &amp; Connolly</td>
</tr>
<tr>
<td>National Film Board</td>
<td>Office National du Film du Canada</td>
</tr>
<tr>
<td>Provincial Educational Media Centre</td>
<td>TeleQuebec</td>
</tr>
<tr>
<td>TV Ontario</td>
<td></td>
</tr>
<tr>
<td>Access to Media Education Society</td>
<td>BC Teachers' Federation</td>
</tr>
<tr>
<td>BCTF Lesson Aids Service</td>
<td>BCSPCA (B.C. Society for the Prevention of Cruelty to Animals)</td>
</tr>
<tr>
<td>Canadian Forces</td>
<td>CBC Non-Broadcast Sales</td>
</tr>
<tr>
<td>Cine Fete</td>
<td>Filmoption International</td>
</tr>
<tr>
<td>Filmwest Associates</td>
<td>Fraser Health Authority</td>
</tr>
<tr>
<td>Health Canada</td>
<td>Kinetic Video</td>
</tr>
<tr>
<td>Moving Images</td>
<td>Radio-Canada</td>
</tr>
<tr>
<td>RG Training</td>
<td>Royal Canadian Legion</td>
</tr>
<tr>
<td>School Districts (i.e. Surrey Elementary Speech Fest 2003-2004)</td>
<td>Terry Fox Foundation</td>
</tr>
</tbody>
</table>

National Geographic:
These are licensed on a case-by-case basis. Please check with the distributor for CPPR confirmation.
15.2 Licensing Agencies – ACF and VEC

Schools have the option of using school funds to purchase a license(s) to show feature films from Audio-Cine Films and/or Visual Education Centre. (Learning/Library Resource funding cannot be used to purchase the licenses.)

Please note that video licensing must be done on an annual basis and that both agencies have unique rules and conditions specific to their contracts that must be followed by participating schools.

Coverage changes frequently – a studio may switch agencies, so items that you have purchased under one license may no longer be covered and it may be necessary to purchase the other license if you intend to continue showing the movie in the classroom.

The CPPR for items that fall under their representation is valid only if you have purchased a current license covering the producers listed under the agency. These are annual licenses.

These licenses allow you to purchase feature film videos or DVDs from outside sources such as Blockbuster, Wal-Mart, etc., and to show them in the classroom. You must be sure that the titles/producers exist on their lists and that your license is current when you show them.

<table>
<thead>
<tr>
<th>ACF – AUDIO CINE FILMS</th>
<th>VEC – VISUAL EDUCATION CENTRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools must comply with the terms of the contract signed with ACF. If you choose not to renew the license, the videos and DVDs covered by that license will need to be removed from your collection.</td>
<td>Schools must comply with the terms of the contract signed with VEC. If you choose not to renew the license, the videos and DVDs covered by that license will need to be removed from your collection.</td>
</tr>
</tbody>
</table>

15.3 CPPR Confirmation letter

A “sample” letter follows that can be sent to vendors to confirm CPPR of existing materials in your collection. This letter is helpful for confirming CPPR for videos/DVDs that were previously purchased and where no paperwork exists.

Please keep copies of these completed requests on file for future reference.
15.3.1 Sample Letter Requesting Public Performance Permission

School District 36 (Surrey)
Learning Resources Services
#100B, 13018 – 80th Avenue, Surrey, B.C. V3W 3B2
Tel: (604) 594-8922 Fax: (604) 594-8767

TO: ____________________________
_____________________________
_____________________________

FROM: ____________________________________________________
_____________________________
Fax: (604)_______________

Date:

Attention: Supervisor – Video Distribution

RE: Canadian Public Performance Rights Request

Our records indicate that School District No. 36 Surrey purchased the following videocassette(s) or DVD title(s) from your company. The videos or DVDs are intended for single-site classroom use, therefore, we need confirmation that Canadian Public Performance rights are available and/or were included in the purchase price.

Please review the following list and return the signed form to the fax number indicated above.

<table>
<thead>
<tr>
<th>TITLE</th>
<th>CPA</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>___</td>
</tr>
<tr>
<td></td>
<td>YES</td>
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<td>YES</td>
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<td>YES</td>
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<td>YES</td>
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<td></td>
<td>YES</td>
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</table>

Signed: ______________________________

Company: ______________________________

Thank you for your assistance.
15.4 Videos and DVDs without CPPR

Videos/DVDs without Canadian Public Performance Rights cannot be shown in schools under any circumstances and must be immediately removed from the school and/or library collection. All videos/DVDs in library collections should have appropriate and valid licences.
Section 16

First Class Conferences
16.0 First Class Conferences

These conferences are used to send and receive information. Teacher-Librarians are encouraged to regularly view these conferences, as they are one of the main tools of communication within SD #36 (Surrey).

*Location: SD 36 Staff Conferences > District Programs > LBRY Libraries*

<table>
<thead>
<tr>
<th>Conference</th>
<th>About This Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>LBRY Libraries</td>
<td>This conference is to provide a forum for Information Management Services, CISC and LRS to provide information regarding Libraries to all staff.</td>
</tr>
<tr>
<td>LBRY TLe ELM</td>
<td>This conference is to provide a forum for elementary Teacher-Librarians to send and receive information about library related issues.</td>
</tr>
<tr>
<td>LBRY TLe SEC</td>
<td>This conference is to provide a forum for secondary Teacher-Librarians to send and receive information about library related issues.</td>
</tr>
<tr>
<td>LBRY TLe FRENCH</td>
<td>This conference is to provide for French Teacher-Librarians to send and receive information about library related issues.</td>
</tr>
<tr>
<td>LBRY GENERAL INFORMATION</td>
<td>This conference is to provide Teacher-Librarians general information regarding: Periodicals; Barcode Scanners; Vendor Promotions; Supplies; ERAC; Copyright Information; etc.</td>
</tr>
<tr>
<td>LBRY ORDERING INFO</td>
<td>This conference is to provide Teacher-Librarians general information regarding: guidelines to ordering library materials; standard library order forms and various lists of library resources.</td>
</tr>
<tr>
<td>LBRY DESTINY</td>
<td>The purpose of this conference is to provide Teacher-Librarians and library clerical staff with access to Frequently Asked Questions as they pertain to the Destiny library software.</td>
</tr>
<tr>
<td>LBRY Zone Meetings</td>
<td>The purpose of this conference is to provide a forum for zone 'host' teacher librarians to post information, agendas and notes regarding the zonal teacher librarian meetings.</td>
</tr>
<tr>
<td>INFO-System Training</td>
<td>The purpose of this conference is to provide outlines for training that is offered and the training calendar for the training schedule.</td>
</tr>
<tr>
<td>LBRY LIBRARY HANDBOOK GROUP</td>
<td>This conference is to provide the Library Program &amp; Handbook Revision Working Group a communication tool.</td>
</tr>
<tr>
<td>Info Services Alerts</td>
<td>This is a copy of the INFO SERVICES ALERTS conference that provides information to all technology users regarding system/network status at School District 36.</td>
</tr>
</tbody>
</table>

* Teacher-Librarians have contributory permissions to these conferences.
Section 17

Surrey Chapter, BC Teacher-Librarians' Association
17.0 Surrey Chapter, British Columbia Teacher-Librarians’ Association

17.1 General Information

The purpose of the chapter is to further the aims and objectives of the British Columbia Teacher-Librarians’ Association and the local level in co-operation with local organizations of the British Columbia Teacher’s Federation and other local bodies. Membership shall be open to any member in good standing of the B.C.T.L.A. who is employed within School District #36.

Information regarding meetings and agendas will be posted on the First Class Teacher-Librarian Conferences.
Appendix A

Volunteers
SCHOOL DISTRICT NO. 36 (SURREY)

POLICY: SCHOOL VOLUNTEERS

1. PHILOSOPHY

1.1 The Board considers that volunteers can make a valuable contribution to student learning in schools.

2. INTENT

2.1 It is the intent of the Board to comply with the provisions of collective agreements including provisions which restrict the use of volunteers.

2.2 It is the intent of the Board that school volunteers be selected, oriented and supervised in order to:

(a) Minimize risk to students; and

(b) Maximize contribution to realizing the school district objectives

3. AUTHORITY

3.1 Administrative Officers are authorized to utilize school volunteers within the context of Board’s aforestated intent.

3.2 The Board assigns district administration the responsibility and authority to establish district standards and practices for the utilization of school volunteers.
Library Clubs/Student Monitors

A Teacher-Librarian may choose to run a library club. Library club members at the secondary school level may receive credit for school service hours. Please note that library club members should not be participating in tasks that are a part of the library clerk’s responsibilities. The library club can enhance the climate of the library and can promote library activities throughout the school population.
Appendix B

Excel
How to use Excel

Introduction

Excel is a spreadsheet used to crunch numbers. When you open a file a worksheet is displayed (represented by a tab at the bottom of the screen). Each worksheet has numbered rows and lettered columns; at the intersection you have a cell.

Saving the attachment file

1. The file is located within Libraries→LRS Ordering Info→Forms. Open this to see the message Subject: LIBRARY ORDER REQUISITION
2. Open this message
3. Right click on the attached Lib Order Requisition July 20.XLS file to get the shortcut menu.
4. Choose Save Attachment...
5. In the Save in: list choose either Desktop or 3½ Floppy (A:). This will make it easy to find your file later.
Retrieving the file

1. Double click on the icon on your desk top **[Copy of Lib Order Requisiti July 20]** OR
   1.1. Open **Excel** (From the **Start** menu choose **All Programs** then **Microsoft Excel**).
   1.2. Within **Excel**, choose the **File** then **Open** and locate the file by choosing the **Look in:** location and selecting the filename and clicking

![Open File Dialogue Box]

Entering data

Please be aware that some cells in this worksheet are protected (you will not be able to select or change the contents).

1. Click on any cell you wish to edit.
2. Type your information then press [Enter] or [Tab].

The information entered in the light blue cells of Page 1 **[Page 1]** will automatically transfer to the same cells on Page 2 (with the exception of the DATE and SUGGESTED SOURCE).

When entering MEDIA TYPE or BINDING information you will notice a **[button]** on the right hand side of the cell indicating a list of choices is available.

Open the list with one of the following methods:
Hold [Alt] and press down arrow, move the selection with the arrow key and press [Enter].

Point to the button, your mouse will display as a "hand" then click. Click to select your choice and the menu will close.

Changing direction of enter
To control the cell selected upon [Enter]:
1. Choose the **Tools** menu
2. Choose **Options**
3. Choose the **Edit** tab
4. Open the direction listing and choose the new direction.
5. Click **OK**
Editing in formula bar

If you make a mistake and you want to correct (verses retyping all the information)
1. Select the cell with the error
2. Edit the information in the Formula Bar

3. Press [Enter] when you are finished.

If the formula bar is not visible, choose Formula Bar from the View menu.

Sorting data

1. Move your mouse to the row indicator (your mouse should be a black arrow).

2. Drag down the row indicators till you reach the last row and release the mouse.
3. On the Data menu choose Sort and the appropriate choice then OK, or click on the toolbar.
When sorting you must select ALL the data (not just the data in the column you want sorted).

Freezing rows or columns so they don’t scroll off the screen

1. Scroll the screen so the column headings (TITLE, SERIES etc.) are displayed at the top of the screen.
2. Select the cell B13 (or what is directly below the SERIES heading)

3. On the Window menu choose Freeze Panes.
   Now when you scroll you can always see the title and the headings.
3.1. To remove, on the Window menu choose Unfreeze Panes.

Copying worksheets

1. Click on Page 2 (tab at the bottom left of the screen) to activate this sheet.

2. On the Edit menu, click Move or Copy Sheet.
3. In the Before sheet box, click the sheet before which you want to insert the moved or copied sheets.
4. Select the Create a copy check box and click OK.

Naming worksheets

1. To rename the active sheet, on the Format menu, point to Sheet and then click Rename.

2. Type the new name over the current name.

Saving file

1. On the File menu, click Save As.
2. In the **File name** box, type a new name for the workbook.
3. Click **Save**.

**Emailing Spreadsheet as an Attachment**

1. Start a **New Message** in First class
2. Enter the **Subject** and **To** information
3. Click on the **attach file** button to display the following **Upload file** dialog box.

4. From the **Look in** list choose the location of the file.
5. Click on the **File** listed.
6. Click **Open**
7. Email the order to ‘LRS Department’ (via First Class)
Appendix C

LRS Forms
**Library Budget Request**

School ____________________________________________
Date ______________________________________________
Teacher-Librarian __________________________________
Submitted to _______________________________________

<table>
<thead>
<tr>
<th>Library Collection Development/Maintenance Needs</th>
<th>Amount</th>
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<tbody>
<tr>
<td><strong>Subject Areas:</strong></td>
<td>$</td>
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<tr>
<td>000 – Computers, Information &amp; General Reference</td>
<td>$</td>
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<tr>
<td>100 – Philosophy &amp; Psychology</td>
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<td>200 – Religion</td>
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<td>300 – Social Sciences</td>
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<td>400 – Languages</td>
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<td>500 – Science</td>
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<td>600 – Technology</td>
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<td>700 – Arts &amp; Recreation (Sports)</td>
<td>$</td>
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<td>800 – Literature</td>
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<tr>
<td>900 – History &amp; Geography</td>
<td>$</td>
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<tr>
<td><strong>Fiction:</strong></td>
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<td><strong>New Curriculum Support:</strong></td>
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<td><strong>Special Initiatives:</strong></td>
<td>$</td>
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<td><strong>Increased Enrolment:</strong></td>
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<tr>
<td><strong>Replacement for lost or damaged resources:</strong></td>
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<td><strong>Subscriptions:</strong></td>
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<td><strong>Reference</strong></td>
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<td><strong>Professional Reference</strong></td>
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<td><strong>Total for _________ school year</strong></td>
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LIBRARY ORDER REQUISITION - School District 36 (Surrey)

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Courier #:</th>
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<tbody>
<tr>
<td>Teacher-Librarian’s Name:</td>
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<tr>
<td>Learning Resource Contact’s Signature (Principal/Vice-Principal):</td>
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<tr>
<td>Date:</td>
<td>Telephone:</td>
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<td>Suggested Source:</td>
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(Please complete a separate 'Library Order Requisition' for each source. Please state if source is unknown.)

<table>
<thead>
<tr>
<th>TITLE (alpha by title)</th>
<th>SERIES (if applicable)</th>
<th>ISBN/CAT# (if available)</th>
<th>AUTHOR (if available)</th>
<th>MEDIA TYPE</th>
<th>BINDING</th>
<th>QTY</th>
<th>EST PRICE PER ITEM</th>
<th>Total</th>
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</table>

Media Types: Book (BK); Big Book (BB); Audio Cassette (AC); Reference Material (REF); Video (VID); CD-ROM (CD); DVD (DVD); Video Laser Disk (VLD)

Bindings: Hardcover (HC); Library Binding (LB); Trade Cover (TC); Permabound (PERM); Paperback (PB)

Page Totals:
<table>
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<tr>
<th>ISBN</th>
<th>Title</th>
<th>Publisher</th>
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</table>

To be used for books only. Fill in all fields. Book records not found will require full Destiny Title Entry Sheets with photocopies of verso/title page.

Email via FirstClass completed forms to: **LRS Department**

questions? Call LRS at 604-594-8922
DESTINY TITLE ENTRY SHEET

School Name _______________________________ Teacher-Librarian Name _______________________________

Phone Number _______________________________ Courier Number _______________________________

Date of Publication ________________ Copyright Date ________________

Language ________________ ISBN or ISSN: __________________

Title ________________________________

Series ________________________________

Author(s) ________________________________

Edition ________________ Video Running Time ________________

Publisher ________________________________

Physical Description ________________________________

** Attach a Copy of Title Page & Verso – You Do Not Need to Write Duplicate Information **
** For Videos/DVDs attach a copy of the CPPR or ACF/VEC Licence **

Record correction: ☐ (check box) Barcode/Item #: __________________

Reason for Correction: ________________________________

SEND TO:
LEARNING RESOURCES SERVICES
#368

?? Questions ??

604-594-8922

Received at LRS _______________________________ Entered in Destiny _______________________________
Learning Resources Services
Learning Resources / Library
Payment / Reimbursement Form

School: ___________________________ Date: ___________________________

Courier: ___________________________ Submitted by: Library: □ Learning
Principal’s Signature: ___________________________ Resource: □

Step 1 - FOR SCHOOL USE ONLY

Cheque Payable to □ Vendor: ___________________________

□ Invoice #: ___________________________

□ Employee: ___________________________

□ School: ___________________________

Amount: $ ___________________________ Cdn or US Funds

Forward completed form, along with attachments to:
Learning Resources Services
Courier #368

Note: Finance requires that original invoices or acceptable receipts accompany this request.

Step 2 - FOR LRS USE ONLY

G/L Authorization ___________________________

Step 3 - FOR FINANCE USE ONLY

Vendor No.: ___________________________ GST Amount: ___________________________

Invoice No.: ___________________________ Total: ___________________________

Reference: ___________________________

□ 01 Cheque Run □ 03 EFT □ 04 US Cheque Run

Rev. 19/07/2006
School District No.36 (Surrey)
LEARNING RESOURCES SERVICES

Funds Transfer Request / Cheque Remittance

School: ___________________________ Date: ___________________________

Courier: __________________________ Contact: _______________________

Phone: (604) ______________________ Fax: (604) _______________________

Per Requisition Dated: __________________________

Please fill out Box “A” to charge your request to an operating or trust account
Or
Box “B” if you are paying by cheque.

(Current year funds cannot be used to order resources for the next fiscal year.)

A. FUNDS TRANSFER

Transfer from:

2006/07

2007/08

Name of Account: __________________________

Account #: __________________________

Amount: $ __________________________

Budget Officer Signature: __________________________

Transfer to:

Name of Account: Learning Resources Services

Account: 11-0070-5130-368-011

B. CHEQUE REMITTAL

Amount: $ __________________________

Cheque #: __________________________

Please make cheque payable to School District 36 (Surrey).
**Treasury please forward receipt to school**

Forward completed form to:

LEARNING RESOURCES SERVICES
Courier #368
Fax: (604) 594-8767

(LRS will forward a copy of form to Finance)

5/4/06
UNITED LIBRARY SERVICES "DO NOT EXCEED" LIBRARY ORDER FORM

LRS CONFIRMATION #: ____________________________
(LRS/ULS Use Only)

School Name: ____________________________

Courier #: ____________________________

Teacher-Librarian's Name: ____________________________

Learning Resource Contact's Signature (Principal/Vice-Principal): ____________________________

Date: ____________________________

Telephone #: ____________________________

DO NOT EXCEED $ ____________________________

In order to be valid, the amount must be completed PRIOR to giving to ULS

Steps:

1. Obtain Principal/Vice Principal Signature authorizing the “DO NOT EXCEED” Amount.
2. Complete the top portion of this form and take it with you to the ULS Burnaby Showroom or ULS Display.
3. ULS will create a list of the resources you have selected, along with the total cost, attach it to this form, and then phone Karen at LRS for an LRS Confirmation Number.
4. ULS will fax a copy of this form and the attached listing of titles to LRS and then ship the resources to Calgary for cataloguing and processing. (Marc Records associated with this order will be sent electronically to LRS.)
5. ULS Calgary will ship the processed books to LRS, referencing the LRS Confirmation Number and will include a copy of the order and the invoice with the shipment.
6. LRS will link the books and then ship them to the specified school.
7. LRS will charge the invoiced amount less taxes, shipping and processing to the school's Learning/Library Resource account.
# Teacher-Librarians' Tracking Sheet For Library Orders

<table>
<thead>
<tr>
<th>School Name:</th>
<th>School Year:</th>
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<tbody>
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</table>

**Budget Amount:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TEACHER</th>
<th>LRS OR VENDOR</th>
<th>DESCRIPTION</th>
<th>EST. COST</th>
<th>ACTUAL COST</th>
<th>PAYMENT/CREDIT</th>
<th>BALANCE</th>
<th>RECEIVED</th>
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Page of
Appendix D

Board Policies & Regulations
SCHOOL DISTRICT NO. 36 (SURREY)

REGULATION: PETTY CASH FUNDS

No. 4420.1

1. PETTY CASH ALLOTMENT FOR SITES

1.1 Sites are funded with district supplied cash, on a revolving loan basis, to facilitate the temporary financing of purchases to be charged against district budgets.

1.2 Petty Cash funds are established up to the following limits upon application to the Finance Department:

- Elementary Schools: $1,000
- Secondary Schools: $5,000
- Learning Centres: $1,000
- Continuing Education Offices: $5,000
- Administrative Departments: $1,000
- Directors of Instruction, per identified program: $1,000

1.3 Application for temporary increases to these limits will be reviewed on an individual basis. Requests are to be forwarded to the Finance department.

1.4 Policy 4900 and its regulations describe requirements in relation to the operation of each site’s bank account, financial records, accountability, reporting and audit.

2. AUTHORIZED USE OF PETTY CASH FUNDS

2.1 Petty Cash Funds are authorized for use where district recommended purchasing arrangements have not been established or are not practical for the purchase, subject to the following requirements. (Examples of district purchasing arrangements are systems supply contracts and district contracts/catalogues.)

(a) Authority has been granted to the Account Coordinator (Principal or other management person) over the account to be charged, or written authorization has been obtained from the Account Coordinator responsible for the account.

(b) Budget funds are available in the expenditure account (parent budget account where applicable) to cover the transaction.

(c) An “at Arm’s length” relationship exists with the vendor (for example no conflict of interest as described in Policy 7213).

Cont’d
REGULATION: PETTY CASH FUNDS

(d) Documentation is acceptable and retained.

(e) The Dollar limit, including taxes, does not exceed $500 per item and $1,000 for a series of similar purchases from similar suppliers for expenditures other than the following types of purchases where no dollar limit applies;
   - field trips or extracurricular transportation costs
   - postage

(f) Special situations for which the Account Coordinator and Purchasing Manager agree, in writing, that Petty Cash funds can be used for the purchase.

2.2 Processing Controls, Limitations on Spending and Prohibited Items:

Payment for the following, whether using district funds or site funds, must be processed by Finance:

(a) Wages, salaries, honoraria and student scholarships. These must be paid directly by the District to facilitate compliance with legislative and contractual requirements. The recipient’s social insurance number and address must be provided.

(b) Property improvements to satisfy requirements of the Builders Lien Act.

(c) Purchases from outside Canada greater than $20 CDN which must clear customs (subscriptions do not need to clear customs).

(d) Travel and other expenses as described in policy 4410.

Payment for the following is limited in amount as described in Regulation 4202.3:

(e) Meeting snack foods/refreshments and groups lunches/meals (district funds only).

(f) Appreciation awards and gifts (district or site funds).

(g) Sympathy expenditures for staff (through Human Resources Department only).

Cont’d
REGULATION: PETTY CASH FUNDS

The following, whether using district funds or site funds, are prohibited:

(h) Items for personal use (Regulation 4202.1).

(i) Alcoholic beverages or alcohol purchases.

(j) Interior decorations for personal offices (Regulation 4202.3).

(k) Personal loans or cashing personal cheques.

3. **EXPENDITURES DOCUMENTATION**

3.1 **Acceptable** documentation for support of expenditures includes:

(a) Original receipts.

(b) Cash register tapes with details of items purchases, listed by either supplier or claimant.

(c) Original invoices, or faxed copies, signed to serve as original, paid by cash or cheque drawn on the site’s bank account. (It is a preferred practice where an expenditure has been paid with a site cheque, or the site to mark the invoice paid and to record the site’s cheque number).

(d) Prepaid orders, with original computer produced cheque stub.

(e) Credit or debit card sale drafts which detail the items purchased.

3.2 **Non-conforming** documentation of expenditures includes:

(a) A cash register tape, credit or debit card sales draft or other purchase documents on which the items purchased are not described by either the purchaser or the vendor (cash register tapes should not include items of a personal nature).

(b) Supplier statements, as invoice details are required.

(c) Packing slips or delivery advices.

Cont’d
REGULATION: PETTY CASH FUNDS

4. REPLENISHMENT OF PETTY CASH FUNDS

4.1 Petty Cash funds reimbursement requests are to be generated in accordance with the CASH instruction manual. Acceptable documentation including original cheque stubs, are to be attached to the claim in an organized manner. The petty cash fund reimbursement request is to be authorized by the Account Coordinator prior to submission.

4.2 Requests for replenishment are to be made on a regular basis in order to record expenditures in a timely manner and facilitate accurate financial reporting. Replenishment must be requested at least monthly, and more frequent submissions are encouraged. Replenishments claimed in the final weeks of the fiscal year may not be processed until the following year.

4.3 The Account Coordinator is responsible to ensure petty cash fund reimbursement claims are made in accordance with this regulation. The Account Coordinators are responsible to their supervisors for the program appropriate use of the budget funds they are entrusted to manage.

4.4 Where a claim does not satisfy these requirements in a significant manner, corrective action may be initiated.

Amended: 2007-03-27
2003-03-04
2001-03-06
2000-01-04
1998-12-08
1996-01-19
1995-02-21
1993-06-08
1990-10-11

Approved: 1987-05-01

X-Ref: Reg. 4202.1
       Reg. 4202.3
       Policy 4410
       Policy 4600
       Policy 4900
       Reg. 6511.2
       Policy 7213
The Board is committed to providing a wide range of learning resources to meet the educational needs of students. It is expected that learning resources are chosen according to commonly accepted criteria regarding form, content, and instructional value.

Learning resources include the following:

1. Provincially recommended learning resources
2. Locally approved learning resources
3. Library materials

The Board believes that the prime responsibility for the selection of learning resources belongs to educators because they have professional expertise to assess the merits of a given resource.

The Board also recognizes that various stakeholders within the school district community have an interest in the quality of learning resources available to students. Opportunities to challenge decisions made by staff should be provided. It is expected that such challenges will result in thoughtful reviews of the resources in question and serve to satisfy the Board’s intent to provide broad consultative procedures.

The selection and use of some learning resources may involve sensitive issues or topics that may solicit conflicting value positions within the school district community. Examples of sensitive issues include but are not limited to:

- Religious beliefs
- Relationships
- Human sexuality
- Cultural and family values
- Substance misuse
- Child abuse

The Board is committed to providing direction in such circumstances by adhering to the following principles:

1. Learning resources should be many and varied but must meet Ministry and/or local criteria for selection.
2. The challenge of a learning resource will result in a thoughtful review of the resource through a consultative process involving other professionals and parents.

3. Where a learning resource is proposed for approval and does not meet criteria, it will not be used.
1. **DEFINITION OF LEARNING RESOURCES**

Learning resources are defined as information represented, accessible, or stored in a variety of media and formats.

There are two types of approved learning resources:

1.1 **Provincially Recommended Learning Resources**

Provincially Recommended Learning Resources are print and non-print materials that have been selected, reviewed and approved by BC educators in collaboration with the BC Ministry of Education according to a defined set of criteria. They are typically materials suitable for student use but may also include information primarily intended for teacher use.

1.2 **Locally Approved Learning Resources**

a) **Locally Approved Learning Resources** are print and non-print materials selected, reviewed and approved by a team of Surrey educators according to the BC Ministry of Education defined set of criteria to meet learning outcomes, course content and specific local needs.

b) **Library materials** refer to print and non-print resources that are age appropriate and complement the curriculum. In addition, they satisfy a wide range of interests and enrich students' appreciation for literature. Library materials are typically evaluated and selected by the teacher-librarian, usually in consultation with school educators.

2. **RESPONSIBILITY FOR SELECTION OF LEARNING RESOURCES**

2.1 The responsibility for the selection of learning resources rests with the Superintendent of Schools, or designate, and other professional staff employed by the Board.

2.2 The Superintendent, or designate, and principals/vice principals are responsible for ensuring this selection process is known and applied.

Cont’d...
2.3 If the selection of a learning resource is challenged by a district employee, student or parent/guardian, a district process will be followed (See Regulation 8800.2).

3. SELECTION OF LEARNING RESOURCES

Educators must be aware of the general criteria to be applied in the evaluation and selection of learning resources.

The criteria is grouped under four main areas:

- Content
- Instructional Design
- Technical Design
- Social Considerations

The evaluators use the criteria to think critically about the resource and evaluate it in detail. The application of the criteria will vary depending on the nature of the resource and/or its intended use.

While all media share a majority of common criteria, video, digital resources, and manipulatives have additional media-specific criteria.

Equally important, evaluators must consider the wide range of audiences that comprise the classroom situation in which the resources are to be used. The age and first language of students, the existence of special needs, Aboriginal education and gender equity are some of the important factors to keep in mind. Consideration should also be given to using a range of media in order to best support learning outcomes.

Generally, learning resources need to be fair, objective, free from gratuitous violence and offensive language, propaganda and discrimination. However, where a teaching/learning situation would benefit from illustrative material to develop critical thinking about such issues, the resource may be approved with cautionary notes.

The Board recognizes that from time to time teachers may wish to use supplementary teaching resources that are neither provincially recommended or locally approved. Examples include newspaper and magazine articles, news reports, unpublished works, demonstrations, demonstrations, demonstrations...
Additional learning resources include simulations, taped interviews, selected websites and selected teacher-made materials.

It is expected that teachers use sound professional judgement in their own review of supplementary resources ensuring that they meet District standards.

3.1 **Provincially Recommended Learning Resources**

The BC Ministry of Education is responsible for the evaluation and selection of learning resources to support Provincial Curriculum. Resources that are chosen using the Ministry evaluation process receive Ministry approval in accordance with the *School Act*, and become “Recommended”. These resources may be selected for use in Surrey schools.

3.2 **Locally Approved Learning Resources**

There is a district approval process which incorporates the BC Ministry of Education criteria to evaluate and select learning resources. *(Refer to Appendix I – Summary of District Learning Resource & Software Local Approval Process.)*

**Local Approval Process**

See Appendix 1

**Stages:**

1. Submission
2. Initial Review
3. Technical Review
4. Evaluation
5. Approval

3.3 **Library Materials**

The school library plays an important role as a gateway to information resources. An effective school library provides access to a wide array of materials and services to meet learning needs or Cont’d...
literature appreciation. The collection is to be designed to encourage free inquiry and to provide multiple points of view.

Collaborative collection development and evaluation by the teacher-librarian and other educators ensure that resources, in a variety of formats, are available to meet curricular objectives and enrich student appreciation of literature.

APPENDICES:

I. Summary: District Learning Resources & Software – Local Approval Process

Revised: 2007-06-28
Revised: 1996-01-12
Revised: 1987-06
Approved: 1196-10-24
SUMMARY
DISTRICT LEARNING RESOURCES
- LOCAL APPROVAL PROCESS -

STAGE 1 - SUBMISSION
An educator or supplier submits a request for a resource to be evaluated. (District Submission Form available on the School District's First Class Conference).

STAGE 2 - INITIAL REVIEW
An initial review is conducted by Review/Selection Coordinator(s). The district obtains copies of the resource.

Process Complete

Initial Review Requirements Not Met

STAGE 3 – TECHNICAL REVIEW (SOFTWARE)
IMS staff conduct a technical evaluation of software resources.

Process Complete

Resource Not Recommended for Approval

STAGE 4 – EVALUATION
District evaluation teams determine if resource meets evaluation criteria.

STAGE 5 – RECOMMENDED/NOT RECOMMENDED
Director of Instruction approves or denies recommendation for District Local Approval status.

JUNE 4, 2007
1. DEFINITION

A challenge to a print or non-print learning resource means a formal complaint has been received by a school or the district about the appropriateness of a learning resource from a student, district employee, or parent/guardian. (Please refer to Regulation 8800.1 for definitions of a learning resource.)

1.1. Provincially Recommended Learning Resources

The B.C. Ministry of Education is ultimately responsible for dealing with formal complaints about a provincially recommended learning resource.

Concerns regarding the use of provincially recommended learning resources that are not resolved at the school or district level are referred to the BC Ministry of Education.

Recommended refers to the legal status granted to a learning resource which has been evaluated and approved by the BC Ministry of Education for use in all BC schools and designated by the BC Minister of Education as Recommended.

1.2 The Challenge Process

(a) Step 1: School Level (see Appendix II)

(i) The principal or vice principal, and other school-based personnel (including the School Standing Advisory committee if sensitive issues are identified) meet with the challenger. The challenge process is reviewed and there is an attempt to come to a resolution.

(ii) Should this matter not be resolved at the school level, the principal/vice-principal refers the challenge to the appropriate Director of Instruction responsible for the curriculum or content area and the person issuing the challenge completes the Challenge of a Provincially Recommended or Locally Approved Learning Resource form. (Appendix 1) The principal/vice-principal provides a copy to the office of the appropriate Director of Instruction responsible for Learning Resources.

Cont’d...
Discussion of the appropriateness of the material is based upon the BC Ministry of Education’s evaluation criteria as outlined in the most current edition of the BC Ministry of Education Guide ‘Evaluating, Selecting, and Managing Learning Resources’.

(b) Step 2: District Level

(i) The Director of Instruction reviews the information and consults with district personnel. If, following consultation, there is no resolution reached, the challenge will be referred to the B.C. Ministry of Education, with a copy of all documentation provided to the Superintendent’s office.

(ii) The person issuing the challenge receives a direct response from the BC Ministry of Education, with a copy to the superintendent. The superintendent’s office distributes copies to the appropriate Director of Instruction and principal.

(iii) If sensitive issues are identified the learning resource is referred to the District Standing Advisory Committee. (Reference 3.2)

2. LOCALLY APPROVED LEARNING RESOURCES (Appendix III)

2.1 The Challenge Process

(a) Step 1: School Level

(i) All concerns regarding the appropriateness of a learning resource should be brought to the attention of the school principal/vice-principal.

(ii) The principal or vice principal, and other school-based personnel (including the School Standing Advisory committee if sensitive issues are identified) meet with the challenger. The challenge process is reviewed and there is an attempt to come to a resolution.

Cont’d...
Discussion of the appropriateness of the material will be based upon the Ministry’s criteria as outlined in the most current edition of the BC Ministry of Education Guide ‘Evaluating, Selecting, and Managing Learning Resources’.

If the matter is not resolved at the school level, the challenger may wish to proceed with a formal challenge at the district level by completing the Challenge of a Provincially Recommended or Locally Approved Resource. (Appendix 1)

The resource in question will not be removed from the locally approved list unless the district challenge process is complete and the resource is deemed inappropriate.

(b) Step 2: District Level

Upon receipt of the form: Challenge of a Provincially Recommended or Locally Approved Learning Resource, the Director of Instruction will contact the challenger to acknowledge receipt of the documents and invite the challenger to attend a meeting of the District Learning Resource Challenge Committee.

(i) The District Learning Resources Challenge Committee is composed of:

- 1 Director of Instruction (Chair and/or designate)
- 1 Helping Teacher in subject area concerned
- 2 District Parent Advisory Council (DPAC) members
- 2 representatives from the Surrey Principal/Vice-Principal Association (SPVPA) (1 elementary and 1 secondary)
- 2 representatives from the Surrey Teachers’ Association (STA) (which includes at least one Teacher-Librarian)

The person issuing the challenge is invited to present his/her concerns at the beginning of the committee meeting and then withdraws to allow the committee to deliberate.
(i) The committee reviews the challenge according to accepted criteria.

(ii) At the conclusion of the review process, the Director advises the Superintendent and subsequently informs the challenger, in writing, of the results of the committee’s deliberations.

(iii) This concludes the challenge process for Library Materials.

(iv) This also concludes the challenge of other learning resources unless they contain sensitive issues and are referred to the District Standing Advisory Committee on Sensitive Issues by the Superintendent or designate.

3. SENSITIVE ISSUES (Reference Policy 8425)

Where a challenged learning resource meets criteria and is deemed to contain sensitive material, the matter will be referred to the District Standing Advisory Committee for further deliberation.

3.1 School Standing Advisory Committee

(a) Purpose

The School Standing Advisory Committee advises the principal/vice principal on matters related to curriculum and instruction in areas deemed to be of a sensitive nature.

(b) Committee Representation

The committee includes representation from administration, teachers, parents; as well as, when appropriate, students and members of the community.

(c) Meeting Process and Structure

Principals determine the school’s specific meeting structure and decision-making processes in collaboration with members from their staff and the parent advisory council’s executive.

Cont’d...
3.2 District Standing Advisory Committee

(a) Purpose

The District Standing Advisory Committee advises the Superintendent on matters related to curriculum and instruction in areas deemed to be of a sensitive nature.

Issues are referred to the committee by the Superintendent or designate.

(b) Committee Representation

- 1 Assistant Superintendent (Chairperson)
- 1 Director of Instruction
- 1 Trustee
- 3 Parents from the District Parent Advisory Council (DPAC)
- 1 Elementary Teacher appointed by the Surrey Teachers’ Association (STA)
- 1 Secondary Teacher appointed by the Surrey Teachers’ Association (STA)
- 1 Elementary Principal appointed by the Surrey Principal/Vice-Principal Association (SPVPA)
- 1 Secondary Principal appointed by the Surrey Principal/Vice-Principal Association (SPVPA)
- Non voting additional resource personnel as required

(c) Meeting Process and Structure

- All committee representatives are voting members except the chairperson and any non-voting resource personnel.

The Committee shall strive for a consensus recommendation. Should a vote become necessary, a two-thirds majority is required before a recommendation is put forward.

Cont’d...
REGULATION: LEARNING RESOURCES: CHALLENGE

- Should a two-thirds majority not be achieved, a report on the deliberations with a summary of the conflicting opinion is submitted to the Superintendent for a decision.
- Meetings are held as required.
- Agendas are to be circulated in advance.
- Minutes of meetings and recommendations are to be kept on file and circulated as appropriate.

An Assistant Superintendent convenes the committee upon receipt of the concern, as identified by the results of the District Learning Resource Challenge Committee’s review process:

(i) The Chair of the District Learning Resource Challenge Committee is invited to present the results of the committee’s review process at the beginning of the first meeting and then withdraws to allow the committee to deliberate.

(ii) The Chair of the District Learning Resource Challenge Committee is informed of the results of the committee’s deliberations.

(iii) Affected parties are advised as appropriate.

APPENDICES:

I. Form: Challenge of a Provincially Recommended or Locally Approved Learning Resource

II. Process for the Challenge of a Provincially Recommended Learning Resource

III. Process for the Challenge of a Locally Approved Learning Resource

Adopted: 2007-06-28
SCHOOL DISTRICT 36 (SURREY)
CHALLENGE OF A
PROVINCIALLY RECOMMENDED OR LOCALLY APPROVED
LEARNING OR LIBRARY RESOURCE

Name of School _______________________________   Phone # __________________

Contact Name _________________________________

Name of Person Initiating Challenge: _________________________________

Role of Person Initiating Challenge: District Employee □  Parent/Guardian □  Student □
Other (please specify) _________________________________

Telephone Numbers:   Home __________ Work __________ Cell __________

Address: ________________________________________________________________

Title of Resource _________________________________________________________

Author(s) _______________________________________________________________

Publisher/Year ___________________________________________________________

Type of Resource: Ministry Approved □   Locally Approved □

Context of Usage: Classroom □   Library □

1. Have you reviewed the entire resource? _________________________________

2. What is your objection to the resource? _________________________________

   a) page(s) _______________________________  Specific Objection _____________

   b) page(s) _______________________________  Specific Objection _____________

   c) page(s) _______________________________  Specific Objection _____________
Appendix I
Attach. 8800.2

3. From your point of view, what do you think is the theme or purpose of the resource?
____________________________________________________________________
____________________________________________________________________

4. Please describe what, in your opinion, there is of value in this material.
____________________________________________________________________
____________________________________________________________________

5. What positive or negative effects do you believe this resource would have on your son or daughter?
____________________________________________________________________
____________________________________________________________________

6. What positive or negative effects do you believe this resource would have on other students?
____________________________________________________________________
____________________________________________________________________

7. For what age group, if any, would you recommend this material?
____________________________________________________________________
____________________________________________________________________

8. In many cases, the impact of a resource will vary according to how it is presented and interpreted in the classroom, and we urge you to discuss this material with the appropriate people. Have you discussed the resource with:

- the teacher-librarian? Yes □ No □
- the classroom teacher? Yes □ No □
- the principal? Yes □ No □

9. Have you read reviews of this resource? Yes □ No □
(if so, please note source of review and attach photocopies if available)
____________________________________________________________________
____________________________________________________________________

10. What is your recommendation regarding this resource?
☐ (a) do not recommend or assign it to my child
☐ (b) withdraw it from all student use
☐ (c) do not use with age group it is recommended for
☐ (d) have it further evaluated by educational staff
☐ (e) other (please specify) ____________________________________________
____________________________________________________________________
____________________________________________________________________

Further information may be attached.
Complete form and forward to: 1 copy to Principal of school concerned
1 copy to Director of Instruction responsible for
Library/Learning Resource
1 copy to the person issuing challenge

Note to challenger: Please keep a copy for your records. Your child’s school can provide
copying service if necessary.

Signed: 

Dated: 
CHALLENGE OF A LOCALLY APPROVED LEARNING RESOURCE

SCHOOL LEVEL

CHALLENGE ISSUED

PRINCIPAL / VICE PRINCIPAL

and/or

School Based Personnel

or

School Standing Advisory Committee

(if sensitive issues are identified)

meet with the Challenger.

Unresolved

Unresolved

PRINCIPAL / VICE-PRINCIPAL

Person issuing challenge completes a "Challenge of a Provincialy Recommended or Locally Approved Learning or Library Resource" form and submits to school.

DISTRICT LEVEL

DIRECTOR OF INSTRUCTION

Convenes District Learning/Library Resources Challenge Committee and meets with person issuing challenge.

Process Complete

Resolved

Process Complete

Resolved

Process Complete

Resolved

Process Complete

Resolved

Conclusion of Review Process.

Challenger informed in writing of decision.

Information Item

Superintendents Department

Information Item

Superintendents Department

Library Resources

Conclusion of Review Process for Library Resources. Affected parties advised as appropriate.

Learning Resources

Sensitive material is referred to District Standing Advisory Committee.

Conclusion of Review Process for Learning Resources. Affected parties advised as appropriate.

JUNE 5, 2007
Library Funds may be used to acquire materials as selected by a teacher-librarian and approved by the school's principal or vice-principal for inclusion in a school's library collection. Library materials are typically evaluated and selected by the teacher-librarian, usually in consultation with school educators. Ministry recommendation or local approval is not required.

Learning Resource Funds may be used to acquire materials in the following media formats once they have received either Ministry Recommended or District Local Approval status:

- **Print**: All print instructional resources including texts, trade books, novels, plays, anthologies, atlases, dictionaries, teacher reference material, ministry documents and IRP’s.

- **Video/ Digital Other Optical Formats**: Videos, DVD’s, and other optical formats that are licensed according to Canadian Public Performance Rights to be shown in an educational institution.

- **Audio**: Audio tapes, cassettes and CD’s.

Printing Costs: Printing expenses incurred at the District Reprographic Centre for the copying of ministry or district locally approved resources that are licensed according to Canadian Copyright Rules.
### REGULATION: DISTRICT DEFINITION & ALLOWABLE USES FOR SCHOOL BASED LEARNING RESOURCE/LIBRARY FUNDS

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software</td>
<td>Ministry or locally approved educational software.</td>
</tr>
<tr>
<td>Consumables</td>
<td>Workbooks.</td>
</tr>
<tr>
<td>Manipulatives</td>
<td>Non-consumable materials that support the development of concepts and skills in curriculum areas such as math, science and social studies. These may include, but are not limited to, blocks, geo-boards, kits, maps, globes, posters, microscope slides, models and games.</td>
</tr>
<tr>
<td>Technology</td>
<td>A maximum of 20% may be used for the purchase of computer and technology hardware for instructional purposes. Acquisitions should be made to support an established district or school technology plan. Hardware purchased must be designated for classroom/instructional use or the provision of library services and should enhance student access to a range of learning resources. This includes, but is not limited to TVs, DVD players, VCR players, digital cameras and microscopes that interface with a computer.</td>
</tr>
</tbody>
</table>

The first priority for Learning Resource/Library funding is to support student learning. Learning Resource / Library funding shall not be used for:

- Salaries
- Professional and / or in-service fees
- Capital expenditures (other than the technology exception above)
- Administrative software or hardware

Cont’d...
REGULATION: DISTRICT DEFINITION & ALLOWABLE USES FOR SCHOOL BASED LEARNING RESOURCE/LIBRARY FUNDS

Office supplies Including those that support a learning resource or library program (i.e. tape and labels).

Site Licenses for Feature Length Films Example: Audio Cine Films Inc. (ACF) and Visual Education Centre (VEC).

Other Material That does not fit into the definition of a learning or library resource.

Adopted: 2007-06-28
The intent of this regulation is to ensure a common and well understood approach regarding the care of learning resources, including the levying of charges against those who lose or damage these resources and the collection and refund of textbook deposits.

1. **DISTRIBUTION AND RETURN OF RESOURCES**

   Schools must establish and maintain procedures for the distribution and return of learning and library resources.

2. **COLLECTION AND REMITTANCE OF CHARGES**

   Schools are expected to establish and maintain procedures for dealing with lost or damaged learning and library resources. Such procedures should also provide for the collection of outstanding debts and refunding of textbook deposits where circumstances warrant.

   Principals and vice-principal’s may, at their discretion, reduce or waive charges for lost or damaged learning and library resources and textbook deposits.

   2.1 A receipt must be issued upon payment or receipt of a charge or deposit. A copy of the receipt must be retained with the school’s financial records for audit purposes.

   2.2 Cost recoveries for learning and library resources are to be remitted to Learning Resources Services via cheque payable to School District #36 (Surrey) marked “Cost Recovery – Learning/Library Resources”. Learning Resources Services will credit the school’s Learning Resource/Library account with the amount remitted and forward the cheque to the Finance Department.

   2.3 All recoveries, for lost or damaged learning and library resources, should be remitted to Learning Resources at the end of each month, unless under $10.00, and at June 30th regardless of the amount.

   2.4 Textbook deposits not refunded to students should be remitted to Learning Resources on June 30th regardless of the amount.

Adopted: 2007-06-28
The school district has need to dispose of learning and library materials when these resources are damaged, redundant or are no longer of instructional value.

On an annual basis redundant or damaged learning resources will be made available to schools at a central location and then to community not-for-profit groups. Costs associated with the disposal of learning resources will be funded by the school district.

The Director of Instruction responsible for learning resources will decide the final disposition of the learning resources. The Manager of Service Operations will arrange for the disposal.

1. **PROCESSES FOR RE-USE AND DISPOSAL OF LEARNING RESOURCES**

1.1 **Weeding/Retention**

Learning resource collections should be regularly weeded in order to maintain the value and relevancy of materials, and to ensure that space and equipment are used effectively and efficiently. Procedures for the weeding of learning resources shall follow generally accepted practices as outlined in the BC Ministry of Education’s Guide ‘Evaluating, Selecting, and managing Learning Resources (Rev. 2002)’. Weeding/Retention is the responsibility of the principal, vice-principal, teacher-librarian and/or designates. Criteria include but are not limited to the following:

- Is the resource relevant to the instructional programs (grade level, IRP match) and easy to access? Has the title been withdrawn by the BC Ministry of Education?
- Is the information still current? Is there a newer edition available?
- Is the material free of condescension, stereotyping, patronization or bias?
- Is the item still in good physical condition?
- Has the item circulated in the past two or three years?
- Are more suitable media formats available?
- Is there a copyright violation (e.g., expired public performance rights on videos, illegal photocopies, pirated software)?

Cont’d...
REGULATION: REUSE & DISPOSAL OF LEARNING RESOURCES

- Should the item be retained as it provides a good historical example of bias, stereotyping, racism, etc.?
- Should the item be retained as archival material and identified accordingly?
- Should the item be retained as it is locally developed material with historical significance?

Learning resources are the property of the School District and may not be sold or exchanged without the prior approval of the school principal/vice-principal and Director of Instruction responsible for Learning Resources. All recoveries should be remitted to Learning Resources via Regulation 8800.4 (#2).

1.2. Re-use

Following the weeding of learning resources, withdrawn materials may be made available to Surrey schools provided it is economically feasible and does not violate copyright laws.

The Director of Instruction responsible for learning resources will facilitate opportunities for school exchanges of learning resources. Any remaining materials will be made available to not-for-profit groups provided there is no cost to the district. Priority will be given to local organizations.

1.3 Disposal

Those learning resources that cannot be re-used by Surrey schools or not-for-profit groups shall be disposed of following cost efficient and environmentally responsible procedures developed by the Manager of Service Operations and the Director of Instruction.

Adopted: 2007-06-28
Appendix E

Site-Specific Practices

This section is reserved for Teacher-Librarian’s to add site specific information that is pertinent to the day to day operation of the library. Teacher-Librarians may choose to include:

TOC Information
Daybook
Weekly Schedule
Library Map
Bibliography Style Guides
Etc.