

MANAGING THE PROGRAM

COLLECTION MANAGEMENT

Maintenance of Resources

Refer to the sections pertaining to maintenance of the collection as outlined in the *Management Handbook for School Libraries*.

Maintaining the resource collection is an ongoing, yearly venture that can be successfully carried out by the library assistant and volunteer library staff.

General areas to be addressed in resource maintenance include:

- weeding the collection for worn and damaged titles. "Thoughtful weeds' are ultimately the responsibility of the teacher-librarian.) See Collection Development Policy in the "Enabling the Program" section in the *Teacher Librarian Resource Manual*
 - checking the shelves for rebinds
 - maintaining yearly volumes, e.g., binding *National Geographic*
 - repairing paperbacks
 - cleaning and monitoring the condition of audio-visual equipment
 - keeping records of all repairs done to equipment, listing the projection lamps required for each piece of equipment
 - conducting a regular inventory, together with the teacher librarian, to determine the strengths and weaknesses of the collection and to verify losses within the collection
 - updating the card catalogue to reflect the inventory
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MANAGING THE PROGRAM

BUDGET MANAGEMENT

The teacher-librarian/TL designate is responsible for a large percentage of the school budget. The method of allocating funds and book-keeping procedures vary from school to school. Teacher-librarians should consult with administrators and office staff in order to ensure procedures are in place for handling the school library budget.

Refer to the 'Enabling the Program' section of the *Teacher Librarian Resource Manual* for assistance creating a Program based Budget

Strategies for managing the library budget:

In consultation with Principals, allocate an appropriate school library budget developed in consultation with the teacher-librarian and school staff and based upon the program-based budget model.

Consider all expenditures for the School Library Program early in the school year and planning for the next year (need list, wish list).

Encourage the input of the entire school community when planning the budget, especially regarding new programs.

Form a library committee consisting of the teacher-librarian/TL designate and teachers who will present the library budget to other members of the staff and/or faculty council.

Create a timeline of projected deadlines for the purchase from CBE Recommended Resource Listings, paperback purchasing, and other known expenditures.

Utilize technology to simplify bookkeeping and accounting procedures, for example, spreadsheets.

Maintain accurate and current records by referring to the ORACLE reports sent from the Financial Services Department to your school's main office.

LIBRARY MONTHLY REPORT - Month _____ Year _____

Under the direction of the teacher-librarian/TL designate, the library support staff will compile statistics to support budget requests (eg circulation automated report, student bookings)

STATISTICS

Books out: 1035
Classes: 29
Individual students: 62
Interlibrary loads
Overdues (two weeks): 300

CURRICULUM

COLLABORATIVE PLANNING Morris - Computer research project Grade 7 (to begin October) language arts.
Home Ec - generations cross, curricular project Grade 9 (December start)
Drama
Robinson - Literacy unit (language arts) Grade 7 (to begin October)
Robinson - Cultures unit (language arts) Grade 7 (to begin November)

MATERIAL RETRIEVAL Erhardt - language arts, mystery fiction novels, Grade 7
Simeunovic - language arts, sports fiction novels, Grade 7
Simeunovic - language arts, science fiction novels, Grade 8
Morris - multimedia resources, periodicals search, Grade 7

CLASSES AND RESEARCH Stenhouse - book exchange, Grade 8, 9
Simeunovic - book exchange, Grade 7, 8
Adams - book exchange, Grade 8 Erhardt - book exchange grade 7, 9
Wilkinson - home ec video use (self-directed study groups) Robinson - video use, Grade 7 Hartney - library orientation and tour, Grade 7 (all classes) Erhardt - community of readers (small groups for discussion)
Leavitt - industrial arts (small groups for research)

SPECIAL EVENTS HOSTED IN/BY THE LIBRARY Literacy Week - 'Read In' whole school, September 14
Guest speaker from The *Herald* Joanne Sasvari (7-5, 9-15)
Staff meetings, school council, student book club

PROFESSIONAL DEVELOPMENT Hartney - September 19, James Fowler, meeting all teacher-librarians and support staff area
Moore - September 26, A. E. Cross, library assistants
(Automation processing)
E-mail training

LIBRARY MANAGEMENT New paperbacks: 150 books processed,
New hardcover books and multimedia: 44
Weeded: 75 items
Developed new periodical sign-out procedure:
Library club formed: 27-members
Student helpers

PROGRAM-BASED LIBRARY BUDGET QUESTIONNAIRE

In order to plan for next year's budget (how time flies), a survey of the staff will help make meaningful additions to the library collection. Any purchases should be based on the resources you will need when doing collaboratively Planned and taught information literacy 'projects' Please be as specific or general as you like

Think about the following areas in your curriculum and return this survey to the library by

Teacher _____

Subject _____

Curriculum topics that are new, therefore, we need

Curriculum topics that we still need to update in the library are

Types of materials we need more of (e.g., print, site-licenses, etc.)

Multimedia I wish we had more of:

Special projects I would do if the library only had:

ENABLING THE PROGRAM

PROGRAM BASED BUDGET

A program-based budget identifies:

- 1) learner and resource needs
- 2) specific program requirements
- 3) request for funds based upon those requirements

A rationale for the school library program is informed by the following documents:

- School Libraries Supporting quality Learning document
- Achieving Information Literacy : Standards for School Library Programs in Canada
- CBE Policy 3012 School Libraries
- CBE Policy 3013 Program Issues and Challenges
- School Quality Review
- School Development Plan
- Alberta Learning goals

In preparing the budget request:

- outline specific collection needs in terms of individual programs. Solicit support for these needs from the teachers of those programs
- identify resource needs for new and proposed programs as well as existing ones
- include funds for basic supplies, equipment repairs and replacement, updating of reference resources and indexes, as well as periodicals and newspapers
- establish buying priorities in case the budget is not approved as submitted, e.g., rather than ask for a total sum for equipment, outline specific equipment needs and place them in order of priority
- examine alternative sources for funding, for example, CBE Foundations, Alberta Lottery, Book Fairs, Lois Hole Legacy, YABS author visits, Allison Vaness fund

In presenting the budget:

- give as much detail as possible
 - discuss the proposal with the school administrators
 - elicit support from key teachers
 - discuss the proposal with members of the school community
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ENABLING THE PROGRAM

BUDGET CONT'D

Items for consideration when planning the budget:

- Refer to goals and objectives from your School Renewal Plan and Collection Development Assessment
- S18 needs to be completed to order resources

Print material: fiction, non-fiction, paperback, periodicals from listings, ULS, national book service or other catalogues

- Reference – encyclopedias, almanacs, atlases
 - Electronic databases
 - Licenses: databases, OPAC, maintenance
 - Software; subject specific
 - Hardware: computers, printers, scanners, projectors (LCD), DVD, digital cameras, video camera
 - Security system needs
 - Equipment: power bars, extension cords, listening stations, CD/tape players, cabinets, carts, bookshelves, overheads, screens
 - Equipment repairs
 - Library supplies – mylar, book tape, writing tools, paper, cutter. SMI needs to be completed for these items; CBE store inventory supply catalogue; Purchasing
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ENABLING THE PROGRAM

PROGRAM EVALUATION PLAN

This section refers to the evaluation of the School Library Program, a process that is planned and implemented by the teacher-librarian in collaboration with other members of the school community. For information about the evaluation of the teacher-librarian, see the "Evaluation of the Teacher-Librarian" section of the *Teacher Librarian Resource Manual*

Regular assessment of the School Library Program is an on-going process that is both an end and a beginning. It is necessary to reflect upon past and present practice in order to evaluate what has been successful and to determine the future direction of the program.

Program evaluation can be formal or informal, complex or casual.

Strategies for School Library Program evaluation include:

- Reviewing the School Library Program goals and objectives at year-end or at regular intervals during the year. This could be done:
 - with staff on a professional development day
 - as part of a library committee agenda
 - as a report and discussion item at a school leadership group meeting
 - with a group of colleagues at a parent advisory council meeting
- Designing a set of questions to elicit specific or general information about some or all aspects of the program to be answered by groups as suggested above.
- Using a prepared document such as *Assessing the Well-Being of the School Library Program* to carry out a very structured survey among members of the school community. (Note: This document will be revised to be consistent with the philosophy of the Calgary Board of Education *School Library Program* (1990).)
- Collecting and examining the subjective experiences of members of the school community with regard to the School Library Program. One of the sample Program Evaluation Plans that follows shows this approach.