



**YUKON
SCHOOL LIBRARY
LEARNING COMMONS
HANDBOOK**



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The hallmark of a school library in the 21st century is not its collections, its systems, its technology, its staffing, its buildings, but its actions and evidence that show it makes a real difference to student learning, that it contributes in tangible and significant ways to the development of meaning making and constructing knowledge.

Transitions for preferred futures for school libraries (Todd, 2001, 4)

1.0 SCHOOL LIBRARY LEARNING COMMONS

A learning commons is a whole school approach to building a participatory learning community. The library learning commons is the physical and virtual collaborative learning hub of the school. It is designed to engineer and drive future-oriented learning and teaching throughout the entire school. Inquiry, project/problem-based learning experiences are designed as catalysts for intellectual engagement with information, ideas, thinking and dialogue. Reading thrives, learning literacies and technology competencies evolve, and critical thinking, creativity, innovation and playing to learn are nourished.

Leading Learning Standards of Practice for School Library Learning Commons in Canada 2014 – Canadian Library Association

Resources:

Leading Learning

Standards of Practice for School Library Learning Commons in Canada 2014

<http://apsds.org/wp-content/uploads/Standards-of-Practice-for-SchoolLibrary-Learning-Commons-in-Canada-2014.pdf>

From School Library to Learning Commons: The Calgary Catholic School District Transition

<http://journal.canadianschoollibraries.ca/from-school-library-to-learning-commons-the-calgary-catholic-school-district-transition/>

Canadian School Libraries

<https://www.canadianschoollibraries.ca/learning-commons-in-action/>

British Columbia Teacher-Librarians' Association

<https://bctla.ca/resources/library-learning-commons/>

1.1 GOALS OF SCHOOL LIBRARY LEARNING COMMONS (SLLC) PROGRAMS

The school library is a unique and essential part of a learning community. As a destination for on-site and virtual personalized learning, the school library is a vital connection between school and home. As the leader of this space and its functions; the school librarian ensures that the school library environment provides all members of the school community access to information and technology, connecting learning to real-world events. By providing access to an array of well-managed resources, school librarians enable academic knowledge to be linked in deep understanding.

AASL Standards Framework for Learners; American Association of School Librarians, 2018.

1.2 OVERVIEW OF THE YUKON SCHOOL LIBRARY LEARNING COMMONS HANDBOOK

Created by the Resource Services/Technology and Student Information (TSI) Unit at the Yukon Department of Education, and in collaboration with the Yukon Teacher-Librarians' Sub-Association, the purpose of the Yukon School Library Handbook is to provide guidelines for the management and development of Yukon School Library Learning Commons.

2.0 SCHOOL LIBRARY LEARNING COMMONS STAFF

2.1 PROFESSIONAL STAFF

Teacher-Librarian: A teacher who leads the school library program and has education in school librarianship (e.g. specialist, diploma, Master of Education, Master of Library and Information Science).

Library Learning Commons Teacher/Teacher Assigned to the Library: A teacher who has responsibilities for management and programs in the SLLC.

(adapted from Leading Learning Standards of Practice for School Library Learning Commons in Canada, 2014)

Essential to the success of the School Library Learning Commons program is adequate staffing, budget, and facilities.

Common Beliefs

The following belief statements, developed by the Handbook Working Group, outline the role of Yukon Teacher-Librarians and Teachers Assigned to the Library:

The Teacher-Librarian/Teacher Assigned to the Library:

- creates a physical space that is purposeful, flexible, and welcoming
- promotes the school library as fundamental to all school programming
- is a link to the school community
- ensures that all students have equitable access to school library resources
- is a literacy and learning leader, promoting reading for information and reading for pleasure
- stays current with information and education technologies and resources

2.2 CLERICAL STAFF

School Library Clerks

A comprehensive Yukon School Library Clerk Training Guide has been created to assist school library clerks in the performance of their duties. Copies of this guide have been distributed to all SLLCs, additional copies are available at Resource Services.

Clerical Staffing Guidelines

School *library clerks* in Yukon school libraries perform clerical duties and assist students, classroom teachers and Teacher-Librarians/Teachers Assigned to the Library to organize and maintain library materials for ease of use. This clerical position was established to provide support for maintenance of school libraries and to permit Teacher-Librarians/Teachers Assigned to the Library to be engaged with students and colleagues in collaborative planning and project-based teaching.

1. Clerical staffing for school libraries is available to all Yukon schools.
2. Initial training for school library clerks will be provided by the Teacher-Librarian/Teacher Assigned to the Library.
3. Library clerks will be supervised by and work under the direction of the Teacher-Librarian/Teacher Assigned to the Library or the Principal.
4. Library clerk hours must be spent doing work for the school library only.
5. Library clerks must not be used as admin. assistants or substitute teachers during their library hours.
6. Library clerks may not supervise classes in the library but may assist individual students. A teacher must accompany classes to the library and remain with the students while they are in the library.
7. Teacher-Librarian/Teacher Assigned to the Library hours and library clerk hours do not need to coincide. This will permit more open hours for school libraries. A teacher or the Teacher-Librarian/Teacher Assigned to the Library must be present, however, during times when classes or class groups are using the library.

8. The Teacher-Librarian/Teacher Assigned to the Library is a teacher, and a curriculum leader, who with other teachers, develops units of study and cooperatively teaches and evaluates students. Depending on the amount of time available, cooperative planning between the Teacher-Librarian/Teacher Assigned to the Library and classroom teachers is essential if the library is to develop as a "learning laboratory". The library clerk should complete as many of the clerical, non- managerial functions as possible.

Generic Library Clerk Job Description

Section 1 - Identifying Data

Position Number	
Position Title	Library Clerk
Incumbent	
Supervisor's Title	Teacher-Librarian/Teacher-In-Charge/Principal
Supervisor's Position Number	
Department	Education
Branch/Unit	Public Schools
Location	
Date Completed	April 2005
Medical Clearance Required?	No Security
Clearance Required?	Yes

Section 2 - General Summary

The Library Clerk is responsible for providing a variety of school library support services to students, staff and parents/guardians, also referred to as patrons of the school.

Section 3 - Organizational Structure

Describe, in narrative form, the place of this position in the organization, including peers (those positions reporting to the same supervisor as the topic position), subordinates, and supervisor's supervisor.

The Library Clerk is a permanent part-time position reporting to the Teacher-Librarian, Teacher-in-Charge and/or Principal. This position has no supervisory duties.

Section 4 – Principal Duties and Responsibilities (limit to 10 Duty Statements)

1. Perform circulation procedures for the loan and return of resources, produce overdue reports and send out overdue notices as required/requested using an automated or manual system and assisting library patrons in the use of the facilities.
2. Perform shelving and shelf-reading tasks as well as minor repairs to maintain the library collection in good condition.

3. Prepare materials for circulation by processing new and existing library materials that are not in the system i.e.: checking against invoice, stamping school name, date and price, adding pocket and card or bar-coding as required/requested.
4. Enter bibliographic data found within fiction paperbacks into the automated system or manually creating book cards in non- automated libraries, i.e.: adding title, author, copy number, price, bar-code reconciliation, etc. if required/requested.
5. Undertake clerical tasks such as maintaining current periodicals and catalogues, vertical files, maintaining a consideration for acquisition file and other correspondence as required/requested.
6. Prepare a “reserve” collection of resource materials for a unit or theme, seasonal books, project fairs, etc. as required/requested.
7. Assist with annual inventory and weeding procedures as required/requested.
8. Inform the Teacher-Librarian, Teacher-in-Charge or Principal of inappropriate student behaviour and any potential health and safety issues present in the library.
9. Prepare exhibits/displays and bulletin boards, photocopy and laminate materials and perform other related duties as requested/required by the Teacher-Librarian, Teacher-in-Charge or Principal.

Section 5 – Contacts

Describe, in narrative form, the working relationships inherent to the success of the job.

- Daily interactions with Teacher-Librarian, Teacher-in-Charge or Principal to receive and exchange information.
- Daily interaction with students and staff members by providing assistance.
- Occasional contact with parents/guardians and parent volunteers requiring assistance in using the library.
- Occasional contact with Resource Services.

Section 6 - Problem-Solving

List three examples of problems, issues, or complexities most typically encountered in the job AND describe the actions this job takes to resolve each problem listed.

- Frequent interruptions by library patrons with requests for assistance on library computers for database searches or for specific resources. The library clerk must be flexible and willing to accommodate requests while continuing with regular duties as much as possible.
- Requests for information or for resources require the incumbent to consider a number of factors. The library clerk asks questions to establish what the needs are, what the appropriate library resource is, and refers to the Teacher-Librarian or Teacher-in-Charge those reference questions requiring further knowledge of course content and the meaningful use of information to meet curriculum and personal needs.
- The incumbent deals with their own regular duties, as well as assisting with Book Fairs, Library Book Orders etc. as they occur during the school year. The library clerk must be able to prioritize their workload effectively and be flexible in order to accommodate these tasks.

Section 7 - Specific Accountabilities

1. Describe final decisions regularly made for which the incumbent is held accountable.

The library clerk is expected to exhibit a high degree of tact, diplomacy and discretion in working with students, staff and parents/guardians in a school environment.

The library clerk identifies the condition of returned library materials and sets aside for Teacher Librarian, Teacher in Charge or Principal to determine if discarding or replacing is required.

2. What are the expected end results of this position, i.e. what are the impacts of performing the Principal Duties and Responsibilities?
 - To ensure library patron satisfaction by providing efficient and effective services to students, staff and parents/guardians.
 - To assist in maintaining an orderly library by ensuring materials are shelved in correct order.
 - To contribute effectively to the smooth operation of school library services.

Section 8 - Budget

1. a) What is the Annual Budget for the unit under the direct control of the position?

Fiscal Year Annual

Payroll

O&M Budget (excluding Payroll) Capital

Budget (excluding Payroll) Revenues

Recoveries

-
- b) Does the position have the authority to reallocate resources, i.e. transfer budget funds? If yes, provide examples.

N/A

-
-
2. If applicable, describe other expenditures or revenues influenced by this position and how.

N/A

Section 9 - Working Environment

Describe in narrative form the position's working environment which can be generally favourable or include exposure to undesirable conditions.

The work takes place in a school setting and the library clerk shares the workspace with the Teacher-Librarian or Teacher-in-Charge. Library clerks spend a significant part of their shift sitting, standing, kneeling, bending, lifting and/or reaching.

Section 10 - Signatures

The above information on this description has been designed to indicate the general nature and level of work to be performed by the employee. It is not designed to contain or be interpreted as a comprehensive inventory of all duties and responsibilities assigned to this job.

<p><u>Supervisor:</u> I have reviewed (with the incumbent, where applicable) the duties and responsibilities assigned to this position.</p> <p>Supervisor: _____</p> <p>Date: _____</p>	<p><u>Incumbent</u> (where applicable): I have read the foregoing position description and understand that it is a general description of the duties assigned to the position occupied by me.</p> <p>Incumbent: _____</p> <p>Date: _____</p>
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<p><u>Director of Human Resources:</u> (Comments)</p> <p>Signature: _____</p> <p>Date: _____</p>	<p><u>Deputy Minister:</u> I approve this position description as being representative of the work required to be performed and that the responsibility levels identified have been delegated to this position.</p> <p>Deputy Minister: _____</p> <p>Date: _____</p>
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3.0 COLLECTION DEVELOPMENT

The resources in a School Library Learning Commons (SLLC) should reflect a balance between supporting the curriculum and providing resources to support special interests. In addition, the resources should enrich and inspire student learning by fostering a lifelong interest in reading and acquiring knowledge.

While the principal is ultimately responsible for all material used in the school, the responsibility for the selection and approval of SLLC will normally be delegated to SLLC Teacher-Librarian/Teacher Assigned to the Library members, with recommendations from school teachers.

ERAC has an online Learning Resources Selection Training course, which is available at <http://ocr.openschool.bc.ca/user/policy.php>

3.1 PROCEDURES FOR SELECTION

In selecting materials for purchase, SLLC staff evaluate the existing collection and determine what materials are needed to enhance and expand the collection.

Selection is an on-going process designed to update resources and replace materials no longer deemed appropriate.

Throughout the school year, SLLC staff may wish to organize a “consideration file” of:

- resources to support curriculum redesign
- recommended lists i.e. Reading Power, Writing Power, 6 + 1 Writing Traits award lists
- lost/damaged books to be replaced
- staff requests (e.g. books to support themes, units)
- student requests
- resources to promote and enhance recreational reading interests

3.2 SELECTION CRITERIA FOR LEARNING RESOURCES

The criteria outlined below apply to all learning resources. Although not all supplementary resources will meet all the criteria listed below, it is expected that SLLC staff will exercise their professional expertise, judgement, and sensitivity to apply the criteria when choosing resources.

- a) Appropriateness to Program
- b) Suitability for Students
- c) Nature and Degree of Bias
- d) Canadian and Yukon Content and Publication
- e) Authenticity
- f) Quality of Visual and Physical Format
- g) Cost and Durability

a) Appropriateness to Program

- Does the material support curriculum as outlined in the Yukon Department of Education and school documents?
- Does the material support specific kinds of programs or modifications, e.g. ELL (English Language Learners)
- Is the material appropriate for the grade(s) and level(s) of instruction?

b) Suitability for Students

- Will the resource enrich the learning experiences of students?
- Will the resource sustain the interest of students?
- Will the resource be appropriate to the maturity and experience of students?
- Will the resource be relevant and reflective of students' lives?
- Will the resource be appropriate for learning styles and skills of the intended audience?
- Is the material available in accessible formats for students who have special educational needs?

c) Nature and Degree of Bias (Equity and Inclusiveness)

Recognizing that bias exists in all learning materials:

- Are people of a variety of races, religions, genders, sexual orientations, classes, abilities, and age represented?
- Are First Nations peoples and a range of issues and experiences represented?
- Does the material depict individuals and groups in a range of social, economic, and political environments?

- Does the resource address issues from a variety of perspectives?
- Can the examples of stereotyping and discrimination (including language, visuals, omissions, or distorted perspectives) be used by the teacher for anti-discriminatory educational purposes?
- If the material contains controversial issues, can they be addressed in ways that are educationally appropriate to students and programs respecting culture, religion and community of origin?

d) Canadian and Yukon Content

- Does the material present a broadly-based perspective of Canada within a global framework?
 - Does the material present Yukon content?
 - Does the material present Yukon First Nations' ways of knowing and doing?
- Does the material present Canada and its people within a multicultural context?
- Is the material written, illustrated, or edited by a Canadian?
- Is the material edited, printed, or bound in Canada?

e) Authenticity

- Does the resource incorporate accurate and authentic factual content from authoritative sources?
- Is the material current and informed?
- Are translations and retellings faithful to the original?

f) Quality of Visual and Physical Format

- Is the material well-organized and presented clearly and logically?
- Is the format of illustrations, graphics, pictures, photographs, and artwork of a high quality?

g) Cost and Durability

- Is the cost of the material justified for its use?
- Is the resource durable?

(adapted from the Sample Policy Concerning the Selection of School Library Materials, Ontario Library Association, 2017 and SD42 Selection of Learning Resources – Guidelines and Procedures, 2018)

3.3 SOURCES/VENDORS

The following are some of the vendors Yukon Education purchases from but are not limited to.

Local Vendors:

Mac's Fireweed Books - <https://macsbooks.ca/>

Coles - <https://www.chapters.indigo.ca>

Well-Read Books - <http://yukonbooks.ca/>

Print and E-Book Vendors:

United Library Services (ULS) <http://www.uls.com/>
(See Appendix B - Ordering from ULS).

Perma-Bound - <https://www.perma-bound.com/Login.do>

Title Wave (Follett) - <http://www.titlewave.com/login/>

Order Direct/Single Source publishers, including, but not limited to:

Scholastic (Grolier) - <http://www.scholastic.ca/>

Saunders - <https://www.saundersbook.ca/>

World Book - <https://www.worldbook.com/>

Periodicals:

EbscoMags - <https://www.ebscomags.com/>

Media Materials (i.e. DVDs) – School library funding is to be used for print or library-based media resources. Resource Services welcomes recommendations for media resources for the LRC.

3.4 LIBRARY BUDGETS

Library Budget Ordering guidelines:

Library materials should be content related to support all school programs. The school library collection should answer the curricular, informational and recreational needs of staff and students. Ensure that all staff have the opportunity for input into the selection to provide for curricular balance of library resources.

Library budgets can be used for the purchase of materials to support school-based programming such as:

- Books/e-books – fiction and non-fiction
Not for the purchase of class sets.
- Professional reference books
- Magazines
- Subscriptions to on-line magazine and Digital resources (reference materials)
- Puzzles and games to support learning through play
- iPads (for use in the library for students to access e-books, on-line resources, etc.) – maximum of 6 per budget year – **schools in the new digital equipment allocation will not qualify to purchase iPads from their library budget.**
- Library based technology to support STEM/STEAM and ADST curriculum – maximum of \$ 1,000 per school year (to have samples in the library not for the purchase of class sets - class sets may be purchased from the school's CMCA budget)
- Libraries wishing to purchase educational technology tools in excess of \$1000 can contact the Coordinator of Resource Services to discuss options. Decisions will be made with the participation of the school administrator, the Director of Technology and Student Information, and the Curriculum Technology Consultant.

Library budgets may not be used for the purchase of:

- library supplies such as:
 - processing materials
 - barcodes
 - book repair materials
 - batteries, etc.
 - office supplies
 - library displays (bulletin boards or bulletin board decorations)
- Curriculum materials that fits into the CMCA budget designation
- Reproducible or Workbook type resources
- Computers
- Furniture
- Building maintenance or repair

3.5 BOOK REVIEW SOURCES AND SELECTION TOOLS

There are many sources to assist in the selection of SLLC resources, including book reviews, "best of" and "recommended books" title lists and annotated bibliographies.

The following article describes some of the complexities of selecting SLLC resources.

Howard, J. K. (2011). Basic selection tools: 21st-century style. *School Library Monthly*, 28(3), 9-11. Retrieved from

<https://search.proquest.com/docview/1018179924?accountid=49101>

Resources:

ERAC - The Education Resource Acquisition Consortium - identification and evaluation of learning resources

<http://www.bcerac.ca/k12-resources/search.aspx>

Resource Links -

<http://www.resourcelinksmagazine.ca/featuredArticle/>

Lurelu – <https://www.lurelu.net/>

Canadian Children's Book Centre - <http://bookcentre.ca/>

Quill and Quire - <http://www.quillandquire.com/>

CM: Canadian Review of Materials - <https://www.cmreviews.ca/>

Choices - The International Literacy Association/ Children's Book Council

<https://www.literacyworldwide.org/get-resources/reading-lists/childrens-choices-reading-list>

3.6 PREPARING BOOK ORDERS

School Library book ordering follows this timeline:

- April – receive book order budget for fiscal year (April – March)
- end of April – school library book orders are due
 - it is recommended that the major portion of your budget be committed at this time.
- June/July/August – book orders are received at Resource Services for cataloguing and processing
- August/September – school libraries receive books (from spring orders)
- October – updated school library budget information is forwarded to schools
 - at this time schools will be requested to submit a Fall book order.
- February – final updated school library budget will be sent to schools – schools are requested to spend their remaining funds locally by early - mid-March as budgets are closed at the end of the current fiscal year (March 31)

While the major school library book orders are conducted in May and October, small orders or local purchases can be arranged through Resource Services, during the school year.

Any questions about Library budgets or orders should be directed to the Coordinator of Resource Services, 667-3521.

3.7 WEEDING (DESELECTION)

Weeding is the removing of materials from a SLLC collection in a systematic and deliberate way and is an important component of SLLC management. Weeding is often referred to as deselection. Professional SLLC staff are responsible for identifying resources to be weeded from the collection based on a set of criteria relevant to the school community.

Regular weeding will ensure the SLLC collection:

- is reliable and current
- offers opportunities to create space for displays
- has space for new resources
- reflects current thinking and attitudes
- makes it easier for students and staff to locate resources
- provides an opportunity to identify gaps in the collection

(adapted from: Weeding Your School Library Collection;
National Library of New Zealand,

<https://natlib.govt.nz/schools/school-libraries/collections-and-resources/weeding-your-school-library-collection>)

MUSTY is an acronym that is helpful in identifying resources to be weeded.

M Misleading or inaccurate

U Ugly (worn out, dirty, unable to mend)

S Superseded by newer copy/edition

T Trivial (of no literary or scientific merit)

Y Your collection - irrelevant to curriculum and/or collection

Additional Resources:

CREW Guidelines by Dewey Class - <https://floridalibrarywebinars.org/wp-content/uploads/2015/06/Weeding-101-CREW-Guidelines.pdf>

Weeding the Collection, Ontario Library Association - <http://www.accessola.com/osla/toolkit/resources/weeding%20brochure.pdf>

Weeding Library Collections: A Selected Annotated Bibliography for Library Collection Evaluation, American Library Association - <http://www.ala.org/tools/libfactsheets/alalibraryfactsheet15>

3.8 DELETING WEEDED OR LOST ITEMS FROM DATABASE

Joint School/Public Libraries - All school library books to be discarded from joint school/public libraries are to be sent to Resource Services. Resource Services staff will delete books from the respective school's database. A list will be sent to the Yukon Public Libraries cataloguing staff, ensuring the public library database remains current in respect to school library holdings.

Deleting from Database

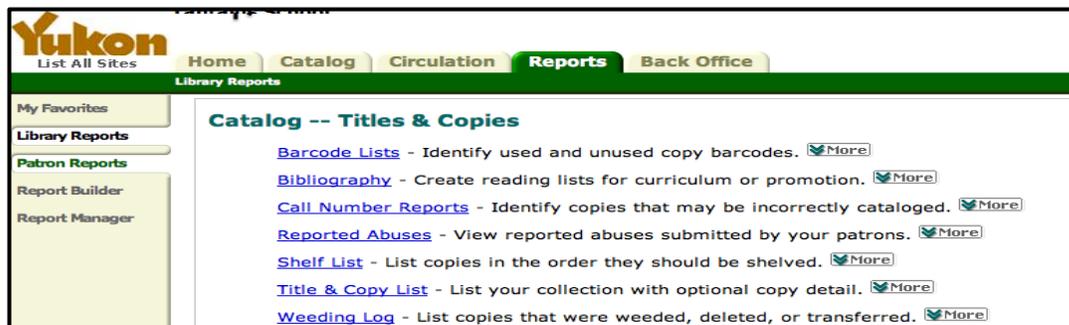
“Individual Delete” lets you remove copies from your collection by scanning their barcodes one by one. Use this feature when weeding materials from your collection.



To delete a copy:

1. Select the **Track as weeded** check box.
2. Place the cursor in the **Delete Copy** box by clicking in it.
3. Scan the copy barcode, or type in the number and click **Go!** Repeat for all the copies to be deleted.

A Weeding Log is available as a Library Report under the Reports Tab.



3.9 DISPOSAL OF SCHOOL LIBRARY LEARNING COMMONS RESOURCES

Discarded school library books (weeded, damaged, etc.) are to be sent to Document Destruction located at Raven Recycling, 100 Galena Road. Please contact the Workplace Diversity Coordinator at 456-6838 (a.m.), 456-6727 (p.m.) before having boxes delivered, to arrange a date/time the Document Destruction staff are able to receive boxes.

Discarded books need to be packed into the "banker's" type of boxes. This ensures consistency in both size of boxes (for stacking purposes) and weight. Recycled banker's boxes are available (free) at Document Destruction.

4.0 PROCEDURE FOR DEALING WITH CHALLENGED RESOURCES

Any student, parent/guardian or member of the school community may request that learning resources be reconsidered on the basis of appropriateness.

Where joint collections of a School Library Learning Commons and a Community Library exist, library resources identified as part of the community collection will be subject to Yukon Public Libraries selection and challenge policies.

Access to challenged material will not be restricted during the reconsideration process.

It is understood that in situations, such as the SLLC, it is impossible to review all resources in their entirety.

A decision to sustain a challenge will not be interpreted as a judgement of irresponsibility on the part of the Teacher-Librarian/Teacher Assigned to the Library involved in the original selection and/or use of the resource.

4.1 INFORMAL RECONSIDERATION

1. When a complaint against a learning resource has been made, the person making the complaint will meet with the teacher using the resource together with the principal of the school to discuss the matter.
2. The principal and teacher/teacher librarian will hear the complaint and answer questions the complainant may have. The teacher will explain how the resource is used in an educational context.
3. The principal will attempt to resolve but the principal has no authority to remove approved materials from the school's curriculum.

4.2 FORMAL RECONSIDERATION

1. If a resolution is not possible, the principal will advise the complainant of the right to make a formal, written complaint. The complainant will be provided with the Request for Reconsideration of Learning Resources form. Appendix C

2. The principal informs the Superintendent that a formal complaint has been received.
3. The principal (Superintendent or designate) will be responsible for the formal reconsideration process and for convening a meeting of the Reconsideration Committee.
4. Challenges will be heard within a reasonable time.
5. The Reconsideration Committee will consist of the Superintendent or designate acting as chair, the appropriate Director of Learning, a representative from the appropriate school council, a teacher appointed by the principal of the school involved, and a fifth member to ensure gender and diversity equity.
6. The Reconsideration Committee may choose to consult other community persons with related professional knowledge.
7. *Every effort will be made to ensure that the Reconsideration Policy Committee is composed of knowledgeable and experienced individuals in the issues to be discussed, especially where questions of race or gender bias have been raised.*
8. The Reconsideration committee will examine the challenged resource.
9. The Committee will determine professional acceptance by examining critical reviews of the resource.
10. The Committee will weigh values and faults and form opinions based on the overall purpose and effect of the materials rather than on passages or selections considered in isolation.
11. The Committee will discuss the challenged resource in the context of the educational program.
12. The decision of the Reconsideration Committee should be in keeping with the following goals:
 - the fostering of public education under the Education Act;
 - the fostering of openness, resource access and discussion;
 - the recognition and promotion of sensitivity to gender issues and minorities

13. The Committee will make every effort to arrive at a decision that recognizes the individuality of the resource and the individual nature of the complaint, and that best meets the goals of the educational program and curriculum.

14. As well as having the power to decide whether the resource will or will not be withdrawn from the individual school, the committee may decide:

- that a resource will be re-shelved in a restricted classroom or library area;
- that the children of the complainant alone will be offered an alternate resource;
- that there will be guidelines for the classroom use of the material;
- that the resource will not be used in the classroom;
- or that the resource will not be used in the school library or on specified school computers

15. The Committee is mandated to seek options other than the above-listed that would suit the individual case.

16. The Committee has the right to determine what, if any, portion of the meeting will be held in camera. The complainant will be able to sit as an observer at any part of the meeting open to the public.

17. Minutes will be taken of the meeting. The Committee Chair will be responsible for issuing a written decision within six weeks of the meeting of the Committee.

18. Immediately after the written records has been issued, the Committee Chair will inform the complainant of the decision of the Committee.

19. The record of the decision will be retained by the Superintendent and a copy forwarded to the Coordinator of Resource Services

20. The record of the decisions will be handled in accordance with the Access to Information and Protection of Privacy (ATIPP) Act. The minutes of the meeting will be confidential for those portions of the meeting held in camera.

21. The decision of the Reconsideration Committee is binding for the individual school.

22. The Director of TSI and the Director of Curriculum and Assessment will be responsible for ensuring principals and teaching staff are aware of the challenge procedure for learning resources.

5.0 CIRCULATION

Yukon School Library Learning Commons encourage and promote ease of access to SLLC resources for both school and home use by students and educators.

Convenient and simple circulation procedures encourage rather than restrict this access.

In joint school/public libraries, students and staff may borrow materials from either the school or public collections.

5.1 SETTING UP SLLC CIRCULATION PROCEDURES

SLLC circulation practices are site specific. Using the **Back Office Tab** in Destiny, SLLC professional staff determine:

- loan periods
- number of materials that may be borrowed
- circulation types (e.g. Reference, Regular Loan)
- calendar
- renewal limits
- holds
- ceiling dates

The **Destiny Library Manager Onsite Training Essentials Guide**

(<https://www.follettcommunity.com/s/article/Destiny-Library-Manager-Onsite-Training-Essentials-GUIDE-PDF>) provides detailed information and instructions to assist in setting up circulation practices. Additional copies of this guide are available at Resource Services.

NOTE: For the most current updates and information, use the Follett online resources available through Help Menu and the Follett Community located on the upper right of the blue menu bar, once you have logged into Destiny.

 Help

 Shop

 Community

Additionally, SLLC staff determine site-specific procedures for:

- overdue library materials
- lost and damaged resources

5.2 STUDENT PATRON RECORDS

Student patron records are imported into Destiny Library Manager and Destiny Resource Manager using the information in Aspen. Maintenance of student Aspen records is conducted by each school's administration.

Regularly scheduled updates, utilizing recent Aspen extracts, enter this information into the Library Manager (and Resource Manager) patron database.

Adding student patron records at the school level will result in duplicate records; therefore, creating new student patron records is **not recommended**.

5.3 STAFF PATRON RECORDS

Each school is responsible for maintaining their staff patron records – adding, deleting these records as required. This task is most often completed by the professional SLLC staff. However, the staff at Resource Services is available to assist with updating staff patrons (resserv@gov.yk.ca).

Information outlining the process for updating staff/faculty patrons is provided in Appendix B

5.4 YUKON STANDARD FOR HOMEROOM AND PLATOON CODES



Yukon Standard for Homeroom and Platoon Codes

This document outlines the Yukon standard for Homeroom and Platoon Codes. Please ensure that your homerooms for 2018-19 meet these standards for our Destiny library system, ITSS account creation, and FreshGrade.

This may NOT be changed mid-year. DO NOT use the teacher's initials in the homeroom name.

Incorrect Naming Format	Correct Naming Format
1-2 JK (A split 1/2 class)	HR1/2
3 JK (A grade 3 homeroom)	HR301
3 GH (Another grade 3 homeroom)	HR302

In Aspen, the Platoon Code always matches the Homeroom Code. Our standard is to use "HR" + Grade Level(s) + 01, 02, 03.

In order to facilitate the accurate synchronization of Aspen student information, homeroom codes must be added/revised using the **Yukon Standard for Homeroom and Platoon Codes**. This task is normally conducted by the school administration.

Homeroom information must be updated on a yearly basis – deleting non-existent, outdated homerooms is a priority.

6.0 CATALOGUING AND PROCESSING

Cataloguing for Yukon School Library Learning Commons is conducted by the Resource Services cataloguer, whose responsibilities include:

- vetting and uploading MARC records from ULS
- creating original MARC records
- uploading records to SLLC databases
- ensuring specified Yukon SLLC locations are used
- sending school library MARC records for joint school/public libraries to the cataloguing staff at Yukon Public Libraries

Cataloguing is strongly recommended for all SLLC materials. Once catalogued, materials are easily located and tracked within the School Library LC database.

6.1 CLASSIFICATIONS AND LOCATIONS

Yukon School Library Learning Commons materials are catalogued using abridged Dewey Decimal Classifications (DDC). Except in extenuating circumstances, non-fiction call numbers will be three digits after the decimal or less.

On occasion, SLLC staff will find that the classification of a book is an unusual or awkward "fit" for their particular collections. Consulting with the Resource Services cataloguer will ensure any changes to call numbers follow the current DDC rules.

Many Yukon SLLCs have requested specific locations for materials. For example, graphic novels are located at F or 741.5 or BD. Resource Services maintains a current list of location specifications and should be notified by the SLLC professional staff of any updates to locations of school library materials

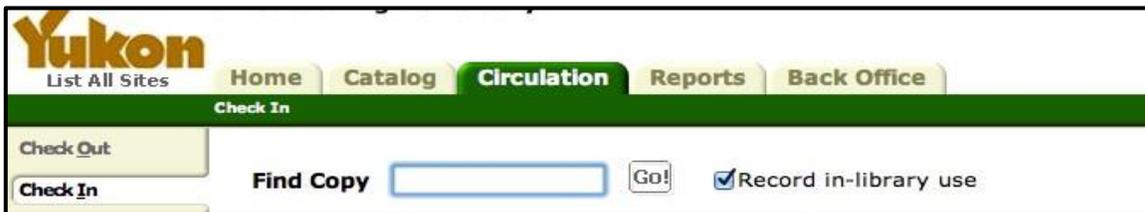
6.2 RECEIVING AND PROCESSING NEW ITEMS

All new school library materials ordered and/or purchased during the year are received at the Resource Services warehouse. The staff check-in all new books, and the packing slip is compared to the original order before the invoice is paid. Schools are then sent copies of the invoice so they are made aware that the orders have been received. Materials are then barcoded, catalogued and processed.

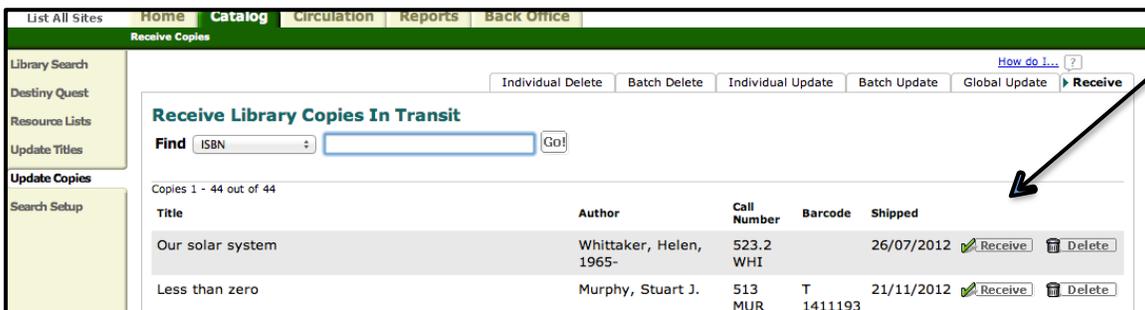
New materials are processed in the chronological order in which they are received at Resource Services. Once the materials are processed, they are sent directly to school libraries.

The following is a guide for any items received at school libraries:

1. Check - items against the invoice
2. ULS Orders – School libraries that are double barcoded - attach pocket label to circulation card. All others – attach pocket label to the upper right corner of the first page of the book, or to the upper left corner of the cover depending on your current library procedures
3. Receive materials into your database, by either:
 - In Circulation Mode - checking/scanning in



- In the Catalog Mode - update copies by clicking in the receive box



4. Stamp – with school library stamp bottom left corner (or according to site-specific practices)

- front and back covers
- title page
- page near middle of book
- top of book – especially Reference materials (if thickness permits)

5. Date due slips – place inside front cover or on first page of book
- self-adhesive date due slips are recommended (Brodart # 23-233)

6. Special stickers (Canadian flag, genre) - these are generally placed on the spine above the spine label

7. Dewey colour coding "dots" – placed above spine label

<u>Colour Coding - Dewey Classifications</u>	
000-100	Blue
100-199	Orange
200 - 299	Green
300-399	Yellow
400-499	Pink
500-599	Beige/Tan
600-699	Rose
700-799	Red
800-899	Gray
900-999	Gold/Copper

Note: Attaching a strip of book tape or a label protector over special stickers or colour coding dots will provide additional adhesion.

6.3 ADDING COPIES/COPY CATALOGUING

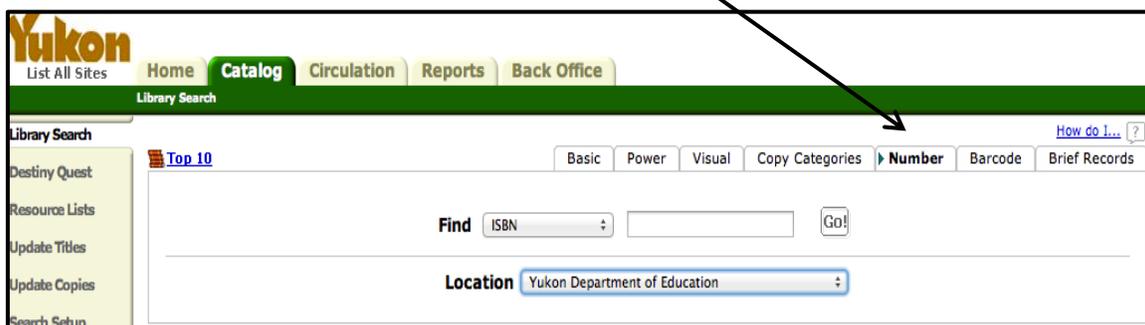
Cataloguing services are available for all Yukon School Library Learning Commons. It is recommended that SLLC staff copy catalogue resources on site.

Joint School/Public Libraries are requested to send all materials requiring cataloguing to Resource Services. The Resource Services Cataloguer will catalogue all new materials and send records to the Yukon Public Libraries cataloguing staff.

The following outlines the copy cataloguing procedure:

1. If there is a record within the Yukon School Libraries database SLLC staff may add the records to their database. To ensure the record in the system is an exact match for the resource you are copy cataloguing, search using the ISBN.

Perform a catalogue search by selecting a number search and then selecting an ISBN search in the “Find” box.



The screenshot shows the Yukon School Library Search interface. The top navigation bar includes 'Home', 'Catalog', 'Circulation', 'Reports', and 'Back Office'. The 'Library Search' section is active, showing a search form with a 'Find' box containing 'ISBN' and a 'Go!' button. The 'Location' dropdown is set to 'Yukon Department of Education'. An arrow points to the 'Number' search option in the search type menu.

Search through the Yukon School Library union catalogue by selecting “Yukon Department of Education” in the Location field.

2. Select MARC View.



The screenshot shows three view options: 'Title Details', 'MARC View', and 'Reviews'. The 'MARC View' option is selected and highlighted.

Scan the record, determining

- correct ISBN
- consistent publication information
- at least two subject headings (Sears Catalogue of Subject Headings)
- annotation included

LCCN 010 _a 2010035529
ISBN 020 _a 9781423133087
ISBN 020 _a 1423133080 :
 _c \$15.71
System Contr Num 035 _a (IJPBB)pb000047009
Cataloging Source 040 _a DLC
 _c DLC
 _d DLC
 _d IJPBB

LC Call Num 050 0 0 _a PZ7.W65535
 _b We 2010
Dewey Class Num 082 0 0 _a [E]
 _2 22
Local Call Num 092 _a E WIL
ME: Pers Name 100 1 _a Willems, Mo.
 Title 245 1 0 _a We are in a book! /
 _c by Mo Willems.

Edition 250 _a 1st ed.
Publication 260 _a New York :
 _b Hyperion Books for Children,
 _c 2010.

Phys Description 300 _a 57 p. :
 _b col. ill. ;
 _c 24 cm.

Series Statement 490 1 _a Elephant & Piggie
Summary Note 520 _a Piggie discovers that she and Gerald are in a book and she can make the reader say a funny
 the book is going to end soon.

Awards Note 586 8 _a Theodor Seuss Geisel Award Honor, 2011
Subj: Topical 650 7 _a Books and reading
 _v Fiction.
 _2 sears

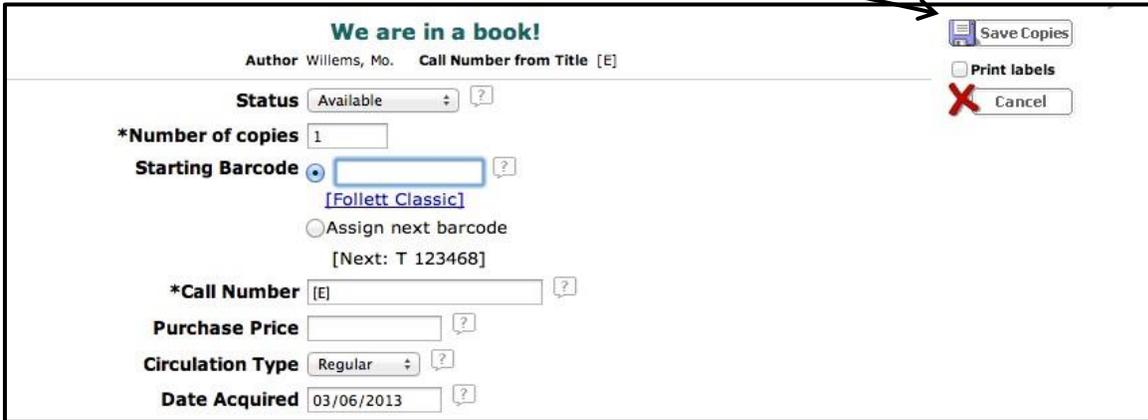
Subj: Topical 650 7 _a Elephants
 _v Fiction.
 _2 sears

Subj: Topical 650 7 _a Pigs
 _v Fiction.
 _2 sears

3. Add copy by clicking on the **Add Copies** box.



4. Add the barcode number, call number, and purchase price.
Click on the **Save Copies** box.



We are in a book!

Author Willems, Mo. Call Number from Title [E]

Status Available [?]

*Number of copies 1

Starting Barcode [?]
[Follett Classic]
 Assign next barcode
[Next: T 123468]

*Call Number [E] [?]

Purchase Price [?]

Circulation Type Regular [?]

Date Acquired 03/06/2013 [?]

Save Copies
Print labels
Cancel

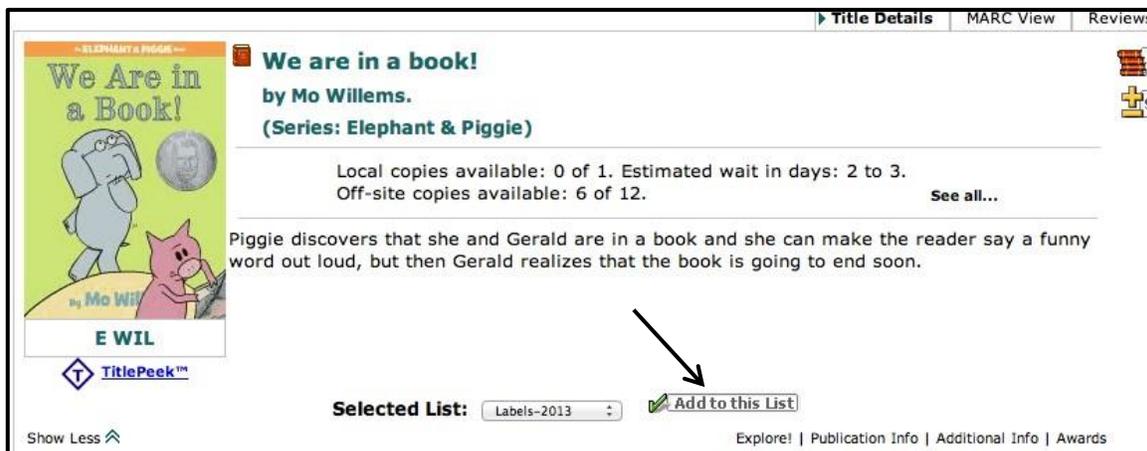
6.4 PRINTING LABELS

1. The first step in printing labels is to create a labels list. Under the Catalog Tab, choose Resource Lists. Click on the **Add List** box.



2. Name your list, e.g. Labels-2019, and **Save**.

3. Locate the title record of the material, select **Add to the List**.



Create labels lists in “batches” of twelve, as there are twelve labels on each sheet.

Recommended Labels: BroDart Laser/Ink Jet Label Sets #55-395-004

4. Under the **Reports Tab**, select Library Reports, and then Spine and Pocket Labels in the Labels section of the reports.

Format “Create spine/pocket labels” by choosing *Demco Three Across* and setting the printer offsets at 6 for both horizontal and vertical.

Create spine/pocket labels...

Sort by Call Number

Based on List Labels-2013

View List

Example times: 8:00 AM, 4:00 PM

Copies Added From date: time: To date: time:

Use label stock Demco Three Across - 14216180 (spine/pocket)

Start on label 1

Printer offset Horizontal: 6 Vertical: 6

Call number font size 12 pt

Spine Labels Start a new line at every space

5. Run report and print labels from the report screen.



6.5 SENDING MATERIALS TO RESOURCE SERVICES

All materials requiring cataloguing, whether newly purchased or older items, can be sent to Resource Services.

Materials sent to Resource Services should be stamped with the school's library stamp and if possible, barcoded. Barcodes are placed on the top left-hand corner of the book, without blocking the title.

Use of the *School Library Cataloguing Request Form* (Appendix D) allows for specification of cataloguing details.

7.0 INVENTORY

There is a range of practices for conducting an inventory of School Library LC collections. Some professional SLLC staff choose to inventory their entire collection at the end of each school year. Others focus, each year, on a different section of the collection (e.g. all Fiction). **A suggested guideline is to conduct an inventory of the school library collection every two years**, either with an inventory of the entire collection or smaller sections on a rotation system.

The following list of steps outlines the inventory process:

1. Weed carefully.
2. Check returns, displays, and other areas of the library for items that belong in the collection to be inventoried.
3. Check your "receive" list in Destiny to identify any books that may be still in processing at Resource Services.
4. Delete items missing/lost for two years.

The **Destiny Library Manager Onsite Training Essentials Guide**

(<https://www.follettcommunity.com/s/article/Destiny-Library-Manager-Onsite-Training-Essentials-GUIDE-PDF>) provides detailed information and instructions to assist in setting up circulation practices.

As well, please refer to Appendix F - The Follett Quick Reference Guide (QRG) – Conducting an Inventory.

NOTE: The inventory function in Destiny is not user specific. SLLC staff with log in access may continue with the inventory once a new inventory has been started.

8.0 RESOURCE SERVICES

The role of Resource Services is to support School Library Learning Commons with the acquisition and cataloguing of library materials. This includes processing library materials to a shelf ready state and/or creating MARC records and supporting the Destiny library software program.

The staff at Resource Services is responsible for providing optimal services to school libraries. This may include:

- conducting research to ascertain the availability of requested book titles
- allocation of school library budgets and administration of that budget
- contacting vendors to track orders and establish pricing agreements
- administration of Destiny Library Manager and Resource Manager
- annually uploading patron information from the Student Information System into Destiny
- transferring patrons between school sites
- providing Destiny support and training for school library staff as required/requested
- creating, copying and loading MARC records into Destiny
- laminating book covers
- shipping items to school libraries

Please visit our website for additional information on Library Services, including access to our newsletters, forms, and handbooks:

<http://resourceservices.yukonschools.ca/school-library-support.html>

All questions and requests for assistance should be sent to resserv@gov.yk.ca

8.1 MEDIA COLLECTION AND TEACHERS' PROFESSIONAL LIBRARY

Resource Services houses a circulating collection of about 7000 titles, including over 1000 kits, 1900 DVDs, 200 big books, and over 100 theme boxes. These media/print resources support the curriculum and are available for varying loan periods to teachers. More information is available at:
<http://resourceservices.yukonschools.ca>

Teachers are welcome to visit Resource Services and browse through the English and French media and professional materials.

8.2 PROFESSIONAL PERIODICALS AND JOURNALS

With ProQuest's online database Yukon teachers have access to over 500 professional periodicals covering every aspect of K-12 education. School Library Learning Commons Staff will be provided with the log in information for ProQuest at the beginning of the school year, and this information is to be made available to school staff members.

8.3 CURRICULUM MATERIALS

Resource Services operates a central warehouse of materials, and purchases materials from publishers. These resources are listed in the Catalogue of Curriculum Materials and Catalogue du matériel pédagogique. These catalogues are updated annually.

9.0 INSTRUCTIONAL PRACTICES

The school library is integral to the education process.

The following are essential to the development of literacy, information literacy, teaching, and culture and are core school library services:

- supporting and enhancing educational goals as outlined in the school's mission and curriculum;
- developing and sustaining in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives;
- offering opportunities for experiences in creating and using information for knowledge, understanding, imagination, and enjoyment;
- supporting all students in learning and practicing skills for evaluating and using information, regardless of forms, format, or medium, including sensitivity to the modes of communication within the community;
- providing access to local, regional, national, and global resources and opportunities that expose learners to diverse ideas, experiences and opinions;
- organizing activities that encourage cultural and social awareness and sensitivity;
- working with students, teachers, administrators, and parents to achieve the mission of the school;
- proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in a democracy; and
- promoting reading and the resources and services of the school library to the entire school community and beyond

(IFLA School Library Guidelines, 2nd revised edition, June 2015).

9.1 INQUIRY AND QUESTION-BASED APPROACHES

Through demonstration of the core and curricular competencies, students are bound to form questions that provide teachers with insight into their thinking. Questions generated by both students and teachers are critical to encouraging a sense of wonder and curiosity among students. This dialogue can take place through many question-based approaches, including, but not limited to:

- Inquiry
- Project-based learning
- Problem-based learning
- Self-assessment
- Research skills
- Scientific methods

[Curriculum Overview; BC's New Curriculum; 2018
https://curriculum.gov.bc.ca/curriculum/overview](https://curriculum.gov.bc.ca/curriculum/overview)

Inquiry and question-based approaches to learning are based on a series of essential and subsidiary research questions that a student seeks to answer while critically examining a wide-range of resources. Inquiry and question-based approaches to learning are a fundamental component of SLLC programming. Curriculum competencies are embedded within projects.

Resources:

The Student Inquiry Process - Ontario Library Association.

www.accessola.com/studentinquiry

Capacity Building Series, Inquiry-based Learning - Student Achievement Division, Ontario Education; 2013.

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/cbs_inquirybased.pdf

8 Simple Ways to Support Inquiry Based Learning - Canada 2067; 2017.

<https://canada2067.ca/en/articles/8-simple-ways-to-support-inquiry-based-learning/>

Points of Inquiry – BC Teacher-Librarians Association, 2010

<https://bctladotca.files.wordpress.com/2018/02/the-points-of-inquiry.pdf>

Galileo Network - <http://galileo.org/>

9.2 LITERATURE APPRECIATION

Reading is the core of personal and academic competency. In the school library, learners engage with relevant information resources and digital learning opportunities in a culture of reading. School librarians initiate and elevate motivational reading initiatives by using story and personal narrative to engage learners. School librarians curate current digital and print materials and technology to provide access to high-quality reading materials that encourage learners, educators, and families to become lifelong learners and readers.

AASL Standards Framework for Learners; American Association of School Librarians, 2018.

Fundamental to the role of the SLLC is the promotion of reading for both information and for pleasure. Encouraging an appreciation of literature may take many forms from simply ensuring that students have access to a wide variety of reading materials to collaboratively planning literature circle activities with classroom teachers.

Resources available at:

Children's Literature in Education

<https://rd.springer.com/journal/10583>

Scholastic

<https://www.scholastic.com/teachers/home/>

TumbleBooks Collection

www.tumblebooks.com

(see Section 9.6 Digital Literacy for log in information)

9.3 COLLABORATIVE PLANNING AND TEACHING

Collaborative planning and teaching (CPT) is a key aspect of SLLC library programming. CPT is founded on a process of building trust and developing collaborative relationships. SLLC staff and classroom teachers work together in an equal partnership to plan, teach and assess units of study. Content area concepts and information literacy skills are woven into integrated learning experiences for students.

Resources available:

Extending the Classroom: The Library Learning Commons

https://www.ed.gov.nl.ca/edu/pdf/Extending_the_Classroom-The_Library_Learning_Commons_June_15_2018.pdf

Preparing Teachers and Librarians to Collaborate to Teach 21st Century Skills: Views of LIS and Education Faculty

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol16/SLR_PreparingTeachersLibrarianstoCollaborate_V16.pdf

9.4 DIGITAL LITERACY

Digital Literacy can include (but is not limited to): digital footprint, digital citizenship, electronic resources, critical thinking, analysis of resources, understanding intellectual property rights, proper citation of resources, understanding how technology impacts culture.

9.5 PROMOTING THE SCHOOL LIBRARY LEARNING COMMONS

Library promotion initiatives encourage and extend the role of the school library. Through activities such as book displays, author visits, book talks, book fairs, reading clubs, library websites, seasonal themes, school-based literacy events, and resource sharing at staff meetings, library staff can promote library programming and resources throughout the school, community and beyond.

9.6 DIGITAL RESOURCES

Yukon Education provides access to current digital resources:

<http://resourceservices.yukonschools.ca/digital-resources.html>

Flyers for students and teachers, with login and password information, are available on First Class in the Teachers' Global Conference/Digital Resources

10.0 PROFESSIONAL SUPPORT

10.1 ORGANIZATIONS

British Columbia Teacher-Librarians' Association (BCTLA) <https://bctla.ca/>

Alberta School Learning Commons Council - <http://aslc.ca/>

Ontario Library Association - <http://www.accessola.org/web>

Canadian School Libraries - <http://www.canadianschoollibraries.ca/>

American Association of School Librarians - <http://www.ala.org/aasl/>

International Federation of Library Associations and Institutions - <https://www.ifla.org/>

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

10.2 JOURNALS

The following journals are available through ProQuest:

- Horn Book Guide to Children's and Young Adult Books
- Knowledge Quest
- Library Journal
- School Libraries Worldwide
- School Library Journal
- School Library Monthly

10.3 YUKON MENTORSHIP PROGRAM FOR BEGINNING TEACHERS

The mentorship program was developed as a joint initiative between Yukon Education and the Yukon Teachers' Association. The purpose of the mentorship program is to encourage and mentor teachers new to the Yukon. More information is available at:

<https://www.yta.yk.ca/index.php/general-pd-information>

10.4 CONTINUING EDUCATION OPPORTUNITIES

Queen's University

BC Post-Grad Certificate - Teacher-Librarianship

<https://coursesforteachers.ca/programs/BCLIBRARY>

University of British Columbia

Diploma in Teacher-Librarianship; Certificate in Teacher-Librarianship

<http://led.educ.ubc.ca/programs/libe/libe-certificate-and-diploma/>

University of Alberta

Master of Education in Teacher-Librarianship

<https://sites.google.com/a/uAlberta.ca/jennifer-branch/tlship>

10.5 PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Follett Webinars - Follett Community

<https://www.follettcommunity.com/s/webinars>

ERAC Webinars

<https://bcerac.ca/webinars/>

(Teachers need to have an account to sign in to ERAC. Teachers need to use their First Class email address to create an account.)

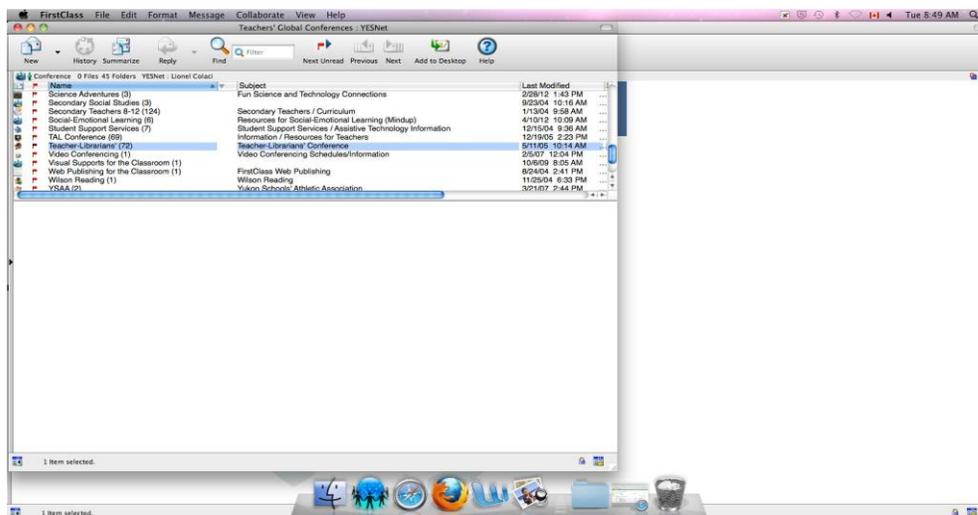
10.6 FIRST CLASS CONFERENCES

Teacher-Librarians/Teachers Assigned to the Library can keep up to date by accessing Yesnet's *First Class Teacher Global Conference (TGC)*. The TGC allows you to connect with the *Teacher-Librarian* conference, which contains information about the Yukon Teacher Librarian Sub Association, as well as icons for the *Destiny Support Forum*, *Community Resource Forum*, and the *YTLA* conference. Below are instructions on how to access the conference:

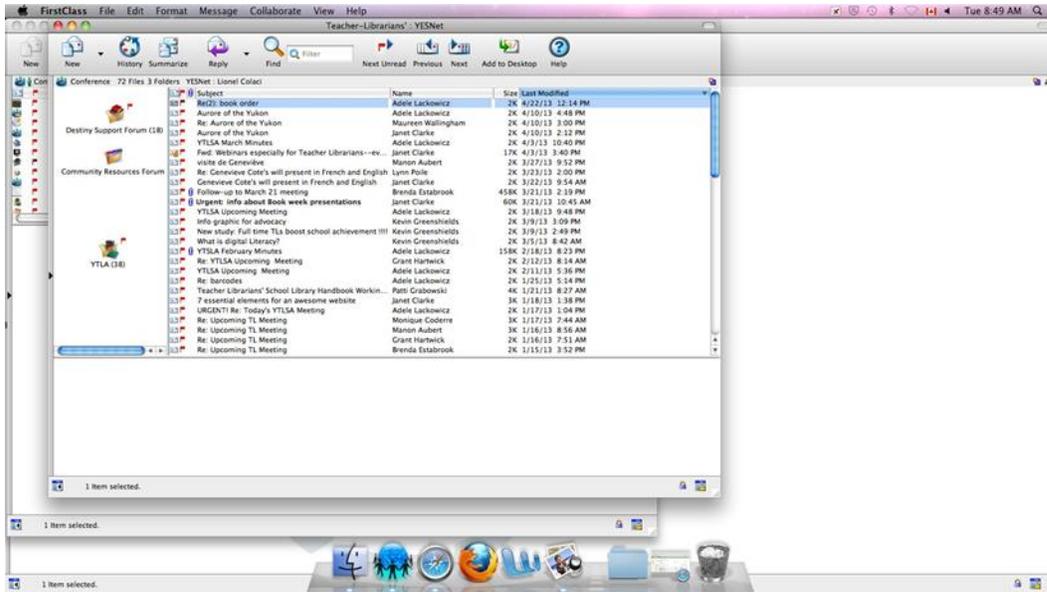
1. Log in to your First Class account.
2. Once on the desktop mode, click on the *Teacher Global Conference* icon.



3. A window should open up that gives you a menu of the different conferences (listed in alphabetical order). Scroll down to find the *Teacher-Librarian* conference link.



4. Click on the Teacher-Librarian conference link. Another window should open containing three icons on the left-hand side of the window (Destiny Support Forum, Community Resource Forum, and the YTLA conference), as well as the Teacher-Librarian conference inbox with current news. Double-click the news item you wish to read.



11.0 COPYRIGHT

Questions regarding copyright issues may be directed to Policy, Planning and Evaluation, Yukon Education.

Information available at:

CMEC - Teachers and Copyright

<http://www.fairdealingdecisiontool.ca/fdg/default.aspx>

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- 2019, https://www.ed.gov.nl.ca/edu/pdf/Extending_the_Classroom-The_Library_Learning_Commons_June_15_2018.pdf. Accessed 16 Jan 2019.
- "Home - National School Library Standards". National School Library Standards, 2019, <https://standards.aasl.org/>.
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- Todd, Ross J. 2001. "Transitions for Preferred Futures of School Libraries: Knowledge Space, Not Positions; Evidence, Not Advocacy." Keynote address at International Association of School Libraries Conference, July 9-12. Auckland, New Zealand.
www.iasl-online.org/events/virtualpaper2001.html
- "Weeding Your School Library Collection". Natlib.Govt.Nz, 2019, <https://natlib.govt.nz/schools/school-libraries/collections-and-resources/weeding-your-school-library-collection>.

APPENDIX A
Ordering from ULS

Ordering from United Library Services (ULS)

United Library Services is available at: <https://www.uls.com>

Login
Register

united library services

Create an account by registering using your YesNet email account and a **generic** password that will be provided to Resource Services once your order is complete.

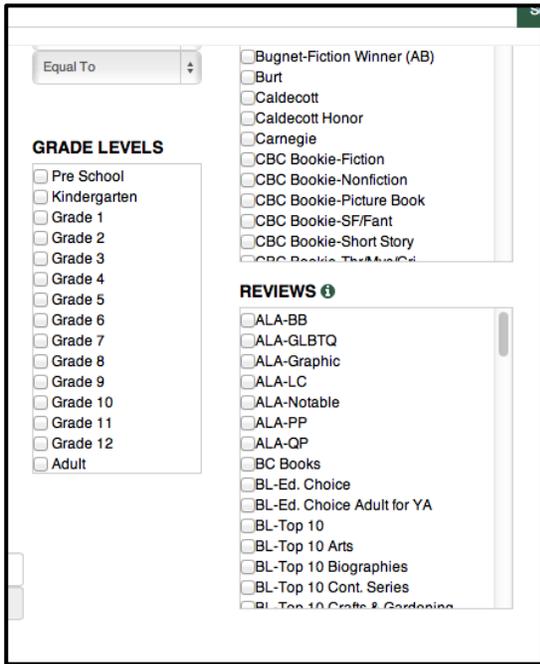
Manage Carts option to create a new cart for the current order. Include the school's initials and date, e.g. TAN-Spring/19.

⊗ Log Out
⚙ My Account ▾
📁 Manage Carts
🛒 View Carts ▾

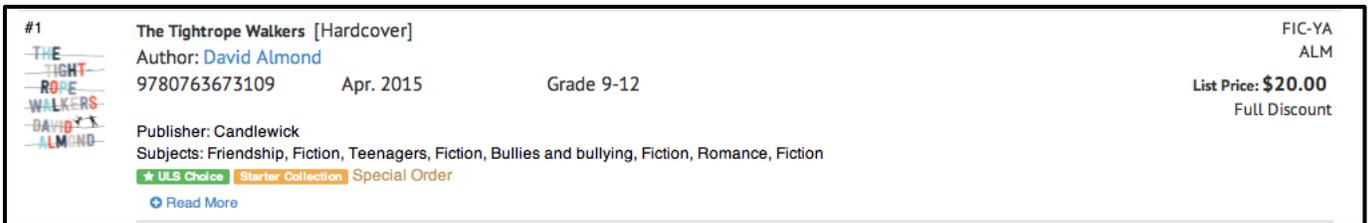
The ULS database contains over 1 million titles. The selection lists (including BC Curriculum, First Nations Metis Inuit, French Collection-Children's, Top New Titles) are particularly helpful when making selections.

ADULT	CHILDREN'S & YOUNG ADULT	EDUCATIONAL RESOURCES
Book Club Picks	ALA Youth Media Awards	Alberta Social Studies
First Nations Metis Inuit (FNMI)	Best New Books - For Children and Young Adults	BC Curriculum - Applied Design, Skills & Technology
FNMI - Residential Schools	First Nations Metis Inuit (FNMI)	BC Curriculum - French
Giller Prize	FNMI - Residential Schools	BC Curriculum - Math
Governor General's Literary Awards	French Collection - Children's	BC Curriculum - Science
Hotlist: First & Second Choice	Governor General's Literary Awards	BC Curriculum - Social Studies
Large Print for Adult Readers	Manitoba Book Awards	K-12 School Catalogue
Man Booker Prize	Sale Items	Levelled Books for Guided Reading
Manitoba Book Awards	Saskatchewan Book Awards	Novel Sets
Sale Items	Standing Orders Children's and YA	Reading Power - Adrienne's Top Picks - Fall 2018
Saskatchewan Book Awards	Super Forthcoming Catalogue	Titles by Adrienne Gear
Super Forthcoming Catalogue	Top New Titles - Children's	
Top 10 Adult Paperback Bestsellers	Top New Titles - Young Adult	
	Young Readers' Choice Award Nominees	

The Advanced Search screen includes options to choose a variety of book awards and to examine reviews for titles.



ULS records can contain useful selection tools. Clicking on the **Read More** link which provides additional information on the title:



Including:

- Awards

Details	Description	Awards
School Library Journal Best Book		

- Reviews

#2  **The Tightrope Walkers [Hardcover]** FIC-YA
ALM
Author: [David Almond](#)
9780763673109 Apr. 2015 Grade 9-12 List Price: **\$20.00**
Full Discount
Publisher: Candlewick
Subjects: Friendship, Fiction, Teenagers, Fiction, Bullies and bullying, Fiction, Romance, Fiction
[★ ULS Choice](#) [Starter Collection](#) [Special Order](#)
[Hide](#)

Details	Description	Awards	Reviews
-------------------------	-----------------------------	------------------------	----------------

Booklist Editors' Choice
Booklist Starred Review
Horn Book Starred Review
Kirkus Best Books for Teens
Kirkus Starred Review
Publisher's Weekly Starred Review
School Library Journal Starred Review

A tour de force. ... The novel is by turns reminiscent of classic bildungsromans such as the Billy Elliott film, Harper Lee's To Kill a Mockingbird and Stephen King's IT, yet it retains a distinctive heart and voice of its own. ... An absolute must-have.
—School Library Journal (starred review)

The award-winning Almond poetically plumbs the depths of his 1950s and '60s childhood to explore themes of violence, war, God, creativity, beauty, death, art, the soul, our animal selves, whether we ever grow up or can really know each other...in short, life.
—Kirkus Reviews (starred review)

- Detailed descriptions

#1



The Tightrope Walkers [Hardcover]

Author: [David Almond](#)

9780763673109 Apr. 2015 Grade 9-12

Publisher: Candlewick

Subjects: Friendship, Fiction, Teenagers, Fiction, Bullies and bullying, Fiction, Romance, Fiction

★ ULS Choice
Starter Collection
Special Order

[Hide](#)

FIC-YA

ALM

List Price: **\$20.00**

Full Discount

Details

Description

Awards
Reviews

International award winner David Almond draws on memories of his early years in Tyneside, England, for a moving coming-of-age novel, masterfully told.

A gentle visionary coming of age in the shadow of the shipyards of northern England, Dominic Hall is torn between extremes. On the one hand, he craves the freedom he feels when he steals away with the eccentric girl artist next door, Holly Stroud—his first and abiding love—to balance above the earth on a makeshift tightrope. With Holly, Dom dreams of a life different in every way from his shipbuilder dad's, a life fashioned of words and images and story. On the other hand, he finds himself irresistibly drawn to the brutal charms of Vincent McAlinden, a complex bully who awakens something wild and reckless and killing in Dom. In a raw and beautifully crafted bildungsroman, David Almond reveals the rich inner world of a boy teetering on the edge of manhood, a boy so curious and open to impulse that we fear for him and question his balance—and ultimately exult in his triumphs.

APPENDIX B
Adding Staff Patrons

Adding Staff Patron Records

1. Log into Destiny
2. Select **Back Office > Manage Patrons**
3. Select **Add New Patron**
4. **Patron Information** – Add **Last Name** and **First Name**
District ID – First Name Last Name – STAFF
5. **Site Information** – Select **Your School**
Select – **Assign next barcode**
Patron Type – **Patron**
Homeroom (optional) – **Staff**
6. Click **SAVE**.

APPENDIX C
Request for Consideration of Learning Resources
Form

**Request for Reconsideration of Learning Resources
Resource Services/TSI Unit
Yukon Department of Education**

Date: _____

Initiated By:

Phone: _____

Email: _____

Learning Resource Questioned:

Name of School: _____

Type: _____

Title: _____

Author: _____

Publisher/Producer: _____

Publishing Date: _____

Classroom or Library Resource: _____

1. What brought this resource to your attention?

2. Have you examined the entire resource? If not, what sections did you review?

3. What concerns you about the resource? Please identify **specific concerns** and **location information** (such as page numbers, time, section, chapter or link).

4. What do you think is the theme or purpose of this resource?

5. Describe what there is of value in this resource.

6. What positive and negative effects do you believe this resource would have on your child?

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

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 this resource with

The teacher-librarian? Yes No

The classroom teacher? Yes No

The principal? Yes No

9. Have you read reviews of this resource? If yes, please note source(s) of review(s) and attach copies or provide links.

10. What action are you requesting the Reconsideration Committee consider regarding this resource?

Signatures:

Questioner: _____

Date: _____

Staff Member: _____

Date: _____

Principal: _____

Date: _____

APPENDIX D
Sample School Library Learning Commons
Cataloguing Request Form



**School Library Cataloguing
Request Form**

School Name: _____

Date: _____

Location: Please circle -

F F PB E E PB BC
PB Dewey REF PROF

Other: _____

Cataloguing Details:

not in database/no record add subject headings

add series information

correction required (please specify)

other:

APPENDIX E
Sample Follett Barcode Order Form

Barcode Order Form



Please complete this 2-page form in its entirety. Please include business and alternate telephone numbers in case we have questions about your order. Be advised that delays in your order may occur if we cannot contact you. Actual shipping charges will be added to your invoice. Please add \$5.00 or 10.0% (whichever is greater) for shipping and handling for continental USA locations only (excludes Alaska/Hawaii). Please allow 2-3 weeks for delivery from **receipt** of your order.

Your PO # _____ Customer # _____

I'm paying by Credit Card. Please contact me at (Phone or Email) _____

BILL TO:

School / District Name _____

Address _____

City _____ State/Province _____ Zip/Postal Code _____

Contact Name _____ Alternate Contact _____

Business Phone _____ Alternate Phone _____

Fax _____ E-mail Address _____

SHIP TO: Same as billing (will not autofill fields below)

School / District Name _____

Address _____

City _____ State/Province _____ Zip/Postal Code _____

Attention To _____ Phone _____

Please re-check the information you have provided on this form to verify accuracy. Fill out this form completely.

By signing this, I understand that my order will be processed based on the information provided on this form. If I request changes after this form has been submitted, or after my order has been processed, I understand that these changes may incur additional charges.

_____ Signature (required)

Follow this link for more information on how to fill out the barcode order form:

[BARCODE ORDER FORM INSTRUCTIONS](#)

APPENDIX F
Conducting An Inventory (Follett QRG)

Conducting an Inventory in Library Manager

An inventory lets you track the location and status of library materials, as well as identify missing or damaged items. You can use a library inventory to identify any gaps in your collection and plan for future purchases. To conduct an inventory, enter the barcode of each copy in your collection, and Destiny confirms your records are accurate.

Manually Entering Barcodes

Use the following steps to enter barcodes in real time:

1. Go to the Back Office tab, Inventory option.
2. To have Library Manager confirm the order you enter barcodes is the correct shelf order, select the Check shelf order checkbox.

Note: If you enter a barcode out of call number order, an alert message appears at the top of the *Inventory* page.

3. In the "Account for each Barcode" section, type or scan each barcode in the Scan or enter one-at-a-time field. Once you enter a barcode, the copy appears in the Most Recently Accounted For section.

Note: If you type in barcode numbers rather than scan them, you need to click Account For or press Enter after each entry.

When you scan or enter unaccounted for barcodes, Library Manager changes the item's status to accounted for and does one of the following:

- Changes the status of a Lost copy to Available.
- Checks in books that had a Checked Out status and deletes any fine charged to a patron for the lost copy. If the fine was paid, Library Manager creates a refund.

Uploading a Barcode File

Use the following steps to upload a file of barcodes scanned offline with the Follett Remote utility or a peripheral device:

1. Select **Back Office > Inventory**.
2. To have Library Manager confirm the order you enter barcodes is the correct shelf order, select the **Check shelf order** checkbox.

Note: If a barcode in your barcode file is out of call number order, an alert message appears in the job summary.

3. In the "Account for each Barcode" section, click **Browse**.
4. Find the file you want to upload and click **Choose File**.

When you upload a file of barcodes, Library Manager performs the following functions:

- Creates an inventory job summary in **Job Manager**.
- Keeps lost copies marked as lost. However, Library Manager adds an entry to the job summary indicating that the copy is lost.
- Leaves checked-out copies checked out. However, Library Manager adds an entry to the job summary indicating that the copy is checked out and includes its due date.

Viewing an In-Progress Inventory

Use the following steps to view the progress of the inventory and copy status details:

1. Go to the **Back Office** tab, **Inventory** option.
2. Click **View In-Progress & Completed Inventories**.
3. On the **In-Progress** subtab, click **View** next to the inventory you want to view.
4. To see the details of the currently unaccounted-for items, click **See Details**. You can choose how to sort the items from the **Sort-by** dropdown list.
5. To run a report on copies in the inventory, currently accounted-for copies, or currently unaccounted-for copies, select the appropriate option and click **Run Report**.

End of semester - Started 7/22/2016

Copies matching selections 11,275
Accounted for 85 (Clicks see: 15 | See Details)
Unaccounted for 11,189 | See Details |

Copies in collection 11,411

Run Report

Report on: Copies in the inventory
 Copies that have been 'Accounted For'
 Copies that are 'Unaccounted For'

Finalizing an Inventory

Use the following steps to close out an inventory after you have entered the barcode of each item in your collection:

1. Select **Back Office > Inventory**.
2. Click **Finalize**. A confirmation message appears.
3. To mark all unaccounted-for copies lost, select **Mark all unaccounted for copies "lost"**, and then click **Yes**. Library Manager will mark all unaccounted copies as "lost" and close out the inventory.
4. To close the inventory without marking the unaccounted copies as lost, select **Ignore them (don't mark them "lost")**, and then click **Yes**. Library Manager will close out the inventory without marking any unaccounted copies as "lost".

This will finalize this inventory.

Are you sure you want to finalize this inventory?

Yes

No

Note: If you clicked Finalize before you were ready to close out the inventory, click **No** to continue the inventory.

APPENDIX G
Destiny Discover - Find and Access Follett eBooks
and Audio Books

Destiny Discover - Find and Access Follett eBooks and Audiobooks

Find and Check Out Follett eBooks and Audiobooks

Find eBooks

There are multiple ways to find eBooks and audiobooks in Destiny Discover:

- Browse from the eBooks and Audiobooks ribbons on the homepage.



- Next to the Search bar, click **+**, and then select **eBook** or **Audiobook/Recorded Sound** from the **Format** drop-down to limit your search.

Search Options x

Type

Location

Format

Starting Interest Level To Ending Interest Level

Reading Programs

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- Search all library materials. From the **Books** tab, use **Filter** to narrow your search. Select **Format**, and then **Follett eBook** or **Follett Audiobook**.

In a search results list, an  or  icon appears when the material type is an eBook.  indicates an audiobook (Follett and other types).

Click a cover or title for more information.

Check out

To ensure you can access a title later, check it out. From Search Results or a title's details, click **Checkout** next to the title.

Note: You must be logged in, and there must be available copies, for **Checkout** to appear.

If there are no available copies of a title and your school lets you place holds, click **Hold** to reserve a copy.

Read online

If you do not need to access the title later, you can read online. From Search Results or a title's details, click **Open** to read an eBook or **Play** to listen to an audiobook. When you are done, click the **Close Book** button in the Destiny Discover header to make it immediately available to others.

Destiny Discover - Find and Access Follett eBooks and Audiobooks

Access checkouts

1. In the Destiny Discover header, select  > **Checkouts**.
2. Click **Open** (for an eBook) or **Play** (for an audiobook).



Return

Checked-out titles are automatically returned at the end of the loan period. To return a title and make it available to others before the due date:

1. In the Destiny Discover header, select  > **Checkouts**.
2. Click **Return**.



Destiny Discover - Find and Access Follett eBooks and Audiobooks

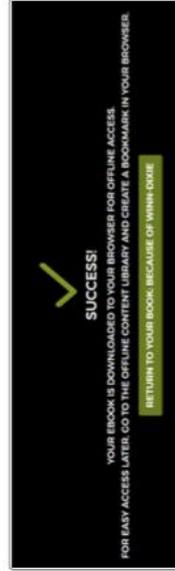
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Note: Offline reading is available for iOS, Android and Chromebook (Chrome OS) devices, as well as Mac and Windows laptops. You do not need an internet connection to read a downloaded eBook.

To download your eBook:

1. Hover over the top of your eBook, or select any eBook page.
2. In the top-left corner of the page, select  > **Offline Access**. The eBook downloads to your web browser for offline access. A message appears when the book is downloaded successfully.



Notes:

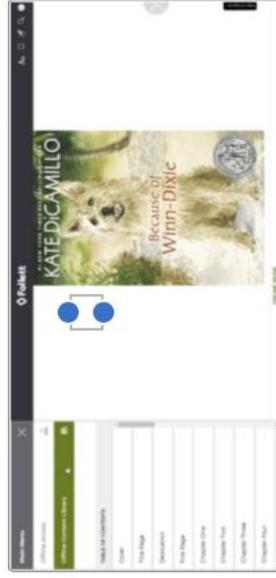
- You must allow pop-ups to display in your browser in order to download your eBook for offline access.
- With some browsers, you will be asked to confirm that the reader can store the eBook offline. You must allow this to save your eBook.
- When you save your eBook for offline access, a checkmark appears next to **Offline Access** in the Main Menu.



3. Click **RETURN TO YOUR BOOK**.

4. To access an eBook offline, you need to create a bookmark in your browser to the Offline Content Library while you are still online:

- a. From the open eBook, select  > **Offline Content Library**.

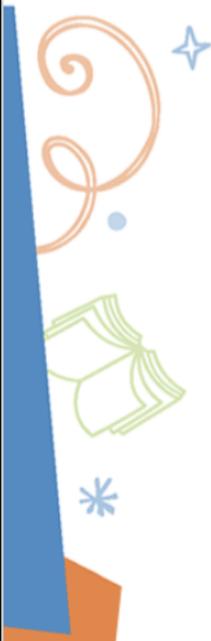


Destiny Discover - Find and Access Follett eBooks and Audiobooks

- b. Add a bookmark to your browser.



Note: The steps for adding a bookmark are different, depending on the web browser you are using. Once you bookmark the Offline Content Library page, every eBook you download will be accessible from there.



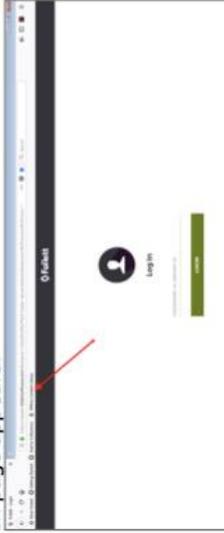
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Access eBooks Offline

Once you download an eBook, you can access it for offline reading anytime, anywhere.

To access your downloaded eBook offline:

1. Make sure that you do not have an internet connection.
2. Open your web browser. In the browser's bookmarks toolbar, click the saved bookmark to your Offline Content Library. The Log In page appears.



3. In the **USERNAME** or **LIBRARY ID** field, enter your Destiny username.

4. Click **LOGIN**. Your Offline Content Library opens.

Note: When you are reading offline, **OFFLINE MODE** appears at the bottom of the page.

To view a list of your downloaded eBooks:

1. Hover over the top of your eBook, or select any eBook page.
2. In the top-left corner of the page, click .
3. Select **Offline Content Library**. A list of eBooks you downloaded appears.

4. Do one of the following:

- To open an eBook, click its cover.
- To remove an eBook, click **REMOVE**.
- To remove all eBooks in your library, click **REMOVE ALL EBOOKS**.

Notes:

- You must be logged in to Destiny Discover to create notes or bookmarks, or change your eBook display settings.
- The Google, Define and Search features are disabled in offline mode.
- Your eBook will automatically close after 15 minutes of inactivity.

