

Collection Development Policy:
A Library in a Private Girls Junior High School
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Library Description

The library we have chosen to develop a collection policy for is a small school library, based in Ontario, Canada. The user group for this library (and indeed, the makeup of the school) is for girls from grades seven to nine. Furthermore, the school is a private institution, with both day attendance students, and a number of boarding students. Day attendance makes up approximately two thirds of the student population (around 200 girls), with the final third (around 100) being boarding students. Our library is mainly geared towards the novice library user, in an effort to make it accessible to all those who attend the school.

The school has only one full time librarian. As the school is privately funded through tuition fees for each student, the school board and parents association has decided that the position of librarian does require an individual with an MLIS degree. The librarian manages all aspects of the operation of the library, including collection development, reference services to the students, and the general day-to-day operation of the library. The librarian works from 8:30 am to 4:30 pm, Monday to Friday. As a third of the students board at the institution, and may require access to the library on weekends, one of the school's dorm supervisors is trained to check out materials, and opens the library for one hour each Saturday and Sunday. The library also has a volunteer that comes in during the mornings to check books in and out for the students (while freeing up the librarian for reference and information literacy help). In addition, part of the requirements at the school is that each student spend one hour a week helping out in an area of the school. In the library, during the school week, there is a grade nine student that performs shelving tasks (a total of five students per week, one for an hour each afternoon).

Briefly, the prime function of the library collection is to provide materials that support the Ontario provincial curriculum to allow students to complete class projects (primarily non-

fiction works). We also collect a variety of fiction materials to support recreational reading. These books can be checked out to any of the students who attend the school. However, the collection is mainly provided for our boarding students who are not able to access a public library to fulfil their recreational reading needs. In addition, the school hosts a variety of extra-curricular activities, including fine arts, music, drama, and sports, in particular a large equestrian program. The library collects materials related to these activities. Finally, our library also collects a small number of foreign language materials (primarily in French). The classes in our school are taught in English, though in keeping with the Ontario curriculum, French as a second language courses are offered.

The services provided by our school library include general reference help for the students. Each student has two library periods per week built into her schedule. During this time, the librarian is available to help students choose materials for their course work, or aid students in using the library catalogue, and searching for information online (electronic resources and the Internet will be discussed in greater detail later in this assessment). The students can also come see the librarian before and after the school day. The librarian is also available to give library instruction to a whole class, on request of the teacher.

Collection Development Policy

INTRODUCTION

This policy was written to provide a permanent support for the staff of the school library, who are responsible for making decisions regarding collection development in all of its phases. The library's primary function is to support the teaching of the staff, the educational program of the school, and the curriculum of the Province of Ontario for Grades Seven, Eight, and Nine, that are taught in the school. The library also undertakes to serve the student population, especially the boarding students, whose sole access to library services is through the school. For these students, the library also serves as a centre for recreational reading, and strives to instil the love of reading and learning in each student.

OBJECTIVES

The objectives of the library and this policy are to:

- support and enrich the school curriculum,
- provide the teaching staff with important professional materials,
- stimulate cultural development by reflecting the local community, the province, the country, and the world.
- motivate students to read, taking into account the varied interests and abilities of the students served,
- promote growth in factual knowledge and literary appreciation outside of the specific limitations of the curriculum, enabling students to make intelligent judgments and develop skills in critical thinking
- support students in their extra-curricular and recreational activities,

- reflect a high quality of content and artistic merit, while maintaining the age-appropriateness of the collection, as well as its overall timeliness and importance,
- support the school's mission statement, specifically the goal to encourage the young women who are current students to become active and upstanding citizens and leaders
- ensure inclusion of a wide range of formats, e.g. books, videos, CD-ROMs, audio CDs, computer programs, magazines, and online resources
- and, to place principle and reason above personal opinions and prejudice to assure a comprehensive and wide-ranging collection.

The aim is to provide a balanced collection which supports and encourages all students to develop a lifelong love of reading and learning.

SUBJECT AREAS AND FORMATS

The library is devoted to ensuring representation within the collection of works that cover any subject that a student might wish to study within the confines of a course, a class, or a project.

Specifically, the library maintains collections in all of the ten main Dewey Decimal Classification Classes, for works of value to the non-fiction and reference collections. Though this is the case, the collection is concentrated around areas that are taught in the curriculum of the Province of Ontario at the Grades Seven, Eight and Nine levels, including science, mathematics, social sciences, history, geography, literature, and the French language. Additionally, there is an extensive collection maintained to support the school's official extra-curricular activities, including the equestrian program, music, drama, fine arts, and sports.

In addition to supporting the specific activities and academic programs of the school, the library also collects extensively in fiction and literature, to support the school's boarding students in their pursuit of recreational reading. As the school library is the only source these students have for reading material, it is also collected in a wide variety of formats, including some less traditional formats, such as electronic documents (where appropriate), and graphic novels. Though many educators have yet to understand the value and merit of this format, the library believes that "graphic novels assist with teaching literary appreciation and they are a fun and eye-catching way to lead a youngster down the path to lifelong reading" (Heaney, 2007, p. 73).

LEVELS AND LANGUAGES

The library is committed to serving its primary clientele, students, in levels and languages that are most appropriate for them. Hence, the majority of the collection is targeted at those with a reading comprehension level between Grades Seven and Nine. However, the library recognizes that not all students will be comfortable or challenged by such levels, and strives to maintain some part of the collection at both lower and higher reading levels, while still maintaining the content to that which is appropriate for the age of the students. The library will generally collect materials with reading levels as low as Grade Five, and as high as Grade Ten or higher, depending on the quality of the content and the artistic merit of each individual item.

The library collection is primarily in the English language, to support the instruction given in the school. However, within the curriculum of the Province of Ontario is mandate to offer French as a second language instruction, and the library strives to support that teaching as well, with appropriate French-language materials, including literature texts, non-fiction works, and dictionaries.

COLLECTION RESPONSIBILITY

The main responsibility for the selection of the collection rests with the school librarian. The librarian takes suggestions from the Board of Governors, the principal, other library personnel, the staff and teachers of the school, as well as parents and students. The final decision, however, belongs to the librarian, and is based on this document. Other library personnel may on occasion be asked to help in the compiling of lists of appropriate material to purchase. Nevertheless, the librarian reviews these lists and has final approval before the materials are purchased. Input is requested from subject area teachers on a regular and ongoing basis, to assure a continuous evaluation of the library collection.

Many selection tools are used on a systematic basis. These include Quill and Quire, Canadian Library Journal, Booklist, Student Library Journal, the variety of book awards that are given annually to books in the appropriate age range, newspaper and professional journal book reviews, bibliographies, book fairs, publisher and dealer catalogues, recommendations from the school community, and regular attendance at appropriate professional conferences when possible, but are not limited to the above. The librarian may use alternate selection tools when it is deemed appropriate based on the subject area and reading levels required. Due to the small size of the school and its independent nature, the expense of maintaining relationships with vendors has been found to be more expensive and less cost-effective than anticipated.

SELECTION CRITERIA

In general, selection of materials is based on their relevance to the curriculum and their usefulness within particular courses, classes, or projects completed by the students of the school,

their value as sources of information outside of the classroom setting, or their literary or artistic merit, in the case of selections of fiction materials.

However, additional criteria are as follows:

- appropriateness of format and appearance
- appropriateness of level to the students, both in reading level, and maturity level of the content
- cost and suitability for use in the library context
- timeliness and relevance of the information contained in the item
- quality of the item, in terms of both the writing and the illustrations, drawings or diagrams included, and
- use in filling a gap in the library collection

The library attempts, through its collection, to contribute to the educational agenda of the school and to widen the experience of the students.

OTHER ISSUES

Gifts and Donations

Monetary gifts or donations to the library are welcome in most instances. Gifts of library materials are subject to the same selection, evaluation, and deselection processes as materials that have been purchased by the library, and will be disposed of in similar manner to all other library materials.

Evaluation, De-selection, and Discarding

Evaluation and de-selection processes are ongoing. These are based on the condition of the actual item and the item's perceived usefulness in the school library setting. In the break

between academic years, an intensive evaluation and de-selection process takes place, to allow for new materials to be added to the collection on a yearly basis. All materials that have been de-selected then have their condition evaluated, and are either disposed of, or donated to the school fundraising committee to be sold at a subsequent fundraising activity.

Censorship and Complaints

All materials that may be deemed controversial are carefully reviewed by the librarian, and, if deemed necessary, by the principal or Board of Governors of the school. Though this procedure is carefully undertaken for materials in possibly controversial subject areas, and complaints are generally relatively few, they may still be made, and are taken seriously. They must follow the established protocols and be appropriately documented before any action can be taken on the part of the library or school. The procedure is as follows:

1. The complaint must be made in writing, and addressed to the principal of the school
2. The complaint must be about a particular library item, and refer to that item specifically, with as much detail as possible, including the precise passage, language, or content objected to
3. The complaint must be made by a recognizable member of the school community

Provided that these steps are followed, the complaint is then reviewed by a committee comprising the librarian, the principal, and representatives of the Board of Governors. A report is then sent to the complainant, detailing the decision of the committee and the actions taken.

Process of Approval

The collection development policy at the school has three stages of approval. After creation by the librarian, the policy first has to be approved by the principal of the school. A copy of the policy would be sent to the principal to read, and then a meeting is set up between the principal and the librarian. At this point, any questions the principal had could be answered, and he or she could list any revisions or recommendations to be made to the policy. The librarian would then amend the policy if necessary. This version would be sent back to the principal for approval.

After being cleared by the principal, the second step involves making the policy available for scrutiny by the Parent's Association. As this school (and by extension, the library) is privately funded through tuition paid by the parents, the parents have an opportunity to comment on policy before final approval. A link to an online version of the policy is supplied to all the parents by means of the Parent's Association Newsletter. Any parent who wishes to discuss the policy is invited to a meeting of the Parent's Association (at a specific date listed in the aforementioned newsletter). Parents will have the opportunity to comment on the policy, and discuss any issues that they feel are important relating to said policy. Although the parents do not have the final say in the policy, this meeting allows for their opinions to be heard.

Finally, the librarian presents the collection development policy to the school's Board of Governors. At least one week prior to this meeting, the librarian will send a copy of the policy to all board members, as well as a brief summary of any comments and concerns raised at the Parent's Association meeting. During the meeting, the librarian conducts a presentation and answers the board member's questions about the policy. Issues that arose during the Parent's Association meeting are also discussed in the board meeting. The board members will then vote

on the policy. If the policy is not approved, the librarian will revise it, and then present the changes at the next board meeting. This process continues until the board members vote to approve the policy.

Selection Methodology and Processes

The library has a very small staff, and as such the primary difficulty will likely be time management, and making sure there is adequate time for the most highly trained staff, namely the librarian, to accomplish all the tasks that other members of the library staff are not trained for, including collection development. The librarian will take suggestions and advice from other staff in the school, particularly subject area teachers, who will be more intimately familiar with the curriculum needs of the students, as well as any new texts that are available in their specialization areas, through professional development or other contacts that the teachers have made.

The most prevalent selection issue in the school library will be one of finding age-appropriate reading material. The group of students who attend this school are at an awkward age, where, for many, their reading ability may have eclipsed their maturity level, and therefore their ability to process material that is meant for an older audience. On the other end of the spectrum, those who may have difficulty reading are likely to have the opposite problem, where their comprehension has progressed to a level of maturity that is not reflected in material written at the lower reading level and for a younger audience. It will be a balancing act for the librarian to find and collect materials that are appropriate for the maturity level of the students while also appealing to a wide range of reading abilities.

Due to the independence of the school, the library's limited resources, and the lack of opportunities to operate as part of a collective bargaining unit, the library does not subscribe to many online resources, but instead spends most of its electronic materials budget purchasing programs on CD-ROM, that are then accessed from the library terminals. The library does, however, allow outside access to the few online resources it does acquire, through a password protected website.

As a privately funded school, the library budget is likely to be larger than for a similarly sized public institution. However, this school does not have the advantage of being part of a more significant buying consortium, as do schools that belong to school districts or divisions, and thus does encounter problems of not having the financial resources to be able to subscribe to more expensive programs, such as approval or announcement plans, or digital databases and other online resources. Due to this, the library also has relatively few standing orders with publishers, and the standing orders that are in place are more likely to be for less costly items, such as fiction books and series that are known to be of great interest to the student library users. The subscriptions to print magazines are also very carefully evaluated for relevance and usefulness. One of the most cost-efficient subscriptions that the library maintains is to the National Geographic series of magazines (National Geographic, National Geographic Kids, and National Geographic Explorer). For a very modest price, the library acquires a yearly subscription to these magazines that are interesting, provocative, and age-appropriate.

Whenever possible, the library orders materials to be shelf-ready on delivery, and only have to have the required information uploaded into the library catalogue before the material is made available to the students. This is especially useful since the librarian is the only trained or paid staff member working in the library. The morning volunteer has been trained to be able to

upload the information into the library system, to free the librarian for more pressing tasks. In the few cases where shelf-ready books are unavailable, or cost prohibitive, the librarian furnishes the requisite information to the volunteer, who then inputs the information and creates the spine label and attaches the barcode to the book to have it ready for use. Ideally, the librarian would like to have this service completed in-house, but the Board of Governors has not yet been willing to approve the funds necessary to hire a second trained staff member for the library. Once this has been done, the librarian anticipates being able to use the library budget more effectively to purchase materials, and increase the overall collection, especially in the realm of digital materials.

Policy on E-Resources

There is a fairly limited selection of e-resources supplied at our library. As the library serves a small school, a wide range of online databases is cost prohibitive to acquire. The library is also not a part of a wider school district (whose buying power would be larger as a group) and, therefore, cannot justify spending a significant portion of the budget to online databases. However, there are some electronic resources available. We have decided that our library catalogue will be made accessible online. This allows both our day and boarding students to search for materials in the library after general library hours. All of our boarding students have access to computers with Internet connections in the common areas of their dorms. Few of our day students do not have access to the Internet, but for those that do not, there are three computers available in the library. In addition, the school has purchased an online subscription to Worldbook Encyclopaedia. We chose to have an encyclopaedia in an online format to again,

allow access to this reference tool (by way of a password login) after library hours. Additionally, the library collects resources in electronic format such CD-ROMs, and DVD's.

Our policy on E-Resources also includes a responsibility for teaching students about searching in an online environment. Research has shown that students generally prefer to use Internet resources wherever possible, and are not always concerned with the authoritative quality of these resources (Johnson, 2007). Part of the librarian's role in our school library is to educate students about using resources available on the Internet. This will be accomplished by having the librarian come at the beginning of the school year to the classes to give an orientation session on the library. Internet literacy will also be a topic of prime importance discussed at these sessions. Additionally, the librarian can help students in a one-on-one basis at the library as they are working on their assignments. As Johnson (2007) notes, "Introduction to online resources is best done during research units themselves--when students actually need the information" (p. 48). As our library is quite small, we will take advantage of the resources provided freely on the Internet, but will ensure our students are educated in Internet literacy to aid them in both their school assignments, and their long-term education.

Selection of Approximately \$5000.00 of Material

The following is a selection of material including general non-fiction, fiction, reference materials, magazines, and online resources. Citations are given in APA format, with as much information listed as possible (in many cases, the source did not list all details, especially the place of publication). Also included is a justification for each item, except for fiction materials that are grouped under a single justification that is applicable for all materials in the grouping.

General Non-fiction

1. Correard, M.H., et al. (Eds.). (2007). *The Oxford-Hachette French dictionary: le grand dictionnaire Hachette-Oxford*. (4th ed). Oxford: Oxford University. \$55.00. ISBN 978-0-19-861422-7. (From School Library Journal). Justification: selected to aid students in French as a second language courses.
2. Jenkins, L. (ed.). (2007). *The Billboard illustrated musical instruments handbook: the ultimate guide to choosing and using electronic, acoustic, and digital instruments*. Billboard. \$29.95. ISBN 978-0-8230-7782-3. LC 2006923454. (School Library Journal). Justification: Selected to aid students in extra-curricular music activities.
3. Anglo, J.A. Jr. (2007). *Human spaceflight* (Frontiers in Space Series). Facts On File. \$39.50. ISBN 978-0-8160-5775-7. LC 2006029488. (School Library Journal). Justification: Supports Ontario science curriculum.
4. Nouvian, C. (2007). *The deep: the extraordinary creatures of the abyss*. University of Chicago Press. \$45.00. ISBN13: 978-0-226-59566-5 (Booklist Quick Picks for Reluctant Readers 2008). Justification: Supports Ontario science curriculum.
5. Chryssicas, M.K. (2007). *Breathe: yoga for teens*. DK Publishing. \$15.00 ISBN13: 978-0-756-62661-7. (Booklist Quick Picks for Reluctant Readers 2008). Justification: Supports special interest reading as well as provides information for a healthy lifestyle.
6. Cooper, R. *Alter ego: avatars and their creators*. (2007). Chris Boot Ltd., \$29.95 ISBN13: 978-1-905712-02-1. (Booklist Quick Picks for Reluctant Readers 2008). Justification: Supports recreation reading and provides information on an area of current interest (that of advances in computers and gaming).
7. Grandits, J. (2007). *Blue lipstick: concrete poems*. Clarion Books. \$15.00 ISBN13: 978-0-618-56860-4. (Booklist Quick Picks for Reluctant Readers 2008). **Justification:**
8. Hess, N. (2007). *A practical guide to monsters*. Wizards of the Coast/ Mirrorstone. \$12.95 ISBN13: 978-0-7869-4809-3. (Booklist Quick Picks for Reluctant Readers 2008). **Justification:**
9. Lee, J. (2007). *Street scene*. F&W Publications/ Impact Books. \$19.99 ISBN13: 978-1-158180-847-6. (Booklist Quick Picks for Reluctant Readers 2008). **Justification:**
10. Simonson, L. (2007). *DC Comics Covergirls*. Rizzoli/ Universe, \$39.95 ISBN13: 978-0-78931544-1. (Booklist Quick Picks for Reluctant Readers 2008). **Justification:**

11. Ash, R. (2007). *Firefly's world of facts*. Firefly. \$29.95 ISBN13: 978-1-55407-313-9. (Booklist's Quick Picks for Reluctant Readers 2008). **Justification:**
12. Carlowicz, M. (2007). *Moon*. Abrams. \$19.95 ISBN13: 978-0-8109-9307-5 (Booklist Quick Picks for Reluctant Readers 2008). Justification: Supports Ontario science curriculum. (Book is all about the moon, including mythology and science.)
13. Everhart, M. (2007). *Sea monsters: prehistoric monsters of the deep*. National Geographic. \$29.95 ISBN13: 978-1-4262-0085-4. (Booklist's Quick Picks for Reluctant Readers 2008). Justification: Supports Ontario science curriculum.
14. Pearce, F. (2007). *Earth: then and now*. Firefly. \$39.95 ISBN13: 978-1-55407-298-9. (Booklist's Quick Picks for Reluctant Readers 2008). Justification: Supports Ontario science and social studies curriculum, and also topics in current events (environmentalism, book is about human impact on the earth).
15. Fradin, J.B. & Fradin, D.B. (2006). *Jane Addams: champion of democracy*. Clarion. \$21.00. ISBN13: 978-0-618-50436-7 (Booklist). Justification: Supports the school's mission statement.
16. Tammet, D. (2007). *Born on a blue day: a memoir: inside the extraordinary mind of an autistic savant*. Simon & Schuster/Free Press. \$24.00. ISBN13: 978-1-4165-3507-2 (Booklist). **Justification:**
17. Beker, J. *Passion for fashion: careers in style*. From Quill and Quire (\$16.78 on Amazon)
18. Tate, N. (2007). *Behind the scenes at the racetrack*. Fitzhenry and Whiteside. \$24.95. (Amazon) Justification: Supports the Equestrian program offered at the school. (General horse information).
19. Lyons, J. (2006). *The ultimate horse behavior and training book: enlightened and revolutionary solutions for the 21st century*. Trafalgar Square Books. \$22.65. Justification: Supports the Equestrian program offered at the school.
20. Unknown. (2005). *Horses of the world*. Columbia River. (DVD) \$9.19. (Amazon). Justification: Supports equestrian program offered at the school.
21. Harris, S.E. *The United States Pony Club manual of horsemanship basics for beginners D level*. \$33.35. (Greenhawk.net) Justification: Materials to support the equestrian program. These are the Pony Club standards followed in Canada.
22. Harris, S.E. *The United States Pony Club manual of horsemanship intermediate horsemanship C level*. \$33.35. (Greenhawk.net) Justification: Materials to support the equestrian program. These are the Pony Club standards followed in Canada.
23. Ward, L. *Jumping for kids*. \$22.22. (Greenhawk.net). Justification: Supports the equestrian program. This book is geared towards young riders learning to jump.
24. Unknown. *Horse show handbook for kids*. \$25.25. (Greenhawk.net). Justification: Supports the equestrian program. This book is geared towards young riders who are beginning to compete.
25. Hill, C. *Horse care for kids*. \$28.95. (Greenhawk.net). Justification: Supports the equestrian program. This book is geared towards young riders who are learning how to take care of their first horse.
26. Unknown. *Pony club mounted games DVD*. \$35.37. (Greenhawk.net). Justification: Supports the equestrian program. This DVD is geared toward young riders who wish to learn to play games on horseback.

27. Unknown. *Yoga and riding*. (DVD) \$45.50. (Greenhawk.net) Justification: Supports the equestrian program. This DVD teaches the rider Yoga positions that can benefit you while on the horse.
28. Scott, A. (2007). *Antarctica: an adventure of a different nature*. Razor. DVD \$24.99 (Amazon). Justification: Supports Ontario science curriculum (ecology).
29. Heston, C. (2007). *Alaska: spirit of the wild*. Razor. DVD \$24.99 (Amazon). Justification: Supports Ontario science curriculum (ecology).

Total for Non-fiction: \$814.63

Reference Materials

1. Unknown. *Inventors and inventions*. (2007). Marshall Cavendish/Benchmark. (5. Vols). \$399.95. ISBN 978-0-7614-7761-7. (School Library Journal). Justification: General reference material.
2. Myers, R.L. (2007). *The 100 most important chemical compounds: a reference guide*. Greenwood. \$85.00. ISBN 978-0-313-33758-1. (School Library Journal). Justification: Supports the Ontario science curriculum
3. Unknown. *World book's library of natural disasters*. (2008). World Book. (15 Vols.). \$329.00. ISBN 978-0-7166-9801-2. (School Library Journal). Justification: supports the Ontario science curriculum
4. Oakes, E.H. (2007). *Encyclopedia of world scientists*. (Revised Ed.). Facts On File. (2 Vols.). \$170.00. ISBN 978-0-8160-6158-7. (School Library Journal). **Justification:**
5. Prucher, J. (Ed.). (2007). *Brave new words: the Oxford dictionary of science fiction*. Oxford: Oxford University Press. \$29.95. ISBN 978-0-19-530567-8. (School Library Journal). **Justification:**
6. Shostak, E. & Benson, S.G., (2006). *Elizabethan world*. Gale/UXL. (3 Vols.). \$181.00. ISBN 978-1-4144-0188-1. (School Library Journal). **Justification:**
7. Robin, D., Larsen, A.R., & Levin, C. (Eds.). (2007). *Encyclopedia of women in the renaissance: Italy, France, and England*. ABC-CLIO. \$95. ISBN 978-1-85109-772-2. (School Library Journal). Justification: Supports the study of women, in this all-girls school.
8. Bankston, C.L. (Ed.). (2007). *Notorious lives*. (Great Lives from History Series). Salem: CIP. (3. Vols.). \$252.00. ISBN 978-1-58765-320-9. (School Library Journal). **Justification:**
9. Likoff, L. (Ed.). (2007). *The encyclopedia of birds*. Facts On File (6 Vols.) \$425.00. ISBN 978-0-8160-5904-1. (School Library Journal). Justification: Supports the Ontario science curriculum.
10. Edwards, E.H. (2008). *Encyclopedia of the horse*. Dorling Kindersley. \$50.79. (Amazon). Justification: Supports the Equestrian program offered at the school, and is a general reference source about horses.

Total for Reference: \$2017.69

Magazines and Online Subscriptions:

1. World Book Encyclopedia Online- \$880.00
2. National Geographic. <http://www.nationalgeographic.com/magazines/index.html>
\$15/subscription for the year
3. National Geographic Kids. <http://www.nationalgeographic.com/magazines/index.html>
\$15/subscription for the year
4. National Geographic Adventure.
<http://www.nationalgeographic.com/magazines/index.html>
\$10/subscription for the year

Total for Magazines and Subscriptions: \$920.00

Fiction

Justification: The materials in this section were chosen from lists of the best books of the recent year, because they are high quality fiction for the recreational reading of our students, and will also support some of the reading required by the English Language Arts curriculum of the Province of Ontario.

From Booklist <http://www.ala.org/ala/yalsa/booklistsawards/bestbooksya/08bbya.cfm>

1. Alexie, S. (2007). *The absolutely true diary of a part-time Indian*. Brown. \$16.99. ISBN13: 978-0-316-01368-0
2. Anderson, L.H. (2007). *Twisted*. Penguin Group. \$16.99. ISBN13: 978-0-670-06101-3
3. Asher, J. (2007). *Thirteen reasons why*. Penguin Group. \$16.99. ISBN13: 978-1-59514-171-2
4. Brande, R. (2007). *Evolution, me, and other freaks of nature*. Random House. \$15.99. ISBN13: 978-0-375-94349-2
5. Brooks, M. (2007). *Mistik lake*. Straus & Giroux. \$16.00. ISBN13: 978-0-374-34985-1
6. Carey, J.L. (2007). *Dragon's keep*. Harcourt. \$17.00. ISBN13: 978-0-15-205926-2
7. Carey, M. (2007). *The re-gifters*. DC Comics/Vertigo. \$19.99. ISBN13: 978-1-4012-0303-0
8. Cassidy, A. (2007). *Looking for JJ*. Harcourt. \$17.00. ISBN13: 978-0-15-206190-6
9. Castellucci, C. (2007). *Beige*. Candlewick. \$16.99. ISBN13: 978-0-7636-3066-9
10. Clarke, Judith. (2007). *One whole and perfect day*. Front Street. \$16.95. ISBN13: 978-1-932425-95-6
11. Compestine, Y.C. (2007). *Revolution is not a dinner party*. Henry Holt. \$16.95. ISBN13: 978-0-8050-8207-4
12. Cross, S. (2007). *Derby girl*. Henry Holt. \$16.95. ISBN13: 978-0-8050-8023-0
13. Cullen, L. (2007). *I am Rembrandt's daughter*. Bloomsbury. \$16.95. ISBN13: 978-1-59990-046-9
14. Downham, J. (2007). *Before I die*. Random House. \$15.99. ISBN13: 978-0-385-75155-1
15. Ellis, A.D. (2007). *This is what I did*. Little, Brown. \$16.99. ISBN13: 978-0-316-01363-5
16. Felin, M.S. (2007). *Touching snow*. Atheneum. \$16.99. ISBN13: 978-1-4169-1795-3

17. Friesen, G. (2007). *For now*. Kids Can Press. \$7.95. ISBN13: 978-1-55453-133-2
18. Grey, C. (2006). *Leonardo's shadow: or, my astonishing life as Leonardo da Vinci's servant*. Simon and Schuster/Atheneum. \$16.95. ISBN13: 978-1-4169-0543-1
19. Hale, S. (2007). *Book of a thousand days*. Bloomsbury. \$17.95. ISBN13: 978-1-59990-051-3
20. Hornby, N. (2007). *Slam*. Penguin Group. \$19.99. ISBN13: 978-0-399-25048-4
21. Jenkins, A.M. (2007). *Repossessed*. HarperCollins/HarperTeen, 2007; \$15.99. ISBN13: 978-0-06-083568-2
22. Jocelyn, M. (2007). *How it happened in Peach Hill*. Random House. \$15.99. ISBN13: 978-0-375-83701-2
23. Jones, L. (2007). *Mister Pip*. Dell Publishing. \$20.00. ISBN13: 978-0-385-34106-6
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29. Landy, D. (2007). *Skulduggery pleasant*. HarperCollins. \$17.99. ISBN13: 978-0-06-123115-5
30. MacCready, R.M. (2006). *Buried*. Penguin Group. \$16.99. ISBN13: 978-0-525-47724-2
31. Mieville, C. (2007). *Un lun dun*. Random House. \$17.95. ISBN13: 978-0-345-49516-7
32. Miller, S. (2007). *Miss Spitfire: reaching Helen Keller*. Simon & Schuster/Atheneum. \$16.99. ISBN13: 978-1-4169-2542-2
33. Murdock, C.G. (2007). *The off season*. Houghton Mifflin. \$16.00. ISBN13: 978-0-618-68695-7
34. Myers, W.D. (2007). *What they found: love on 145th street*. Random House. \$15.99. ISBN13: 978-0-385-32138-9
35. Peet, M. (2007). *Tamar: a novel of espionage, passion, and betrayal*. Candlewick. \$17.99. ISBN13: 978-0-7636-3488-9
36. Resau, L. (2007). *What the moon saw*. Random House. \$15.95. ISBN13: 978-0-385-73343-4
37. Noyes, D. (Ed.). (2007). *The restless dead: ten original stories of the supernatural*. Candlewick. \$16.99. ISBN13: 978-0-7636-2906-9
38. Rowling, J.K. (2007). *Harry Potter and the deathly hallows*. Scholastic. \$34.99. ISBN13: 978-0-545-01022-1
39. Schmidt, G.D. (2007). *The Wednesday wars*. Clarion. \$16.00. ISBN13: 978-0-618-72483-3
40. Sedgwick, M. (2007). *My swordhand is singing*. Random House. \$15.99. ISBN13: 978-0-375-84689-2
41. Shakespeare, W. (2007). *Romeo and Juliet*. Abrams/Amulet. \$9.95. ISBN13: 978-0-8109-9325-9
42. Sharenow, R. (2007). *My mother the cheerleader*. HarperCollins. \$16.99. ISBN13: 978-0-06-114896-5
43. Smith, R. (2007). *Peak*. Harcourt. \$17.00. ISBN13: 978-0-15-202417-8

44. Sonnenblick, J. (2006). *Notes from the midnight driver*. Scholastic. \$16.99. ISBN13: 978-0-439-75779-9
45. Tan, S. (2007). *The arrival*. Scholastic. \$19.99 ISBN13: 978-0-439-89529-3
46. Thompson, K. (2007). *The new policeman*. HarperCollins. \$16.99. ISBN13: 978-0-06-117427-8
47. Weinheimer, B. (2007). *Converting Kate*. Penguin Group. \$16.99. ISBN13: 978-0-670-06152-5
48. Wizner, J. (2007). *Spanking Shakespeare*. Random House. \$15.99. ISBN13: 978-0-375-84086-9
49. Zarr, S. (2007). *Story of a girl*. Brown. \$16.99 ISBN13: 978-0-316-01453-3
50. Zevin, G. (2007). *Memoirs of a teenage amnesiac*. Farrar, Straus & Giroux. \$17.00. ISBN13: 978-0-374-34946-2

From Booklist 2008 Quick Picks for Reluctant Young Readers

<http://www.ala.org/ala/yalsa/booklistsawards/quickpicks/08qp.cfm>

1. Adams, L. (2007). *Baby girl*. (2007). Simon and Schuster. \$6.99 ISBN13: 978-1-4169-2512-5.
2. Barnes, J.L. (2007). *Tattoo*. Random House. \$7.99 ISBN13: 978-0-385-903639.
3. Brewer, H. (2007). *The chronicles of Vladimir Tod: eighth grade bites*. Penguin Group. \$16.95 ISBN13: 978-0-5254-7-8119.
4. Cooney, C.B. (2007). *Diamonds in the shadow*. Random House. \$18.99 ISBN13: 978-1-4000-7423-5.
5. Erskine, K. (2007). *Quaking*. Penguin Group. \$16.99 ISBN13: 978-0-399-24774-3.
6. Flinn, A. (2007). *Beastly*. HarperCollins. \$16.99 ISBN13: 978-0-06087416-2.
7. Gonzalez, J. (2007). *Ricochet*. Random House. \$15.99 ISBN13: 978-0385732284.
8. Gratz, A. (2007). *Something rotten: a Horatio Wilkes mystery*. Penguin Group. \$16.99 ISBN13: 978-0-8037-3216-2
9. Halpern, J. (2007). *Get well soon*. Fiewel & Friends. \$16.95 ISBN13: 978-0-312-36795-4.
10. Lane, D. (2007). *The secret life of it girls*. Simon and Schuster. \$14.99 ISBN13: 978-1-4169-1492-1
11. Lubar, D. (2007). *True talents*. Tom Doherty. \$17.95 ISBN13: 978-0-7653-0977-8.
12. Lynn, E. (2007). *Demon envy*. Penguin Group. \$9.99 ISBN13: 978-0-425-21737-5.
13. McKayhan, M. (2007). *Indigo summer*. Harlequin. \$9.99 ISBN13: 978-0-373-83075-6.
14. Plummer, L. (2007). *Finding daddy*. Random House. \$15.95 ISBN13: 978-0-385-70392-1.
15. Vande Velde, V. (2007). *Remembering Raquel*. Harcourt. \$16.00 ISBN13: 978-0-15-205976-7.
16. Wasserman, Robin. (2007). *Chasing yesterday: book 1, the awakening*. Scholastic. \$5.99 ISBN13: 978-0-439-93338-4.

From Quill & Quire, Books for Young People. http://www.quillandquire.com/books_young/

1. Jacobson, R. & Fernandez, L. (2007). *The master's apprentice*. (\$16.78 on Amazon)
2. Tamaki, M. *Skim*. (\$13.83 on Amazon)

3. Knutson, L. *The ghost of Northumberland Strait*. (\$9.95 on Amazon)

Total for Fiction: \$1072.65

Fiction Related to the Equestrian Program

Justification: materials selected for students wanting pleasure reading/viewing relating horses.

1. Brooke, L. (2006). *Playing for keeps*. Apple Paperbacks. \$6.99. ISBN-13: 978-0439738576 (Amazon)
2. Brooke, L. (2007). *Heartland special edition: a winter's gift*. Scholastic. \$7.99. ISBN-13: 978-0439925617 (Amazon).
3. Peterson, S. (2006). *Sundancer*. Key Porter Books. \$12.95. ISBN-13: 978-1552638422 (Amazon)
4. Farley, W. (2007). *The horse tamer*. (Reprint Ed.). Yearling. \$7.50. ISBN-13: 978-0394843742 (Amazon)
5. Juby, S. (2007). *Another kind of cowboy*. HarperCollins Canada. \$17.39 ISBN-13: 978-0002007085 (Amazon).
6. Sewell, A. (2007). *Black beauty*. Tutis Digital Publisher. \$17.39. ISBN-13: 978-8184563030 (Amazon).
7. Unknown. (2006). *The adventures of the black stallion: the complete first season*. Echo Bridge Home Entertainment. (DVD). \$42.97. (Amazon)
8. Unknown. (2007). *The adventures of the black stallion: the complete second season*. Echo Bridge Home Entertainment. (DVD). \$42.97. (Amazon)
9. Bryant, Bonnie. (2004). *Saddle club: horse crazy: the new movie*. \$16.99. (Futureshop)
10. Bryant, Bonnie. (2005). *Saddle club: the mane event*. \$15.99. (Futureshop)

Total for Horse Fiction: \$189.13

Total for all purchases: \$5014.14

Evaluation of Collection

User needs assessments and the evaluation of the library's collection will take two formats. The first, more common, method will be through informal communication. This communication involves discussion with the teachers and observation of the students using the collection. In terms of the students, according to J. Sanacore (2006), unobtrusive observation of the students is a good way to learn what popular materials students are reading. As they browse the shelves, the students talk with their peers about the books they see, and what they are thinking about reading in their own time (Sanacore, 2006). Throughout the school year, the librarian can also ask students what they are interested in to get ideas about materials for the collections. In terms of communication with the teachers at the school, the librarian can sit down with the teacher and ask if the materials the library has on hand for various projects have been satisfactory for the teacher's needs.

Formally, the librarian will also distribute a yearly survey to all parents and teachers at the school. Surveys are a useful and commonly practiced method of conducting a user needs assessment. They can provide evidence of deficiencies in the collection, and can be compared over several years to examine any issues that are of continued importance to the library's user group (Users, 1999). The librarian can then appropriately adjust the services and materials provided by the library. If the librarian observes the same comments from the parents and teachers from year to year, it demonstrates that this area is of prime importance to the users. Although the librarian may have attempted to address the issue in the past, she can see if her efforts were successful in meeting the issue, or if there is still room for improvement. Another formal type of assessment is to study the circulation statistics. If there are books (or genres of books) that are continually checked out, that would be an indication of an area for additional

collecting. Conversely, if there were materials that were never checked out, it would be an indication to stop collecting these materials.

Maintaining currency and relevance of the collection

Ensuring that the library's collection remains current is an enduring concern for the librarian. Constant evaluation and de-selection are only part of the process that allows the librarian to ensure the currency and relevance of the collection. Consultations with the school teaching staff, especially those with specific subject expertise, are held on a regular basis. Recommendations are solicited from all teachers, especially in areas that are not part of the provincial curriculum, but are additional areas of interest to the school, either in the academic setting or as part of the extra-curricular activities that are encouraged.

The librarian also makes a point of being extremely familiar with the provincial curriculum, and keeps abreast of all proposed changes, so that it is easy to monitor and adapt the collection, and prepare to fill in gaps that become apparent through the curriculum changes made. For example, it is only in recent years that the focus in the science curriculum in Grade Seven has turned on to how humans affect the environment around them. This was originally an area that constituted a significant gap in the library collection. However, with the librarian's constant vigilance and attention to proposed curriculum changes, this gap was not noticed by students or teachers, as the materials were ordered and placed in the collection as soon as the curriculum change was announced, and well before it was first implemented.

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