

The Resource Centre will be timely and relevant. The Resource Centre will support and enhance educational goals of the school's mission and curriculum, through the provision of books and resources, ranging from the fictional to the documentary, from print to electronic, from on-site to remote. The materials will be chosen to complement and enrich curriculum texts, teaching materials and methodologies. The Resource Centre Collection provides for students and faculty:

- High quality materials in a variety of formats, including print, audio-visual and electronic formats to support student learning and faculty teaching
- High quality fiction and non-fiction materials to provide enriching and rewarding pleasure reading, to support personal growth and achievement, and to support student academic success.
- A high quality, relevant curriculum based collection of non-fiction and fiction materials.
- The following goals form the basis for a Collection Development Strategy to for 2001- 2006.

1. The completion of an assessment inventory of the student collection. (2001-2002) to:

- Determine damaged, lost and missing items.
- Determine currency and relevancy of materials.
- Determine gaps in the collection.
- Determine areas that need future development.
- Determine the following:
 - The suitability of the format to the subject could include:
 - Vertical files – for background information.
 - CDs– for static reference, encyclopaedic and databases.
 - Videos – for leisure, drama and historical events.
 - Serials – for leisure, dynamic current events information.
 - The physical state of individual materials.
 - Materials that are badly damaged will be assessed
 - As repairable and repaired.
 - As not repairable, but replaceable will be identified on the purchase plan as immediate, future or optional purchase.
 - As not fully repairable, and non-replaceable will be
 - Repaired or archived as historical materials or repaired and replaced on the shelves as appropriate
 - The currency of the publication date and the subject of the material.
 - Materials that are extremely outdated will be assessed and identified
 - As up datable and available will be identified on the purchase plan as immediate, future or optional purchase.
 - As non-replaceable may be either archived or replaced on the shelves as appropriate.
 - The relevance of the publication to past, current or recent events.
 - Materials that are irrelevant will be assessed and identified as
 - Either having historical value and archived or having no value to the collection and withdrawn from the collection.
 - The relevance to curriculum requirements and education enhancements.
 - Faculty will determine if items meet current curriculum needs.
 - Materials that meet requirements are retained.
 - Materials that do not meet requirements are assessed as above.

2. The collection will be current, with a significant percentage of new acquisitions annually.
 - The goal being to increase the net collection by 50% over the course of five years,
 - Specifically, de-selection will constitute about 10% per annum.
 - The increase for each of these years will be 20% net new acquisitions.
3. The recognition that the span of grades and curriculum subjects within the school environment has implications in collection development. Specifically that:
 - The collection for curriculum subjects will be age and grade appropriate.
 - A separate reference area for senior graduating students is vital.
 - Set up materials in the Guidance Unit for Graduates. (June 2001)
 - Designation of items as SR SC.
 - A separate pleasure reading area for junior and senior grades is vital.
 - Set up materials in a separate unit for Senior grades. (Sept. 2002) with the designation of items as S.
 - Set up materials in a separate unit for Junior grades. (Sept. 2001) with the designation of items as J.
 - To meet curriculum guidelines for Core French, designated materials need to be readily identifiable and available to students.
 - Ensure that French materials are inventoried and available. (Fall 2001)
 - Give the French collection separated status. (Dec. 2001)
 - Buy a shelving unit for the French. (Nov. 2001)
 - Purchase new items with Faculty input. (Ongoing) with designation FR. (Ongoing)
4. The recognition that the Alumnae members of the school continue to play a key role in the life of the school. Specifically that:
 - A separate collection of “In Memoriam” items will be established and maintained with the designation AL.
5. The Development of a written Materials Acquisition Policy. (Fall 2002).
 - This will include the determination of materials to be added to the collection will include those that are:
 - Purchased in a variety of formats as appropriate – print, visual, digital and on-line in recognition that different students learn in difference ways.
 - Chosen to promote critical thinking and support personal growth and achievement.
 - Chosen from appropriate prize winning books lists (Giller, Governor-General, ALA, Newberry..)
 - Chosen from appropriate books lists utilizing reading programs such as Reading Counts, Accelerated Reader, Silver Birch, Red Maple, etc., and may include partnering with Individual Departments in purchases of Reading Program Materials.
 - Chosen from Canadian author and subject collections when appropriate and possible
 - Chosen from Canadian sources when appropriate and possible.

6. Maintenance of a separate curriculum-based Teachers' Reference collection for faculty use.
 - De-selection of materials in a separate curriculum-based Teachers' Reference collection for faculty use.
 - Materials added to this part of the collection will be those that are chosen by administrative or faculty staff as specific subject resources, and these materials may include current and previous textbooks.
 - This will include creation of a Professional Development collection.
(Spring 2002)
 - Faculty will assess items in relation to the curriculum.
 - The completion of an assessment inventory of all items in this part of the collection. (Sept. 2003 – June 2004)
 - Items not retained as Teachers' Reference items may be reallocated to the student collection.

Budget Allocation Plan

Assuming the retention of at least the current allotted budget (with the recommendation that the budget be increased by \$500.00 annually per school year at the end of this five year period), the Resource Centre Collection Budget will be allocated in the following manner.

2001-2002	Junior Non-Fiction	Junior Fiction	9,10 Non-Fiction	9,10 Fiction	Senior Non-Fiction	SeniorFiction	Non-book (all)	French (all)
%	30	10	10	10	10	10	10	10
2002-2003	Junior Non-Fiction	Junior Fiction	9,10 Non-Fiction	9,10 Fiction	Senior Non-Fiction	SeniorFiction	Non-book (all)	French (all)
%	10	10	10	10	30	10	10	10
2003-2004	Junior Non-Fiction	Junior Fiction	9,10 Non-Fiction	9,10 Fiction	Senior Non-Fiction	SeniorFiction	Non-book (all)	French (all)
%	10	10	30	10	10	10	10	10
2004-2005	Junior Non-Fiction	Junior Fiction	9,10 Non-Fiction	9,10 Fiction	Senior Non-Fiction	SeniorFiction	Non-book (all)	French (all)
%	10	15	10	15	10	15	15	10
2005-2006	Junior Non-Fiction	Junior Fiction	9,10 Non-Fiction	9,10 Fiction	Senior Non-Fiction	SeniorFiction	Non-book (all)	French (all)
%	15	10	15	10	15	10	15	10