SGS Library Redesign
Project Overview

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UW MLIS Capstone

Team

Sponsor

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Information Problem and Opportunity

SEATTLE GIRLS' SCHOOL

The Seattle Girls' School (SGS) is an all-girls middle school located in Seattle's Central District, serving 132 students grades 5-8. This project supports Seattle Girl School's' information needs in the absence of a staff librarian, focusing on a redesign of the **nonfiction section** and **self - checkout system**.

To support Seattle Girls' School's ongoing commitment to inclusivity and cultural competency, this project designed library systems that reflect SGS' academic and cultural dedication to diversity, advocacy, and empowerment.

Summary

Accomplishments:

- Designed and implemented a nonfiction categorization and classification system to reflect organizational needs and student interests.

- Facilitated four participatory design (PD) sessions with students focused on library usability, display making, weeding, and topics of interest.

- Evaluated and remodelled the self-checkout system with a simple infographic and establishment of two physical checkout zones.

- Provided sponsor with a nonfiction Reader Advisory list based on collection gaps and assets, and informed by PD sessions.
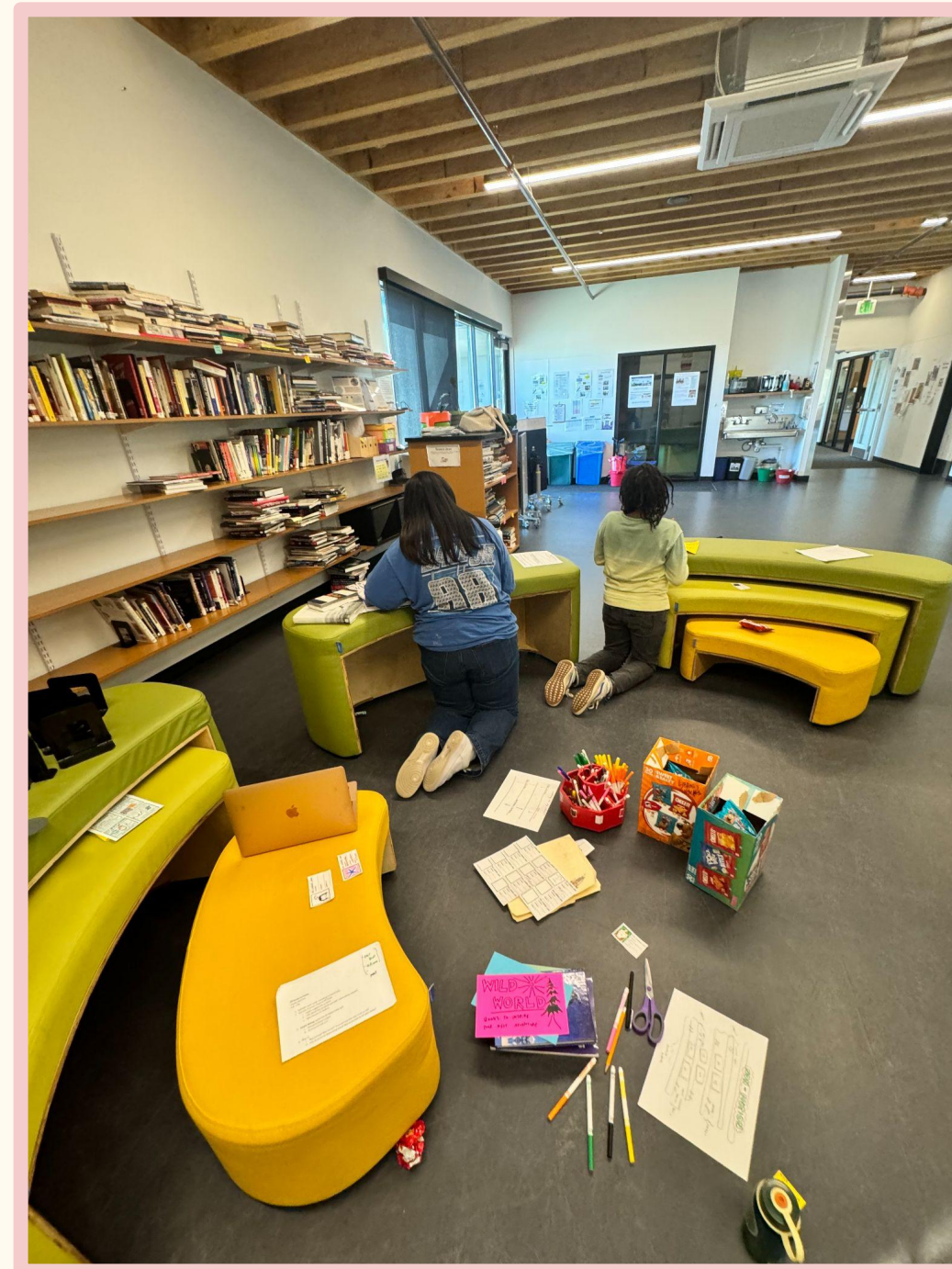
Design Methods

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Design Partners

★ Four participatory design sessions focused on the following themes:

1. Library usability
2. Weeding
3. Topics of Interest
4. Display Making

★ Staff survey
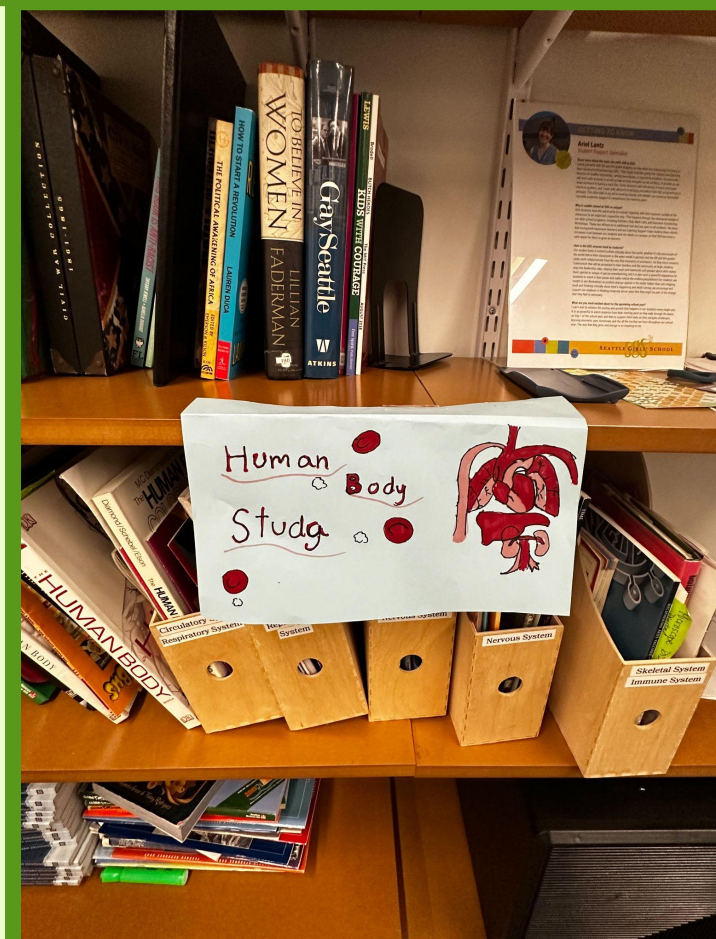
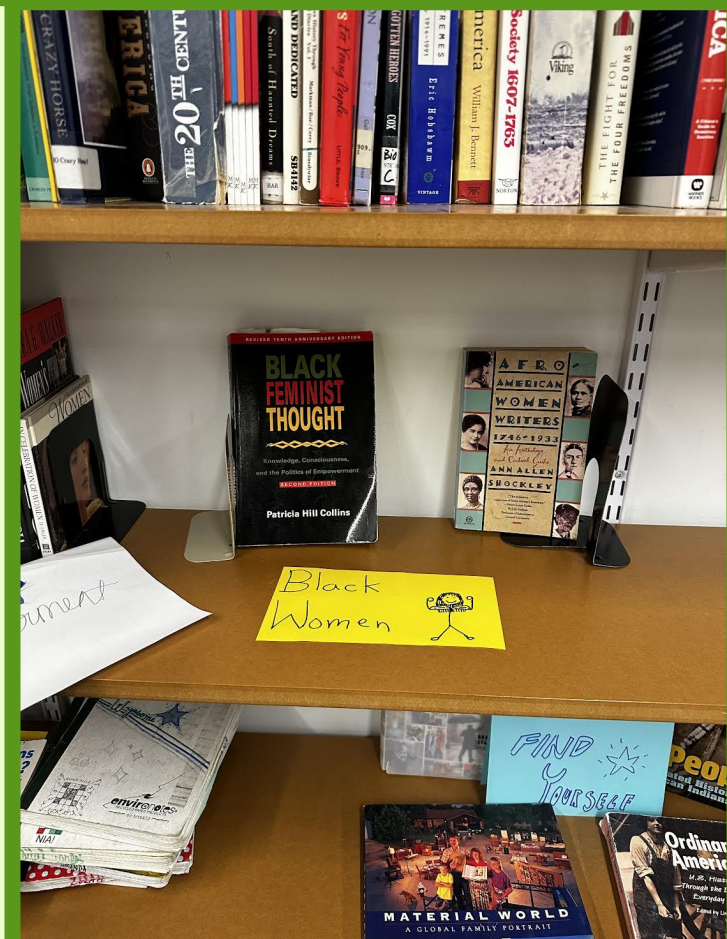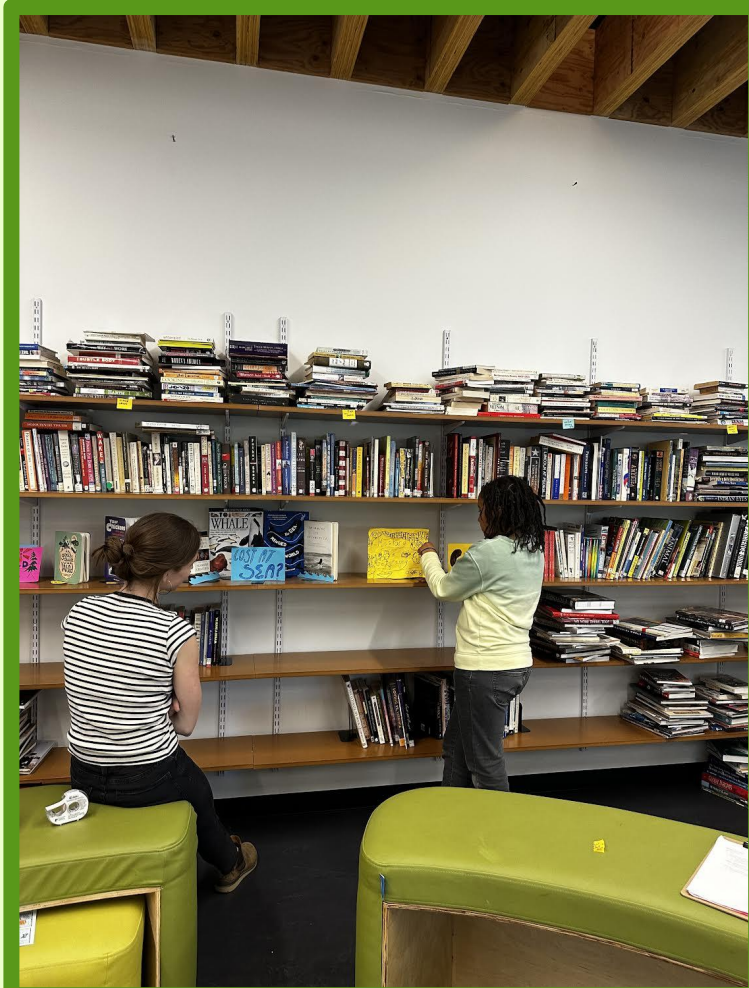★ Nonfiction scanning and collection evaluation

★ PD participants
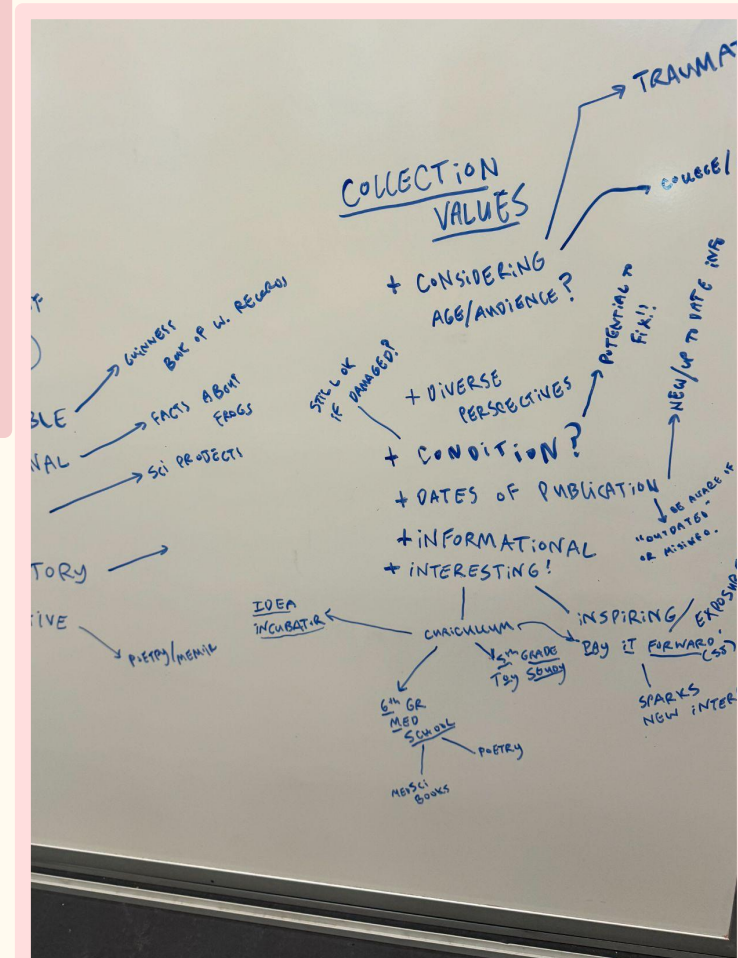
★ Sponsor/SGS Staff
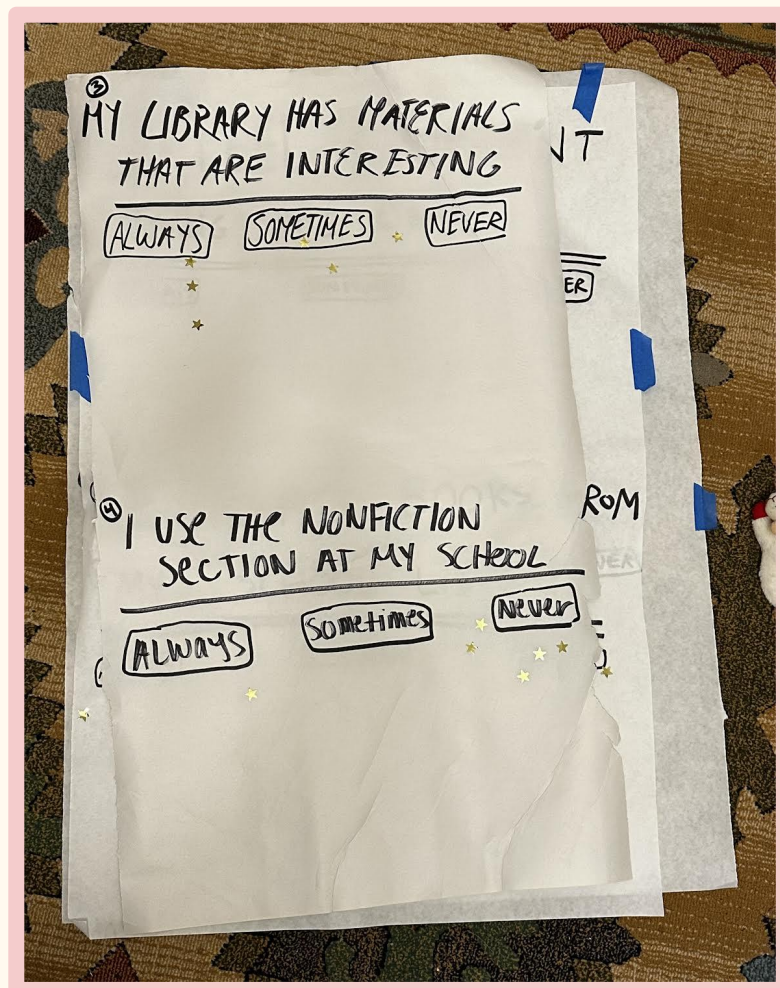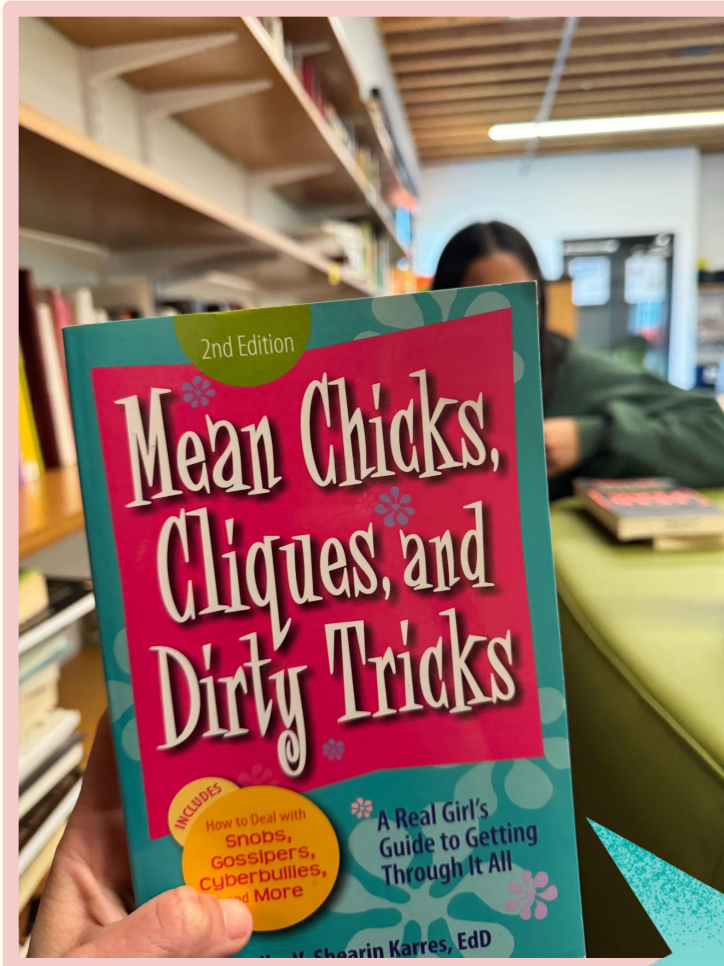
★ Student Librarians

Design Partners In Action

Design Partners **In Action** (continued)

Nonfiction Section Co-Design Framework

Sponsor and Institutional Needs

★ Up-to-date materials in good condition

★ Broad classification system to allow for flexibility over time

★ Reader advisory that fills observed gaps in the collection

★ Materials can be used to support SGS curriculum

Shared Design Values

★ Inclusive classification system that supports equitable access and acknowledges the fluid nature of critical information categorization.

★ Balanced reader advisory services that fill practical gaps in the collection and account for specific student interests

★ Comprehensive and diverse scope of materials that cater to academic and personal interests and represent multiple intersections of identity.

Student Librarian and PD Participant Needs

★ Age-appropriate and visually engaging materials

★ Specific classification system to highlight diversity in the collection and niche interests.

★ Reader advisory that includes culturally relevant, and trending topics.

★ Materials are of both educational and recreational value (useful for school and personal interest)

Checkout System Co-Design Framework

Sponsor and Institutional Needs

★ Utilization of the Librarika database system

★ Student responsibility for return and caretaking of materials

★ Efficient, student-led system to add newly purchased titles into the collection

★ Physical checkout zone does not interfere with other uses of library space

Shared Design Values

★ Transparent and inclusive checkout procedures

★ Self-facilitated and accessible checkout station

★ Community-driven checkout experience, reinforcing the SGS culture of shared community responsibility and equitable use of resources

Student Librarian and PD Participant Needs

★ Clear instruction on use of the Librarika database system

★ Minimal additional learning or technology required to use new system

★ Accessible and efficient Student Librarian workspace for adding, labeling, and classifying collection materials

★ Aesthetically engaging checkout desk

Design **Implementation**

★ **Nonfiction Section Classification and Organization**

○ Added colored dot stickers to 600 book spines and subdivided materials, reflecting categories defined in the classification scheme.

○ Created designated spaces for student-led displays.

★ **Self-Checkout System**

○ Implemented two physical checkout zones with a user-friendly infographic to support students in checking out and returning materials.
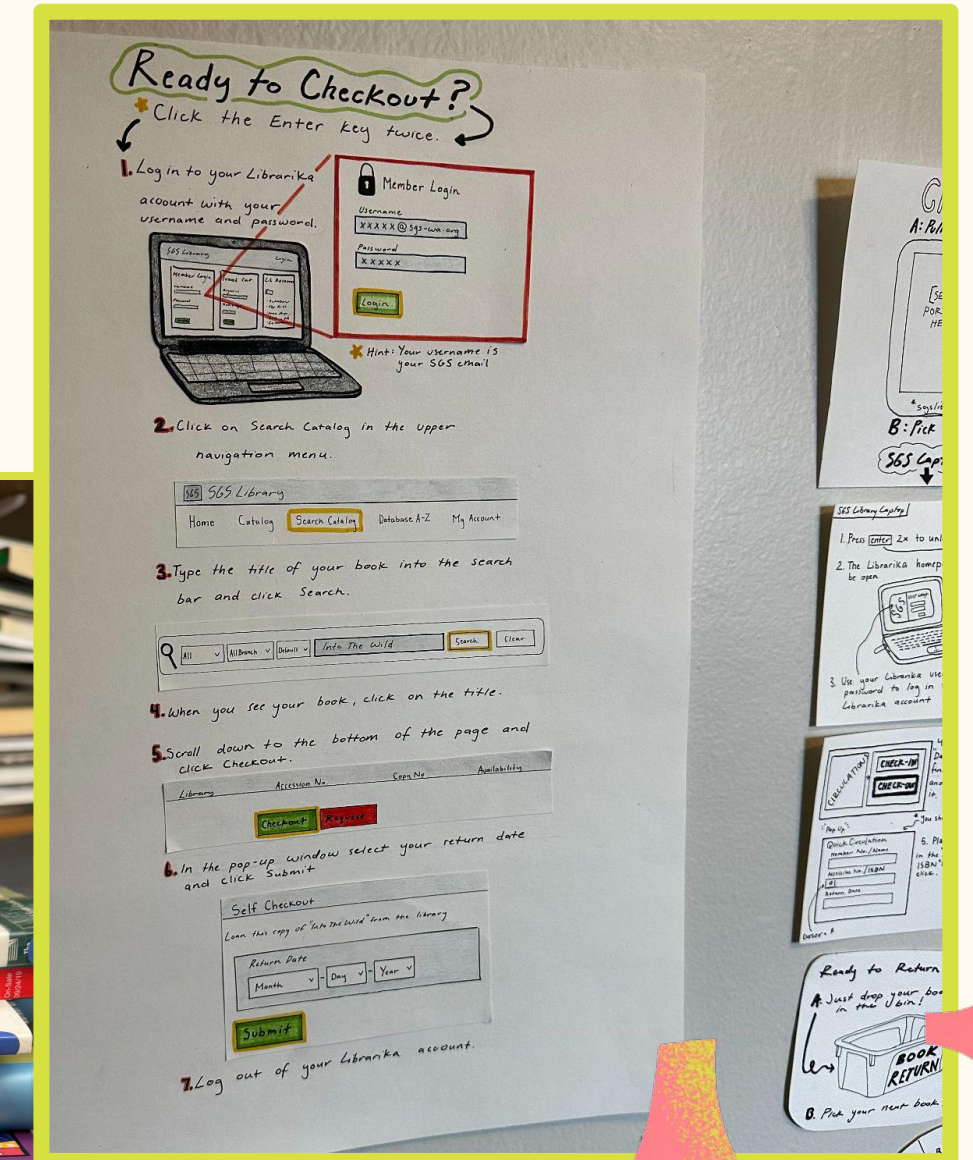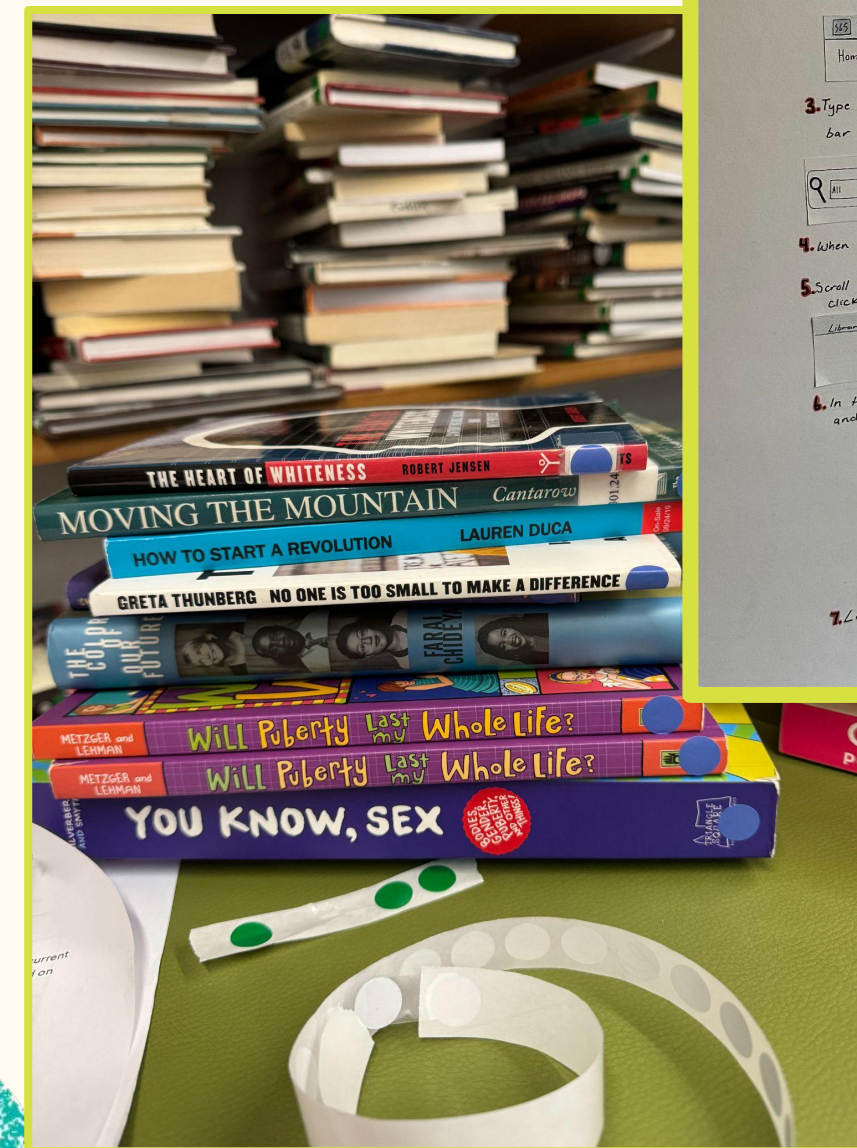
Implications

This project integrates **human-centered** and **participatory design** principles in school library collection management and expansion, serving as an example of **community sustained librarianship**.

★ Design choices reflect institutions' commitments to values, centering **inclusivity, diversity, equity, accessibility**, and **sovereignty**.

★ Creates **leadership opportunities** for students to participate in an evolving library collection that reflects user needs and builds on **community assets**.