

SECTION 3:  
INFORMATION ACCESS and  
DELIVERY

3.1

## COLLECTION ALIGNED TO CURRICULAR AND STUDENT NEEDS

**3.1.1 COLLECTION ALIGNED TO CURRICULAR AND STUDENT NEEDS**  
**(Excerpt from Library Learning Walk)**

Focus Area	Examples	Wondering / Observations	Next Steps
Collection aligned to curriculum and student needs	<ul style="list-style-type: none"> <li>• Selection policy with criteria for selection</li> <li>• Weeding policy with criteria for weeding</li> <li>• Collection development plan incorporating assessment of curricular and student needs</li> </ul>		

### 3.1.2 INTRODUCTION TO COLLECTION DEVELOPMENT

The heart of your library is your collection. The library collection should be developed around curricular, instructional, and student needs. The material should be available in a variety of formats, including print, audiovisual and electronic resources (both subscription databases and bookmarked Websites).

Collection management is based on priorities and goals that are framed around a guiding philosophy. Your school library must have a comprehensive *Collection Development Policy* in writing. A *Collection Development Policy* is more than a selection policy. A selection policy describes the criteria and policies for adding material to the collection. A *Collection Development Policy* places that selection within the context of your library's vision, mission, and goals; the needs of the students and the school's curriculum; and the strengths and weaknesses of the existing collection.

Your *Collection Development Policy* should include:

1. Your library's mission in the context of the school's mission, the school curriculum, and the needs of your users
2. Selection Guidelines
3. Weeding/Deselection Guidelines
4. Challenged Materials Guidelines.

An established *Collection Development Policy* will help you assess your library's needs, improve the quality of selection decisions, solidify justification for your purchases, and help you respond to challenged titles. Library literature and numerous excellent websites can help you draft your policies. Look at the Resources for School Librarians website <http://www.sldirectory.com/> for sample Collection Development Policies.

Assessing the collection is basic to developing the collection. This can be done in a variety of ways: student and faculty surveys, collection mapping (see the brief description in this handbook), familiarity with the curriculum and state standards, or utilization of a computerized collection evaluation service. Many library automation programs will perform a computer generated statistical analysis of your collection with average copyright dates for various parts of the collection and numbers of titles in each Dewey category. Contact your automation company for more information.

The selection of new resources is an ongoing process. At all times, you may enable teachers and students to request specific resources, subjects, or genres by prominently displaying a suggestion box, by sending periodic queries to teachers, by conversing with students about what they like to read, and by forming a student advisory committee. The selection procedures should include reference to reviews in professional reviewing sources that support the choice of material. Most on-line ordering services from large jobbers (Follett-Titlewave, Mackin, Brodart, Baker and Taylor, Ingram, etc.) will include access to reviews for individual titles. In addition to reviews, consult with recommended bibliographies from a variety of professional organizations.

### 3.1.3 NEW YORK CITY COLLECTION DEVELOPMENT POLICY

#### I. MISSION AND NEEDS

The mission of the library program is to support and provoke the intellectual, social, and personal development of all students by:

- Providing physical and intellectual access to information in a warm, stimulating, and safe environment.
- Providing instruction, learning strategies, and practice in using ideas and information for effective learning.
- Integrating the library program throughout every student's education through collaboration and advocacy.

The library provides physical and intellectual access to information and enriches and supports the educational program of the school through a well-planned and maintained collection. It is the duty of the schools to provide a wide range of materials on all levels of difficulty, in all appropriate languages, with diversity of appeal, and presentation of different points of view.

To this end, the New York City School Library System adopts the statement of philosophy expressed by the American Association of School Librarians in [Access to Resources and Services in the School Library Media Program: An Interpretation of the LIBRARY BILL OF RIGHTS \(Amended January 19, 2005\)](#).

#### **Access to Resources and Services in the School Library Media Program**

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the [Library Bill of Rights](#) apply equally to all libraries, including school library media programs.

School library media specialists assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media specialists work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media specialists cooperate with other individuals in building collections of resources appropriate to the needs and to the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library media collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources that reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media specialists resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to imposing age or grade level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; charging fees for information in specific formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media specialists implebb

Adopted July 2, 1986, by the ALA Council; amended January 10, 1990; July 12, 2000; January 19, 2005.

The goals for collection development include:

To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, languages, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, independent learning skills, personal and aesthetic development, and social responsibility.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified personnel to maintain professional standards in collection development in order to serve teachers and students.

## **II. RESPONSIBILITY FOR SELECTION OF MATERIALS**

The New York City School System is legally responsible for all matters relating to the operation of the libraries in New York City public schools.

The responsibility for the selection of instructional materials is delegated to the professionally trained personnel employed in the library by the school system. Selection of materials involves consultation with many people: principals, teachers, supervisors, other librarians and library teachers, students and parents where applicable.

## **III. CRITERIA FOR SELECTION OF INSTRUCTIONAL MATERIALS**

Needs of the individual school are based on:

- A. requests of faculty and students
- B. knowledge of curriculum
- C. knowledge of student needs
- D. knowledge of student interests
- E. knowledge of the existing collection
- F. knowledge of parent needs

Materials for purchase are considered on the basis of the following criteria:

- A. overall purpose
- B. alignment with curriculum
- C. alignment with student needs and interests
- D. timeliness or permanence
- E. importance of subject matter
- F. quality of writing/production
- G. readability and popular appeal

- H. reputation of publisher/producer
- I. authoritativeness, accuracy, validity of information
- J. reputation and significance of the author/artist/composer
- K. format and price

#### **IV. PROCEDURE FOR SELECTING**

In selecting materials for purchase, the librarian or library teacher evaluates the existing collection and consults:

- A. reputable, unbiased, professionally prepared selection aids
- B. specialists from all departments and/or grade levels
- C. students and other members of the school community

In specific areas the materials specialist follows these procedures:

- A. gift materials are judged by basic selection standards and are accepted or rejected by these standards
- B. multiple items of outstanding and much-in-demand resources are purchased as needed [Note: Generally, multiple copies of the same title are not acquired except to support book discussion groups (up to 8 of the same title) or multiple-class usage of theme- or curriculum-unit related materials (3 or 4 copies of key resources)]

#### **V. WEEDING**

In order to maintain the quality of the collection, materials specialists will periodically assess the collection to identify those items that are no longer appropriate. These materials will be discarded, or weeded, from the collection following these procedures:

- A. worn or missing standard items are replaced periodically
- B. out-of-date or no longer useful materials are withdrawn from the collection

#### **VI. CHALLENGED MATERIALS**

Despite the care taken to select valuable materials for student/teacher use and the qualifications of persons who select the materials, objections will occasionally be made.

The principles of the freedom to read and the professional responsibility of the staff must be defended.

If a complaint is made, the librarian / library teacher or principal will follow the following procedures:

- A. Have a conversation with the complainant to listen carefully to his or her objections. Be courteous, help the complainant determine all facts related to the issue, state the rationale for making the material available through the library, but make no commitments for any actions.
- B. If the complainant is not satisfied, invite him to file his objections in writing and offer him a copy of "Patron's Request for Reconsideration of a Work" (see APPENDIX A) to be submitted to the principal for consideration by a Materials Evaluation Committee. The principal will ensure that all appropriate staff members are informed about the possibility of a challenge.
- C. Upon receipt of a written request for reconsideration, the principal shall inform the Office of Library Services, who will designate a Materials Evaluation Committee composed of the following representatives selected from the Region, but not the school with the challenge:
  1. A representative from the central Office of Library Services (chair)
  2. A representative from building level administration
  3. A librarian or library teacher
  4. Two classroom teachers familiar with the subject matter of the material involved
  5. Two parents
  6. A student, where appropriate
- D. No material shall be removed from use until the Materials Evaluation Committee has made a final decision.
- E. Within two weeks the Materials Evaluation Committee shall:
  1. Examine the referred materials
  2. Check general acceptance of the materials by reading reviews
  3. Weigh values and faults against each other and form opinions based on the materials as a whole
  4. Meet to discuss the material and to prepare a report (See APPENDIX B)

5. File a copy of the report in the school and central administrative offices
  6. Send a copy of the report to the complainant.
- F. The findings of the committee will be implemented.
- G. The decision may be appealed to the Executive Director of Curriculum and Professional Development.

*Adapted from Library Collection Development Policy, Fayetteville (AR) School District No. 1*

APPENDIX A

**PATRON'S REQUEST FOR RECONSIDERATION OF A WORK**

(Attach extra pages if needed to complete statements)

Author, composer, producer, artist, etc. \_\_\_\_\_

Title \_\_\_\_\_

Publisher (if known) \_\_\_\_\_

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_

Complainant represents: \_\_\_\_ himself

\_\_\_\_ Name of organization \_\_\_\_\_

\_\_\_\_ Identify other group \_\_\_\_\_

1. To what in the work do you object? Please be specific, cite exact parts and explain why you object: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. What of value is there in this work? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. What do you feel might be the result of reading, viewing, or listening to this work?

\_\_\_\_\_  
\_\_\_\_\_

4. For what age group would you recommend this work? \_\_\_\_\_

5. Did you read, view, or listen to the entire work? \_\_\_\_\_  
What pages or sections? \_\_\_\_\_

6. Are you aware of the judgment of this work by critics? \_\_\_\_\_

7. Are you aware of the teacher's purpose in using this work? \_\_\_\_\_

8. What do you believe is the theme or purpose of this work? \_\_\_\_\_

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9. What would you prefer the school do about this work:

\_\_\_\_ Do not assign or recommend it to my child.

\_\_\_\_ Withdraw it from use by all students.

\_\_\_\_ Send it back to the proper department for reevaluation.

10. In its place, what work of equal value would you recommend that would convey as valuable a picture and perspective of a society or set of values? \_\_\_\_\_

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\_\_\_\_\_  
Signature of the complainant

\_\_\_\_\_  
Date

APPENDIX B

**MATERIALS EVALUATION COMMITTEE REPORT FORM**

(Attach extra pages if needed to complete statements)

Physical description of challenged material: (author, title, publisher, copyright, producer, etc.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Justification for inclusion of material (include theme and purpose)  
\_\_\_\_\_  
\_\_\_\_\_

Reviewers' judgment of material: (if possible include copies of reviews indicating the source)  
\_\_\_\_\_  
\_\_\_\_\_

Materials Evaluation Committee's decision and comments: (include statement from majority and minority positions) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Copies sent to:

Superintendent \_\_\_\_\_  
Local Instructional Superintendent \_\_\_\_\_  
ED of Curriculum & Prof. Dev. \_\_\_\_\_  
Principal \_\_\_\_\_  
Librarian \_\_\_\_\_  
Office of Library Services \_\_\_\_\_  
Complainant \_\_\_\_\_

Signatures of Committee Members:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 3.1.4 NEW YORK STATE REQUIREMENTS FOR LIBRARY COLLECTIONS

New York State Regulations establish the minimum acceptable size for library collections.

AMENDMENT TO THE REGULATIONS  
OF THE COMMISSIONER OF EDUCATION  
Pursuant to Section 207 of the Education Law

Sections 91.1 and 91.2 of the Regulations of the Commissioner of Education are repealed and new Sections 91.1 and 91.2 are added, effective February 18, 1974, to read as follows:

Section 91.1 School Libraries. A school library shall be established and maintained in each school. The library in each elementary and secondary school shall meet the needs of the pupils, and shall provide an adequate complement to the instructional program in the various areas of the curriculum.

- (a) For secondary schools in which the average daily attendance is fewer than 200 pupils:
  - (i) The library of a junior high school shall contain at least 1,000 titles;
  - (ii) The library of a high school shall contain at least 1,000 titles;
  - (iii) The library of a junior-senior high school shall contain at least 2,000 titles.
- (b) The library of a secondary school in which the average daily attendance is more than 200 but fewer than 500 pupils shall contain at least 3,000 titles.
- (c) The library of a secondary school in which the average daily attendance is more than 500 but fewer than 1,000 shall contain at least 5,000 titles.
- (d) The library of a secondary school in which the average daily attendance is more than 1,000 pupils shall contain at least 8,000 titles.

The New York State Education Department has provided guidelines for the number of library materials per student in the *School Library Media Program Evaluation Rubric*:  
[Note: The complete rubric can be found in Section 1.10 of this Handbook.]

Non-Existent

A collection of old books in a room; resources or materials not organized for use.

In-Progress

A collection of dated materials which need weeding. Meet some student and curriculum needs. Access to collection limited; card catalog not accurate or may be missing.

Basic

A collection of current materials which have been weeded and meet student and curriculum needs. Access to information in a variety of formats, i.e. books, periodicals, videos, and electronic resources including the Internet and NOVEL databases.

Proficient

A collection of 10-15 resources per student, current, weeded and responsive to curricular and recreational needs of students. Reflects diversity of cultures and in languages other than English, as appropriate. Access to information in a variety of formats, i.e., books, periodicals, videos, and electronic resources, including the Internet and NOVEL databases.

Exemplary

A collection of 20-25 resources per student, current, weeded, and responsive to curricular and recreational needs of students. Reflects diversity of cultures and in languages other than English, as appropriate. Access to information in a variety of formats, i.e., books, periodicals, videos, and electronic resources, including the Internet, NOVEL and other databases to meet student and staff needs.

### 3.1.5 COLLECTION DEVELOPMENT PROCESS OVERVIEW

The *Collection Development Policy* gives you the basis for developing and maintaining your collection. You may want to follow the following process for ongoing collection development.

#### 1. Conduct a Needs Assessment

Every library collection must be tailored to the needs of the school community it serves. In assessing those needs, you should take into account:

- Purpose of the collection
- Needs of the students and teachers
- Curriculum needs
- Reading motivation needs
- School theme needs
- Needs of parents and the community

#### 2. Assess the Collection

A process called Collection Mapping can be used to analyze the strengths and weaknesses of your collection in relation to student and curricular needs. See the section on Collection Mapping for further information. The collection map should be compared to the school's curriculum maps to determine what focus areas of the curriculum need additional resource support. The collection is assessed for its:

- Comprehensiveness/Gaps
- Currency
- Quality
- Condition

#### 3. Select Materials for Purchase

Involve students, faculty, and administration in the selection process. Circulate a form where all members of the community can recommend or request subjects / genres / authors or even specific items.

Choose the formats for the new materials. The availability of resources in print, nonprint and electronic formats poses a selection dilemma for librarians. Given limitations of shelf space and financial resources, you may have to choose between formats. There are important differences between print and electronic resources and each has strengths and weaknesses. Traditional selection criteria are still valid for evaluating electronic resources but additional issues such as necessary technology, availability of access through the Web or an intra-school network, the library's collection, the implications for additional services that will be needed, and availability of updates must be considered. For more on this topic, please refer to Arizona Public Library's Selection of Library Resources page <http://www.lib.az.us/cdt/selection.aspx>

Maintain a collection development plan based on your needs assessments, requests, and format choices. You may want to consider how you will balance the following alternatives to meet the specific needs of your school community:

- Format choices, e.g., print vs. electronic
- Reference vs. Circulating
- Fiction vs. nonfiction
- Paperback vs. hardback
- New formats, e.g., graphic novels
- English vs. other languages
- Curricular needs vs. personal student interests
- Varied learning styles
- Special projects and school themes vs. standard curriculum
- Professional resources vs. student resources
- Parent resources

Use selection tools and review sources to develop a consideration file of high-quality resources (See the following section on Selection Tools and Review Sources). Make your selections from this file based on your selection guidelines and ongoing collection plan. If there are particular publishers whose materials are consistently high-quality and appropriate for your students, you may also use up-to-date vendor catalogs to find new and revised titles from those publishers.

Keep the remaining items on a wish list to order in the future. Sometimes principals find money and you should be prepared.

#### **4. Acquire the Materials**

For guidance on purchasing and budget management, see the “Purchasing Resources” section in this Handbook. In the acquisition process, you will need to consider:

- Budget management
- Ordering/licensing
- Developing other funding sources
- Donations and gifts

#### **5. Process the Materials and Maintain the Collection**

Although your library may not yet be automated, you must start getting ready for automation by ordering MARC 21 records and bar codes for all new materials purchased. Store the CDs in a safe place until you are ready to automate. See the section on “Cataloging and Processing Guidelines” for further information.

Maintaining the collection involves not only its initial processing and coding, but also organizing the resources so that the school community finds ready access through clear signage and logical organization of the Dewey areas and special sections (e.g., magazines, story collections, paperbacks, picture books). Ready access also involves promoting resources to the community through displays, notices of new books, pathfinders, special programs, and continual reading guidance.

Maintaining the collection also involves attending to the physical condition of the materials through binding, repairs, and periodic cleaning.

#### **6. Deselect or Weed Inappropriate Materials**

An essential component to any collection development process is deselecting or weeding inappropriate materials. See the sections entitled “Weeding Guidelines” and “Weeding Process” for more detailed information. Once materials have been weeded, consideration must be given to their replacement (Do you need to order the same book to replace a worn-out copy? Do you need a book on the same subject, but with more current information? Has the curriculum changed so that there is no longer a demand for books on that subject?).

### 3.1.6 COLLECTION MAPPING

A process called Collection Mapping can be used to analyze the strengths and weaknesses of your collection in relation to student and curricular needs.

Dr. David V. Loertscher developed a collection mapping process that revolves around a three-pronged collection development effort:

1. Building the strength of your basic collection to serve a wide variety of student interests and needs
2. Creating broad emphasis areas around the major areas in the curriculum
3. Developing specialized areas for in-depth student inquiry.

You can use the following process to map your collection:

1. Assess the overall strength of your collection. The New York State rubric for library media program evaluation specifies that an exemplary library program offers at least 20 books per student. Include in your assessment materials in other formats, including CDs, DVDs, audiotapes, and electronic databases.

2. Consult with your teachers and your school's curriculum maps to identify focus areas in the curriculum. Pay attention to the thematic needs of each school if you are in a campus situation. Assess the quantity of the resources in those areas by looking at the numbers of each variety of format; assess the quality by looking at reading levels, currency, and breadth of coverage.

3. Analyze resource support for the collaborative units that you have developed with teachers that require in-depth research by students. Assess these materials for quantity based on the number of students that will be conducting research at the same time. Assess the materials for quality based on their ability to support in-depth research.

4. Build a bar graph showing the areas of strength and weakness in your collection according to the collection's ability to meet student and curricular needs.

Once you have mapped the collection, share with your teachers and administrators. You can use the data to justify your plan for continuing collection development.

### 3.1.7 CRITERIA FOR SELECTION

(Excerpted from Joyce Kasman Valenza's *Power Tools Recharged*<sup>1</sup>)

1. Materials should support and be consistent with the district's general educational goals and the educational goals and objectives of our individual schools and specific courses.
2. Materials should be selected to enrich and support both the curriculum and the personal needs of our students and faculty, taking into consideration diverse interests, abilities, socioeconomic backgrounds, maturity levels, and students' extracurricular interests. Materials selected should encourage an appreciation for both informational and recreational reading, viewing, or listening.
3. Care will be taken to select materials of educational significance meeting standards of high quality in presentation, educational significance, aesthetic character, artistic quality, literary style, reader appeal, factual content, authenticity, readability, accuracy, durability, and technical production.
4. Materials should be free of stereotype and sexual bias.
5. Materials should be considered relating to their overall purpose and their direct relationship to instructional objectives and/or the curriculum. Selected materials should support needs in the content areas and be appropriate to the variety of ages, developmental stages, ability levels, and learning styles represented by the particular facility for which they are chosen.
6. Materials should be selected representing opposing points of view on controversial issues, encouraging individual analysis. Library materials concerning controversial political, social, and religious issues should inform rather than indoctrinate.
7. The literary style of a work should be appropriate and effective for the subject matter and its intended readers or viewers.
8. The value of any work must be examined as a whole. The impact of an entire work will be considered, transcending individual words, phrases, and incidents.
9. Resource sharing will be considered in purchasing decisions. Materials may be purchased or not purchased based on networking and collaborative relationships with other area collections and depending upon extent of need.
10. Materials will be purchased in a variety of formats with efforts made to incorporate emerging technology when they meet the criteria outlined above.
11. Gift materials will be evaluated by the criteria outlined above and shall be accepted or rejected in accordance with those criteria.

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<sup>1</sup> Valenza, Joyce Kasman. *Power Tools Recharged*. Chicago: American Library Association, 2004.

### 3.1.8 SELECTION TOOLS AND REVIEW SOURCES

There are a multitude of review sources in print and online formats:

#### Magazines and Journals

For Elementary

- *School Library Journal* – expensive, but some consider it a necessity. Some parts are also online at [www.schoollibraryjournal.com/](http://www.schoollibraryjournal.com/). If a subscriber, you have access to SLJ's searchable database of reviews.
- *Horn Book*
- *Booklinks*
- *Bulletin of the Center for Children's Books*
- *School Library Media Activities Monthly*

For Middle and High School

- *School Library Journal*
- *Booklist*
- *VOYA*
- *Alan Review*
- *Kirkus Reviews*
- *Library Media Connection*
- *School Library Media Activities Monthly*

#### Specialized Reviewing Sources

- *Children's Catalog* (Wilson)
- *Junior High School Catalog* (Wilson)
- *Senior High School Catalog* (Wilson)
- *AASA Science Books and Films*
- *Criticas: An English Speaker's Guide to the Latest Spanish Language Titles*
  - <http://www.criticasmagazine.com/>
- KLIATT
  - Paperbacks, hardcover fiction, and audio books for young adults
- National Council of Teachers of Social Studies
  - Notable Trade Books: <http://www.socialstudies.org/resources/notable/>
- National Council of Science Teachers
  - Outstanding Science Trade Books: <http://www.nsta.org/ostbc>

#### Online Links to Review Sources

These are large and comprehensive web guides to multimedia review sources.

Resources for School Librarian – Selection Tools

<http://www.sldirectory.com/libsf/resf/coldev2.html#media>

Children's Literature Reviews

<http://infodome.sdsu.edu/research/guides/clreviews.shtml>

Book Review Websites

<http://eduscapes.com/tap/topic87.htm#2>

Children's Book Awards and Other Literary Prizes

<http://falcon.jmu.edu/~ramseyil/awards.htm>

Gale Reference Selection Resource

<http://www.gale.cengage.com/reference/index.htm>

### **Commercial Websites**

Online commercial sites are not only for ordering anymore; they have expanded to include reviews from professional and public sources. A number of vendors offer an online ordering system that can also be used to find reviews and research specific areas for collection development. You can put your Wish List online for future ordering. Online bookstores offer easily accessible and quick checking of bibliographic information, review excerpts, booklists, Table of Contents, sample pages, sample reader reactions, and more. Be aware, however, that reviews posted by patrons may be self serving. Vendors of videos, DVDs, and software sometimes allow you to preview clips or take a free 30-day trial.

### **Vendors and Exhibits**

While reviews are helpful, seeing materials in the flesh is invaluable. There are many ways to do this. Visit your local public library or neighborhood bookstore regularly to see what's new. When you go to conferences and professional development sessions, peruse the vendor tables. Vendors will be happy to visit your library and show you their wares. Major book jobber vendors will assist you in assessing your collection and filling in the holes. The Office of Library Services may provide opportunities for librarians to view the latest materials through book exhibits and conference displays. The New York Public Library hosts Books for the Teenage and 100 Best Books for Children exhibits.

### **Using Bibliographies**

Bibliographies from public libraries and professional organizations like ALA are excellent selection tools because these are lists of items reviewed and selected by professionals in specific subject areas, often categorized by grade/age level and annotated.

Bank Street College

Go to: <http://www.bankstreet.edu/bookcom> for *Best Children's Books of the Year*. The books are on exhibit each year at the library at Bank Street College.

New York Public Library [www.nypl.org](http://www.nypl.org)

Go to: <http://kids.nypl.org/reading> for 100 Best Children's Books and many other lists. <http://teenlink.nypl.org> for *Books for the Teenage* and others. Copies are available upon request.

Brooklyn Public Library [www.brooklynpubliclibrary.org](http://www.brooklynpubliclibrary.org)

Go to: [http://www.brooklynpubliclibrary.org/what\\_to\\_read.jsp](http://www.brooklynpubliclibrary.org/what_to_read.jsp) for great annotated lists for children and young adults.

Queens Library [www.queenslibrary.org](http://www.queenslibrary.org)

Go to: [http://www.queenslibrary.org/index.aspx?section\\_id=5&page\\_id=91](http://www.queenslibrary.org/index.aspx?section_id=5&page_id=91) for Elementary level.

[http://www.queenslibrary.org/index.aspx?section\\_id=13&page\\_id=158&subj=29&cat=450](http://www.queenslibrary.org/index.aspx?section_id=13&page_id=158&subj=29&cat=450) for Middle and High School.

American Library Association (ALA) [www.ala.org](http://www.ala.org)

Go to:

<http://www.ala.org/ala/alsc/alscresources/summerreading/recsummerreading/recommendedreading.cfm>

Go to:

<http://www.ala.org/ala/yalsa/teenreading/recreading/recommendedreading.cfm> for Young Adult recommendations.

### **Lists of Award Books:**

#### **Newbery**

The Newbery Medal is awarded each year by the American Library Association for the “most distinguished American children's book published the previous year.” For a complete list of Newbery Award and Honor books, see: <http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/newberymedal/newberymedal.cfm>

#### **Caldecott**

The Caldecott Medal is awarded each year by the American Library Association to “the artist of the most distinguished American picture book for children.” For a complete list of current and past winners, see: <http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal.cfm>

#### **Coretta Scott King Book Award**

The Coretta Scott King Book Award is presented annually by the Coretta Scott King Committee of the American Library Association's Ethnic Multicultural Information Exchange Round Table (EMIERT). The award (or awards) is given to an African American author and an African American illustrator for an outstandingly inspirational and educational contribution. The books promote understanding and appreciation of the culture of all peoples and their contribution to the realization of the American dream. See the lists of winners at: <http://www.ala.org/ala/emiert/corettascottkingbookaward/corettascott.cfm>

## Pura Belpré Medal

The Pura Belpré Award, established in 1996, is presented to a Latino/Latina writer and illustrator whose work best portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth.

<http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/belpremedal/belprmedal.htm>

## Association for Library Services to Children (ALSC) Awards

For lists of past winners of book awards offered by ALSC, see:

<http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/belpremedal/index.cfm>

## Association for Library Services to Children (ALSC) El Día Bilingual Booklist

For book lists of ALSC recommended bilingual books, see:

<http://www.ala.org/ala/mgrps/divs/alsc/initiatives/dielosninos/diaresources/eldabooklist.cfm>

## Young Adult Library Services Association

For booklists and book awards offered by YALSA, see:

<http://www.ala.org/ala/yalsa/booklistsawards/booklistsbook.htm>

## Best of the Best – Children’s Book Committee, Bank Street College

This list contains books that received stars for outstanding merit in the 1998 -2002 editions of The Best Children's Books of the Year published by the Children's Book Committee at Bank Street College. See the lists at:

<http://www.bankstreet.edu/bookcom/best.html>

## New York State Reading Association Charlotte Award

“The purpose of the Charlotte Award is to encourage students to read outstanding literature and ultimately become life-long readers. Additionally, the award recognizes the authors and illustrators of such literature. Students in New York State read titles on the ballot and vote for their favorites.”

<http://www.nysreading.org/Awards/charlotte/1990to2008%20History%20of%20NYSRA%20Charlotte%20Winners.pdf>

## New York State Knickerbocker Award for Juvenile Literature

“Each year, the New York Library Association presents the Knickerbocker Award for Juvenile Literature. It recognizes a New York State author or illustrator whose body of work is of a consistently superior quality and supports the curriculum and the educational goals of New York State schools.”

[http://www.nyla.org/index.php?page\\_id=632](http://www.nyla.org/index.php?page_id=632)

### **Recommended Books in Family Literacy Guide**

A family literacy guide published by New Visions for Public Schools in collaboration with the NYC Department of Education, *Opening the Doors to Learning: Literacy is a Family Affair*, offers bibliographies of recommended books for different grade levels that were developed by school and public librarians. See Appendix B in this Handbook.

### 3.1.9 COLLECTION DEVELOPMENT FOR ENGLISH LANGUAGE LEARNERS

English Language Learners and English as a Second Language require materials in their language of origin as well as materials in English. These materials are important for ELL and ESL students to acquire the language skills necessary for academic success. Librarians can acquire materials for this population by providing high-interest/low-level books in areas our students are studying. And by providing English books on the countries our students come from or subjects they know, like sports, we provide them with familiar information in English. Also by providing ELL and ESL students with fiction books written in the language our students are familiar with, we provide them with opportunities for reading for pleasure.

Our Portaportal website has several sites on where to buy foreign language books.

<http://guest.portaportal.com> (User name: NYCSLS)

- China Sprout  
<http://www.chinasprout.com/education>
- Asia for Kids  
<http://www.asiaforkids.com/>
- Multicultural Books and Videos (Urdu, Albanian, Arabic)  
Contact: Kumar Rakesh at 800 567-2220

High-Low books are available by many of our contracted vendors. Read the professional journals for recommendations. Also consider audio books. ELL and ESL students can listen and follow the printed page to build familiarity with word pronunciation and words recognition.

Another source of foreign language/English language books is New York Learns.

<http://www.nylearns.org>

There are lesson plans, e-books, websites, resource lists and audio books in English and other languages. These resources are free for teachers in New York City.

### 3.1.10 AUDIO VISUAL RESOURCES

The collection should include video sources (as VHS is phased out, purchase DVDs) and books on tape, CDs, e-books, MP3 format or iPods. Books on tape can be purchased together with a paperback copy of the book so that they can be circulated together. This is a particularly helpful strategy for ESL learners, special education students and others who need a boost with their reading skills, although even good readers often enjoy listening to a book. Research has shown that students can listen to material being read out loud at a higher level than they can read it themselves. See *Audio-Visual* category on the NYCSLS Portaportal <http://guest.portaportal.com/nycsls> for companies specializing in audio-visual materials.

These materials are also available from most large jobbers. Videos and DVDs are also available from these jobbers, although there are also video delivery systems that can be purchased so that the videos rest on a school server and can be accessed in any classroom through a network.

EdVideo Online <http://www.thirteen.org/edonline/edvideo/index.html> is a digital video-on-demand service brought to you by New York Public Television and Clearvue and SVE. This database is available to New York City School teachers. This Website provides over 3,200 full length videos, nearly 20,000 curriculum correlated video segments, 4,000 audio files, 25,000 photographs, animations, and illustrations, and new features like podcasting. Video content is correlated to state standards. The clips can be inserted into PowerPoint presentations. Register online with a passcode provided to your school.

### 3.1.11 ELECTRONIC RESOURCES: DATABASES and ENCYCLOPEDIAS

A **Database**, according to the *American Heritage Collegiate Dictionary*, is a collection of data arranged for ease and speed of search and retrieval. In libraries, databases contain collections of magazine, journal and newspaper articles and are a more reliable source of information than web sites found on the open web with a search engine such as Google. Subscription databases are offered by many companies on many different subjects. These can be quite expensive. However, you may use software money to purchase both databases and electronic encyclopedias (those listed on FAMIS). Check with the administrator in your school who is in charge of the software money to see if some of it can be allocated for library databases.

#### NOVEL

NOVEL (New York Online Virtual Electronic Library) is a collection of databases purchased at the state level and available for **free** to any library in New York State. Do not pass up the opportunity to take advantage of this resource. Although many of the databases are more appropriate for high school, a few would be very helpful at the elementary and middle school level. NOVEL includes a variety of databases from Gale and EBSCO. The site listed below gives a complete list.

To subscribe to NOVEL, go to:

<http://www.novelnewyork.org/>

NOVEL Database Help Desk: 877-277-0250 (toll free)

#### THE NEW YORK CITY PUBLIC LIBRARIES

All three New York City public library systems make available a large selection of databases, most of which are also available for use at home with a public library card. **The New York Public Library** encompasses the Boroughs of Manhattan, the Bronx, and Staten Island. **The Brooklyn Public Library** encompasses the borough of Brooklyn and the **Queens Public Library** encompasses the borough of Queens. You should make your students aware of these resources.

New York Public Library: <http://www.nypl.org>

Brooklyn Public Library: <http://www.brooklynpubliclibrary.org/>

Queens Public Library: <http://www.queenslibrary.org>

#### OTHER DATABASES:

In addition to the databases available for free from the state and the public libraries, there are a number of helpful subscription databases available from vendors. Some of these are:

Thompson-Gale databases: A few of these are available from NOVEL, but there are excellent school oriented resources also published by this vendor.

*Student Resource Center (Gold, Silver, Bronze)*  
*Science Resource Center*  
*Opposing Viewpoints*  
*Literature Resource Center*  
*Biography Resource Center*

All of these are full text and set up to be student-friendly with lots of cross references and content based on the high school curriculum.

<http://www.gale.cengage.com/servlet/BrowseMediaServlet?region=9&imprint=k12&iid=OEH>

*ProQuest*: a general magazine and newspaper database. Includes the NY Times and for extra money can include the *Historical NY Times* (back to 1851).

<http://www.proquest.com/>

ProQuest also provides two full-text databases -- *SIRS Researcher* and *SIRS Discoverer*. *SIRS Researcher* is a full text database of magazine and journal articles on topical themes. *Sirs Discoverer* is the module for upper elementary and middle school as well as ESL students.

*Annals of American History Online* (published by Britannica): a full text database of documents from American history.

<http://corporate.britannica.com/library/online/aoa.html>

*CultureGrams* (published by ProQuest): statistical snapshots of every country recognized by the United Nations -- from Afghanistan to Zimbabwe.

<http://www.proquestk12.com/productinfo/culturegrams.shtml>

*CQR (Congressional Quarterly Researcher)*: Full text deep research on contemporary issues.

<http://library.cqpress.com/index.php?PHPSESSID=f9e6j4irmm5sruqju5fgmsho24>

## **NEW YORK LEARNS/ RESOURCES FOR TEACHING AND LEARNING:**

<http://www.nylearns.org/>

NYLearns.org is a standards-based website with educational resources and tools to enhance teaching and learning for educators, students, and parents. Most of the curriculum resources and tools are freely accessible through the Web. In addition, New York City has paid for a subscription for educators to be able to establish accounts, design their own Websites, and contribute curriculum units.

## **ENCYCLOPEDIAS:**

The advantages of electronic encyclopedias are that they are upgraded on a regular basis, the problem of missing volumes or ripped-out pages is eliminated, and they often contain links to other web sites on a particular subject. The disadvantage, of course, is

that if your Internet or computer network is down or you do not have enough terminals, access is limited. Because of this, it is wise to keep at least one print encyclopedia set (replace every 5 years). The following online encyclopedias are all well-reviewed and may be purchased by individual schools:

Encyclopaedia Britannica:

[http://info.eb.com/html/product\\_online\\_school\\_edition.html](http://info.eb.com/html/product_online_school_edition.html)

Grolier: <http://teacher.scholastic.com/products/grolier/index.htm>

World Book: <http://www.worldbookonline.com/wb/Login?ed=wb>

Increasingly, publishers of electronic encyclopedias are offering encyclopedias in Spanish. Often these are encyclopedias that have been published in a Spanish-speaking country, not translations of the English-language encyclopedias; therefore, the subjects with an American bias that are in the curriculum of New York City schools (e.g., American Revolution) may have limited coverage.

Encyclopaedia Britannica offers the *Spanish Reference Center* :

[http://info.eb.com/html/product\\_spanish\\_reference\\_centerl.html](http://info.eb.com/html/product_spanish_reference_centerl.html)

World Book offers a Spanish-language print and online translation of the Student Discovery Encyclopedia entitled *Enciclopedia Estudiantil Hallazgos* :

<http://www.worldbookonline.com/sales/products?id=XWBC>

Grolier offers *La Nueva Enciclopedia Cumbre* :

[http://teacher.scholastic.com/products/grolier/program\\_LNEC.htm](http://teacher.scholastic.com/products/grolier/program_LNEC.htm)

### **Periodicals and Newspapers :**

Periodicals and newspapers are essential components to a library collection because they provide very current access to information. Libraries may choose to supplement the periodicals available through NOVEL to satisfy the varied interests and research needs of students, teachers, and administrators.

Periodicals may be purchased through magazine vendors with a contract and vendor number. See the list on the FAMIS portal at

<http://schools.nyc.gov/Offices/DCP/Commodities/LibraryReferenceMaterials/Default.htm>.

### 3.1.12 A RUBRIC FOR EVALUATING ELECTRONIC DATABASES

Name of Database:

ACCESS			
CRITERIA – Answer “yes” or “no”	YES	NO	Additional Comments
1. Is the program web-based?			
2. Does the resource have an identified comparable print or CD-DVD source?			
3. Do users need a password to log in?			
4. Is the resource accessible remotely (e.g., through a home computer)?			
5. Does access to the site require special software/drivers?			
6. Is the site viewable by all Web browsers (i.e. Netscape Navigator, Internet Explorer, etc.)?			
APPEARANCE			
CRITERIA – Answer “yes” or “no”	YES	NO	Additional Comments
1. Is the site student-friendly?			
2. Is the site teacher-friendly?			
3. Is the site easy to navigate?			
4. Does the site present information at the appropriate reading level for the intended audience?			
5. Does the site present information at the appropriate interest level for the intended audience?			
6. Does the site load in a reasonable amount of time?			
7. Are there too many graphics?			
8. Are there too few graphics?			
9. Do all the hyperlinks work?			

**INFORMATION**

<b>CRITERIA – Answer “yes” or “no”</b>	<b>YES</b>	<b>NO</b>	<b>Additional Comments</b>
<b>1. Does the information appear to be current?</b>			
<b>2. Does the information appear to be valid?</b>			
<b>3. Is the source of the information identifiable and reliable?</b>			
<b>4. Is the content credible?</b>			
<b>5. Is the content authoritative?</b>			
<b>6. Is the resource updated in a timely manner?</b>			
<b>7. Are there hyperlinks to additional resources?</b>			
<b>8. Are there hyperlinks that may get users lost or confused?</b>			
<b>9. Does the resource support the curriculum and instruction?</b>			
<b>10. Is use of the resource affected by the NYCDOE filters?</b>			

**ADDITIONAL COMMENTS / STRENGTHS / WEAKNESSES**

### **3.1.13 COOPERATIVE COLLECTION DEVELOPMENT PROGRAM GUIDELINES**

#### **I. MISSION STATEMENT**

The mission of the New York City School Library System Cooperative Collection Development (CCD) Program is to support the curricular and instructional processes of schools by promoting cooperative planning, selection, evaluation and sharing of specialized collections of library media resources.

#### **OBJECTIVES:**

1. Provide access for students, teachers and administrators in New York City schools to exemplary collections in all curriculum areas through noteworthy resources.
2. Ensure the availability of unique and costly materials to any practitioner.
3. Promote implementation of national, state, and local content and performance standards by providing equitable access to in-depth collections and unique materials.

#### **II. RESPONSIBILITIES OF SPECIAL COLLECTION LIBRARIANS:**

1. To develop high-quality special collections which reflect current curricular concepts and student and teacher needs.
2. To provide access to the collections through automated cataloging and circulation.
3. To publicize and facilitate the sharing of these materials through Interlibrary Loan (ILL) and by creating a pathfinder on the CCD Wikispace: <http://nyc-ccd.wikispaces.com/>
4. To serve as an active and authoritative bibliographer in the stated collection area.
5. To develop model instructional units in collaboration with content-area teachers built around the use of the special collections for student inquiry and teacher planning.
6. To pursue alternative methods of funding to ensure maintenance of exemplary and current collections.
7. To participate in CCD professional development programs for school library media specialists (SLMS) in the field.
8. To demonstrate commitment to professional development in the special subject area.
9. To be committed to the utilization of state-of-the-art information technologies.
10. To ensure the integrity and maintenance of the collection by adhering to standard selection and de-selection policies.

### III. REQUIREMENTS FOR NEW COLLECTIONS

1. The librarian must be certified.
2. There must be a phone in the library.
3. Preference will be given to automated libraries or those with specific plans to do so.
4. Preference will be given to new subject/ grade level collections.
5. The subject has appeal beyond specific school.
6. The subject is viable for a special collection.
7. The librarian must be able to attend meetings
8. The rationale for the collection is explicit in its relationship to teaching and learning in the host school.
9. The librarian has a commitment to creation and upkeep of a pathfinder for the subject of the collection and the posting of it to the CCD Wikispace.
10. The librarian is willing to give an account of how the collection was used with teachers in the school.

### IV. FUNDING

1. New collections will be given initial allotment, the amount of which will be determined by availability of funds in NYCSLS budget.
2. Special Collections will be provided funding annually by the New York City School Library System.

### V. CCD PERMITTED PURCHASES

1. Print materials including nonfiction, biographies and fiction.
2. Non-print materials including video, laser disk, CD-ROM, DVD and computer software.
3. Specialized subject specific encyclopedias and other special and unique reference sources in all formats.
4. Visual resources, such as maps, pictures, portraits, art and realia, reproductions and replicas, where appropriate.
5. **Not Permitted:** Electronic subscription databases and print periodicals

### VI. PROCEDURES

1. Strict adherence to spending plan and compliance to timeline provided.
2. Appropriately completed and signed receipts, purchase orders, and accounting sheets.

3.2a

## PURCHASING RESOURCES

### 3.2a.1 ORDERING PROCESS

The Division of Contracts and Purchasing and the Division of Financial Operations has developed a web-based purchasing application (FAMIS Portal). The goal of this project is to provide an enhanced purchasing tool for users and vendors.

The process for ordering library materials with NYSLIB funds through the FAMIS Portal should be as follows:

**Step 1: Login using FAMIS login and password (your school secretary will do this)**

- Select "*Purchasing.*"

**Step 2: Select purchasing options (Contracted vs. Non-Contracted)**

***Is it a contracted vendor or item?***

- Click on *Inquiry* and then *Vendor Inquiry* to determine if the vendor has an active contract.
- Please note, having a vendor number does not by itself indicate the existence of an active and current contract.

**Contracted** → Select *contracted* to order from the E-Catalog (textbooks, general supplies, computers, audio visual media, instructional materials, etc.) or to use the **Listing Applications** option.

The Listing Applications option is generally the option chosen for library materials. Resources ordered for the library under this option do not have to be individually NYSTL approved. Instead, the resources are selected using a library selection process and they are ordered as a group.

The Division of Contracts and Purchasing maintains a current list of approved vendors for purchasing of Library and Reference Materials, Magazines and Newspapers, and Maps and Globes at <http://schools.nyc.gov/Offices/DCP/Commodities/LibraryReferenceMaterials/Default.htm>. **Please note, you may want to print this list before starting the purchasing process.**

**Non-Contracted** → Select *non-contracted* for ordering non-contracted items, including 3-bids, No Bids, Sole Vendor, Exception to Bid, and Competitive Grant. Typically, library supplies (e.g., classification labels, mylar covers) are not listed in the e-catalog and must be purchased using one of these options.

#### **SELECT APPROACH FOR PURCHASING →**

**USING LISTING APPLICATIONS (Steps 3-11 in Section 1)  
or  
USING E-CATALOG (Steps 3-11 in Section 2)**

**SECTION 1: PURCHASING USING LISTING APPLICATIONS**

**Step 3: Enter Vendor Number**

- If you do not know the vendor number, click on the magnifying glass next to vendor number search box. Type in a vendor's name and click on search. Once you locate the vendor's name with an active vendor number, click on the vendor number in the list and it will automatically fill in the information.
- If you do know the vendor number, type it in and click on "retrieve vendor information."

**Step 4: Enter Contract Number**

After you have retrieved the vendor information, you need to select a contract number by using the drop down menu titled "select contract/bids." Select the contract applicable to your purchase. For example, a Library and Reference contract is used to purchase library materials.

Once you select a contract, click on "Next."

**Step 5: Enter Invoice Information**

All invoices should be sent to the New York City Department of Education, Attn: Accounts Payable, 65 Court Street, Room 1001, Brooklyn, NY 11201, Telephone (718) 935-2850.

Once you enter the invoice information, click on "Next."

**Step 6: Enter Delivery Information**

1. Enter the school's address of where the delivery should be sent. Please make sure you indicate the librarian's name.
2. Type "inside delivery" in the optional field under "Special Delivery Instructions."

Click on "Next."

**Step 7: Enter Account Detail Information**

To enter the funding information, you need to know beforehand your District, Quick Code, Object Code (338 for Library and Reference Materials), Location Code, Activity Code and total amount of order. Click on "recalculate." FAMIS will then determine if you have enough money in that object code in your budget. If you do not have enough money in the specified object code, FAMIS will not allow you to move further.

Click on "Next."

## **Step 8: Enter Item Details**

### **Contracted →**

- Item # - Enter N/A
- In the Description box, type “Library Books”
- Units of Measure – Select “Each”
- Quantity – Enter “1”
- Net price per unit – Enter the total cost of your order
- Hit “Recalculate”
- Additional Information box - Indicate any additional information about your order, such as “See attached list,” “Follow library processing specifications on file,” and a “Do Not Exceed” amount.

#### **Use a “Do Not Exceed” (DNE) Amount**

If you are ordering from a jobber, place an order for 20-30% more than your available budget because not all items will be available. Be sure to indicate a “Do Not Exceed” amount on your order in the “Additional Information” box. If you are ordering from a sole source vendor, you may place an order for exactly what you want to receive because the order will most likely be filled completely.

Click on “Next.”

### **Non-Contracted →**

- If you have a specialized need that cannot be satisfied by a contracted vendor, you may contact three contracted vendors who supply a comparable product, acquire bids from each, and purchase from the lowest bidder or the one that satisfies your criteria most closely. Must be under threshold; go to <http://schools.nyc.gov/NR/ronlyres/4898D649-3CE7-40F9-997D-A3B27819C3A9/0/otpspurchasesMarch06.pdf> (pp. 11-12) standard operating procedures manual for OTPS to see threshold for different order amounts.
  - Get the bids in writing.
- You can also purchase from non-contracted vendors that are sole source (but must be sole copyright or publisher). You must have a letter on file from the vendor documenting that it is a sole source provider.
  - The sole source purchase order may be approved by the school for purchases of under \$15,000.
  - The system-wide purchases for sole-source vendors will be aggregated to determine if the vendor can remain a non-contracted sole source.
  - Sole source companies are encouraged to get their own contract.

### **Step 9: View Order Summary**

Review/confirm order details.

Click on box that says, "I will send the paper order to the vendor instead of the automatic transmission."

### **Step 10: Complete Purchase Order**

Click on "Complete Purchase Order" button at the bottom of the screen to generate a "WR" purchase order number. **PRINT!!!! Print a copy of your order and hold it for your records.**

### **Step 11: Send your list to the vendor with the Purchase Order**

After the order is approved, the list needs to be sent to the vendor with a printed copy of the purchase order.

## **SECTION 2: PURCHASING THROUGH E-CATALOG**

### **Step 3: Choose E-Catalog Option**

If the e-catalog option is chosen, you will be able to choose among several categories, including Textbooks, Computer Software, Audio/Visual Media, and Supplies, hardware & Instructional Materials.

### **Step 4: Preview items for purchase**

**Before selecting the appropriate category**, you may preview items by clicking on:

- Preview All Commodities

Or

- Preview \_\_\_\_\_ (e.g., Audio/Visual Media)

The preview screens are arranged alphabetically by title of item. You may also use the Search Box at the top to find specific topics/items.

Make a note of the items you wish to purchase.

### **Step 5: Choose the item category**

Click on the category for your order (e.g., Audio/Visual Media).

### **Step 6: Enter Account Detail Information**

To enter the funding information, you need to know beforehand your District, Quick Code, Object Code (e.g., 199 for Instructional Software), and Location Code. Click on "recalculate." FAMIS will then determine the amount of money available in that object code in your budget. You will not be able to add e-catalog purchases that exceed the amount of money you have available.

### **Step 7: Enter Item Details**

You can search the e-catalog for the items you wish to purchase by Description, Item #, and other key terms.

Click the “Add” button to the left of each item you wish to purchase.

Click on “View Cart” to review and confirm order.

Click on “Proceed to Checkout.”

### **Step 8: Enter Delivery Information**

- Enter the school’s address of where the delivery should be sent. Please make sure you indicate the librarian’s name.
- Type “inside delivery” in the optional field under “Special Delivery Instructions.”

### **Step 9: Invoice Information is automatically filled in**

All invoices should be sent to the New York City Department of Education, Attn: Accounts Payable, 65 Court Street, Room 1001, Brooklyn, NY 11201. Telephone: 718 935-2850.

### **Step 10: View Cart/Update Quantities**

Review/confirm order details.

### **Step 11: Submit Order**

Click on “Process Order.” By pressing the Process Order button, you generate a “WR” purchase order number. **PRINT!!!! Print a copy of your order and hold it for your records.**

### **SIPP**

Due to the New York City Comptroller’s Office regulations concerning payments and reimbursements, the Department of Education (DOE) revised the **SIPP (formerly imprest)** business process. Accordingly, the Division of Financial Operations (DFO) has enhanced **SIPP** transaction processing through the FAMIS portal. This enhancement has a twofold purpose: (a) to ensure that payments made to individuals and sole proprietors will be reported accurately and expeditiously to federal, state and local government entities for tax reporting, and (b) to ensure Standard Operating Procedures (SOP) compliance.

#### **Vendor Payment:**

For payments that do not exceed \$2,500 the **SIPP** transaction will require a valid FAMIS vendor number. This means; the vendor must be activated in the FAMIS Vendor File before a payment request can be processed and in addition, will allow for the name and address of the payee to be retrieved from this file. The subsequent check will be generated in five to seven business days by the City’s Department of Finance.

**Please Note: Please advise vendors NOT listed in the FAMIS Vendor File, that a W-9 form must be submitted to the Division of Contracts and Purchasing (DCP).**

DFO recognizes the possibility that payments may have to be made to vendors or employees that do not have valid vendor numbers or employee reference numbers. If this rare situation should occur, the principal/site supervisor must get approval for such a transaction by calling DFO’s Bureau of Finance (BOF) attention Connie O’Keefe at 718-935-2655. Upon presenting the reasons for such an exception/emergency, the principal/site supervisor will be advised if an emergency/exception payment will be made. You are urged to keep these emergency requests to a minimum.

## 3.2b CATALOGING AND PROCESSING GUIDELINES

### 3.2b.1 PROCESSING OF PURCHASED RESOURCES

All materials (print & non-print) ordered for the School Media Center should be purchased as “shelf-ready.” Shelf-ready materials should include spine labels, barcodes (if automated), book pocket with transaction card (not automated) and data disk with full MARC 21 records for all the materials in the library order. Some librarians like to have a book card and pocket as backup even if the library is automated in case the system is temporarily down. In addition, the Funding Source, e.g., “NYSLIB,” should be marked on every library material purchased (see NYSLIB guidelines on the Office of Purchasing and Management Website at <http://schools.nyc.gov/Offices/DCP/publications/nyslib.htm>).

#### PURCHASED WITH STATE MONEY EDUCATION LAW 1985 SECTION 711, CHAPTER 53

Processing and cataloging specifications should be submitted with each library order. **[Note: Make sure your specifications include the school’s name and address on the book.]** Every vendor catalog includes a form for processing and cataloging in the back of the catalog. If you do not yet have an automation system, discuss with your jobber the ordering of a barcode format that is compatible with all systems. Keep records of the barcode ranges allocated for each vendor. Some vendors may provide FREE processing and cataloging. For others, the price per book will be taken out of the “Do Not Exceed” amount.

For those books that are acquired through book fairs, gifts, etc., you will need to have some supplies to process the materials in-house: plastic book covers, tape, spine labels, pockets, and book cards. If you are automated, you will need a supply of dumb barcodes (barcodes not yet linked to a specific title in your catalog) or the ability to print a barcode for the book from your automation system. These materials can be purchased with Teachers’ Choice money, out of the school’s supply budget, or with book fair or other money raised for the library account. They cannot be purchased with the state allocation, which is solely for library materials.

#### **Inventory Records**

According to Department of Education policy, library books do not have to be inventoried separately. “Librarian’s traditional or computerized cataloging system will be considered as an ongoing inventory record.” Inventory records must be kept, however, for all equipment purchased. Guidelines for the inventory of equipment may be found at <http://schools.nyc.gov/NR/rdonlyres/A043AAF1-A439-4D7E-BB63-C46F7FDA7DEB/0/sopinventoryfinalchapter.pdf>.

### 3.2b.2 DEWEY DECIMAL SYSTEM

The Dewey Decimal System is almost universally used as the organizing protocol for all school and public libraries. The location skills the students learn in your school library are directly transferable. Even at the college level, where the Library of Congress system is used, students will have learned basic location skills in your school library that will then transfer to the college level. The basic breakdown of the Dewey Decimal System is as follows:

#### Overview

000	Generalities
100	Philosophy and Psychology
200	Religion
300	Social Sciences
400	Language
500	Natural Sciences and Mathematics
600	Applied Sciences and Technology
700	The Arts
800	Literature and Rhetoric
900	Geography and History

The following Web sites will help explain the further breakdown of the Dewey categories.

#### Simple

[www.monroe.lib.in.us/childrens/ddctable.html](http://www.monroe.lib.in.us/childrens/ddctable.html)

#### Deeper

<http://www.tnrplib.bc.ca/dewey.html>

#### Dewey Summaries

<http://www.oclc.org/dewey/resources/summaries/deweysummaries.pdf>

For more detailed cataloging, check the classification in the public library's catalog.

### 3.2b.3 SUBJECT HEADINGS

Libraries must follow an authority in determining subject headings in order to maintain the integrity of the catalog. Most libraries commonly use either *Library of Congress Subject Headings* or *Sears List of Subject Headings* as the authoritative source of subject headings. Generally, schools use *Sears*.

*Sears* offers a controlled vocabulary so that all books on the same subject are accessible through the same words. Main headings may be subdivided by: topic, aspects of a topic, geography, and chronology. Every subject heading in *Sears* is linked to the corresponding Dewey number.

Typically, librarians with both print and electronic catalogs offer both “see” and “see also” references to help patrons refine their search and find additional resources.

If you are automated, request both types of headings in the MARC records, but activate the *Sears* headings only. Non-automated school libraries should order cards with *Sears* subject headings.

*Sears List of Subject Headings* should be updated regularly; each time a new edition comes out, the library should purchase a copy. It is available through H. W. Wilson at: [http://www.hwwilson.com/reviews/sears\\_review.htm](http://www.hwwilson.com/reviews/sears_review.htm).

### 3.3 AUTOMATION

#### Rationale:

Why do I have to automate? Automation is a software application used to assist building level librarians with the management of their catalog, circulation, material and patron activity, as well as produce a variety of reports and statistics. Automation is not just a tool to modernize the job of the librarian; it is also a tool that provides greater access to the library's collection for students and staff. Physical access to the library collection is a prerequisite to intellectual access.

Automation also provides more time for the school/campus librarian to collaborate and teach information literacy. Students must have an opportunity to learn how to find a book on the shelf using a catalog. This is one of the first benchmarks on the information literacy continuum. The universal standard in the 21<sup>st</sup> century for library catalogs is the OPAC (online public access catalog). This means that students who have not had an opportunity to use an automated catalog regularly to locate resources will be at a disadvantage. Card catalogs are obsolete. Please visit our Automation Wiki (<http://library-automation.wikispaces.com/>) for addition information and tools for automating your school library.

#### A Brief Overview of Automation Applications:

The software for library automation has changed from its early applications. New York City school libraries have a variety of these applications, from the stand-alone to the Web-based. Schools can purchase library automation software from vendors in FAMIS using NYSTL software money. Here is a brief history of automation software at a glance:

- Stand Alone: First generation software for circulation and catalog requires only a stand alone computer. Patrons cannot search the catalog on other computers unless catalog software is installed on each of the other computers. Patrons are added by the librarian. The librarian has full access to the application. The software is installed from a CD-ROM or Website download.
- Local Area Network: Second generation software for circulation and catalog requires a LAN (local area network) with a server and several computers connected to the server. Patrons can search the catalog from computers connected to the server within the library or school building. Patrons are added by the librarian. The librarian has full access and a designated computer for circulation. The librarian or school staff administers the server. The software is installed from a CD-ROM or Website download.
- Web-Based: Third generation software is completely Web-based. The circulation and catalog software is installed on central servers at

MetroTech. The school librarian does not need locally-installed software for this application. The full catalog is accessed via the Internet. All applications are Web-based. Patrons are added weekly via File Transfer Protocol (FTP) from servers at MetroTech. Patrons can search the catalog at school or at home, or anywhere there is Internet access. The circulation and catalog software is installed on the central server, not in the schools. Many schools share the server and catalog. The servers are maintained and administered by Central staff from the Division of Instructional and Information Technology (DIIT) and the Office of Library Services (OFCSL). The librarian can make changes for the school's collection only. The district administrator can make global changes for all schools on the server.

#### Time Allocated to Accomplish:

How long will it take to automate a library? This will depend on the current state of your library and on the amount of money which can be allocated to the task. Even if you have no computers and none of your books are processed, you have no card catalog, and you have no budget for automation, your library can be fully automated within three years.

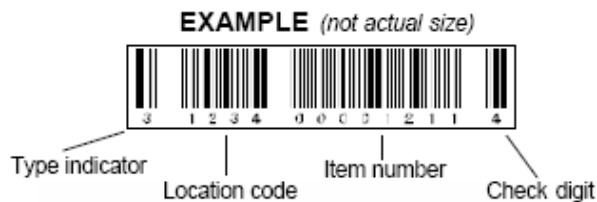
Automating the cataloging and circulation of a library collection should be a high priority for every library which is not already cataloged. In the automation process, each material record is assigned a unique electronic record with a unique corresponding barcode. All barcodes must be physically applied to the material. While this may be somewhat time-consuming in the beginning, it will ultimately be a timesaver. Automated library management systems shorten clerical functions like ordering, managing overdues and circulation, creating bibliographies, conducting inventory, and record-keeping.

#### Barcodes:

New York City school libraries have a standard for barcodes. When you order materials for your library, include the barcode specifications as part of the processing for your order. You will have to complete a specification form for each vendor.

Before you order barcodes, you need to know your library location code. The library location code is a four-letter code assigned to each New York City school library by the Office of Library Services. To get your school library location code, call the Office of Library Services at (212) 374-0328.

The barcode is a 14 digit, Code 39 (or Code 3 of 9), MOD 43, with a check digit. All schools are recommended to use this barcode symbology. The barcode should look like this:



The type indicator is usually a 3. The location code is a four-letter code you receive from the Office of Library Services. Each school has its own collection code. The collection codes are generated by the Office of Library Services. The item number is an eight digit range for materials. You can assign an item number range for your vendors. You can assign a two-digit number for the vendor and a six-digit range for items. An example would be 01 for a book vendor, with 000,001 for the first item number. It would look like 01000001. Another vendor would be 02, with 000,001 for the item number. It would look like 02000001. You can assign your school the highest number range of 09000001. The check digit is generated by the computer. Keep a list of all the item number ranges you assign to vendors. Sample barcode specification forms are available on our Automation Wiki (<http://library-automation.wikispaces.com/>).

Call Number Patterns:

There is also a standard for call number patterns. School libraries should mirror the public library as much as possible. We are providing our students with an opportunity to become lifelong learners. Lifelong learners use public or academic libraries. These call numbers are similar to those used by New York City public library systems. When no call number patterns are given to vendors, the Office of Library Services recommends the following as a default:

**Aud** = for cassettes or other audio materials

**AV** = for both audio and visual materials, especially the older formats, like slides, transparencies, filmstrips. If any of these materials are current enough to be retained in your library collection, use this call number prefix.

**Bio** = for individual biographies. Some may want to use 920s for collective biographies. **NYC school libraries do not use 92 for individual biographies.**

**CD** = for CD-ROM formats

**DVD** = for Digital Video Disc

**Easy or E** = for Easy Books or Early Readers. In elementary this is important. Middle and high schools may want to integrate these books into the regular collection using the appropriate call numbers to avoid insulting our struggling readers.

**ebook** = for electronic books

**ESL** = for English as a Second Language resources

**Fic** = for fiction books

**Kit** = for multiple formats in a box or bag

**Map** = for map collections

**MP3** = for electronic media in digital format

**Prof** = for professional collections

**Ref** = for reference resources

**SC** = for story collections

**Pic** = for picture books which are not always easy and may be in middle or high school collections

**PBK** = for paperbacks

**Sp, Fr, Ru** = for foreign language books

**Vid** = for videos

#### Checklist:

How do I get from here to there? Before you begin, have a plan. This plan will be adjusted according to the situation in your library. If you have no card catalog and one antique computer, you will plan differently from the library with automation software in a box, a new computer, and a mixture of processed and unprocessed books. There are many routes to automation. These steps are listed in order of priority and assume that you are starting from zero. Please omit or modify them accordingly.

#### **1. Begin ordering all materials shelf-ready with data-disks and barcodes.**

Do not order unprocessed materials. Most vendors will keep your specifications on file. If you have not already chosen an automation system, don't agonize over which one to select for data-disk and barcode purposes. Any of the approved systems will be fine. Just choose one, use it for all specification sheets and be consistent. If you choose another system later, your barcodes may still be usable in most cases. As the years go by, your newest books will have barcodes and the older books will be weeded. Eventually most of your collection will have been converted.

#### **2. Assess and weed collection**

Assess the current status of your collection to determine what materials should be weeded (or discarded from the collection) before you begin the automation process. Any items that are out-of-date, never checked out, or in poor condition should be weeded. Do not spend time or money adding outdated or little used items to an automated catalog. [See 3.5.1 Weeding Guidelines and 3.5.2 Weeding Process.]

**3. Conduct inventory (to extent possible):**

Why do I need an inventory? A catalog which doesn't match the books on the shelf is frustrating to use and a poor teaching tool. Doing an inventory from a paper shelvest is an enormous job, but you must have an accurate list of items in your collection before you can automate.

**4. Choose automation system:**

Your choice of automation system can be influenced by a number of factors. Your school budget is a factor. You need to consider the particular needs of your student population: Is it heavily bilingual? Who will be running the circulation desk – yourself, parent volunteer, or students? You may want to consult with the Office of Library Services for guidance.

Develop of checklist of things that are important to your particular situation. You may wish to include some or all of the following:

- Ease of use (intuitive use)
- Report maker (flexible and customizable)
- Basic circulation and cataloging functions
- Ability to e-mail patrons
- Visual look (grade appropriate?)
- Bilingual abilities
- Ability to write book reviews
- Visual search
- Advanced searching with Boolean limiters
- User friendly for students at your level
- Can assistant use it for circulation?
- Used by other libraries in your cohort?
- Produced by a contracted DOE vendor (can use software money to purchase)
- Cost, including annual support fee (see if NYSTL software funds are available for the purchase)

Find out which systems are available through contracted vendors on FAMIS. Make an inquiry to the librarians on the list serve. Go visit other automated school libraries near your school. Use NOVEL to find reviews in journals.

Once you have narrowed your choice to one or two programs, you may visit the vendor's website for more information and demo downloads. This will give you the opportunity to play around with a system on your own.

Links to Web pages for different systems:

Follett. Includes Follett and Destiny as well as Sagebrush Technologies:

<http://www.fsc.follett.com/>

Surpass: <http://www.surpassoftware.com/>

Alexandria: <http://www.goalexandria.com/>

Mandarin: <http://www.mlasolutions.com/>

Make sure the hardware (MAC or PC) you have and the software you buy are compatible. Even if you only have a stand alone computer, begin automating. You can generate bibliographies for staff and students and can circulate books and generate related statistics. This will put you further down the path to being fully automated.

Once the selection process is over, purchase the software using NYSTL software money or grant/gift money.

##### **5. Send your records for retrospective conversion.**

In order to convert your collection into MARC (MACHine Readable Cataloging), records, information on every item in your collection must be gathered and matched with an electronic record. The Office of Library Services strongly recommends that you send your list of items in your library collection to a retro-conversion vendor. Please remember that the converted records and all future vendor disks for new materials should be in US MARC 852 or MARC 21 format, with 852 tag holdings which include your library local information. Make sure your vendors know what this information is. The 852 tag should include: the four-letter location code (mentioned earlier in this section), the call number and barcode number, as well as other fields you may want to include.

The vendor will convert copies of your shelvest cards, Excel list, photo copy of title page or the CIP (Cataloging in Publication) page into electronic data on disks. The information you send should include Author, Title, City of Publication, Publisher, Copyright date, ISBN, Library of Congress Number, and Call Number you use in your library, as well as how many copies your library owns of the item. Remember this is a very good opportunity for you to clean up your call numbers.

By sending your records to a vendor for retro-conversion, you ensure that the best electronic records are matched to your library collection holdings. It also ensures that your MARC records include all the information your automation system needs to function fully.

Some school librarians may want to convert their records on their own. This is not recommended or the preferred method. To do this, the librarian needs to be fully acquainted with cataloging rules and procedures. Of course, this is easier to do with a Web-based product, but may take more time and assistance for the librarian. It is easier to send your library holdings information to a vendor and continue to serve the school community than match each item with a record from the central server or vendor database. Please visit our Automation Wiki (<http://library-automation.wikispaces.com/>) for an Excel spreadsheet to help you capture the information from your books for a vendor to convert into MARC records.

#### **6. Set up the computer, install the software and data disks:**

How do I set up my computer system and use it? In an ideal world, an automated catalog/circulation system is installed on a “server” so that you can use a computer on your desk to circulate books and the students can use other workstations to search the catalog. Better yet is a system where the software lives on a school server and every computer in the building is able to access the catalog. The best system is Web-based so that students can access the catalog from home. All automation systems are moving to Web-based, so in the future, any librarian purchasing new automation software will simply buy into software that is already installed on a central server, without having to install software in the school.

The retrospective conversion vendor will send you a data disk with complete MARC records for the items in your collection. When the MARC data disk is available and the software installed, you are ready to import your records. Follow the procedure outlined by your automation software. The final import of your converted records takes place in an hour or two, depending on the size of your collection.

You may also need to import pupil information records. To get ATS data for automation, contact Paul Basso at 718-935-5361 or e-mail at [pbasso@schools.nyc.gov](mailto:pbasso@schools.nyc.gov). Paul Basso does not provide pupil information for Destiny.

When both databases are imported, the automated catalog is ready to circulate, create records and statistics.

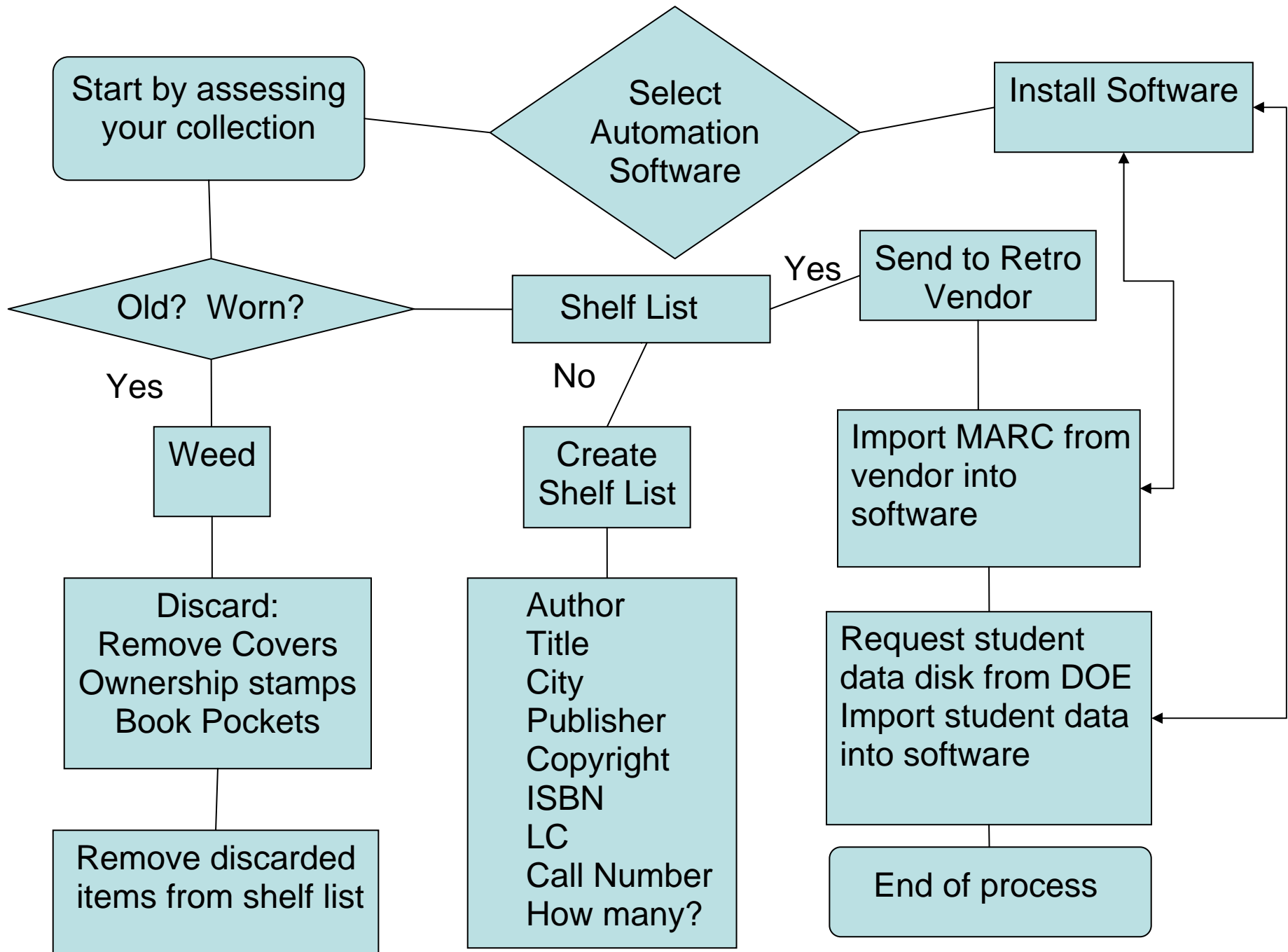
**See the automation flow chart at the end of this section.**

#### **7. Maintain the system:**

The system must be maintained by:

- Paying for yearly updates to the software to maintain essential continued support,
- Continuing to purchase and process materials with barcodes and MARC records for importing into the automated system,
- Maintaining the integrity of the catalog records,

- Maintaining the computer equipment,
- Backing up the data on a daily/weekly basis,
- Performing yearly maintenance like setting the automation calendar to the school calendar each fall, and
- Using the system to monitor and prepare reports of library circulation and usage



### 3.4 INVENTORY

An inventory is the one library task that is often low priority. Many school librarians admit that they may not have opportunity during the school year to complete an entire or partial inventory. However, there are many good reasons for conducting an annual inventory.

- An inventory helps ensure that material listed in the catalog actually exists and is available to students.
- When writing grants, an inventory can help justify why the grant money is needed.
- Knowing what is really on the shelves can help provide enough resources for curriculum demand.
- An inventory often finds the “lost” books students misplaced.
- An inventory identifies truly “lost” items, which may be replaced with future ordering.
- An inventory helps keep an accurate number of the size of your collection.

There are two kinds of inventories:

A **full inventory** compares the shelf list with all the items materials in the library. A full inventory requires time and usually the library is closed during the inventory. It is, therefore, best done before the school year begins or just at the end of the school year.

A **partial inventory** compares the shelf list with certain materials in the library. A partial inventory may be just a section of the library and can be conducted when the library is available to students and teachers. This can be a revolving inventory. Once a month, one section is inventoried. In this manner, the complete library can be inventoried during a school year.

In addition to full and partial inventories, there are manual and electronic inventories.

A **manual inventory** is checking each material against the shelf list card.

An **electronic inventory** involves using a hand-held scanner. Most automation software programs have inventory capabilities and hardware to conduct an inventory. This is the fastest and easiest. By scanning each book and transferring the barcodes to the computer program, the computer makes the comparisons and indicates the missing items. At the end of the process, the computer reports which items were not matched and provides a count of the items that were matched.

## 3.5 WEEDING

### 3.5.1 WEEDING GUIDELINES

#### **Weeding/De-selection Guidelines**

Weeding is an essential component of any collection development plan in order to maintain a collection that meets the needs of students and the curriculum. The weeding guidelines should include reasons for weeding and criteria for de-selection. The following points may be used as the foundation for weeding guidelines:

#### You Need to Weed...

- To maintain a current, useful, dynamic collection
- To adapt to changing needs and interests of students and teachers
- To accommodate changes in the school's curriculum
- To make the best use of floor and shelf space
- To improve the physical appearance of the collection
- To assess the collection's strengths and weaknesses
- To increase circulation

#### Weeding Criteria

- Length of time since the book was last checked out (on average 5 years)
- Age of the book in terms of copyright date (on average 5 years, although age is more telling in some parts of the Dewey scheme than in others, e. g., medical, legal, current events, and computer subjects need to be very current)
- Condition of the book

Some useful web sites for weeding are:

Weed It! For An Attractive and Useful Collection  
[www.wmrls.org/services/colldev/weed\\_it.html](http://www.wmrls.org/services/colldev/weed_it.html)

Sunlink Weed of the Month Club

[www.sunlink.ucf.edu/weed](http://www.sunlink.ucf.edu/weed)

Weeding the School Library

<http://www.cde.ca.gov/ci/cr/lb/documents/schoollibweedng.pdf>

Weeding the Neglected Collection by Doug Johnson

<http://www.doug-johnson.com/dougwri/weeding.html>

### 3.5.2 WEEDING PROCESS

This easy to remember tool for Weeding consideration is the acronym **MUSTIE** from Texas State Library’s CREW method. Discard an item that is:

- M = Misleading; factually inaccurate
- U = Ugly; book is worn and torn, in disrepair
- S = Superseded by a newer edition (think of almanacs, etc.)
- T = Trivial; of no real discernable value
- I = Irrelevant to the needs and interests of your community
- E = Elsewhere available

#### A Rule of Thumb Chart for Weeding the Collection

Dewey Number	Suggested Copyright Guidelines to Discard
000	2-10 years (computer tech books may age faster)
100	10 years
200	2-10 years
300	5-10 years
400	10 years
500	5-10 years (some science titles may age faster)
600	5-10 years (technology titles may age faster)
700	5-15 years
800	Flexible
900	5-10 years (country books, atlas, maps may age faster)
Biographies	Flexible; 10 years for contemporary subjects
Encyclopedias	5 years (consider online versions)
Almanacs	3 years
Periodicals	3 years; 6 months if superseded by electronic resources
Fiction	10 years (you may want to keep award winners)
Audio & Video	Check periodically for condition and content
CD ROMs	Format compatibility changes quickly

Deselected items must be disposed of properly and removed from your shelf list, inventory and catalog, following the guidelines for disposal of obsolete textbooks. Items may be donated (if the recipient is made fully aware of the reason for discarding), sent for recycling, disposed of through incineration, or sent to a book buyback program authorized by the Department of Education. See the book buyback program guidelines at <http://schools.nyc.gov/NR/ronlyres/1F6D8559-2B34-4846-B49B-81A5C9505723/15438/bookbuybackfaq.pdf>. The labels and all evidence of New York City Department of Education ownership must be removed before disposition takes place. Buy a “Discard” stamp and stamp each item on the front and back inside cover.

Make arrangements with the custodial staff before discarding items to avoid any problems.

Equipment, including computers, may be disposed of according to Department of Education guidelines, "3.9 How to Dispose of Obsolete Equipment Located in Schools, Districts and Administrative Offices." (See <http://schools.nyc.gov/NR/rdonlyres/A043AAF1-A439-4D7E-BB63-C46F7FDA7DEB/0/sopinventoryfinalchapter.pdf>.)

### 3.6 CHALLENGED MATERIALS

No matter how careful you have been in your selection of material, at some point one of your library's resources may be challenged as inappropriate by students, parents or staff.

Prepare yourself and your school to deal with intellectual freedom issues before a challenge occurs. Promote the idea of intellectual freedom as given in ALA's *Library Bill of Rights*:

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/interpretations/challengedmaterials.cfm>

You should also be familiar with the ALA *Freedom to Read Statement*:

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/ftstatement/freedomreadstatement.cfm>

Facilitate a conversation about intellectual freedom among the teachers at your school. Get consensus on the rights of parents in determining their own children's access to materials but not other children's access to read, view, or listen to materials from the school library. The principal should review the selection and challenged materials policy with the teaching staff at least annually.

Make sure that your collection development criteria match the curriculum, age level of your students and the religious and cultural atmosphere of your community.

Prepare your school with policies and procedures to navigate the challenge process in a fair and reasonable manner. The New York City Office of Library Services has provided three documents in this section of the Handbook to serve as a Challenged Materials Policy Template. See *New York City Collection Development Policy*; *Appendix A: Patron's Request for Reconsideration of a Work*; and *Appendix B: Materials Evaluation Committee Report Form*.

If a challenge occurs, be sure to inform the principal and the Office of Library Services. It may also be helpful to take a look at the ALA Intellectual Freedom Toolkits: <http://www.ala.org/ala/aboutala/offices/oif/iftoolkits/intellectual.cfm>. Most importantly, follow the procedure outlined in your Collection Development Policy. Start the process and step back and let it work. Reasonable consideration of challenged material through careful adherence to a challenged material procedure will result in a decision that will be best for your school community.

3.7  
PHYSICAL ENVIRONMENT AND FACILITIES

**3.7.1 PHYSICAL ENVIRONMENT and FACILITIES**  
 (Excerpt from Library Learning Walk)

Focus Area	Examples	Wondering/ Observations	Next Steps
Physical environment / facilities	<ul style="list-style-type: none"> <li>• Adequate and flexible space for simultaneous activities (whole group, small groups, individuals)</li> <li>• Library arranged for effective use with designated areas for specific activities (storytelling, research, technology use, etc.)</li> <li>• Location of library in school allows equitable access and fosters collaboration between librarian and teachers</li> </ul>		

## 3.7.2 PHYSICAL SPACE REQUIREMENTS

Adequate and flexible space for simultaneous activities (whole group, small groups, individuals)

Library Media Centers need:

### Space:

- space to separate activities that interfere with each other and for small-group work
- conference rooms, with access to video and data transmission
- staff work areas with locked storage
- space and access to electricity to accommodate and recharge laptop cart

### Design for Climate Conducive to Learning:

- open design, few walls
- acoustical treatment on walls, ceilings, and floors
- adjustable lighting in nearly every area

### Furniture:

- grade-appropriate furniture

### Electricity and Communications Infrastructure:

- many electrical outlets and circuits (walls, floor, and ceiling)
- multiple telephone lines for voice, data, and intercom
- appropriate cable connections to nearly everywhere for video and data transmission
- wireless access to Internet

### *Considerations:*

Careful attention to Americans with Disabilities Act guidelines (e.g., computer desks for students in wheelchairs)

Durability, portability, flexibility, and functionality

Adequate seating to accommodate a minimum of

- One full class for elementary schools
- One and a half full classes for middle schools
- Two and a half full classes for high schools

Computer stations which are in keeping with ergonomic recommendations

Library specific types of furnishings such as the circulation desk, dictionary stands, and shelving

Aesthetics:

- Choose colors, textures and patterns that are conducive to learning.
- Functional design should also be inviting to all users.

Lighting:

- Controls should be located in a convenient, centralized place with dimming light control available in some areas.

## Windows

- Should not hinder space utilization.
- Should not admit distracting light.
- Should be able to be opened without step stools or gadgets.
- Should have usable shades.

## Climate Control

- Adequate heating and air conditioning.
- Air circulation.

## Safety and Supervision:

- Staff should have unobstructed view of patron areas.
- Limit number of entrances and exits.
- Have appropriate locks for windows, doors and storage areas.
- Furniture should be placed to allow free, easy access.
- Avoid throw rugs and slippery, waxed floors.
- Avoid unnecessary steps or changes in floor levels.
- Ensure compliance with local codes.

In terms of student use, the needs differ slightly depending on the level.

## Elementary

- Instructional area for whole class.
- Space around computers for 2-3 students to work together.
- Story area with pillows, flexible seating.
- Performance area.
- Display areas for books, interesting objects.

## Middle School

- Instructional area for whole class.
- Computer area.
- Comfortable seating area for independent reading.
- Display areas for books, student projects.
- Tables for small groups.

## High School

- Instructional areas for whole classes.
- Computer lab attached to library; multiple computers in library.
- Comfortable seating area for independent reading.
- Display areas for books, student projects, community resources, career and college information.
- Tables for small groups.
- Production area.

### Campus of Small Learning Communities

- Instructional areas for whole classes.
- Computer lab attached to library; multiple computers in library.
- Comfortable seating area for independent reading.
- Display areas for books, student projects, community resources, career and college information.
- Tables for small groups.
- Production area.
- Designated areas for students from each small learning community to work on projects, have theme books on display (e.g., conference rooms)

### 3.7.3 ESSENTIAL AREAS FOR ALL LIBRARY MEDIA CENTER FACILITIES

Library Media Center Space	Functions/Activities/Special Considerations	Equipment // Furnishings
<b>Circulation</b>	Area where media and materials are checked in and out. Area for returns (book drop). Should include information desk. Usually located near the library media center's main entrance.	<ul style="list-style-type: none"> <li>* network access</li> <li>* electrical outlets</li> <li>* charge desk and staff work area</li> <li>* public access catalogs</li> <li>* circulation computer</li> <li>* shelving for reserves and special collections</li> <li>* book carts/trucks</li> <li>* security system (optional at elementary level)</li> <li>* display</li> <li>* telephone/intercom</li> <li>* book drop</li> <li>* copier</li> </ul>
<b>General Reading, Browsing, Listening and Viewing</b>	Central room of library media center for student and faculty use. Allows adequate space for shelves (wall and free standing). Visible supervision by library personnel is a consideration. Creative use of shelving and furniture may be used to define areas in the library which accommodate a variety of functions and different sized groups. The areas described below need not be discrete areas, but may overlap or flow into one another.	<ul style="list-style-type: none"> <li>* network access</li> <li>* electrical outlets</li> <li>* adequate lighting (natural and artificial)</li> <li>* acoustical treatment</li> <li>* variety of seating (such as carrels, lounge chairs, standard tables and chairs) for reading, quiet study, viewing, listening and research for individuals and groups of different sizes</li> <li>* computer stations for information retrieval using current and emerging technologies</li> <li>* individual audiovisual equipment with headphones</li> <li>* clock</li> <li>* display</li> </ul>
	<b>Circulating Collection:</b> Core collection (fiction and non-fiction)	<ul style="list-style-type: none"> <li>* network access</li> <li>* electrical outlets</li> <li>* shelves (adjustable and movable, with consideration given to height of students in the building, librarian line of sight, and necessary accommodations for ADA regulations)</li> <li>* public access catalog(s)</li> </ul>
	<b>Reference and Electronic Information:</b> Non-circulating materials used for research (e.g., encyclopedias, dictionaries, gazetteers,	<ul style="list-style-type: none"> <li>* network access</li> <li>* electrical outlets</li> <li>* shelves (adjustable)</li> <li>* atlas and dictionary stands</li> <li>* computer stations for information retrieval using</li> </ul>

	atlases) and to include Internet and telecommunications access, and emerging technologies	current and emerging technologies * storage space * printers
	<b>Periodicals:</b> Display area for print and on-line issues of serial publications (e.g., magazines, newspapers, journals).	* electrical outlets * display rack for current periodicals * newspaper rack
	<b>Audiovisual Software:</b> Commercially and locally produced software for student and teacher use (e.g., videotapes, DVDs, CD-ROMs, CDs, audio cassettes)	* adjustable shelving (open and closed) * storage cabinets
<b>Group Instruction Room</b>	Area for direct instruction, reading aloud, storytelling, book talks, puppet shows, video conferencing, meeting space	* network access * electrical outlets * lightening and darkening capabilities * carpeted risers or stairs * flat area with chairs and tables * Smart Board * bulletin board * flannel board * podium or lectern * provision for audio / video recording * projection capabilities for computer images, VCR/DVD, overhead and other resources * projection screen * computer with appropriate interface * television monitor (27" minimum)
<b>Story Area or Independent Reading Area</b>	Area for reading stories in elementary schools and for comfortable, independent reading for middle and high school students	<u>Elementary:</u> * cushions for sitting on floor * story chair for librarian <u>Secondary:</u> * comfortable seating * paperback racks, book displays
<b>General Storage</b>	Storage area for back issues of periodicals, media and seldom used materials	* adjustable shelving * cabinets
<b>Workroom</b>	Technical services area for minor repairs, materials processing, sorting, cataloging; may also include area for equipment storage and distribution and/or media production.	*adjustable shelving – deep, for storage of audiovisual equipment *cabinets for storage of supplies *work counters *sink *production equipment

<b>Office for Media Center Administration</b>	Room for administrative tasks, storage of administrative records and files, meetings and conferences which allow open view of the media center.	*desk, filing cabinets *computer with Internet access, printer *table for consultation and collaborative planning with teachers *shelving for professional collection
<b>Equipment Room</b>	Secure area accessible to hallway, preferably adjacent to workroom, for storage, distribution, maintenance, and repair of hardware and software	*electrical outlets *area for previewing videos

### ADDITIONAL AREAS TO BE CONSIDERED

<b>Library Media Center Space</b>	<b>Functions/Activities/Special Considerations</b>	<b>Equipment // Furnishings</b>
<b>Listening and Viewing Area</b>	Area where students can listen to books on tape and view videos and DVDs for class assignments.	* electrical outlets * soundproofing * earphones, tape players, CD players, television monitors, DVD players
<b>Production Center</b>	Area for students to create written, visual, audio and video products to demonstrate their learning.	* production equipment and supplies * access to copy machine
<b>Conference Rooms</b>	Small rooms for small groups to work together – students, teachers, small learning community groups, clubs	* table and chairs * bookshelves
<b>Reception Area</b>	Welcoming, open area near the entrance to the library that invites everyone to come in and sets a comfortable climate conducive to learning	* comfortable seating * display boards

## 3.7.4 FURNITURE AND SUPPLIES

### FURNITURE

#### Requirements

Tables

Chairs

Shelving for books, AV, software, equipment, laptop carts, magazines, paperbacks

#### Calculating Shelving Requirements

The following information is presented with permission of the authors and is taken from *Planning School Library Media Center Facilities for New Hampshire and Vermont* by Susan C. Snider and Leda Schubert, published in 1989 by the States of New Hampshire and Vermont's Departments of Education.

#### Shelving

If possible, shelving should be movable rather than built-in. It is available in wood and in metal, and combinations of wood and metal. All shelving must have a full back and be fully adjustable. In determining type and placement of shelving consider the following:

- Freestanding double-faced stacks placed in rows of 4-6 sections are the most preferred stack arrangement.
- Single-faced units placed around outside wall are recommended only in very small library media centers.
- Counter height shelving may be used for picture books, reference books and to create special interest areas.
- Special shelving will be needed for periodicals, audiovisual software, displays and equipment.
- Shelves should not be more than two thirds full. It is recommended that the top and bottom shelves be initially reserved for collection expansion or used for display
- To insure continuity, purchase enough shelving to meet future needs.
- Backstops should be added to open shelving to avoid books sliding to the shelf behind.
- Shelves that are longer than 36" may warp.
- Shelves should be able to accommodate a variety of formats, including videos, audiotapes, CDs, DVDs, and equipment.

#### *Dimensions:*

To calculate the linear feet of shelving needed use the following:

- Picture/thin: 20 books per foot/ 60 books per shelf length
- Standard size: 10 books per foot/ 30 books per shelf length
- Reference books: 6 books per foot/ 18 books per shelf length

- Periodicals: 1 per foot for display purposes

To calculate how many linear feet of shelving are required for a collection, take the total number of volumes to be housed and divide by the number of books per foot. For example, a primary collection of 5,000 volumes consisting of picture and thin books would require a total of 250 linear feet of shelving (5,000/20). Remember -- shelves should only be two-thirds full. To allow for this, multiply the number of linear feet required times 1.33.

Example:  $250 \times 1.33 = 332.5$ , or 333 linear feet of shelving.

Use the following chart to determine how many linear feet there are per standard size unit of shelving:

Number of Shelves per unit	Linear Feet per Single Faced Unit	Linear Feet per Double-Faced Unit
3	9	18
4	12	24
5	15	30
6	18	36
7	21	42

When arranging spaces it is necessary to know how many volumes can be housed per unit. To determine how many volumes per unit use the following chart.

Number of shelves per unit	Type of Book	Single-Faced	Double-Faced
3	picture/thin	180	360
	standard size	90	180
	reference	54	108
4	picture/thin	240	480
	standard size	120	240
	reference	60	120
5	picture/thin	300	600
	standard size	150	300
	reference	90	180
6	picture/thin	360	720
	standard size	180	360
	reference	108	216

7	standard size	210	420
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When determining depth of shelving, consider the following:

- Use 10-inch shelf depth for standard size books.
- Use 12-inch depth for picture books, reference books, and periodical and audiovisual storage.
- Equipment storage will require 18-24-inch shelf depth.

Adapted from **Maine School Library Facilities Handbook**  
Maine Association of School Libraries Facilities Committee, copyright 1999

## SECURITY SYSTEM

Many high school libraries install security systems to prevent loss of books. All security systems involve the installation of a device in the books as well as a checkout machine to activate and de-activate the device and detection gates for each entrance and exit. After the initial expense of purchasing the security system and installing the device in every book, the system can be maintained by ordering the security device to be installed as a part of the purchasing/processing from a vendor.

## SUPPLIES

Supplies must be kept in stock to complete the processing of materials, accommodate student use of computers and printers, and keep the library operating smoothly. The following are essential supplies:

- Book repair tape
- Classification and genre labels (tape, dots, labels)
- Call number labels
- Writable CDs
- Toner for laser printers
- Paper for printer, copy machine
- Display items (background paper, colored paper, display racks)
- Bookends
- Signage

## VENDORS

### Library Furniture and Supply Vendors

The Division of Contracts and Purchasing maintains a current list of furniture and supply vendors with a DOE contract.

[http://schools.nyc.gov/NR/rdonlyres/AA6BDFEA-5A95-4A04-A1C4-449555C063E1/39799/LIBRARYANDREFERENCEMATERIALSVENDORS\\_2\\_2.pdf](http://schools.nyc.gov/NR/rdonlyres/AA6BDFEA-5A95-4A04-A1C4-449555C063E1/39799/LIBRARYANDREFERENCEMATERIALSVENDORS_2_2.pdf)

Listed below are some of the major library supply companies. Supply catalogs may be obtained by calling the companies directly. Consult your school secretary for information on preparing supply orders.

## Library Furniture and Supplies Vendors

- [ATD American](#) 1-888-283-7246
- [Big Cozy Furniture](#) 1-925-447-1582
- [Bretford](#) 1-800-521-9614  
NYS contract # PC 60527
- [Brodart](#) 1-800-233-8959  
under Listing Applications NYC vendor # BRO020000  
exp. Dec. 2008 NYC contract # 1C01601 – library supplies  
NYC contract # P052515 - library and reference  
books  
NYC vendor # BRO22 - furniture  
NYC contract # PC63326 – furniture
- [Buckstaff](#) 1-800-755-5890  
NYC vendor # BUC150  
NYC contract# PC63327  
NYS contract # PC58478
- [Creative Library Concepts](#) 1-800-656-5401 x11
- [CSN Library Furniture](#) 1-800-675-4024
- [Demco](#) 1-800-356-1200  
NYC vendor #: 391311089  
NYC contract # PC59006 – library supplies  
  
NYC vendor # DEM003000  
NYC contract # P052523 – library and reference  
books
- [Gaylord Brothers](#) 1-800-448-6160  
NYC vendor # GAY006000  
NYC contract # 9200597 – library supplies  
NYS contract #PC59007
- [Highsmith, Inc.](#) 1-800-558-2110  
NYC contract #  
NYC vendor # HIG022000

- [Infrastructures](#) NYC vendor # INF070  
NYC contract # 1C328
- [The Library Store, Inc.](#) 1-800-548-7204  
for purchases under \$250 NYC contract # NONE  
use SIPPS NYC vendor # 363251268
- [Pringle-Ward Associates](#) 212-689-0300  
(computer tables used  
at Court Square)
- [Sauder Education](#) 1-800-537-1530 (Corporate Offices)  
1-203-668-3855 (NY Rep John Pasnau)  
NYC vendor # 344407705  
NYS contract #PC58569
- [University Products](#) 1-800-548-7204  
NYC contract # None
- [Upstart](#) 1-800-448-4887  
NYC contract # None
- [Vernon Library Supplies](#) 1-800-878-0253  
NYC vendor # 581605770  
NYC contract # None

Vendor catalogs may be obtained by calling the companies directly. Consult your school secretary about preparing furniture and supply orders.

### 3.7.5 LAYOUT

Library arranged for effective use with designated areas for specific activities (storytelling, research, technology use, etc.)

#### Space/Layout

- Reading space should be based on 10-15% of # of students
- Computers
- Story Corner/Independent Reading
- Circulation
- Library Office
- Reference
- Storage

#### Other Considerations

- Line of Sight
- AV/Computer Usage

#### Square Footage Chart

Enrollment	STUDENT USABLE SPACE			NON-STUDENT SPACE		TOTAL	
	Elementary	Middle/Jr. High	Secondary	All levels	Elementary	Middle/Jr. High	Secondary
250 or less	1846	2106	2600	950	2796	3056	3550
300	1988	2268	2800	950	2938	3218	3750
350	2160	2490	3000	950	3110	3440	3950
400	2304	2656	3200	950	3254	3606	4150
450	2482	2856	3400	950	3432	3806	4350
500	2665	3066	3650	1050	3715	4116	4700
550	2811	3234	3850	1050	3861	4284	4900
600	2957	3402	4050	1050	4007	4452	5100
650	3103	3570	4250	1050	4153	4620	5300
700	3249	3783	4450	1050	4299	4833	5500
750	3468	4038	4750	1100	4568	5138	5850
800	3663	4208	4950	1100	4763	5308	6050
850	3811	4378	5150	1100	4911	5478	6250
900	3959	4610	5350	1100	5059	5710	6450
950	4107	4773	5550	1100	5207	5873	6650

## 3.7.6 SIGNAGE, DISPLAYS AND DÉCOR

### SIGNAGE

The mission of school libraries is to build empowered, independent learners. Clear and attractive signage will enable students to use the library both efficiently and effectively.

Signs may be used to designate:

- Locations and Directions (e.g., areas of the collection, areas of service);
- Information (e.g., chart of Dewey Decimal System);
- Research processes (e.g., graphic of inquiry process);
- Codes of conduct (e.g., expected behaviors); and
- Current awareness (e.g., upcoming special programs, new books).

#### General Guidelines

**Color - Contrast** is the important aspect in choosing colors for background and lettering. Most libraries prefer either a white background with black lettering or a dark background with light lettering. School libraries may use brightly colored signs to add visual interest in the library, but signage should never be obtrusive. The signage colors should be consistent throughout the library.

**Graphics** - Elementary libraries should consider adding visual pictures or symbols to the words on the signs for easy recognition by all students.

**Size** - The signs for locations and directions should be large and easily visible from a distance. The size of other types of signs should depend on their location and use. The relative size of signs communicates a philosophy of service. If the signs designating codes of conduct are larger than the signs about the inquiry process or Dewey Decimal System, that difference in size subtly tells students and teachers that rules are more important than student investigation.

**Font** - The most readable and commonly used font in library signage is upper and lower case Helvetica Medium.

**Materials** - Signs can be printed or engraved on every type of surface from paper to plastic to wood. If money can be raised, durable signs should be purchased from library supply vendors. You can also make your own computer-generated or handmade signs that you laminate for durability. You may use Velcro to secure signs to bookcases so they may be moved easily.

#### Attention to Students with Disabilities

To accommodate students with visual disabilities, signage should have high contrast, a non-glare surface, and raised lettering or Braille on shelf labels.

To accommodate students in wheelchairs, signage should be placed at a readable height.

### Signage in Spanish or Other Languages

If your school has a high Spanish-speaking or other-language population, you may want to consider providing some signage in that language. Web Junction provides a Web site that will be helpful for Spanish-language signage – *Library Signage: Tips and Resources that You Can Use to Create Spanish Language Signage for Your Library* at: <http://webjunction.org/do/Navigation?category=10565>.

## **DISPLAYS**

Displays can be a very effective tool for building a climate conducive to learning in the library. Many of the merchandising techniques used by bookstores can be equally successful in the library. Librarians can use displays to promote, provoke, support and build a community of learning.

The most common use of library displays is to promote new materials or special library programs (“Vote for YOUR favorite mystery.”). These promotional displays can provide a cornerstone for reading motivation programs, library contests, student book clubs, after-school programs, author visits, or themed activities like a poetry slam.

Library displays can also provoke students to engage in personal exploration and inquiry. Featuring books on little-known but interesting topics, on areas of high student interest, on current issues, and on curriculum topics may induce students to investigate ideas they would not have thought about otherwise.

Library displays can support students and teachers by making the resources for curriculum units more accessible. A combination of books and real objects may bring a topic to life for students (e.g., samples of rocks, barbed wire, telescope replica).

Finally, library displays can reflect and build a community of learning. Student work should be displayed whenever possible and changed frequently. The heritage and background of students and parents in the school community should be honored by special displays.

### LOCATION OF DISPLAYS:

Be creative in finding places to mount displays. Many librarians use the top shelf of wall units for displaying interesting objects and face-out books. The tops of low bookshelves can be used for showing student projects and special book displays. Librarians have also used window sills, tables, slotted walls, and freestanding display units.

### DISPLAY TIPS:

- Make sure that each display has visual appeal (professional-looking labels, books displayed face out, colorful background or tablecloth).
- Provide variety in your displays by using tiered book easels, crates, and real objects combined with books.
- Try to build in some interactivity to your display (letting students contribute reviews, vote on choices, add their own comments)
- Change the displays regularly.
- Let students and teachers suggest topics for displays.

### DÉCOR

To provide a warm and welcoming environment, consider the following tips:

- A color theme that is consistent and runs throughout the library
- Bright accent pieces that reflect the community's culture
- Live or artificial plants
- Framed reprints of fine art
- Framed library-related posters
- Donated student artwork
- Age-appropriate decorative items

### 3.7.6 LIBRARY RENOVATIONS AND UPGRADES

#### RESOLUTION-A GRANTS

City council members and borough presidents have discretionary funds that principals can apply for to improve their schools. Many NYC school libraries have benefited from these monies. Library renovations from infrastructure to paint, technology improvement and new furniture top the list of items requested most. To apply for City Council Discretionary Funds school principals should contact the district council member. A portion of the capital funds from the borough presidents' offices may be used for a one-time large purchase of library materials. Please check with your borough president.

To contact your council member go to:

<http://council.nyc.gov/html/members/members.shtml>

To contact your borough president go to:

<http://www.nyc.gov/portal/site/nycgov/menuitem.ebba9f255b4ae6f7c576e9b401c789a0/>

These large capital projects are facilitated through the following agencies:

#### [School Construction Authority](#)

The School Construction Authority (SCA) was established by the New York State Legislature in December 1988 to build new public schools and manage the design, construction and renovation of capital projects in New York City's more than 1,200 public school buildings. The SCA usually handles all projects of \$100,000 or more.

The [Education Construction Fund](#) (ECF) promotes housing, retail, or other compatible economic development projects along with new school construction on City properties.

To find out more about projects completed by the Fund go to

<http://schools.nyc.gov/Offices/ECF/AgencyProjects/default.htm>.

3.8

FLEXIBLE, OPEN, EXTENDED, AND EQUITABLE  
ACCESS

**3.8.1 FLEXIBLE, OPEN, EXTENDED, AND EQUITABLE ACCESS**  
 (Excerpt from Library Learning Walk)

Focus Area	Examples	Wondering / Observations	Next Steps
Flexible, open, extended, and equitable access	<ul style="list-style-type: none"> <li>• Adequate resources to fulfill curricular and instructional needs</li> <li>• Adequate computers available for access to Internet, automated catalog, electronic databases, and production software (e.g., word processing, presentation)</li> <li>• Automated catalog system</li> <li>• Teaching of ethical use of resources and technology</li> <li>• Open access times available every day for checkout of resources by any student</li> </ul>		

## 3.8.2 GUIDELINES FOR SCHEDULING: FLEXIBLE, OPEN ACCESS, AND CLUSTER

### GUIDELINES FOR LIBRARY SCHEDULING

In order for the library to be an intellectual and instructional hub for a school, the librarian must be able to schedule the library space for maximum and most effective use. Certain guidelines should be followed in libraries at all levels:

- The librarian should be in charge of scheduling the library space. The master schedule should be available at all times and a public version should be posted at the beginning of each week.
- The library should not be used for non-library purposes – testing, overflow classes, meetings, or public programs not connected to the library.
- All teachers and administrators should understand the differences among flexible scheduling, open access, and fixed scheduling.

**Flexible scheduling** means that the library does not have a set daily or weekly schedule for classes to use the library. Instead, classes are scheduled as the result of planned library use and instruction in order to integrate with classroom learning experiences. The library becomes an extension of the classroom, providing access to resources, opportunities for independent and group learning, and instruction in information fluency skills.

**Open access** means holding a few time blocks during the week open for special projects, open library checkout, and spontaneous inquiries arising from classroom instruction. Open access does not mean that the library is empty. If not enough students and teachers are taking advantage of open access, the librarian has a responsibility to reach out to teachers to provide the special programs they need and to invite their students to use the library. If this outreach is not successful, the librarian should convert some open access slots to times that teachers can flexibly schedule class use.

**Cluster scheduling** means that the librarian is scheduled to cover preparation time for teachers in a regular schedule that repeats each week. Up to 20 classes a week may be scheduled into the library for checkout, instruction, research and reading motivation activities. Little time is left in the schedule for students to come to the library to answer questions that have arisen in the classroom, for teachers to schedule in-depth research units with several days in a row in the library, or for open access to any student who wants to check out a book to read.

### FLEXIBLE SCHEDULING

#### Overview of Flexible Scheduling

To have the maximum effect on student achievement, libraries should be flexibly scheduled. Flexible library scheduling ensures that:

- All students have access at their point of need.
- Teachers and librarians can collaborate to develop in-depth units.

- Time in the library can be adjusted to match learning objectives.
- Librarians can serve teachers, students, and the whole school in a number of important ways, including fostering reading, unit development, curriculum development, ordering and accessing resources, and teaching information fluency skills in the context of content units.

### **Effects of Flexible Scheduling**

Flexibly scheduled library programs can be expected to demonstrate the following positive effects:

#### 1. Higher Student Achievement

- Research studies have shown that test scores are higher where there is a librarian who delivers information literacy instruction to students, plans instructional units cooperatively with teachers, and provides in-service training to teachers. The more library staff time spent on these activities, the higher the test scores.
- A library program allows teachers to focus on deeper study of content in the academic standards. Through the library, teachers can enable students to delve into a subject beyond the textbook.

#### 2. Increased Equity for Students

- Flexible scheduling provides more equity of access (equity does not mean equal). Small groups of students and individuals who need additional time and instruction will have access to the library as needed.
- All students and classes will have access to the library when they need it.
- Flexible scheduling allows the librarian and teacher to adapt the amount of time in the library to the needs of the particular unit being studied.

#### 3. Whole-school focus on reading, language, and literature

- Students learn language skills and develop a love for language and literature when they hear, speak, write, and read on a regular basis. The language and literature experiences that all students enjoy through the library provide essential grounding and valuable motivation for all students. Students develop a love for reading when they hear good books, when they talk about ideas and characters in books, and when they get to read books that they pick out on their own.
- Librarians conduct whole-school reading incentive programs and projects.

#### 4. Focus on teaching of information fluency and thinking skills

- The library curriculum is founded on inquiry and information fluency skills.
- The skills of information fluency are the competencies that all students must develop before they graduate. Information fluency includes:
  - Thinking skills
  - Independent learning skills
  - Application skills
  - Reading for understanding
  - Inquiry strategies and skills
  - Independent reading

#### 5. Better teaching

- A fundamental component of library media programs is collaborative planning and teaching. Collaboration leads to enhanced instruction by all teachers.
  - The inquiry process that underlies library research is a constructivist approach to teaching and learning. Research has shown that constructivist teaching is very effective. Schools with active, inquiry-based library programs have teachers who are committed to teaching students to think and students who are better prepared for standardized tests.
6. Teaching of science and social studies content
- Library media specialists recognize that elementary classroom teachers are hard-pressed to integrate the teaching of science and social studies while they are emphasizing reading and math. Librarians can support instruction in science and social studies concepts by working with teachers to design and teach integrated units.
7. Vertical articulation of curriculum
- The Information Fluency Continuum presents complete vertical articulation of the information fluency skills that librarians are responsible for integrating into content-area units.
  - Library media specialists build connections between grade levels and among individual teachers.
8. Whole-school celebrations of learning
- The library media specialist can work with students at every grade level and with all teachers (including specialty teachers) to build study and research units around school-wide themes.

### **Variations of Flexible Scheduling**

➤ **Completely flexible.**

The librarian maintains a scheduling calendar with slots for teachers to schedule their classes. The librarian maintains a collaboration log to ensure that every teacher is scheduling regular library use.

➤ **Partially flexible.**

Some classes are scheduled at regular times (often grades K-2) in order to give these children regular contact with the librarian and exposure to stories read aloud. If these classes are scheduled, they are concentrated into one or two days a week and are held at the beginning or end of the day, allowing large blocks of time for other classes to schedule as units are developed.

➤ **Fixed or cluster position.**

Some schools have a fixed or cluster library position. If the library is scheduled for five or more regular classes a day, there is no access for classes not scheduled. Only the regularly scheduled classes will be able to use the library's resources. If the librarian has three periods a day without scheduled classes, one period should be open access, the second a lunch period for the librarian and the third period should be used for library administrative work. This would allow students who do not have scheduled classes to borrow and return books.

➤ **Scheduled checkout times; Flexible story and research times.**

Some librarians like to schedule some regular checkout times plus allowing open checkout during the rest of the time. For example, the first and last half hour of each day might be reserved for checkout.

## **ACCOUNTABILITY**

The opportunity for flexible scheduling and open access rests on documentation of their effect on student learning and motivation.

Various methods are available for the library program to demonstrate accountability for using a flexible schedule to meet standards for library media programs, teach information fluency, and develop collaborative units. Likewise, librarians can document the effect of open access on library circulation and student independent reading and research. The following methods of data collection will provide documentation and accountability:

- Keep track of student success (performance on state tests, performance on class assignments with a library component)
- Keep track of the teaching of information fluency skills. A chart listing information fluency skills by core units in social studies, science, and language arts would help librarians make sure that all students have necessary instruction.
- Collect circulation and library usage statistics. These numbers will be helpful in looking at library use over time. (See Section 3.8.4 Library Use: Documentation.)
- Correlate the use of the library with student achievement. Compare the records of collaborative units and time in the library with class scores on ELA reading comprehension tests.
- Set definite expectations for library usage. For example, you might specify
  - One literature-based and one content-based unit per 9 weeks.
  - Library work in every curriculum area (except math) every 9 weeks.
  - One major project each 9 weeks.

The American Association of School Librarians has issued a Position Statement on Flexible Scheduling:

[http://www.ala.org/ala/mgrps/divs/aasl/aaslproftools/positionstatements/ALA\\_print\\_layout\\_1\\_202360\\_202360.cfm](http://www.ala.org/ala/mgrps/divs/aasl/aaslproftools/positionstatements/ALA_print_layout_1_202360_202360.cfm).

### **Position Statement on Flexible Scheduling**

Schools must adopt the educational philosophy that the library media program is fully integrated into the educational program. This integration strengthens the teaching/learning process so that students can develop the vital skills necessary to locate, analyze, evaluate, interpret, and communicate information and ideas. When the library media program is fully integrated into the instructional program of the school, students, teachers, and library media specialists become

partners in learning. The library program is an extension of the classroom. Information skills are taught and learned within the context of the classroom curriculum. The wide range of resources, technologies, and services needed to meet students learning and information needs are readily available in a cost-effective manner.

The integrated library media program philosophy requires that an open schedule must be maintained. Classes cannot be scheduled in the library media center to provide teacher release or preparation time. Students and teachers must be able to come to the center throughout the day to use information sources, to read for pleasure, and to meet and work with other students and teachers.

Planning between the library media specialist and the classroom teacher, which encourages both scheduled and informal visits, is the catalyst that makes this integrated library program work. The teacher brings to the planning process a knowledge of subject content and student needs. The library media specialist contributes a broad knowledge of resources and technology, an understanding of teaching methods, and a wide range of strategies that may be employed to help students learn information skills. Cooperative planning by the teacher and library media specialist integrates information skills and materials into the classroom curriculum and results in the development of assignments that encourage open inquiry.

The responsibility for flexibly scheduled library media programs must be shared by the entire school community.

THE BOARD OF EDUCATION endorses the philosophy that the library program is an integral part of the districts educational program and ensures that flexible scheduling for library media centers is maintained in all buildings and at all levels.

THE DISTRICT ADMINISTRATION supports this philosophy and monitors staff assignments to ensure appropriate staffing levels so that all teachers, including the library media specialists, can fulfill their professional responsibilities.

THE PRINCIPAL creates the appropriate climate within the school by advocating the benefits of flexible scheduling to the faculty, by monitoring scheduling, by ensuring appropriate staffing levels, and by providing joint planning time for classroom teachers and library media specialists.

THE TEACHER uses resource-based instruction and views the library media program as a integral part of that instruction.

THE LIBRARY MEDIA SPECIALIST is knowledgeable about curriculum and classroom activities, and works cooperatively with the classroom teacher to integrate information skills into the curriculum.

(6/91)

### 3.8.3 LIBRARY USE: SCHEDULING

We have an obligation to provide equitable access to library facilities, resources, and instruction to all students in our school. The following are guidelines for accommodating classes and individuals for checkout, instruction, and inquiry in the library facility. If these guidelines do not enable ALL students to have access to the library, creative alternatives should be pursued (e.g., checking “theme boxes” out to classrooms for specific units, setting up a bi-weekly rotation).

**Whole-class instruction:** Teachers are encouraged to develop instructional units with the librarian and schedule their classes into the library for the number of days needed to complete the unit. Teachers will accompany their classes and the librarian and teachers will co-teach appropriate information fluency skills.

**Whole-class checkout:** If there are open times on the library schedule, teachers may schedule whole classes to come for checkout on the day of scheduling. Librarians will assist with reading guidance.

**Small-group instruction:** Small groups may come to the library for research projects if the librarian and teacher have co-planned the research unit. These group visits may be scheduled the day of the visit if no additional preparation or gathering of materials is necessary. The librarian will provide assistance whenever possible.

**Individual/Small-group checkout:** Individuals and small groups may come to the library for checkout at any time the library is not scheduled for classes. No advanced scheduling is required. Students should come with passes so that the librarian can verify that the students are coming with permission from the classroom teacher.

**Spontaneous research and inquiry:** Individuals and small groups may come to the library as designees from classes to answer spontaneous research questions whenever the library is not scheduled for classes. The teacher must send a note with the research question on it.

#### SCHEDULING PROCEDURES

Libraries should maintain a weekly schedule that lists whole-class and small-group instruction, open access times, administrative periods, special programs, reserved checkout times, planning periods, and any other library activity that is planned for the week. These schedules can be collected for documentation of library use through the year.

#### Working Program Schedules

A working program can be used to schedule classes. It shows the all the periods for one week. It can be as simple as a chart.

<b>Period</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	Class Teacher Activities	Class Teacher Activities	Class Teacher Activities	Class Teacher Activities	Class Teacher Activities
<b>2</b>	Class Teacher Activities	Class Teacher Activities	Class Teacher Activities	Class Teacher Activities	Class Teacher Activities
<b>3</b>	Class Teacher Activities	Class Teacher Activities	Class Teacher Activities	Class Teacher Activities	Class Teacher Activities

At the beginning of the school year, make at least 40 copies of a blank chart [See template on following page]. Date each sheet for each Monday of a school week for the school year. Fill in the holidays and school breaks. Keep the sheets in a folder or loose leaf. This will allow you to sign teachers up weeks in advance, or plan a unit with multiple weekly dates. This is your working copy and should be done in pencil. You can attach your lesson plans to the back of each weekly schedule.

### **Display Program Schedules**

Once a week, preferably Friday, convert working program into a Word or Excel chart. This program should be posted at the circulation desk, on the library door and above the clock in the teachers' mail room. Distribute weekly schedule to administrative and pedagogical staff.

Teachers and administrators should know the deadline for making appointments. Of course, if there is available time, anyone needing to use the library resources should be allowed to do so. However, do stress the importance of a planned visit over an impromptu visit.

Weekly Schedule Sign-Up Form Week of \_\_\_\_\_

Area		A	B	C	D
M O N D A Y	CL				
	OP				
	IN/R				
T U E S D A Y	CL				
	OP				
	IN/R				
W E D N E S D A Y	CL				
	OP				
	IN/R				
T H U R S D A Y	CL				
	OP				
	IN/R				
F R I D A Y	CL				
	OP				
	IN/R				

CL = Closed Lab / IN = Instructional Area / OP = Open Lab / P = Pod / QR = Quiet Reading / R = Reference

Source: Valenza, Joyce Kasman. *Power Tools Recharged*. Chicago: American Library Association, 2004.

## WEEKLY SCHEDULE SIGN-UP FORM

Dates: \_\_\_\_\_

Schedule Times	Monday	Tuesday	Wednesday	Thursday	Friday

### 3.8.4 LIBRARY USE: DOCUMENTATION

Library use should be documented carefully, from whole-class, scheduled use to spontaneous research by individual students.

#### DOCUMENTATION OF INDIVIDUAL STUDENT USE

##### Student Sign-In Logs

Student sign-in sheets can also be made with a simple chart in Word. A sign-in sheet can look like this.

Student Name	Class	Period/Time In	Period/Time Out

The advantages of keeping a log are many. One, it keeps track of who is using the library. It provides statistics. It answers these questions: How many students use the library? Which periods are the busiest? Are there groups of students who never come to the library? If you transfer the numbers to a spread sheet, you will be able to generate reports on usage.

#### DOCUMENTATION OF CLASS USE

Keeping track of class usage of the library, both for instruction and checkout, is essential for several reasons.

- First, usage statistics should be a part of the librarian’s regular report to the principal on the status of the library program.
- Second, tracking class usage will enable the librarian and teachers to determine the accessibility of the library for research and checkout. Librarians can target outreach efforts to teachers whose classes use the library least frequently, thereby enhancing the equity of access.
- Third, by documenting and analyzing class usage and comparing those statistics with student performance, the librarian can build a case for the effect of the library program on student achievement.

##### Chart of Usage

To track when whole classes have come to the library for instruction (I) or checkout (C), the librarian can keep a chart of usage by date and teacher name, indicating I or C as appropriate.

TEACHER	SEPT.				OCT.				NOV.				DEC.				JAN.			
Name																				
Name																				
Name																				

Name																				
Name																				
Name																				

Log of Usage

Another way to track usage is to keep a log or running record, with a separate page for each class. The librarian can make brief notes about the purpose for each visit. By reviewing the log, librarians and teachers can easily note patterns and gaps in instruction and usage.

**DOCUMENTATION OF LIBRARY INSTRUCTION**

Information, technology, and literacy skills are developed over time through a combination of instruction and practice. Librarians should track their teaching of information fluency skills for every class in the school.

Chart of Information Fluency Instruction by Teacher / Grade / or Course

Keeping a brief record of the skills taught to specific teachers’ classes, whole grade levels, or courses will enable librarians to document and track the teaching of information fluency skills throughout the school. The power of having an Information Fluency Continuum as a curriculum for library instruction throughout New York City is that we can track student’s exposure to and development of critical information skills from kindergarten through twelfth grade. A sample chart is included on the next page.

Chart of Information Fluency Instruction by Curriculum Units

One way to ensure that all students have essential instruction in information fluency skills is to align the teaching of those skills with key curriculum units. Librarians can use the school’s curriculum maps or the Department of Education scope and sequence in different content areas to identify key units. The teachers responsible for those units and the librarian can collaborate to identify the relevant information skills that should be taught in the context of the units. A chart can help librarians keep track of these units and their teaching of information fluency skills. A sample chart of information fluency instruction aligned with curriculum units follows the previous chart.



**SAMPLE CHART OF INFORMATION FLUENCY INSTRUCTION BY CURRICULUM UNIT**  
**[Content sample taken from Social Studies Curriculum Map for Grade 6 developed by Region 4]**

**Grade / Course:** \_\_\_\_\_

	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>
<b>Content Unit</b>	<p>Map Skills -- Eastern Hemisphere</p> <p>Middle East (Southwest Asia and North Africa) -- Geography (boundaries, culture, lands)</p>	<p>Middle East (Southwest Asia and North Africa) -- History (ancient civilizations, nationalism, growth of Israel, instability, three religions, Islamic fundamentalism)</p>	<p>Middle East (Southwest Asia and North Africa) -- Economic (basic economic systems, role of oil, OPEC) -- Government (comparison of government structures) -- Culture (compare religions; impact of religion)</p>		
<b>Information Fluency Skills</b>	<p>Analyzes maps to gather information</p>	<p>Develops questions about Islamic fundamentalism</p> <p>Finds information from two points of view: pro-Islamic fundamentalism and anti-Islamic fundamentalism</p>	<p>Summarizes information found on different government structures</p> <p>Compares and contrasts points of view about effects of government structure on way of life</p>		

### 3.8.5

## ACCESS AND USE POLICIES FOR CAMPUS/MULTI-SCHOOL LIBRARIES

Libraries that serve more than one school in a building have special, often complex considerations in developing policies and procedures that provide equitable access to the facility, collection, and library instructional program to all the schools on the site. Schools may have different themes, priorities, specialized populations, and schedules – all of which must be served as equitably as possible.

Campus and multi-school libraries should work with the Principals' Council in the building to develop a plan for equitable and full access and use. The principals often appoint representative teachers from each school in the building to serve on a Library Advisory Committee. The Library Advisory Committee and the librarian work together to develop Access and Use Policies that meet the needs of students and teachers in every school.

The following pages are examples of the types of policies and procedures that a campus/multi-school library might want to adopt.

# CAMPUS/MULTI-SCHOOL MEDIA CENTER ACCESS & USE

## Table of Contents

### General Access

- Philosophy of Equity and Open Access and Building-Wide Community Guidelines

### Scheduling and Use

- Calendar
- Priorities
- Increasing access to resources
- Special events

### Instruction

- Collaboration
- Continuum of skills

### Communication

- Scheduling
- News
- Curriculum Notes

### Access through Technology:

- Confidentiality
- Ethical Use Agreement
- Access to electronic resources

### Collection Development:

- Overall Collection (for all schools)
- Specialized Collections (per school)
- ELL and ESL Collections
- Parent Collection
- Professional Collection

## **CAMPUS/MULTI-SCHOOL MEDIA CENTER GENERAL ACCESS**

### Philosophy of Equity and Open Access for Campus or Multi-School Building

The Media Center is an instructional resource for the entire campus or multi-school community. All students and teachers in each school in the building shall have equitable opportunities to use the library facilities and resources, pursue investigations and independent reading, and participate in planning and enjoying the library's programs and services.

### Guidelines

The Media Center Advisory Committee, composed of educators from each school in the building, shall work with the librarian and administrators to determine equitable guidelines for access, use, communication, instruction, and collection development.

The library shall be open all periods of the day, and, when possible, before and after school. If only one librarian is employed, the principals will develop a schedule of supervision that will enable the library to be open during planning and lunch times for the librarian.

Every student in the building will be held to the same expectations while in the library; no differentiation of rules or regulations will exist for students from the different schools.

## **SCHEDULING AND USE**

The librarian will maintain a calendar for teachers to schedule library use in advance. Simultaneous use of the library by more than one class is encouraged as long as the classes are using different parts of the library and teachers are present to aid in instruction and supervision.

Use of the library facilities will be scheduled according to the following priorities:

1. Whole-class investigation (based on collaborative unit developed by teacher and librarian) with information-skills instruction by librarian.
2. Whole-class investigation (based on collaborative unit developed by teacher and librarian) with no explicit instruction but guided practice by teacher and librarian.
3. Whole-class independent reading and book circulation.
4. Several small groups with specific library activities.

Individuals and small groups of 5 or fewer students may come to the library at any time with a pass from a teacher and a specific library activity. Students will be expected to sign in, leave their pass at the circulation desk, and conduct themselves responsibly.

Students may be asked to return to class if the library is completely scheduled or if the students' behavior is disruptive.

To increase equitable access to resources, the librarian and teachers may:

- Develop a bibliography of resources for a specific unit and check the materials out to a teacher's classroom for the duration of the unit.
- Develop a Webliography of great web sites for specific units that students can access from the classrooms.
- Provide pathfinders with suggested resources and search strategies for an entire unit.
- Develop specialized collections for small-school themes and check the materials out to the school on an as-needed, long-term basis.
- Provide access to the web-based automated catalog to every classroom in the building.
- Maintain a library Web site that provides access to electronic databases, library strategies and templates, teacher assignments with relevant resources, and specialized Web sites.

The library may also be used for special events (e.g., parent meetings, special programs), but care should be taken to avoid disrupting class use of the library during the school day.

## **INSTRUCTION**

The primary purpose of the Media Center is to foster the learning of all students. The librarian will collaborate to develop instructional units with teachers from every school in the building. Classes will be scheduled into the library only if the teacher and librarian have collaborated beforehand. No drop-in classes will be permitted.

The collaboration may encompass everything from providing an opportunity for students to check out a book for independent reading to developing a full research unit with information-skills instruction. For instructional units, the teacher and librarian will use a collaborative planning template to clarify concepts, essential questions, assessment products, and skills instruction before the class comes to the library. Every effort should be made to plan 2-3 weeks in advance of any unit, although serendipitous learning will be accommodated whenever possible. If the librarian has to prepare an extensive bibliography or design an instructional strand, then as much time as possible should be given for planning and preparation.

The teachers, librarian, and Advisory Committee should develop a continuum of information, technology, and literacy skills that can be implemented through the library. All of the skills must be integrated into content-area teaching and learning.

Heavy emphasis should be placed on developing students' capabilities to read and investigate with increasing confidence and independence.

## COMMUNICATION

Because the library is a shared instructional resource among all the schools in a building, communication about library services, policies, and programs is important.

### Scheduling

If possible, the library schedule will be maintained on Outlook so that any teacher in the building will be able to access it from the classroom. Teachers will have to come to the library or send an e-mail to the librarian to schedule classes into the library, because no class will be scheduled without a collaborative conversation between the teacher and the librarian.

### News

The librarian and student advisory team will create a library newsletter about special events and opportunities in the library. The newsletter will be made available throughout the campus. The librarian will also schedule visits to school faculty meetings to deliver updates on library programs and alert teachers to new materials and services. At least two special opportunities for parents to experience the library will be held each year.

### Curriculum Notes

The Advisory Committee will work with the faculties in each of the schools to develop curriculum maps. The Advisory Committee will synthesize the maps and prepare an overview of the curriculum throughout the building. The librarian will use the curriculum maps for developing special programs, instructional units, and the collection. The librarian will notify appropriate teachers when collections and programs are developed that would benefit the teachers' classrooms.

## ACCESS THROUGH TECHNOLOGY

Technology provides increased opportunities for access and demands increasing responsibility in the use of information.

### Confidentiality

The library will maintain confidentiality of patrons' borrowing records at all times. Students will be notified of overdue materials, but at no time will titles of books be attached to public records.

### Ethical Use Agreement

Each student will be expected to sign an agreement for ethical use of computers and information. Students using school computers must agree to use them only for educational purposes, to go to only reputable Websites, and to exercise responsible behavior. Students pledge not to plagiarize or violate copyright.

#### Access to Electronic Resources

Students will have access to the library catalog through the Web. They will use their remote access login to access the catalog from the library, the classroom, or from home. Students may have access to electronic sources through the library Website.

### **COLLECTION DEVELOPMENT**

The library collection will be developed to fulfill the needs of students and teachers throughout the building. Teachers and students from every school will be involved in suggesting and selecting materials to be added to the collection.

Ideally, the library per-student budget funds from every school in the building would be co-mingled in a general library budget from which all purchases can be made. If, however, the librarian must be separately accountable to each school in the building for the expenditure of budget funds, the librarian can add a three-digit location code to the bar code of each purchased item for the school whose funds were used for that purchase.

#### Overall Campus Collection

Materials that support independent reading and investigation in classes that are held in common by all schools will be housed in the library. Every effort should be made to establish connections between classroom collections of leveled books in English Language Arts classrooms and additional materials in the library. Every appropriate unit in the curriculum should be supported by materials in the library. Selection criteria should include materials with varied reading levels and the languages spoken most commonly in the school. Collection development should be supported by a Materials Selection Policy and a Weeding Policy [See Section 3.1 Collection and Section 3.5 Weeding in this Handbook].

#### Specialized Collections

If a school's theme necessitates access to specialized books or other materials, then those materials should be acquired, inventoried for the library, and either housed in the library (perhaps in a special section) or checked out to the school for extended periods of time. If the materials are checked out to the school, the school must devise a method of keeping track of them. They should be brought back to the library for inventory and housing over the summer.

#### ELL and ESL Collections

Fiction books in Spanish and other common languages should be housed in special sections for easy accessibility. Nonfiction books in other languages should be interfiled by Dewey number. The collection development policy should include purchasing materials with high graphic or illustrative content and low readability levels, to further accommodate those students with English as a second language. All students whose primary language is not English should be shown the translation capability of the NOVEL databases.

#### Parent Collection

Parents are a vital part of the school community. The Media Center will develop and maintain a parent collection that addresses the needs and interests of the parents. Parents will be able to check these materials out. The Media Center will put on special programs for parents, inviting guest speakers and providing interesting activities.

#### Professional Collection

The Media Center will maintain a professional collection of up-to-date resources for teachers of differing levels of experience, different subject areas, and different interests. Teachers will be invited to suggest materials to acquire. The Media Center Web site will allow teachers to post their units and it will also provide access to instructional units available created by teachers across the country and available through the Web.

3.9

## USE OF RESOURCES AND TECHNOLOGY

**3.9.1 USE OF RESOURCES AND TECHNOLOGY**  
**(Excerpt from Library Learning Walk)**

Focus Area	Examples	Wondering/ Observations	Next Steps
Use of resources and technology	<ul style="list-style-type: none"> <li>• Resources used for content learning, individual interests, independent reading, shared reading</li> <li>• Circulation is steady throughout the day and exceeds one book per child per week</li> <li>• Wide range of technology for research and production available and used by students and teachers (e.g., computers, digital camera, scanner, copier)</li> </ul>		

### 3.9.2 SCAFFOLDING THE USE OF RESOURCES AND TECHNOLOGY

Librarians can take advantage of a number of opportunities to support students' effective use of resources (print, media, and electronic) by providing a framework for, or scaffolding, the experience.

#### PATHFINDERS

Pathfinders are created by the librarian to walk students through stages of the inquiry process and facilitate their access to high-quality resources for specific units of study. A pathfinder may include the unit's essential question, key search terms, relevant Dewey ranges, references to specific books and media in the library collection, references or links to specific magazine articles, and selected Internet sites.

A number of sources provide help in developing pathfinders and offer completed pathfinders for a variety of curriculum areas:

#### *Models and Templates*

A Pathfinder for Constructing Pathfinders

<http://home.wsd.wednet.edu/pathfinders/path.htm>

Springfield Township High School Virtual Library Template for Creating Pathfinders

<http://www.sdst.org/shs/library/pathfinder.html>

Department of Education and Training, Government of Western Australia, Developing Pathfinders in Schools

<http://www.eddept.wa.edu.au/cmis/eval/curriculum/pathfinders/path2.htm>

#### *Example Pathfinders*

The Internet Public Library

<http://www.ipl.org/div/pf/>

Springfield Township High School Pathfinders

<http://www.sdst.org/shs/library/pathmenu.html>

New York City Public Library Systems Homework Help Website

<http://www.homeworknyc.org/>

A Pathfinder template developed by NYC school librarians can be found in the following section.

#### BOOKMARKING

You may bookmark useful sites for yourself, your staff and your students by using the "Favorites" or "Bookmark" feature in Internet Explorer or Netscape. However, these

would have to be bookmarked on each individual computer, which can be time consuming to do and maintain.

## PORTALS

You can post links on a portal. PortaPortal is a free service which gives you a page on which to post links (<http://www.portaportal.com/>). You may open up a free account and follow the directions to set up your own portal. These links will be accessible from any computer (Mac or PC) connected to the Internet (home or school). There are other similar free services. Visit the NYCSLS PortaPortal at <http://www.portaportal.com> (guest login: nycsls) for a list of sites that perform a similar service.

## WEB PAGES

To go beyond a simple listing or Web links, it is helpful to have a library Web page. This can be housed on the school server or you may take advantage of free Website hosting services. With a Web page, you can post announcements, links, pathfinders, Webquests and other assignments.

NY Learns is a subscription service to which every NYCBOE teacher has access. In addition to creating a portfolio of Web sites, which you can choose to make publicly available or just keep private for your own use, you can also post documents. You can make all of these publicly available on a Web page, if you choose (<http://www.nylearns.org/>).

To set up a portfolio of Websites and documents and to create a library Web page, an invaluable tool for communicating with your educational community, you must have the NY Learns training. This training is offered periodically throughout the year in the Regions.

## BLOGS

Blogs (on-line journals) are another communication tool. They have the advantage of being interactive, i.e., people can respond to your postings and an exchange of ideas can take place. This is different from a Web page or a posting of favorite sites, which are one-way communications. If you are interested in having a blog and inviting your students, teachers and parents to respond to you, there are a number of free blog sites:

Edublogs

<http://www.edublogs.org>

Bloglines

<http://www.bloglines.com/>

There are other sites listed on our PortaPortal.

## PATHFINDER TEMPLATE

Topic: \_\_\_\_\_

Introduction to Topic:

Questions for Inquiry:

Key Words, Subject Headings, Dewey Areas

Key Books

Reference

Nonfiction

Fiction

Magazine Articles

Print

Online

Databases

Websites

Videos, CDs, Software, United Streaming

Community Resources

Curriculum Standards Related to This Topic

## **TEACHING THE USE OF RESOURCES AND TECHNOLOGY**

### **EVALUATION OF INTERNET INFORMATION**

#### **AUTHORITY**

- Who owns the website and what is the purpose of the site?
- Who is the author of the information?

#### **CONTENT**

- Does the website offer meaningful answers to your research questions?
- Does the website offer comprehensive information or isolated facts?

#### **RELIABILITY**

- Is the information accurate and reliable?
- Does it match information found in other sources?
- How recent is the information?

#### **VALIDITY**

- Does the website reflect a bias?
- Is the information primary or secondary? If primary, what supporting material or context is offered? If secondary, is it drawn from a reputable source?

#### **QUALITY**

- Is the information well written and grammatically correct?

#### **USEFULNESS**

- Does the website offer links to other relevant sites?
- Is a bibliography or Webliography included?
- Is the information easily accessed and well organized?

### 3.9.3 TEACHING THE USE OF RESOURCES AND TECHNOLOGY

#### EVALUATION RUBRICS FOR WEBSITES

For students who live in an age where information is so easily accessed on the Internet, the ability to critically evaluate a Website for accuracy, authority, objectivity, currency and coverage, is a necessary skill for information literacy.

**Kathy Schrock's Evaluation Surveys for Elementary, Middle and Secondary School Levels**

<http://school.discovery.com/schrockguide/eval.html>

**Tammy Payton's Evaluation Rubrics for Websites: Primary, Intermediate and Secondary Grades**

<http://www.tammypayton.net/courses/print/evalweb2.shtml>

**Evaluating Web Pages: A WebQuest**

Created by Joyce Valenza

Although this unit is designed for 9th through 12th grade students to meet information and technology literacy standards across content areas, it is easily adaptable for use by younger students by selecting Websites aimed at upper elementary or middle school students.

<http://www.sdst.org/shs/library/evalwebstu.html>

**Bogus Websites**

For a list of bogus Websites to use in teaching evaluation, see the Office of Library Services Portaportal site at <http://guest.portaportal.com/nycsls>.

#### TUTORIALS

**Evaluate Web Pages** - From Wolfgram Memorial Library at Widener University in Chester, PA

**This tutorial and exercise will help you to evaluate the quality of information you find on the Web.**

[http://www3.widener.edu/Academics/Libraries/Wolfgram\\_Memorial\\_Library/Evaluate\\_Web\\_Pages/659/](http://www3.widener.edu/Academics/Libraries/Wolfgram_Memorial_Library/Evaluate_Web_Pages/659/)

**Websites... Which Ones Should You Trust?**

This is a WebQuest that can be used as a resource to teach information literacy or critical reading/critical thinking and comprehension skills. Using this WebQuest, teachers and students can work together, reviewing the Website evaluation tips and evaluating the legitimate and hoax Websites, deciding which ones are accurate and trustworthy.

<http://www.firstfind.info/>

### 3.9.3 TEACHING THE USE OF RESOURCES AND TECHNOLOGY

#### SEARCH ENGINES AND DIRECTORIES

Part of teaching effective use of the Internet is introducing your students to search engines in addition to Google. Of course, search on the open Internet should be a strategy that is tried after using other sources such as subscription databases and print materials. You should choose search engines that are appropriate for your student level. There are a number of search engines that are child-friendly. Also, different search engines can yield different results with the same search terms, so always encourage your students to try a different search engine if they are having trouble getting results. Some search engines will break down your results into smaller subject areas, a useful feature for students learning how to narrow their topics. Some of the sites listed below are actually not search engines, but indexes to sites selected by librarians.

Yahoo! Kids

<http://kids.yahoo.com/>

Kids Click!

<http://sunsite.berkeley.edu/KidsClick!>

Librarians' Internet Index

<http://lii.org>

The Internet Public Library

<http://www.ipl.org/>

Ask.com:

<http://www.ask.com/>

Altavista:

<http://www.altavista.com/>

#### CHOOSING A SEARCH ENGINE OR DIRECTORY

To see a search engine comparison chart, go to

<http://www.noodletools.com/debbie/literacies/information/5locate/adviceengine.html>.

To find a guide to the major search engines of the web, see Search Engine Watch.

<http://searchenginewatch.com/showPage.html?page=2156221>

On this page, you will see reference to "crawlers" and "crawler-based results" versus "directories" and "human-powered results." See the [How Search Engines Work](#) page to understand more about the difference between crawlers and directories.

#### **Four NETS for Better Searching**

This is a tutorial to help you find the best information using four easy steps.

<http://webquest.sdsu.edu/searching/fournets.htm>

#### **Finding Information on the Internet: A Tutorial**

There is a lot of great material on the Web - primary sources, specialized directories and databases, educational sites, etc. At this site you will find many tips to help you find the best information.

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html>

### 3.9.4 CIRCULATION POLICIES

[Note: This is a sample Circulation Policy and Procedure Handout for students of middle and high schools.]

#### Welcome to our Library!

We have developed these circulation policies and procedures to ensure that you have equitable access to all library materials.

#### Borrowing Privileges

Every student in the school is entitled to borrow materials from the library. Your student identification number serves as your library borrower number. Please abide by library policies and procedures to maintain your borrowing privileges.

#### Loan Periods

Materials will be checked out for the following loan periods:

Regular collection	Three weeks
Paperbacks	Three weeks
Books on reserve	Overnight, Checked out at end of day
Reference books	Overnight, Checked out at end of day
Magazines	Two weeks
Books on tape	Two weeks
DVDs, CDs, Videos	To be used in library only or checked out to teachers

You may re-check materials at any time by bringing the materials to the library.

#### Web Access

The library subscribes to various databases of information that are available for student use at home as well as in the library and classrooms. User names and passwords are available on a PDF document accessed through the library Web page using your student identification number. You may also pick up a printout of the user names and passwords from the circulation desk.

#### Acceptable Use Agreement

All students are expected to be responsible and ethical in their use of the Internet. Students and their parents/guardians will declare their commitment to ethical use by signing an Acceptable Use Agreement.

#### Overdue Materials

You are responsible for returning all materials on time. Accumulation of overdue materials may result in temporary suspension of library checkout privileges.

### Lost and Damaged Materials

You will be expected to pay replacement cost of any lost or damaged materials. Arrangements may be made to work in the library as an alternative to paying for lost or damaged materials.

### Confidentiality

All library records are confidential. The library will not reveal your borrowing records to anyone, including school administrators, teachers, and parents. If you have overdue materials, the library will notify you in a confidential manner. School officials may be informed of your overdue status, but not the specific titles, authors, or subjects of your overdue materials. Students who help with checkout should not have access to student records. Usually, a password can prevent unauthorized access.

[Note: This is a sample Circulation Policy and Procedure Handout for students of elementary schools.]

## Welcome to our Library!

We have a few rules for checking books out of the library to make sure that all of you have an equal chance to borrow books.

### **Who gets to check out books?**

You do. Every student in this school gets to check out two books at a time. If you are working on a special project, you may be able to check out more than two books.

### **How long can you keep the books?**

Please bring the books back in a week. Your teacher will send you to the library during open checkout time each week to return your books and find two new ones that you want to read.

### **Do you get to use the computer?**

You will be able to use the computer to find information. We have encyclopedia and magazine articles that you can use in the library, in your classroom, and at home. Please pick up a sheet in the library with information about how to sign in to use these sources. You can take the sheet home to share with your parents/guardians.

You will also be able to use the computer to find some information on the Internet. Your teachers and librarian will give you the computer addresses of good Web sites with information for your projects.

We expect every student to use the Internet in a responsible way by going only to educational sites and by making sure that the information you find is accurate and high quality. You and your parents/guardians will be asked to sign an Acceptable Use Agreement to show that you understand your responsibilities in using the Internet.

### **Who knows what books you check out?**

Your checkout records are private. The library will let your teachers know if you have a book overdue, but not the name of the book. The library can inform your parents about the titles of missing books to help you locate them at home.

### **What happens if you lose or damage a book?**

We would appreciate replacement of any book you lose or damage. If you cannot replace the book, you may volunteer in the library as payment for the book.

### 3.9.5 CIRCULATION PROCEDURES

Students should know where to check out books and where to return the books they checked out. Orientation classes for incoming students should focus on all the library's policies, including circulation procedures. Whether or not the library is automated, the procedures should be clearly identified.

#### NON-AUTOMATED PROCEDURES

For a non-automated library, the borrower's cards are used for circulation. The student's name and class should be printed on the card by the student. The due date should be stamped on the card and the book. The card is filed either by class order or by due date order.

When the book is returned, the card is placed back in the book. The book is shelved.

If the books are not returned, overdue notices are generated by the borrower's card. Simply record the student's name, class and date book was due. If you keep the cards in due-date order, you will know when books are overdue. Once an overdue notice is prepared for the student, the card is filed by the Dewey Classification section or by the alphabet for fiction and biography. Send a notice to the classroom teacher (folded over and stapled to maintain confidentiality) and ask that the notice be delivered to the student.

#### AUTOMATED PROCEDURES

If the library is automated, print a list of all overdue materials by class or students' last name. The software will print class notices or individual notices. If the students have school e-mail accounts, you can e-mail them their notices. If not, you will send the notices to the classroom teacher and ask that the notices be delivered to the student (again, being careful to maintain the confidentiality of the student).

3.10

## ETHICAL AND SAFE USE OF THE INTERNET

### 3.10.1 INTERNET ACCEPTABLE USE

Librarians have a responsibility to provide students a safe and healthy environment in which to learn. That responsibility has taken on multiple new dimensions with the availability of the Internet. Student safety is being addressed in three ways: filtering, Acceptable Use Agreements, and teaching students the ethical and safe use of information.

#### Filtering

The Department of Education has installed filtering software “in an attempt to block user access to inappropriate and/or harmful text on the Internet. The software works by scanning web site addresses, web site content, e-mail and other documents for objectionable words or concepts.”

<http://schools.nyc.gov/Offices/FinanceandAdministration/DIIT/WebServices/iaup/default.htm#filter>

The filter is set in levels from the most restrictive to the least restrictive depending on the age level of the students. Some content falls into the intermediate area where the context of the use determines its acceptability (e.g., breast cancer).

Because any filtering software cannot make perfect determinations of acceptability, sometimes sites are blocked that students need to access for legitimate research purposes. In that case, librarians may follow a process to request that a particular site be unblocked.

1. Verify the legitimacy of the site in question
2. Consult with your principal
3. Go to:

<http://www.nycboe.net/adminorg/divisions/diit/filtering/> to download the form. You must be on a Department of Education administrative computer to access this form (probably located at a secretary’s desk or in an assistant principal or principal’s office).

4. Ask the principal to send to DIIT
3. DIIT unblocks the site

#### Acceptable Use Agreement

All students and staff are governed by the Department of Education Acceptable Use Policy which prescribes that all use of the Internet and e-mail must be for legitimate educational purposes. All students are expected to abide by the requirements outlined in the policy:

[http://schools.nyc.gov/Offices/FinanceandAdministration/DIIT/WebServices/iaup/default.htm#select\\_material](http://schools.nyc.gov/Offices/FinanceandAdministration/DIIT/WebServices/iaup/default.htm#select_material)

All of your students should have signed an AUP (Acceptable Use Policy). They may have signed it through a technology class/teacher or it may be through the library. You should check with your administration to see how this is being handled in your school. The Department of Education AUP can be found at:

<http://schools.nyc.gov/Offices/FinanceandAdministration/DIIT/WebServices/iaup/default.htm>

This is the policy statement from the DOE. Your school should have some kind of AUP contract or pledge that is signed by student (age appropriate) and guardian. **[See the sample Acceptable Use Policy in the following pages.]**

### Teaching Ethical Use

Librarians have a major responsibility to teach students the ethical use of information and technology. In fact, the third standard of the Information Fluency Continuum is “Demonstrating Social Responsibility: An independent learner contributes to the learning community by seeking multiple perspectives, sharing his or her understandings with others, and using information and resources ethically.”

The teaching of Internet ethics and web site assessment should be integrated into your lessons. For ideas and resources to help you with this, see the Information Fluency Continuum.

The main indicators in the Information Fluency Continuum that serve as the basis for teaching social responsibility skills include:

#### Importance of Information to a Democratic Society

- Seeks diverse sources and multiple points of view.
- Respects the principle of equitable access to information.
- Understands that democracy is built on access to information without censorship.

#### Effective Social Interaction to Broaden Understanding

- Shares knowledge and information with others.
- Respects others’ ideas and backgrounds, and acknowledges their contributions.
- Collaborates with others to solve problems.
- Collaborates with others to access and use information effectively.
- Uses technology to collaborate with others.
- Uses a variety of media to share information with others.

#### Ethical Behavior in Use of Information

- Respects the principles of intellectual freedom.
- Respects intellectual property rights.
- Uses information technology responsibly.

Conversation about the ethical use of information and technology should begin in elementary school and build through the years. Every student must learn to evaluate the

accuracy and validity of Internet information, to use information without plagiarizing, and to seek and respect others' ideas.

The following websites will be useful in teaching ethical and analytical approaches to the Internet:

<http://www.novemberlearning.com/>

<http://joycevalenza.com/>

See "Evaluation of Internet Information" for the criteria students and teachers can use to determine the reliability and validity of Web sites.

### Teaching Safe Use of the Internet

Children can be taught to use the Internet safely through a series of lessons. Two sites offer cyber-safety lessons for free:

<http://www.cybersmart.org>

This site offers a cyber-safety curriculum, lesson plans, and resources.

<http://www.isafe.org>

This site is a free project with materials offered by the US Department of Justice.

<http://www.wiredsafety.org>

This is a world-wide volunteer organization dedicated to protecting children in cyberspace from cybercrimes and abuse, including from each other. It serves as the umbrella organization for [TeenAngels.org](http://TeenAngels.org), [WiredKids.org](http://WiredKids.org) and [WiredTeens.org](http://WiredTeens.org). b

## **3.10.2 ACCEPTABLE USE POLICY NEW YORK CITY SCHOOL LIBRARIES**

### **Policy on District-Provided Access to Electronic Information, Services, and Networks**

#### **RESPONSIBILITIES OF TEACHERS AND PARENTS**

The New York City Public School System expects that faculty will blend thoughtful use of the Internet throughout the curriculum and will provide guidance and instruction to students in its use. As much as possible, access from school to Internet resources should be structured in ways which point students to those which have been evaluated prior to use.

While students will be able to move beyond those resources to others that have not been previewed by staff, they shall be provided with guidelines and lists of resources particularly suited to learning objectives. Most importantly, librarians and classroom teachers shall instruct students in the skills they need to enable them to find, evaluate, and use information from the Internet wisely and safely.

Outside of school, families bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, and movies,.

#### **RESPONSIBILITIES AND EXPECTATIONS OF STUDENT USERS**

Students utilizing District-provided Internet access must first have the permission of and must be supervised by New York City Public School System's professional staff. Students utilizing school-provided Internet access are responsible for good behavior online just as they are in a classroom or other areas of the school. The same general rules for behavior and communications apply.

The purpose of District-provided Internet access is to facilitate communications in support of research and education. To remain eligible as users, students' use must be consistent with the educational objectives of the New York City Public School System. Access is a privilege, not a right. Access entails responsibility.

Users should not expect that files stored on school-based computers will be private. Administrators and faculty can and may review files and messages to maintain system integrity and ensure that users are acting responsibly.

## **UNACCEPTABLE USES**

The following uses of school-provided Internet access are NOT permitted:

- Maliciously disrupting or harming the school's workstations, network, and services through such activities as hacking, or downloading, uploading, creating, or spreading computer viruses;
- Plagiarism;
- Violating copyright or otherwise using the intellectual property of another individual or organization without permission;
- Accessing, uploading, downloading, scanning, or distributing pornographic, obscene, sexually explicit, harassing, discriminatory, or defamatory material;
- Transmitting obscene, abusive, sexually explicit, or threatening language;
- Violating any local, state, or federal statute; or school district policies;
- Vandalizing, damaging, or disabling the property of another individual or organization;
- Accessing another individual's materials, information, or files without permission; sharing passwords or
- Using the account or the identity of another user;
- Using limited network bandwidth for downloads not related to academics;
- Posting web pages for commercial purpose or political advocacy (Material posted on the school server must be reviewed and approved by a faculty member.);
- Copying or downloading software without the authorization of the network administrator;
- Using computers for personal communications: gaming, personal e-mail, chat, personal blogs.

## **DISCLAIMERS/ LIMITATION OF SCHOOL DISTRICT LIABILITY**

The New York City Public School System makes no warranties of any kind, neither expressed nor implied, for the Internet access it is providing. The District will not be responsible for any damages users suffer, including – but not limited to – loss of data resulting from delays or interruptions in service. The District will not be responsible for the accuracy, nature, or quality of information stored on District diskettes, hard drives, or servers; nor for the accuracy, nature, or quality of information gathered through District-provided Internet access. The District will not be responsible for personal property used to access District computers or networks or for District-provided Internet access. The District will not be responsible for unauthorized financial obligations resulting from District-provided access to the Internet.

## **SANCTIONS**

Violations of this Acceptable Use Policy could result in a student's loss of access to network and Internet privileges, or other disciplinary action to be determined at the building or classroom level, consistent with the student Discipline Code. Where there is an allegation of criminal behavior, law enforcement organizations will be involved.

## **WHAT PARENTS SHOULD KNOW**

Parents of students in the New York City Public School System shall be provided with the following information:

The New York City Public School System is pleased to offer its students access to the Internet. The Internet is an electronic highway connecting hundreds of thousands of computers and millions of individual users all over the world. This computer technology will help propel our schools through the communication age by allowing students and staff to access and use resources from distant computers, communicate and collaborate with other individuals and groups around the world, and significantly expand their available information base. The Internet is a tool for lifelong learning.

Families should be aware that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. In addition, it is possible to purchase certain goods and services via the Internet which could result in unwanted financial obligations for which a student's parent or guardian would be liable.

While the District's intent is to make Internet access available in order to further educational goals and objectives, students may find ways to access other materials as well. While the District utilizes filters to help regulate students' Internet access, those methods are not failsafe. Nonetheless, the District believes that the benefits to students of access to the Internet exceed any disadvantages. Ultimately, however, parents and guardians of minors are critical in setting and conveying the standards that their children should follow when using media and information sources. Toward that end, the New York City Public School System makes the System's complete Internet policy and procedures available on request for review by all parents, guardians, and other members of the community.

## STUDENT AGREEMENT

### Student User

I have read, understand, and will abide by the New York City Public School System Acceptable Use Policy. I realize that violations may result in my loss of my Internet and/or network access privileges, disciplinary actions per the Student Code of Conduct, and/or possible legal action.

Student User Name (Print): \_\_\_\_\_

Student User Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_

SOURCE: Adapted from the Indiana Department of Education: AUP Model

<http://ideanet.doe.state.in.us/olr/aup/aupmod.html>.

Modified by Joyce Valenza.

## 3.11 TECHNOLOGY

The trend today is to integrate computers in the main body of the library rather than segregating them in a separate computer lab attached to the library. This allows for better supervision and interaction between the students and the librarian.

The librarian should have an administrative computer, which in a smaller library can also serve as the circulation computer. A high speed Internet connection should be available to all computers in the library.

There should be a number of computers available to students for use of the OPAC and for research, appropriate to the number of student served. Wireless laptop rolling labs are one solution to student access.

### Requirements

For technology requirements, see: <http://cnets.iste.org/index.shtml>.

### Support

For technology support, you may try one of the following option:

- DOE Help Desk: 718-935-5100
  - Have serial number(s) of computer(s) ready
  - Have asset number ready
- Fellow librarians
- Web site for OIT (Office of Instructional Technology):  
<http://schools.nyc.gov/StudentSupport/InstructionalTechnology/default.htm>
- Appeal to colleagues on the list serve (NYCSLIST):  
<http://netpals.lsoft.com/archives/nycslist.html>