

Orleans/Niagara BOCES School Library System Member Plan

(Plan of Service 2021-2026)

Building Member Plan

A Self-Assessment Tool

Regulations of the Commissioner of Education 90.18 set forth the requirements for school library systems. One of these requirements states that each member school shall file, with the local school library system, a plan which examines district and member school library resources and programs and describes the ways in which the member school proposes to make effective use of the school library system.

The Member Plan will help school library media specialists and administrators evaluate their library programs and resources. As a self-assessment tool, it enables the school library media specialist to consider the library's current strengths and needs develop a long-range plan for growth of the library program and services, and determine the methods by which the library program supports the instructional process.

School: _____

Signature of Building Principal

Date

Signature of School Library Media Specialist

Date

Member Plans should be ***given to the district SLS Communication Coordinator to present to the Chief School Officer to read and sign, if acceptable.***

I. Communication:

This section addresses procedure for prompt and efficient communication within the district regarding School Library System policies, procedures and services.

Library Phone: _____

School Phone: _____

Library Fax: _____

School Fax: _____

E-mail Address: _____

Web Site Address, if applicable: _____

	(Check One)			
	YES	IN PROGRESS	NO	N/A
1. The SLS communication coordinator informs library media specialist(s) about School Library System activities and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students and staff have easy access to the OPAC and the Internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The library media specialist keeps students, classroom teachers and administrators in the building well informed regarding School Library System services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please check all that apply:				
_____ Memos				
_____ Promotional Materials				
_____ Faculty Meetings				
_____ Team or Department Meetings				
_____ Curriculum Meetings				
	YES	IN PROGRESS	NO	N/A
4. Students have easy access to at least one laptop, notebook, tablet computer or other mobile computing device provided by the district for use at home or at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Program

A. Resources	YES	IN PROGRESS	NO	N/A
1. The collection is adequate for the school's pupils and programs for: Reference Work General & Recreational Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The collection includes significant, reliable, accurate, up-to-date books and other media that support the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Library resources include community resources like 3D printers, software, electronics, craft and hardware supplies for us in makerspace activities				

Collection Strengths:

Collection Weaknesses:

	YES	IN PROGRESS	NO	N/A
3. The LMC is automated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Out of date, inappropriate and worn books are regularly withdrawn from the collection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. A written policy for collection weeding exists in the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Adequate funds are available for purchasing printed materials and other media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. A written selection policy governing library resources exists in the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The district has an officially adopted copyright policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Collection Statistics

1. Number of volumes in the book collection? _____
2. Number of volumes per pupil? _____
3. Number of periodical titles? _____
4. Which electronic databases do you have through your LMC?

C. Services:

	YES	IN PROGRESS	NO	N/A
1. Instructional Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Information literacy and inquiry skills are taught as an integral part of the content and objectives of the school's curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The information literacy and inquiry skills curriculum includes accessing, evaluating, and communicating information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The information literacy and inquiry skills curriculum utilizes a model of inquiry to engage students in actively investigating a discipline to form new understandings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Library media specialists and teachers jointly plan, teach and evaluate instruction in information access, use and communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teachers and students are offered learning opportunities related to new technologies, use and production of a variety of media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Access to resources outside the school is provided to students and teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Students and teachers have access to the library and to qualified professional staff throughout the school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Class visits are scheduled <i>flexibly</i> to encourage library use at point of need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. New York State Learning Standards are linked with lessons taught in the library.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. American Association of School Librarians (AASL) National School Library Standards are linked with lessons taught in the library.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. The library media specialist provides leadership in the evaluation and/or implementation of information and instructional technologies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Empire State Information Fluency Continuum (ECIF) PK-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Priority Skills are used as a resource when teaching resources and collaborating with classroom teachers.

D. Scheduling (complete all that apply)

1. Type of Schedule:

- Block, grades _____
- Flexible, grades _____
- Scheduled, grades _____
- If Block, # of classes per week _____
- If scheduled, # of classes per week _____
- If scheduled, what is the length of time _____

E. Staffing

Time spent on managing a library _____
Number of certified library media specialists _____
Number of full-time library support staff _____
Number of part-time library support staff _____

F. Building Data

Grade levels served _____
Number of students _____
Number of teachers _____
Library hours _____

III. Summary

After assessing the building library media program, what direction would you like to see for your program; in the next five years? Please feel free to attach additional pages if necessary.

In reviewing the current and upcoming 5 year plan, what goals or changes do you feel the School Library System should work on? How satisfied are you with Professional Development that is being offered? How would you change our Collective Collection Development Plan?

Thank you for completing this member plan.
The following is to be handled by the communication coordinator.

IV. Annual report to the Board of Education

The communication coordinator is responsible for submitting a report to the administration for the Board of Education regarding participation in the SLS. This annual report will include at least the following: use of Interlibrary Loan, attendance at SLS in service workshops, attendance at SLS Communication Coordinator or Council Meetings and visitations from School Library System Personnel.

Schools only get out of the School Library System what they put into it; it takes school involvement to be successful. The ultimate goal is to provide students equal access to information.

Attachment

Services – depending upon your circumstances, you may or may not provide some of these services. Check off those which apply.

1. Please check all services provided by the library media staff:

Instructional services

- | | |
|--|---|
| <input type="checkbox"/> Bibliographic instruction | <input type="checkbox"/> Literature appreciation |
| <input type="checkbox"/> Book talks | <input type="checkbox"/> Planning with teachers |
| <input type="checkbox"/> Class instruction | <input type="checkbox"/> Promote Summer Reading program |
| <input type="checkbox"/> Device Training and Support | <input type="checkbox"/> Research Instruction |
| <input type="checkbox"/> Google Apps Training | <input type="checkbox"/> Teacher workshops |
| <input type="checkbox"/> Computer Application Training and Support | |

User services

- | | |
|---|---|
| <input type="checkbox"/> Audio recording and editing | <input type="checkbox"/> Inventory books |
| <input type="checkbox"/> Bibliographies | <input type="checkbox"/> Inventory equipment |
| <input type="checkbox"/> Career information | <input type="checkbox"/> Media services (via BOCES) |
| <input type="checkbox"/> Circulation | <input type="checkbox"/> Networking with other libraries |
| <input type="checkbox"/> College catalog and resource collection | <input type="checkbox"/> New materials lists |
| <input type="checkbox"/> Communication with local public library | <input type="checkbox"/> Photocopying for students |
| <input type="checkbox"/> Community resource catalog and/or file | <input type="checkbox"/> Reference assistance |
| <input type="checkbox"/> Digital Photography and editing | <input type="checkbox"/> Reserve Books |
| <input type="checkbox"/> Email use | <input type="checkbox"/> Teacher and/or staff in-service |
| <input type="checkbox"/> Equipment repair | <input type="checkbox"/> Teacher information/curriculum support |
| <input type="checkbox"/> Exhibits and bulletin boards | <input type="checkbox"/> Update Periodical List |
| <input type="checkbox"/> Individualized research | <input type="checkbox"/> Video recording and editing |
| <input type="checkbox"/> Interlibrary Loan | <input type="checkbox"/> Weeding |
| <input type="checkbox"/> Green Screen activities or news broadcasts | <input type="checkbox"/> Makerspace activities |
| | <input type="checkbox"/> Robotics |

Other _____

2. List any in-service or mini courses attended. _____

3. List any classes you have taught to your peers. _____