

Campus Librarian's Handbook
Campus Librarian Network

Astor Center for Public School Libraries
New Visions for Public Schools
and
Office of Library Services
New York City School Library System
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TABLE OF CONTENTS

INTRODUCTION	3
LIFE ON A CAMPUS OF MULTIPLE SCHOOLS: BUILDING A SHARED CULTURE THROUGH THE LIBRARY.....	4
STRATEGIC THINKING FROM A PRINCIPAL’S PERSPECTIVE.....	5
CAMPUS-WIDE VISION AND OWNERSHIP.....	6
CAMPUS LIBRARY ADVISORY COMMITTEE	7
COLLABORATIVE PLANNING AND INSTRUCTION	9
COLLECTION DEVELOPMENT.....	10
PHYSICAL ENVIRONMENT AND FACILITY	12
EQUITABLE ACCESS AND USE/SCHEDULING	14
STAFFING.....	16
FUNDING AND BUDGET MANAGEMENT.....	18
ANNUAL REPORT TEMPLATE.....	20
COMMUNICATION	21
OPENING A NEW CAMPUS LIBRARY.....	23
ACKNOWLEDGMENTS	24

For specific examples and sample templates of best practices, please see the Campus Librarian’s Handbook Wiki
<http://CampusLibrariansHandbook.wikispaces.com>.

INTRODUCTION

A library in a campus of schools provides a shared academic space for the campus community. The library space becomes a common ground for student exploration, collaboration, and personal and academic learning. Library resources (including virtual access to databases, Web sites, and e-books) offer teachers and students in all the schools the opportunity to teach and learn in depth, to explore the themes that frame instruction in the individual schools, and to differentiate learning by reading level, interests and language. The librarian provides a coherent instructional program that integrates the teaching of essential information literacy and research skills into the curriculum across all the schools. The librarian serves as a vital curricular and instructional link among teachers throughout the campus.

Sharing a library among multiple schools also poses challenges for administrators, teachers and librarians in their mission to provide equitable and high-quality library services to all students on the campus.

This Campus Librarian's Handbook is designed to be used in conjunction with the Librarian's Handbook, a publication of the Office of Library Services for all New York City school librarians.

The goal of this Campus Librarian's Handbook is to offer guidelines and strategies to help campus librarians and administrators build on the positive attributes and overcome the challenges of a campus environment to develop effective campus library programs.

LIFE ON A CAMPUS OF MULTIPLE SCHOOLS: BUILDING A SHARED CULTURE THROUGH THE LIBRARY

OBSERVATIONS FROM THE FIELD*

- Campus life is complex and evolving. For example, a campus might have anywhere from two to seven schools with grades ranging from kindergarten to 12; each school on a campus might have its own theme and focus.
- Location in a multi-school building affects all groups – students, educators, organizational partners, administrators and other staff members.
- Campuses can provide opportunities to meet a greater range of student needs and meet issues of scale by enriching individual schools through shared resources of experience, expertise and creativity. The schools might join together for sports teams, a campus newspaper, campus-wide celebrations and classes with specialized teachers.
- Campuses allow a potential range of cross-school supports for teachers, librarians and administrators for opportunities for innovation, such as action research across schools and professional development.
- At the same time, one school’s operational routines and educational practices – from the class/bell schedule to auditorium use to a weekly short day that releases students into the hallways – often impact those of the other schools in the building.
- **Co-located schools must work and cultivate goodwill to find common ground. A good working relationship does not just happen because schools are housed in a building together, and the quality of the relationship impacts the library as the one shared academic space.**

*These observations have been culled from New Visions for Public Schools’ documentation research on life in buildings or campuses shared by multiple schools and from the work of New Visions’ Astor Center for Public School Libraries in a range of campus libraries. In 2001, New Visions’ New Century High School Initiative began a process that resulted in the creation of 90 high schools over eight years. The great majority of these small schools operate in buildings where a large school was transformed into a campus of small schools.

STRATEGIC THINKING FROM A PRINCIPAL'S PERSPECTIVE

Arthur Foresta, former New Visions senior program officer for leadership, enjoyed a 30-year career in the New York City school system, where he served as a teacher, an assistant principal and principal. At New Visions, he oversaw a team of leadership coaches mentoring high school principals. Below are some of the insights principals shared with him on developing effective library programs.

- **Collaborate with principals.** Principals are learners. Librarians must be proactive advocates of their libraries, helping principals understand their value and possibilities and working collaboratively with them to develop a vision for the library program and facilities.
- **Share ownership with the school community.** To boost support for the library, the librarian should transfer ownership of the space and the program to the entire campus community. “The librarian’s library” should become “the principals’ library,” “the teachers’ library,” “the students’ library” and “the parents’ library.”
- **Develop the collection collaboratively.** Principals and teachers become more engaged in the library program when the librarian gives them a say in selecting new resources for the collection.
- **Establish a Library Advisory Committee.** A leadership team comprised of teachers from each school on campus can help to build buy-in and create a campus culture around the library.
- **Help administrators and teachers to share your vision.** Principals and teachers can develop a vision of the potential of their campus library by visiting another library, hearing about its program and seeing its facilities.

CAMPUS-WIDE VISION AND OWNERSHIP

Campus-wide vision and ownership are at the foundation of effective campus library programs. The following **essential strategies** for librarians have proven effective in getting buy-in from students, teachers and administrators across a campus:

- **Develop a collaborative relationship with each administrator on campus.**
 - Consult with each principal about the school's focus, vision and goals.
 - Maintain regular communication with the principals, individually and collectively.
 - Ask to attend the principals' council meetings whenever appropriate to ensure that all principals are fully informed about library initiatives and issues.
 - Make sure your program clearly addresses the expressed needs of each principal.
 - Clarify the library budget from each school.

- **Establish a Library Advisory Committee.**
 - Ask the principals to help you establish a Library Advisory Committee (LAC) with teacher members from each school. Teachers can participate during their professional period. One administrator from each school, parent coordinators and other interested staff should also be on the committee. Students may be included as appropriate.
 - Meet with the LAC regularly for two-way communication with the schools. Each school will have a voice in library program planning, and the librarian can be sure each school hears about what is happening in the library.
 - Start the LAC work by collaboratively creating library vision and mission statements.

- **Create written policies, rules and guidelines.**
 - To establish consistent approaches to library use across schools, adopt written policies and guidelines on such topics as access and use, collection development, challenged materials, Internet acceptable use, circulation procedures, and scheduling.
 - Create the policies and guidelines in consultation with the Library Advisory Committee. Share them in various formats with all staff, faculty, students and parents on the campus.

- **Communicate widely and regularly.**
 - Create a Web site that unifies the schools and provides a virtual face to each school on the campus through your library program.
 - Use multiple methods of communication to let students, teachers, parents and administrators know about new programs, successes and opportunities through the library.

CAMPUS LIBRARY ADVISORY COMMITTEE

[See 4.6.3 in *Librarian's Handbook*]

Library Advisory Committees are comprised of representative teachers, administrators, parent coordinators and others from every school on the campus. These educators meet regularly with the librarian and serve a vital function by guiding the development of the library program, collection and services to meet the needs of all students and teachers on the campus. The Library Advisory Committee helps build a campus-wide community of learning through the library.

FOCUS	TASKS
Vision and Mission	<ul style="list-style-type: none"> • Discusses the connections among the mission and vision statements of all the schools on the campus. • Creates a library vision and mission statement that reflects each of the distinct missions.
Support	<ul style="list-style-type: none"> • Engages in advocacy to encourage and promote use of the library. • Develops a volunteer program for students and/or parents. • Actively works to help library better meet the needs of all campus students and teachers. • Supports the librarian in writing grants for the library. • Engages the community in library support (fiscal and programmatic). • Attends monthly LAC meetings.
Climate and Facility	<ul style="list-style-type: none"> • Reviews facility plans for the update and use of the library. • Supports librarian in securing student work for library displays. • Work with the librarian to establish clear expectations for conduct in the library that apply to students across the campus, regardless of the home school.
Collection	<ul style="list-style-type: none"> • Assists in designing and implementing the collection development policy. • Assists in evaluating strengths and weaknesses of the library collection, both print and non-print. • Makes ongoing recommendations based on campus-wide curriculum needs and students' diverse interests.
Technology	<ul style="list-style-type: none"> • Reviews each school's technology strategic plan to ensure library program is fully integrated. • Assists in the design, implementation and updating of the library Web site.
Equitable Access and Use	<ul style="list-style-type: none"> • Develops a scheduling policy that reflects an open and flexible access philosophy and communicates the philosophy to the staff of each school through faculty meeting (e.g., presentations, informal conversations, etc. • Develops a circulation policy and assist in communicating the policy to school staff. • Establishes consistent library rules that allow students from different school cultures to co-exist in the shared library space.

	<ul style="list-style-type: none"> • Participates in ongoing evaluation of library policies. • Supports librarian in providing public library cards to all students.
Collaboration	<ul style="list-style-type: none"> • Reaches out to community organizations, such as the public library and arts organizations, and other resources to enhance library programs. • Encourages faculty to collaborate with the librarian to plan curriculum and collection development.
Integrated instruction	<ul style="list-style-type: none"> • Encourages teachers and the librarian to share responsibility for integrating inquiry, information literacy and technology skills into school curriculum. • Assists in designing and implementing campus-wide reading/literacy programs. • Develops a plan for classroom book collections to complement library resources.
Program Planning and Administration	<ul style="list-style-type: none"> • Participates in library assets and needs assessment with input from all stakeholders. Uses Library Learning Walk. • Helps the librarian create both long-term (five-year) and short-term goals for the library that will accommodate the needs of each school over time. • Assists librarian in developing a strategic plan for the library. • Assists in recruiting and training library volunteers.
Professional Development	<ul style="list-style-type: none"> • Encourages teachers to participate in cross disciplinary professional development in technology and inquiry to build a professional learning community. • Participates in monthly LAC meetings and other professional development sessions.

COLLABORATIVE PLANNING AND INSTRUCTION

With teachers:

- Let it be known that you would like to attend as many faculty, unit, department and subject-area meetings as possible. Use department meetings to develop collaboration opportunities.
- Establish regular communication channels to gather information from departments and content-area teachers about curricular themes and ongoing units of instruction.
- Ask for teachers' schedules to find out when they're available for collaborative planning.
- Facilitate curriculum mapping.
- Start building a culture of collaborative planning by developing units with the most receptive teachers. Complete the collaborative planning form or the library class visit form with the teachers to lay out the expectations for library time and the resources that students will use.
- Use assessment tools and data such as TRAILS to establish a baseline of student information literacy skills for effective integration of information literacy instruction into content-area teaching.
- Adapt instructional design – inquiry-based, project-based, school-to-work, balanced literacy – to each school's focus and theme.
- Provide library orientation early in the fall for students new to the school, such as all sixth- or ninth-grade students. Develop and coordinate the orientation sessions with the teachers of courses taken by all students at that grade, so you can be sure every student has participated. Provide a letter about the orientation for teachers to send home with students.
- Invite principals to view you working with your best classes and some one-on-one sessions.

Across the campus:

- Ask principals to give you access to student achievement data through ARIS and other portals.
- Connect teachers working on similar curricular units in different schools.
- With permission, bring successful units and lesson plans that you have developed with teachers in one school to your planning sessions with teachers in the other schools.
- Develop a coherent curriculum of information skills to be integrated and taught in content-based units at all the schools.
- Conduct campus-wide professional development for all staff on the use of the library.
- Conduct campus-wide content area professional development, such as science databases for all science teachers in the campus.
- Sponsor a campus-wide career day/week in collaboration with all the schools' counselors.
- Introduce new books for teacher/staff enrichment at book parties, ice breakers and other special events for at all campus faculty members.
- Display student work from all the schools in the library.

COLLECTION DEVELOPMENT

New York City school libraries have a collection development policy (*Librarian's Handbook* 3.1.3). Building off that document, a campus library's collection development policy must take into consideration each school's needs and priorities. Make special effort to determine those needs, assess the collection's areas of weakness, search for and order the most appropriate materials, and make sure to inform the relevant teachers when the materials arrive.

Some of these strategies might be useful for collection development in a campus library:

Needs assessment

- Invite teachers from all the schools to come in subject-area groups to assess the collection for its relevance to the curriculum, quality and currency. Ask them to weed the collection in their areas and then identify gaps in the collection based on the units they emphasize in their courses. Provide the incentive that library purchasing will be targeted to fill those gaps.
- Use the curriculum maps from each school to determine how well the collection aligns to the units being taught.
- Pay attention to school themes and be sure your collection supports deep learning around those themes.
- Ask teachers in each school, perhaps the English teachers, to distribute a student survey about reading interests.
- Invite students from all schools to suggest materials to order.
- Analyze student demographics for each school to determine characteristics that should influence collection development. These include age levels, the percentage of English language learners and the first languages spoken, and the percentage of students with reading or learning difficulties.

Selection and ordering new materials

- Invite teachers to suggest new books to order.
- Provide teachers with suggested booklists gathered from bibliographies, professional reviews, lists of best books and vendor databases, and ask for their priorities.
- Prepare book orders from each school's budget, with a combination of books specific to the needs of each school and books for the general collection. Keep in mind that budget funds from different schools cannot be combined.
- Develop an equitable policy for database purchasing. Although individual schools will purchase databases, the databases will be accessible through the library's Web site and used campus-wide.

New material notifications

- Inform appropriate teachers in each school of new purchases, regardless of which teacher recommended their purchase.
- Use e-mail and social tools to communicate with staff and students about new materials.
- Set up display tables in the library for new materials, and invite staff and students to browse and check out.
- Host subject-specific gatherings in the library for teachers from all schools to meet each other and view the new materials.

Challenged materials

- In the case of challenged library materials, follow the approved policy and procedure outlined in the collection development policy in the *Librarian's Handbook* 3.1.3.
- Librarians should notify all campus principals about any challenged materials and direct principals to the approved policy.

Lost and overdue materials

- Use any fees collected for overdue and lost materials for library collection development.
- Have school administrators establish accounting procedures for these funds.

PHYSICAL ENVIRONMENT AND FACILITY

The librarian is expected to serve all students on the campus. In a building of multiple schools, the library must be shared equitably. It is important to establish a positive working environment with all school leadership in agreement about library access.

Context	Best practices, strategies and tools
Student Access	<ul style="list-style-type: none"> • Issue lunch passes to a specified number of students daily for each lunch period. • Assign each school a color to use for student passes, calendar scheduling and all references to student access and use. • Purchase a CASS system for the library that requires students to enter with ID cards. • To facilitate multiple schools' access, encourage teachers to give an actual count of students in a group and whether they need computers or just table space. • Decide on your policy about students from multiple schools accessing the library at the same time. • Have students from each school wear different color library ID's/passes so they can be easily identified. • Schedule alternate days and/or periods for different schools. • The librarian(s) should always be in open space to maximize supervision.
Physical security/safety (in large space with multiple rooms/nooks and exits)	<ul style="list-style-type: none"> • Be sure the exits have alarms. Remember, the fire department must be involved in placing alarms on emergency exits; you must place an alarm where it is inaccessible for tampering. • Install mirrors in hard-to-see parts of the library. • Know whom to contact at each school regarding any safety issues. • Alert the school safety committees about any safety issues that might arise in the library.
Lost/missing books and materials (when librarian not present)	<ul style="list-style-type: none"> • Purchase a security system that activates when entering and leaving the library. • Lock up all equipment when not in use.
Facilities issues (vermin,	<ul style="list-style-type: none"> • Work with principals to identify whom to contact to solve problems.

lights, temperature)	<ul style="list-style-type: none"> • Establish a chain of command for notification. • Always keep a file of concerns for reporting purposes.
Elementary/middle and/or high school students sharing access	<ul style="list-style-type: none"> • Set up a schedule with alternate days, weeks or months when each school has priority access to the library. • Reserve lunch periods for certain age levels. • Rotate your lunch to accommodate different schools. • Arrange the physical facility and collection to allow for separate areas for different age levels.
OPAC	<ul style="list-style-type: none"> • Set up a master account with book vendors that link all the schools on the campus for bar-coding and consistency so the vendors continue the barcode range no matter which school's funds are used for purchasing.
Technology	<ul style="list-style-type: none"> • Identify if the campus has a unified or multiple servers and, if multiple, which server is designated for the library. • Establish which school's technology specialists will be assigned to the library for technical support. • Each school should provide annual technology maintenance funds for the library. Yearly contracts for maintenance of special equipment should be rotated among the schools. • Policies should be developed for equitable sharing of the library's technology purchasing and maintenance.
Library as community space	<ul style="list-style-type: none"> • Include in the Access and Use Policy a statement of limited responsibility for items that turn up missing after events in the library where the librarian was not present. Be sure that all equipment and special materials are locked up at all times. • Establish priorities of library usage that are in line with the goals of the library as an instructional space. • Use the space to build campus community through special events and programs, such as book fairs and poetry readings. Create a reservation form for non-library-related usage with details about responsibility. • Establish clear library conduct codes that apply to all students on the campus.

EQUITABLE ACCESS AND USE/SCHEDULING

In a multi-school campus library, it is imperative to have a detailed Access and Use Policy along with other written policies developed by representatives from all the campus schools via the Library Advisory Committee. Once administrators, teachers and the librarian agree upon a library schedule, a written agreement should be prepared detailing how the schools share the library.

Context	Best practices, strategies and tools
Open access and scheduling	<ul style="list-style-type: none"> • Develop a scheduling policy that addresses how multiple schools access the library at the same time. • Schedule and share the library calendar in a consistent manner so all campus teachers and students know the opportunities for access and use. • Schedule time for the librarian’s lunch and planning. • Post the schedule on the library Web site.
Scheduling for special programs, events and meetings: <ul style="list-style-type: none"> • School orientations • Testing • Graduation pictures • Regional meetings • Security meetings 	<ul style="list-style-type: none"> • Via the Library Advisory Committee, create library policies/guidelines for library usage that include the principals’ decisions on what events take precedence (e.g., testing, Regents, graduation, pictures, security, class meetings). • The librarian should be notified in a timely manner if the library is to be used for a special program to avoid conflicts of usage and scheduling. • Develop policies around appropriate use of the library facility in the librarian’s absence. Make sure all administrators, staff and appropriate external personnel have copies of the policy. • Enlist support of key personnel, such as the campus manager.
Multiple bell schedules	<ul style="list-style-type: none"> • Illustrate and post different bell schedules at the beginning of the year to help determine library scheduling. Balance free-period and open-access use (lunch/after school) among the schools on the campus. • Equal access: All students need a schedule or an official pass to be in the library. • Color-code schools in calendar communications so all can begin to see a picture of use. • Work with the assistant principal or dean to create a pass system for open access during lunch.

	<ul style="list-style-type: none"> Clearly define the librarian's hours in situations with conflicting bell schedules to provide maximum access to the librarian's services.
Book circulation	<ul style="list-style-type: none"> Establish guidelines for student book circulation in campuses with multiple age levels.
Encouraging community as part of campus culture	<ul style="list-style-type: none"> Teach Google Docs and other social tools to encourage campus-wide communication. Strengthen parent relationships by working with parent coordinators to recruit parent volunteers. Organize campus-wide library events for parents. Recruit/include parents for the Library Advisory team. Provide targeted services, such as computer classes and family literacy nights, to interest parents. Engage all schools in selecting new resources for the library collection. Facilitate campus-wide book clubs. Start a campus-wide library distribution list or listserv.

STAFFING

Context	Best practices, strategies and tools
Professional staffing	<ul style="list-style-type: none"> • Share with principals and the LAC the instructional impact of inadequate staffing. (Rationale: Increasing librarians increases the number of students with access to the facility, classes, resources, etc.) • Who pays for the librarian’s salary? Options: <ul style="list-style-type: none"> ▪ Each principal pays a percentage. ▪ Attached to one school. ▪ Rotate year to year. ▪ Shared among all or some schools, or proportionally based on population. ▪ Equalizing shared staff across the campus.
Support staff	<ul style="list-style-type: none"> • Gather and present the library’s student attendance statistics and the number of teacher requests that cannot be filled. Share with all principals to justify the need for support staff. • Discuss with the school that has the most students at any given period whether a parent aide might be available help, allowing the librarian to do more instructional/professional activities.
Coverage for absences	<ul style="list-style-type: none"> • Discuss with principals what the protocol is for having substitutes in the library when you are out and include that in your access and use policy. Can substitutes come in when librarians are absent? • If a support staff member has been trained on the library automation system, that person can handle circulation while the substitute manages the library.
Student internship program	<ul style="list-style-type: none"> • Find out principals’ policies for allowing students to participate in internships and service work. • Collaborate with your principals to create job descriptions for student internships and service in the library.
State law	<ul style="list-style-type: none"> • Create a packet for your principals with copies of state laws on library staffing. You might want to include key portions of Librarian’s Handbook and the NY State Library Evaluation Rubric.
Observation and evaluation	<ul style="list-style-type: none"> • Determine which administrator in the campus is your evaluating supervisor, and schedule a conversation

	<p>around the goals for professional growth in the <i>Reflective Practice: Goals for Professional Growth</i> rubric [see Librarian's Handbook].</p> <ul style="list-style-type: none">• Invite principals to observe you working one on one with a student.• Invite the supervising principal to observe your best teaching and other library operations.• Keep your supervising principal informed about your accomplishment of goals.
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FUNDING AND BUDGET MANAGEMENT

The librarian must be aware of each campus school's yearly New York State Textbook Law (NYSTL) library book allocation and then compile that information into a yearly budget that includes justifications for the purchase of certain items. Present the projected budget in the spring or the actual in the fall to the LAC and the principal of each school. Remember:

- The \$6.25 student allocation is reimbursable to the district, not the school.
- NYSTL library funds must be spent on materials that are cataloged and processed for the central library. Print, electronic books, magazines and audio-visual materials may be purchased with these funds from contracted library vendors.
- Specialized library supplies should be ordered through a common budget, which may be housed in one school, with funds contributed through an agreement among all campus schools.

Context	Best practices, strategies and tools
Budget use	<ul style="list-style-type: none"> • Create a yearly budget with justifications. (The addition of graphic novels will impact student reading because...) • Find out when your principals will be preparing preliminary budgets for the following year. Plan accordingly. • Money for special collections aligned with schools themes should come from the individual schools' 338 funds. • Individual schools will generate purchase orders for library materials, but all library materials are cataloged for the campus library, with the campus location code reflected in the bar code of each book.
Software money	<ul style="list-style-type: none"> • Develop a plan and detail in your yearly budget use of the software money as detailed in Galaxy. • Rotate the purchasing and annual renewals of software (e.g., databases, software licenses) among the schools. • Library automation OPAC annual upgrades/maintenance should be taken from software money. The cost can be rotated year to year/school to school.
Data on student usage support budget	<ul style="list-style-type: none"> • Document all aspects of library usage, including circulation statistics, computer usage, instructional units and lessons, equipment sign-out. • Present statistical data correlating student achievement

	<p>with library usage.</p> <ul style="list-style-type: none"> • Provide student usage data, broken down by schools, as well as findings from studies about libraries.
Library supplies	<ul style="list-style-type: none"> • Keep track of general supply usage (e.g., paper, toner) to inform budget planning and facilitate an equitable sharing agreement among the schools. • Order library-specific supplies from contracted vendors by equitably distributing the cost among schools.
Public support for budget	<ul style="list-style-type: none"> • Issue newsletters to: <ul style="list-style-type: none"> ○ Announce new purchases added to the library. ○ Thank schools, collectively and individually, for their contributions and support. ○ Provide a sense of how library purchasing responds to the interests and needs of students and teachers in each school.
Campus-wide participation in library purchasing	<ul style="list-style-type: none"> • Show that librarians welcome and elicit suggestions from faculty and students on the collection needs.

ANNUAL REPORT TEMPLATE

Because it is so difficult to keep the principals of each school informed about library initiatives and programs, campus librarians should prepare an annual report – or even a quarterly report. The report should combine quantitative and qualitative data and tell the story of the library during the previous few months. Authentic examples of student work and other evidence may be incorporated.

- Write an annual library/media center report and give it to each school principal.
- The report includes a summary for the campus and individual sections about each school that may include librarian's analysis of:
 - student use,
 - instruction,
 - independent reading behavior,
 - effect of special programs,
 - use of the library collection, and
 - professional development activities (both attended and presented) and their effect on the library instructional program and services.
- Prepare a portfolio of relevant documents that show library activities and successes over the school year:
 - Provide copies of the library newsletter.
 - Include annual memos/e-mails to all principals on topics such as the budget.
 - Add summaries of written bi-weekly briefings with principals.
- Include pictures of students and activities related to each school.

COMMUNICATION

It is important to carefully plan a communications strategy to establish regular two-way communication among the librarian, principals and campus community. Librarians should share successes and opportunities, while principals share their priorities and expectations and teachers, students and parents offer suggestions for library programming and collection development.

Communication with principals and other campus leadership

- Plan to meet regularly with the principals individually and collectively to discuss the library program's impact on student achievement and hear the principals' priorities.
- Share statistics (e.g., TRAILS results, class usage).
- Find out how each principal wants you to communicate with him/her (e.g., e-mails and written updates, weekly meetings, telephone calls, visits to the library).
- Communicate with school secretaries, assistants and assistant principals.
- School librarians should be on all of the schools' advisory boards.
- Liaison with the assistant principals to transmit needs to the campus council.
- Use e-mail or personal visits when communicating with administrators.
- Provide an information-gathering form to each school with considerations including important people, community partners, special curriculum, testing considerations and special programs.

Communication with teachers

- Provide access to the library calendar by using a Google calendar. Also post a large calendar in the library that all school personnel can view.
- Find out how teachers would like to receive information from the library.
- Determine how teachers conduct collaborative planning in each school (e.g., team meetings, grade-level meetings).
- Offer the library as a place for teachers to have planning meetings.
- Provide teachers access to subject-area scope and sequence documents in the library.
- Share all new purchasing that supports content-area learning.
- Facilitate cross-school planning by teachers in the same subject areas.
- Share special programs offered by one school with appropriate teachers in the other schools.

Communication with students

- Create a Web site or portaportal with links that reflect each school's theme.
- Create a presence for each school on your library Web site, including instructional units with supporting library materials and selected links.
- Blog about your library and disseminate the link.
- Give each school an area of the library or a window to promote itself and encourage school-community solidarity through murals or story boards.

- Offer cross-school opportunities for participation in special programs and clubs such as book clubs, gaming and poetry slams.

Communication with parents

- Make sure that parent coordinators are members of the Library Advisory Committee.
- Keep Parent Coordinators informed of all library activities that involve parents or parent resources.
- Meet with PTAs, participate in PTA meetings, plan parent orientation programs, and announce events and resources with fliers and e-mails.
- Invite parents to access the Web-based library catalog at home.
- Develop a library newsletter for students, parents and teachers.
- Sponsor Family Literacy Nights in the library for parents across the campus.
- Sponsor campus wide FASFA and college application workshops

OPENING A NEW CAMPUS LIBRARY

- **The Initial Core collection** for a school moving into a brand new building will be provided by the SCA. If a small school is moving into an older building, unfortunately, no funding is provided to supplement the existing library collection. A discussion with the principals on the campus and how the existing budgets can help build resources for the new school's needs in the existing library should be a priority for conversation.
- The Initial core collection can be created by focusing on each school, based on school's theme. Reach out to librarians who work in schools with similar themes to help in creating the core collection.
- Encourage principals to allow the librarian to spend the first month or two visiting classrooms and attending department/grade team meetings to get familiar with each school's scope and sequence, educational foci and academic priorities. This will help with establishing successful collaboration and collection development.
- All materials in the library belong to the entire campus and the shared library and should be stamped with the **campus name** and the funding source.
- There is a single account and barcode range with material vendors for the entire campus even though individual schools pay for books separately.
- Librarians should establish who is the supervising principal.
- Librarians should understand multiple bell schedules and use this understanding to create a library schedule which maximizes library usage.
- The principals and librarian should work together to determine librarian hours. This is especially important if schools in the building have staggered beginnings and endings to their day.
- The location of the library is paramount. If possible, advocate for the central location of the library. If the library is located in a certain school's area on the campus, establish how traffic from all schools to the library will minimize impact on a single school. Varying bell schedules will create noisy traffic in hallways and, if students from each school are supposed to stay separate, students can't go into another school's area. Policies and procedures for how students from one school attempting to go to the library located on another school's floor must be established.

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