

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"> • Adequate resources to fulfill curricular and instructional needs • Adequate computers available for access to Internet, automated catalog, electronic databases, and production software (e.g., word processing, presentation) • Automated catalog system • Teaching of ethical use of resources and technology • Open access times available every day for checkout of resources by any student 		

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/aasl/aaslproftools/positionstatements/aaslpositionstatement.htm>.

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 an 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.

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Class Teacher Activities	Class Teacher Activities	Class Teacher Activities	Class Teacher Activities	Class Teacher Activities
2	Class Teacher Activities	Class Teacher Activities	Class Teacher Activities	Class Teacher Activities	Class Teacher Activities
3	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: _____

	September	October	November	December	January
Content Unit	<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>		
Information Fluency Skills	<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

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- ELL and ESL Collections
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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.

