

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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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.