

WSWHE BOCES School Library system  
2001-2006 Plan of Service by Year

**2001-2002**

ELEMENT	GOAL STATEMENT	ACTIVITIES	INTENDED RESULTS
Element I : Resource sharing	<ul style="list-style-type: none"> <li>⊕ Coordinated cooperative collection development (CCCD) expands resource opportunity.</li> <li>⊕ Daily delivery to every school insures timely resource access.</li> <li>⊕ School communities are linked to InfoQuest for regional catalog resources.</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Review new subject area responsibilities (2000-01) and offer the opportunity to districts to fill in gaps.</li> <li>⊕ Assess the current delivery for each district.</li> <li>⊕ Libraries link their catalogs to InfoQuest. Central server members have direct access and direct request.</li> </ul>	<ul style="list-style-type: none"> <li>⊕ In-depth coverage of subject areas needed for school research.</li> <li>⊕ Determine gaps in delivery.</li> <li>⊕ Students have direct access to regional resources.</li> </ul>
Element II : Technology services	<ul style="list-style-type: none"> <li>⊕ Target 3 districts whose collections are not current on InfoQuest to reload records.</li> <li>⊕ Pursue opportunities to convert school collections to MARC.</li> <li>⊕ Promote the location of electronic non-fiction resources in the library.</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Reload collections and clean up short records. Load new records.</li> <li>⊕ Finish current DDIP grant.</li> <li>⊕ Apply for additional DDIP grant funds.</li> <li>⊕ Continue and expand group purchase at system or state level of electronic non-fiction resources</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Provide improved access with increased quantity and quality of records.</li> <li>⊕ Large district elementary collections are added to InfoQuest.</li> <li>⊕ Libraries become electronic non-fiction resource training and access centers.</li> <li>⊕ Faculty and students come to the library to research electronic or print resources.</li> </ul>

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<p>Element III : Special client group needs</p>	<ul style="list-style-type: none"> <li>✦ The School Library System members define the need for Bibliotherapy and set parameters.</li> </ul>	<ul style="list-style-type: none"> <li>✦ Liaisons select a committee to identify the parameters of the challenge and suggest an assessment tool for members to determine need and existing resources.</li> </ul>	<ul style="list-style-type: none"> <li>✦ Assess the SLS members to learn Bibliotherapy needs and existing resources.</li> <li>✦ Determine existing collections and pinpoint needs.</li> </ul>
<p>Element IV : Continuing education/training</p>	<ul style="list-style-type: none"> <li>✦ School Library Media Specialists understand and apply Web technologies o provide targeted, timely and relevant information services.</li> <li>✦ School Library Media Specialists align teaching information seeking skills and literacy with the NYS Learning Standards.</li> <li>✦ Annually the Ad Hoc Professional Development Committee provides leadership and insight into targeting areas for development.</li> </ul>	<ul style="list-style-type: none"> <li>✦ Provide training opportunities for School Library Media Specialists for non-fiction electronic database use and other Web resources.</li> <li>✦ School Library Media Specialists work with each other and instructional colleagues through individual collaborations, staff development activities and Internet sharing to integrate the NYS Learning Standards into instruction.</li> <li>✦ Based on input from the PDC, programs are planned on such topics as : copyright issues; changing role of librarianship; materials selection for special education clients; web page development etc.</li> </ul>	<ul style="list-style-type: none"> <li>✦ School Library Media Specialists become expert guides for students in the development and use of information to support learning and research.</li> <li>✦ School Library Media Specialists become instructional leaders and partners within their school communities as the NYS Learning Standards become implemented.</li> <li>✦ School Library Media Specialists continue to grow professionally and select from a menu of professional development to expand their expertise and meet the needs of their school community.</li> </ul>
<p>Element V : Awareness and advocacy</p>	<ul style="list-style-type: none"> <li>✦ A certified school library media specialist is essential to every school.</li> <li>✦ Assessment of the library program highlights strengths and weaknesses allowing a library to design a program to meet the needs of the school community.</li> </ul>	<ul style="list-style-type: none"> <li>✦ Identify the anticipated openings in the region.</li> <li>✦ Council appointed committee reviews and revises or rewrites SLS member plan from 1996-2001.</li> </ul>	<ul style="list-style-type: none"> <li>✦ Determine opportunities to provide mentors for new certified school library media specialists.</li> <li>✦ Members each complete an SLS member plan 2002-2007.</li> </ul>
<p>Element VI : Communication</p>	<ul style="list-style-type: none"> <li>✦ Improve the communications among members in the areas of speed, reliability and ease of use.</li> <li>✦ Increase the percentage of members who participate in a variety of communication activities.</li> </ul>	<ul style="list-style-type: none"> <li>✦ Define current communication networks (fax, email, listserv) and their purposes. Assess these to determine utilization and success.</li> <li>✦ School library media specialists form an ad hoc committee of the SLS Council to chose a venue for sharing within a defined communication area e.g. instruction, electronic, collegial etc.</li> </ul>	<ul style="list-style-type: none"> <li>✦ Target communication networks most successfully utilized and design a plan to strengthen the networks.</li> <li>✦ Coordinate a Best Practices Seminar for member school library media specialists to participate within a defined area of communication.</li> </ul>

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<p>Element VII : Cooperative efforts</p>	<ul style="list-style-type: none"> <li>⊕ Opportunities with other school library systems both regionally and statewide for:</li> <li style="padding-left: 20px;">⊕ professional development</li> <li style="padding-left: 20px;">⊕ non-fiction electronic resources</li> <li>⊕ Resource sharing will be maximized.</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Continue as an active presence in CDLC activities</li> <li>⊕ Participate in regional and statewide SLS meetings</li> <li>⊕ Plan regional SLS activities</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Be part of CaDiLaC Online</li> <li>⊕ Join aggregate purchase agreements</li> <li>⊕ Pursue joint programming/training and/or grant opportunities</li> </ul>
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