

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

2002-2003

ELEMENT	GOAL STATEMENT	ACTIVITIES	INTENDED RESULTS
Element I : Resource sharing	<ul style="list-style-type: none"> ⊕ Information management is essential to successfully providing a core collection of available and accessible resources. ⊕ Daily delivery to every school insures timely resource access. ⊕ School communities are linked to InfoQuest for regional catalog resources. 	<ul style="list-style-type: none"> ⊕ Share information on selection and de-selection of collections. ⊕ Review and revise CCCD plan. ⊕ Contact each school administration to offer greater service. ⊕ Librarians train students and staff to utilize resources. ⊕ A template for ILL is designed for non-central server participants. 	<ul style="list-style-type: none"> ⊕ Provide a workshop on selection and de-selection principles. ⊕ Equalize delivery opportunity for every school. ⊕ Research opportunities students maximized to 24/7 access. ⊕ All librarians have maximum request efficiency.
Element II : Technology services	<ul style="list-style-type: none"> ⊕ Target 3 districts whose collections are not current on InfoQuest to reload records. ⊕ Pursue opportunities to convert school collections to MARC. ⊕ Promote the location of electronic non-fiction resources in the library. 	<ul style="list-style-type: none"> ⊕ Reload collections and clean up short records. Load new records. ⊕ Finish MARC conversion. ⊕ Assist libraries with pre-automation activities. ⊕ Continue and expand group purchase at system or state level of electronic non-fiction resources such as NOVEL. 	<ul style="list-style-type: none"> ⊕ Provide improved access with increased quantity and quality of records. ⊕ Districts continue to automate as part of the central server or as separate systems. ⊕ Libraries become electronic non-fiction resource training and access centers expanding the types of databases available.
Element III : Special client group needs	<ul style="list-style-type: none"> ⊕ Resources available to use for Bibliotherapy are grouped into age appropriate levels. 	<ul style="list-style-type: none"> ⊕ Acquire a means or plan to allocate resources to meet targeted Bibliotherapy needs. 	<ul style="list-style-type: none"> ⊕ Increase participants. ⊕ Establish a listserv protocol for borrowing Bibliotherapy books to respond to needs in a timely fashion.

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<p>Element IV : Continuing education/training</p>	<ul style="list-style-type: none"> ⊕ School Library Media Specialists understand and apply Web technologies to provide targeted, timely and relevant information services. ⊕ School Library Media Specialists align teaching information seeking skills and literacy with the NYS Learning Standards. ⊕ Annually the Ad Hoc Professional Development Committee provides leadership and insight into targeting areas for development. 	<ul style="list-style-type: none"> ⊕ Provide training opportunities for School Library Media Specialists for non-fiction electronic database use and other Web resources. ⊕ 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. ⊕ 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. 	<ul style="list-style-type: none"> ⊕ School Library Media Specialists become expert guides for students in the development and use of information to support learning and research. ⊕ School Library Media Specialists become instructional leaders and partners within their school communities as the NYS Learning Standards become implemented. ⊕ 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.
<p>Element V : Awareness and advocacy</p>	<ul style="list-style-type: none"> ⊕ A certified school library media specialist is essential to every school. ⊕ Increased instructional accomplishments for SLMS are fostered by collegial and system support. 	<ul style="list-style-type: none"> ⊕ Seek opportunities to recruit professionals to the library field. ⊕ Support is fostered through individual leadership and group activities. ⊕ SLS orientation and individual visits assist new SLMS. 	<ul style="list-style-type: none"> ⊕ SLMS exhibit an awareness and willingness to enlighten others about the instructional successes. ⊕ Leadership by example is evident at the Cluster meetings where experienced SLMS assist newer professionals. ⊕ New SLMS are successful.
<p>Element VI : Communication</p>	<ul style="list-style-type: none"> ⊕ Improve communication among members in the areas of speed, reliability, and ease of use. ⊕ Increase the percentage of members who participate in communication activities. 	<ul style="list-style-type: none"> ⊕ Encourage members to subscribe to online newsletters targeting education and information resources. ⊕ Arrange webpage directories by both school and SLMS name. ⊕ Share professional information that will assist SLMS with their own development within the education community. 	<ul style="list-style-type: none"> ⊕ Increase and strengthen communication using a variety of sources. ⊕ Further development of member skills with online information sources. ⊕ Foster recognition of the leadership responsibility for training in the use of Internet resources.

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