

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

2003-2004

ELEMENTS	GOAL STATEMENT	ACTIVITIES	INTENDED RESULTS
Element I : Resource sharing	<ul style="list-style-type: none"> ⊕ Shifting CCCD subject responsibilities permits schools to broaden collections. ⊕ Every school has daily delivery. ⊕ School communities have optimum ILL opportunities. 	<ul style="list-style-type: none"> ⊕ Schools review subject area responsibilities and select new ones. ⊕ Work with administrators and BOCES personnel to orchestrate daily delivery to each school. ⊕ Work out efficient ILL protocols for all clientele. 	<ul style="list-style-type: none"> ⊕ Schools have the opportunity to change subject area responsibility after 3 years. ⊕ Every school has daily delivery. ⊕ A plan is presented that outlines ILL protocols
Element II : Technology services	<ul style="list-style-type: none"> ⊕ Target 2 districts whose collections are not current on InfoQuest to reload records. ⊕ Support every library authoring a web page providing 24/7 to their resources. ⊕ 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. ⊕ Train librarians on web-authoring software. ⊕ Continue and expand group purchase at system or state level of electronic non-fiction resources. 	<ul style="list-style-type: none"> ⊕ Provide improved access with increased quantity and quality of records. ⊕ Each school community has a library presence on the web. ⊕ Libraries become electronic non-fiction resource training and access centers and become leaders utilizing new technology and research opportunities.
Element III : Special client group needs	<ul style="list-style-type: none"> ⊕ Collections to help meet needs of targeted groups become available. 	<ul style="list-style-type: none"> ⊕ Prepare an SLS web page listing collection locations. 	<ul style="list-style-type: none"> ⊕ Expand collections through such means as CCCD.

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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. ⊕ Library leaders promote the changing role of the SLMS. ⊕ SLMS become knowledgeable advocates. 	<ul style="list-style-type: none"> ⊕ Encourage new SLMS to use the listserv and attend meetings to seek assistance from colleagues. ⊕ SLS orientation and individual visits assist new SLMS. ⊕ Information is shared regarding advocacy issues. 	<ul style="list-style-type: none"> ⊕ Needs of new SLMS are recognized and met through sharing. ⊕ Successful partnerships between SLMS in different districts will lead to more diversified instruction and practice. ⊕ New SLMS are successful. ⊕ SLMS are informed advocates.

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<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 join online professional listservs and share information gleaned. ⊕ Assess the SLS website. ⊕ Promote member initiatives to meet changing student and faculty needs. ⊕ Provide materials (serials) to share professional information and training. 	<ul style="list-style-type: none"> ⊕ Increase and strengthen communication on a variety of levels. ⊕ Using different venues (web page, electronic visits or a shared regional program) SLMS share and seek expertise. ⊕ Leaders are developed.
<p>Element VII : Cooperative efforts</p>	<ul style="list-style-type: none"> ⊕ Opportunities with other school library systems both regionally and statewide for: <ul style="list-style-type: none"> ⊕ 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