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SECTION 1: General Information

a. Name of System: Rockland BOCES
b. Address: 131 N. Midland Avenue
Nyack, New York 10960
c. Phone #: (845) 348-3500 ext. 3596
d. Fax #: (845) 348-3559
e. E-mail Address: thosmer@rboces.org
f. URL: www.rocklandboces.org/docs/isd/sls/sls_pos.pdf
g. Charter Date: 
h. Service Area: Rockland County
i. Type of System: School
j. Minimum Staffing Requirements: 1 Director (10 months)
1 Clerical Assistant (10 months) DEPENDENT UPON FUNDING
k. List of Members: See attachment

SECTION 2: Governance

a. How constituents are represented on the council.

1. Communications Coordinator (Liaison):
Each district will appoint one representative. The same person may serve on both the council and liaison. The communications coordinators will meet four times per year. Districts are encouraged to rotate communications coordinators every five years.

2. Council: Each district will appoint one librarian to the council. Council members serve a three year term. The council will include the following categories.

CATEGORIES:
• Non-public School Librarian
• Assistant Superintendent for Instruction or Director of Curriculum Instruction
• Public Librarian
• Ramapo Catskill Library System (RCLS) Representative
• Southeastern New York Library Resources Council (SENYLRC) Representative

Two people from any of the following categories may be included.
• Building Level Administrator
• Classroom Teacher
• College Librarian
• Business Leader
• Board Member
• Parent

• Council members elect the council chair.
• Council meets four times per year.
• Meeting agendas are prepared by the council chair and SLS Director with input from the membership.
COUNCIL BY-LAWS

ARTICLE 1. NAME

Section 1. This organization shall be called the Rockland BOCES School Library System.

Section 2. The area to be served is the County of Rockland including all eligible public and non-public schools.

ARTICLE 2. SCHOOL LIBRARY SYSTEM COUNCIL

Section 1. Council Purpose

The School Library System Council will advise and support the School Library System Director in areas of policy, budget, planning and evaluation of School Library System services including the development and evaluation of the Plan of Service.

Section 2. Council Membership

Each district will appoint one school librarian to the council. Council members serve a three year term. In addition, the council will include the following categories.

CATEGORIES:
• Non-public School Librarian
• Assistant Superintendent for Instruction or Director of Curriculum Instruction
• Public Librarian
• Ramapo Catskill Library System (RCLS) Representative
• Southeastern New York Library Resources Council (SENYLRC) Representative

Two people from any of the following categories may be included.
• Building Level Administrator
• Classroom Teacher
• College Librarian
• Business Leader
• Board Member
• Parent

Section 3. Membership

Council members serve a three year term. Council members are appointed by their Assistant Superintendent for Instruction (ASI). Terms are renewable with ASI approval. Other systems (RCLS, SENYLRC) appoint representatives at the discretion of their executive director.
Section 4. Council Chairperson

The Council shall name a chairperson on an annual basis. The chairperson must be a council member for at least one year. The chairperson may not serve as chair for more than four consecutive years. The chairperson will help to create the agendas and run the meetings. The chairperson will be responsible for signing the School Library System Annual Report, Budget and Plan of Service.

Section 5. Meetings

The council shall meet at least four times a year. These meetings take place in conjunction with other scheduled meetings.

Section 6. Minutes

The Director shall record the minutes of all meetings for distribution to all participating librarians, council members and ASI’s.

Section 7. Voting

Each School Library System Council member shall have one vote. A simple majority of the total number of Council members will be needed for passage.

ARTICLE 3. AMENDMENTS

The by-laws may be amended by a two-thirds vote of the members of the council provided that the proposed amendment shall have been included in the written notice of the meeting.

Description of Member Input on Policies

Communications Coordinators (Liaisons) serve as communications conduit between the system office and participating librarians. Rockland is a small county with eight public school districts. Communications coordinator meetings serve as standing committee meetings and all communications coordinators serve on the committees. All county school librarians who are members of the system are invited to serve on standing committees. Communications coordinators create staff development programs and system policies through consensus which are then sent to the council and all member for review and comment. Districts are encouraged to rotate communications coordinators every five years.

Council members review and approve the budget before it is submitted to SED. Council members review School Library System member plans, professional development offerings, Plans of Service, suggest revisions, approve system plans and monitor system progress. The council meets four times each year to facilitate discussion and input on system policies.

Member input on policies is achieved through surveys, email from district communications coordinators, phone calls, minutes from communications coordinator and council meetings and comment sections on evaluations.
SECTION 3: Needs Assessment and Development of the Plan

a. Plan Development
   1. Information for member needs gathered through:
      • Annual evaluation summaries
      • Member Plans
      • Survey sent to all participating librarians and Assistant Superintendents for Instruction
      • Phone calls from librarians

   Planning Process: In March 2015, the council began discussion of the Plan of Service 2016-2021 focusing on the CCD Plan and CCD COSER revision. In May 2015, both the communications coordinators and council reviewed the general information sections of the existing Plan of Service and identified those areas needing revision. May and June 2015 were devoted to revising the CCD and evaluation components. In May 2015, the proposed CCD Plan was emailed to all participating librarians for review and comment. In June, both groups reviewed the draft CCD Plan along with feedback from member libraries and made additional changes to the CCD Plan. The also reviewed the SLMPE rubric and discussed the value of adopting it as the mechanism for the Member Plan. At communications coordinator and council meetings held in September, October and December 2015, both groups worked on the annual activities for the Plan of Service. The revised Plan of Service along with the SLMPE rubric was sent via email to all participating librarians in December 2015 for review and comment. The review period extended through February 12, 2016. At their March 2016 meetings, the communications coordinators and Council reviewed comments from participating librarians and made further revisions to the Plan of Service before voting upon its adoption.

b. Evaluation
   1. The attached annual evaluation will be used to evaluate whether or not the system has achieved the intended results of the Plan. In addition, an evaluation will be given to workshop participants and the results summarized.
   
   2. • An annual evaluation reflecting overall system activities will be sent to all members.
      • Professional development program participants will receive an evaluation at each event.
      • Evaluation responses will be tabulated or summarized and sent to all participants.
   
   3. Communications coordinators and council will review the evaluation summaries and adjust policies as needed.

c. Amendment Process

   Communications coordinators and council, with member input, will make amendments through consensus as needs arise. Both groups will review the Plan of Service on a regular basis to ascertain issues which may need adjusting or revision. Member libraries will be included in this process through surveys, district meetings with communications coordinators, phone calls and minutes from communications coordinator and council meetings.

d. Approval Process

   The council approved the draft Plan of Service. It was sent to the membership for critique and suggestions. Through consensus, the council acted upon any suggestions and voted approval of the final draft. A copy of the Plan of Service was sent to the BOCES District Superintendent as liaison to the BOCES Board.
Section 4 Mission statement, Goal Statement(s), Intended Results and Evaluation Methods

Five Year Library System Plan of Service July 1, 2016 – June 30, 2021

| Mission Statement | “The mission of the Rockland BOCES School Library System is to serve the school libraries by supporting all library related services. The school library system fosters the professional growth of county librarians and facilitates progress of staff and students towards achieving the educational goals and standards defined by New York State.” |

PLAN OF SERVICE ACTIVITIES 2016 – 2021

Section 5 Mission Statement, Goal Statement(s), Activities and Evaluation Methods
I. Resource Sharing
Elements:
Union/Online Catalog

<table>
<thead>
<tr>
<th>Goal Statements</th>
<th>Intended Results</th>
<th>Evaluation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>Enhancing resource sharing among libraries through maintenance, marketing and promoting the union catalog.</td>
<td>Additions and deletions to the union catalog will be kept up-to-date. Librarians, students and staff will have a greater awareness of the union catalog and its resources.</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Providing tutorials and links for enhanced understanding of union catalog features.</td>
<td>Students and staff will have greater opportunities to locate materials. The region will have a more accurate union catalog.</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Enhancing resource sharing among libraries through promotion of the resources available through the union catalog.</td>
<td>Librarians, students and staff will increase their use of the union catalog to locate materials.</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Providing students and staff with access to resources located in the region.</td>
<td>Libraries will include prominent link to the union catalog from their OPAC or webpage. The region will have an accurate union catalog.</td>
</tr>
<tr>
<td>2020-2021</td>
<td>Providing students and staff with an accurate union catalog that enhances resource sharing.</td>
<td>Evaluate current resources available through the union catalog to ensure that they are appropriate and up-to-date to current technologies.</td>
</tr>
</tbody>
</table>
## 1. Resource Sharing

### Elements:

#### Delivery

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Goal Statements</th>
<th>Intended Results</th>
<th>Evaluation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>Improving student access to resources through ILL delivery.</td>
<td>There will be timely delivery of resources. Requests for pick-up and delivery of interlibrary loan materials will increase over the previous year.</td>
<td>Statistics will be kept and summarized for courier runs.</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Improving student access to resources through ILL delivery.</td>
<td>There will be timely delivery of resources. Requests for pick-up and delivery of interlibrary loan materials will increase over the previous year.</td>
<td>Statistics will be kept and summarized for courier runs.</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Improving student access to resources through ILL delivery.</td>
<td>There will be timely delivery of resources. Requests for pick-up and delivery of interlibrary loan materials will increase over the previous year.</td>
<td>Statistics will be kept and summarized for courier runs.</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Improving student access to resources through ILL delivery.</td>
<td>There will be timely delivery of resources. Requests for pick-up and delivery of interlibrary loan materials will increase over the previous year.</td>
<td>Statistics will be kept and summarized for courier runs.</td>
</tr>
<tr>
<td>2020-2021</td>
<td>Improving student access to resources through ILL delivery.</td>
<td>There will be timely delivery of resources. Requests for pick-up and delivery of interlibrary loan materials will increase over the previous year. SLS members will evaluate other options for ILL delivery such as digitized resources.</td>
<td>Statistics will be kept and summarized for courier runs. Survey of member librarians.</td>
</tr>
</tbody>
</table>

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## 1. Resource Sharing

### Elements:

#### ILL

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Goal Statements</th>
<th>Intended Results</th>
<th>Evaluation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>Expanding student access to materials through ILL of all material types.</td>
<td>Resource sharing will increase through interlibrary loan.</td>
<td>10% of member libraries will increase interlibrary loan by 5% over the previous year.</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Expanding student access to materials through ILL of all material types.</td>
<td>The system will revise ILL marketing tools. Students will access materials through ILL.</td>
<td>Marketing flyers and other resources will be completed and distributed to libraries. 10% of member libraries will increase interlibrary loan by 5% over the previous year.</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Expanding student access to materials through ILL of all material types.</td>
<td>Libraries will include weblinks to the union catalog. Libraries will market ILL opportunities to students and staff through flyers, class instruction and other resources.</td>
<td>Survey of librarians to ascertain number of weblinks created and number of classes that included ILL information. 10% of member libraries will</td>
</tr>
</tbody>
</table>
### I. Resource Sharing

**Elements:**

#### Digital Collection Access

<table>
<thead>
<tr>
<th>Goal Statements</th>
<th>Intended Results</th>
<th>Evaluation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2016-2017</strong></td>
<td>Increasing awareness of free digital collections available through NOVEL and ebook platforms.</td>
<td>Library staff will offer greater access to free, digital content to students and staff.</td>
</tr>
<tr>
<td><strong>2017-2018</strong></td>
<td>Increasing awareness of free historical collections.</td>
<td>Students and staff will be able to locate historical resources through free, digital websites.</td>
</tr>
<tr>
<td><strong>2018-2019</strong></td>
<td>Increasing awareness of digital collections based on latest technology.</td>
<td>Students and staff will be able to access and utilize digital collections efficiently.</td>
</tr>
<tr>
<td><strong>2019-2020</strong></td>
<td>Increasing awareness and use of digital collections.</td>
<td>Students and staff will be able to access and utilize digital collections efficiently.</td>
</tr>
<tr>
<td><strong>2020-2021</strong></td>
<td>Increasing research into developing technologies.</td>
<td>Council and communications coordinators with assistance from librarians will identify developing technologies.</td>
</tr>
</tbody>
</table>

### II. SPECIAL CLIENT GROUPS

**Elements:**

<table>
<thead>
<tr>
<th>Goal Statements</th>
<th>Intended Results</th>
<th>Evaluation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2016-2017</strong></td>
<td>Helping librarians provide quality service to special clients through understanding of client needs and access to appropriate materials.</td>
<td>Librarians in the system will have the opportunity to learn more about ENL/ESL students through professional development workshops.</td>
</tr>
<tr>
<td><strong>2017-2018</strong></td>
<td>Helping librarians provide quality service to special clients through understanding of client needs and access to</td>
<td>Librarians will work collaboratively among themselves and with other educators to develop shared resources for use with ENL/ESL</td>
</tr>
<tr>
<td>Year</td>
<td>Goal Description</td>
<td>Intended Results</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Helping librarians provide quality service to special clients through understanding of client needs and access to appropriate materials.</td>
<td>Librarians in the system will continue to work with other educators to support ENL/ESL students.</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Helping librarians provide quality service to special clients through understanding of client needs and access to appropriate materials.</td>
<td>Librarians in the system will continue to provide access to shared resources that are targeted to ENL/ESL students.</td>
</tr>
<tr>
<td>2020-2021</td>
<td>Helping librarians provide quality service to special clients through understanding of client needs and access to appropriate materials.</td>
<td>Librarians will identify special client group for future service.</td>
</tr>
</tbody>
</table>

### III. PROFESSIONAL DEVELOPMENT/TRAINING

#### Elements:

<table>
<thead>
<tr>
<th>Year</th>
<th>Goal Statements</th>
<th>Intended Results</th>
<th>Evaluation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>Enhancing the professional development of member librarians and thereby improving student performance.</td>
<td>The system will offer workshops and webinars on Superintendent’s Conference Day and other days throughout the year. Topics will be ascertained by surveying member librarians the year prior.</td>
<td>Evaluations will be distributed at each workshop, summarized and reviewed by the council.</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Providing professional development opportunities which support the integration of library and information skills and any current, State mandated curriculum.</td>
<td>Librarians will be current in services, technologies and curriculum changes. Workshops will be offered on Superintendent’s Conference Day. Librarians will be surveyed for topics.</td>
<td>Number of workshops held, evaluations and surveys.</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Providing professional development opportunities which support the integration of library and information skills, the inquiry process and 21st century skills into all curricular areas.</td>
<td>A series of workshops will be offered on Superintendent’s Conference Day and other days throughout the year. Librarians will be surveyed for topics.</td>
<td>Number of workshops offered, evaluations, surveys.</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Enhancing and supporting the professional development of member librarians through continuing education.</td>
<td>Workshops will be offered on Superintendent’s Conference Day and other days throughout the year. Librarians will be surveyed for workshop topics.</td>
<td>Number of workshops held, evaluations and surveys.</td>
</tr>
<tr>
<td>2020-2021</td>
<td>Providing professional development opportunities for member librarians.</td>
<td>Workshops will be offered on Superintendent’s Conference Day and other days throughout the year. Librarians will be surveyed for workshop topics.</td>
<td>Number of workshops held, evaluations and surveys.</td>
</tr>
</tbody>
</table>

### IV. CONSULTING AND TECHNICAL ASSISTANCE SERVICES

#### Elements:
<table>
<thead>
<tr>
<th>Year</th>
<th>Goal Statements</th>
<th>Intended Results</th>
<th>Evaluation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>Providing information, consultation, development services and technical assistance on an as needed/requested basis via phone, fax and email. Site visits dependent upon funding.</td>
<td>Librarians will receive a timely and knowledgeable response to their inquiries for assistance. Will increase awareness of needs and issues in member libraries.</td>
<td>Statistics on number of emails, faxes, phone calls, correspondence and site visits logged and tabulated.</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Providing information, consultation, development services and technical assistance on an as needed/requested basis via phone, fax and email. Site visits dependent upon funding.</td>
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<td>Librarians will receive a timely and knowledgeable response to their inquiries for assistance. Will increase awareness of needs and issues in member libraries.</td>
<td>Statistics on number of emails, faxes, phone calls, correspondence and site visits logged and tabulated.</td>
</tr>
</tbody>
</table>

V. COORDINATED SERVICES
Elements:
Virtual Reference: Not available
<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Method</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>Providing information on digitization projects to communications coordinators and council.</td>
<td>Communications coordinators and council will have a better understanding of the components of a digitization project.</td>
<td>Number of webinars and workshops offered to the communications coordinators and council.</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Ascertaining the scope of material in member libraries to include in a digitization project.</td>
<td>Librarians will be surveyed to identify the type and volume of material that might be digitized.</td>
<td>Survey completed.</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Reviewing and prioritizing digitization projects.</td>
<td>Communications coordinators and council will review and evaluate the data collected in the survey in 2017-2018. Potential digitization projects will be identified and prioritized.</td>
<td>Completion of review, evaluation and prioritization of projects.</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Locating funding sources for digitization projects.</td>
<td>Council will discuss and survey possible access to funds such as State and local grants as well as corporate funding along with feasibility of digitization project.</td>
<td>Surveys.</td>
</tr>
<tr>
<td>2020-2021</td>
<td>Creating a timeline for digitization project based upon surveys completed in 2019-2020.</td>
<td>Communications coordinators and council members will initiate a digitization project based upon information gathered in years 2, 3 and 4 of this activity.</td>
<td>Completed digitization project.</td>
</tr>
</tbody>
</table>

**Elements:**

### CCD (Cooperative Collection Development)

<table>
<thead>
<tr>
<th>Year</th>
<th>Goal Statement</th>
<th>Intended Results</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>Maintaining CCD which improves local collections and supports resource sharing.</td>
<td>The system will facilitate cooperative collection development (CCD) through purchases of materials.</td>
<td>Number of materials purchased.</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Initiating a systematic evaluation of the shared collections.</td>
<td>Libraries will determine the condition of the collections i.e. copyright date, available titles and usefulness of titles.</td>
<td>Completed collection analysis and circulation statistics.</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Increasing understanding of the content and quality of CCD collections among librarians.</td>
<td>CCD collections will be more widely accessed and used by students and staff.</td>
<td>Emails and posts on SLS catalog highlighting individual collections and marketing resources created to promote CCD collections.</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Promoting use of shared collections through marketing.</td>
<td>Librarians will create materials to market the shared collections and increase use by students and staff.</td>
<td>Survey of marketing techniques used and circulation statistics.</td>
</tr>
<tr>
<td>2020-2021</td>
<td>Improving marketing techniques among librarians to increase use of shared collections.</td>
<td>Students and staff will frequently access shared collections.</td>
<td>Circulation statistics.</td>
</tr>
</tbody>
</table>

**VI. AWARENESS AND ADVOCACY**

<table>
<thead>
<tr>
<th>Year</th>
<th>Goal Statement</th>
<th>Intended Results</th>
<th>Evaluation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>Keeping members aware of issues and trends in</td>
<td>The system will help to develop well informed school librarians.</td>
<td>The number of newsletters published</td>
</tr>
<tr>
<td>Year</td>
<td>Objective</td>
<td>Intended Result</td>
<td>Evaluation Method</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Promoting awareness of the role of school librarians, school libraries and school library systems in meeting the information needs of the library community. Promoting understanding and use of inquiry.</td>
<td>School librarians will gain knowledge and expertise to enhance and enrich school library programs. School librarians will incorporate the inquiry process in their teaching.</td>
<td>The number of library trends, issues and advocacy materials prepared and distributed via email and print. The number of materials, workshops, webinars and other resources made available to support the inquiry process.</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Keeping members aware of issues and trends in librarianship and providing materials appropriate for advocacy.</td>
<td>School librarians will gain knowledge and expertise to enhance and enrich school library programs as well as better understanding of State policies and trends which affect librarianship.</td>
<td>The number of library trends, issues and advocacy materials distributed via email and print.</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Keeping members aware of issues and trends in librarianship and providing materials appropriate for advocacy. Promoting understanding of any current, State mandated curriculum.</td>
<td>School librarians will gain knowledge and expertise to enhance and enrich school library programs as well as better understanding of State policies and trends which affect librarianship.</td>
<td>The number of library trends, issues and advocacy materials distributed via email and print.</td>
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<tr>
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<td>Keeping members aware of issues and trends in librarianship and providing materials appropriate for advocacy.</td>
<td>School librarians will gain knowledge and expertise to enhance and enrich school library programs as well as better understanding of State policies and trends which affect librarianship.</td>
<td>The number of library trends, issues and advocacy materials distributed via email and print.</td>
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</table>

VII. COMMUNICATIONS AMONG MEMBERS

Elements:

<table>
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<th>Evaluation Methods</th>
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</thead>
</table>
| 2016-2017  | Facilitating communication among member libraries.                             | 1. To publish and distribute electronically an annual directory of libraries and librarians in each building.  
2. To publish a newsletter as a source of information and communication.  
3. To offer opportunities for networking at professional development programs.  
4. To distribute and summarize the member plan for each | Completion of items delineated in intended results. Feedback from annual evaluation question pertaining to communication. |
<table>
<thead>
<tr>
<th>Year</th>
<th>Goal</th>
<th>Tasks</th>
<th>Notes</th>
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</thead>
</table>
| 2017-2018 | Developing, encouraging and maintaining communication and cooperation among member libraries. | 1. To publish and distribute electronically an annual directory of libraries and librarians in each building.  
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3. To offer opportunities for networking at professional development programs.  
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6. The communications coordinators will create staff development programs and system policies through consensus which are then sent to all members and the council for review, comment and approval. | Completion of items delineated in intended results. Feedback from annual evaluation question pertaining to communication. |
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<th>2020-2021</th>
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<td>DEVELOPING, ENCOURAGING AND MAINTAINING COMMUNICATION AND COOPERATION AMONG MEMBER LIBRARIES</td>
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**VIII. COLLABORATIVE EFFORTS WITH OTHER LIBRARY SYSTEMS**

<table>
<thead>
<tr>
<th>Goal Statements</th>
<th>Intended Results</th>
<th>Evaluation Methods</th>
</tr>
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<td><strong>2016-2017</strong></td>
<td>Sharing expertise, working cooperatively and developing regional programs when appropriate.</td>
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**IX. OTHER Elements: Literacy**

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<tr>
<th>Year</th>
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<th>Intended Results</th>
<th>Evaluation Methods</th>
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<tr>
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**Section 5: Annual Evaluation Form**

ROCKLAND BOCES SCHOOL LIBRARY SYSTEM
131 N. Midland Ave., Nyack, N.Y. 10960
(845) 348-3500 ext. 3596

ANNUAL EVALUATION

15
Year-Year

DISTRICT:

SCHOOL:

LIBRARIAN:

Directions:
Please circle the appropriate letter following each question. There is a space provided for comments and suggestions. Please provide comments if your response indicates a less than satisfactory (D) or (E) rating, pertaining to why you selected this response. Any additional information or recommendations may be written at the end of the evaluation.

I. Background Information
1. What is your position? (Circle all that apply)
   A. Public school librarian
   B. Non-public school librarian
   C. Council
   D. Other

2. How long have you been in your position?
   A. 1-6 months
   B. 7 months-1 year
   C. Between 1-5 years
   D. Between 6-10 years
   E. More than 10 years

II. Interlibrary Loan Development
3. Do you presently use the online union catalog to locate materials for interlibrary loan?
   A. Yes
   B. No

   Comments __________________________________________________________

4. Are you familiar with the policies and procedures (protocols) that have been established for Interlibrary Loan in the Southeastern region? To what extent?
   A. Familiar
   B. Somewhat
   C. Not at all

   Comments __________________________________________________________

5. Do you offer interlibrary loan to your students and staff?
   A. Yes
   B. No

   Comments __________________________________________________________

6. Do you use SEAL (the electronic ILL system for the Southeastern region) to locate books or periodicals?
   A. Yes
   B. No

7. To what extent do you feel Interlibrary Loan will benefit you as a librarian in creating a wider and richer range of materials for students?
   A. A great extent
   B. Very much
   C. Somewhat
   D. Very little
8. Do you maintain your holdings in the union catalog through additions and deletions?
   A. Yes
   B. No

9. Per the Plan of Service, is your OPAC linked to the union catalog?
   A. Yes
   B. No

III. Staff Development
10. Do you attend the workshops offered by the School Library System?
   A. Yes
   B. No

11. Has the School Library System been a part of your increased professional awareness and growth?
    A. Yes
    B. No

12. How would you rate your participation in the mission, goals and activities of the School Library System in the last year?
    A. Excellent
    B. Better than satisfactory
    C. Satisfactory
    D. Less than satisfactory
    E. None

IV. Communication
13. To what extent has the School Library System promoted an exchange of ideas between school district librarians?
    A. A great deal
    B. A lot
    C. Some
    D. A little
    E. None

14. How would you rate the communication between you and your school district communications coordinator (liaison) to the School Library System?
    A. Excellent
    B. Better than satisfactory
    C. Satisfactory
    D. Less than satisfactory
    E. None

Comments ________________________________________________________________
15. Have you used the School Library System directory to contact another librarian for assistance with an interlibrary loan or other library related concern?
   A. Yes
   B. No

16. How would you rate the communication between you and other member librarians?
   A. Excellent
   B. Better than satisfactory
   C. Satisfactory
   D. Less than satisfactory
   E. None

   Comments ________________________________________________________________

V. General

17. How would you rate the overall impact of the School Library System?
   A. Excellent
   B. Better than satisfactory
   C. Satisfactory
   D. Less than satisfactory
   E. Poor

   Comments ________________________________________________________________

18. Any additional questions, suggestions or comments are greatly appreciated.
   Comments ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

Section 6: Member Plan Update/Technology Survey 2016-2021

   See SLMPE RUBRIC Attachment

Section 7: Cooperative Collection Development Plan

SCHOOL LIBRARY SYSTEM

COOPERATIVE COLLECTION DEVELOPMENT PLAN

PART I

MISSION STATEMENT
Every library exists primarily to serve the needs of its own community of users. However, libraries acknowledging the impossibility of building totally comprehensive collections are increasingly relying on cooperative activities. It is the belief of the School Library System Council that the aim of Cooperative Collection Development is to improve the total resources of libraries by cooperative arrangements in sharing library resources.

Cooperative Collection Development, as defined by the American Library Association, is "cooperation, coordination or sharing in the development and management of collections by two or more libraries making an agreement for this purpose." Generally this cooperation is enhanced by agreements among libraries to acquire and maintain specific materials which are not readily available within each of the individual cooperating libraries. It enhances the availability of in-depth collections which are already or may in the future be collected by individual libraries.

While the concept encourages libraries to build and strengthen specific collections, it in no way diminishes the responsibility of libraries to select and purchase a core collection. The focus of Cooperative Collection Development is to develop and manage collections in a cost and user beneficial way.

This document is intended to serve as a written statement of principles and methods to guide libraries in participating in Cooperative Collection Development.

I. Goals and Objectives

a. To strengthen the total library holdings within member schools of the School Library System.

b. To increase the number and variety of library materials available to library users in identified subject areas both in-house and via interlibrary loan.

c. To improve user access to the broadest possible range of library materials.

d. To improve the efficiency and cost effectiveness of collection development decisions in individual participating libraries.

II. Member Library's Responsibilities

a. To assume professional responsibility for participating in Cooperative Collection Development.

b. To select materials based upon the professional judgment of the librarian, accepted current professional literature, faculty recommendation, and subject area journals.

c. To acquire and maintain materials on the appropriate level in the designated CCD subject areas.

d. To make the collection available to other libraries through interlibrary loan and provide instruction to students and staff on accessing interlibrary loan.

e. To notify the School Library System of any changes within the district affecting collecting capability.

f. To encourage libraries to send current and/or personal reviews of materials in the designated subject area to the collecting school.

g. To maintain relevance of collection using the weeding guidelines established by the school library system council.

PART II

Co-ser Funded
Comprehensive* Cooperative Collection Development
Policy Statement
for the
Rockland BOCES School Library System

BACKGROUND

COOPERATIVE COLLECTION DEVELOPMENT (CCD)
I.
1. Funding for Cooperative Collection Development will be provided by COSER money from participating member districts. All materials purchased through the COSER are the property of Rockland BOCES.

2. The purchase of collection development tools will be continued and updated at the System Office, as funds permit.

3. Collection will focus on non-fiction, informational materials and reference.

4. A list of appropriate reference books will be developed for coordinate purchase for each participating district. Participating libraries will be asked for recommendations for titles to be considered for purchase.

5. The SLS council will administer/monitor the CCD Plan.

II. Monographs

The Council representative from each district will be asked to designate a minimum of one library in the district to select at least one area in which there is a strong collection. For example, one school may have a strong art collection, another may have philosophy, yet another may have poetry or folktales. The collection may be at any level; in fact all levels should be represented. Thus, the library will be named and the area of concentration decided. It will be a subject area which already has been established in that library as a strong collection. The librarian will be asked to submit a bibliography of the 25 "most significant items" in that area as verification.

III. The school librarian along with the Collection Development Committee (CDC) will assess areas of particular interest or strength in given collections of school library media centers. Each library media specialist will be asked to designate that area of the collection upon which they would like to expand and submit a list of 25 titles already held in that area to demonstrate an existing strength for consideration by the CDC. The media specialist will then be asked to use the COSER money to build upon that area of the collection. The commitment to build the collection in that area will be a five year period. The System Office must be notified in writing if a library wishes to change its area of specialization after five years.

The library will receive a written confirmation of the change. The library is committed to the new area of concentration for a period of five years.- Schools are expected to use their allotment to purchase materials in their designated areas.

IV. EVALUATION

CCD collections will be evaluated on the basis of number of volumes purchased, age of materials and interlibrary loan activity.

GUIDELINES FOR COOPERATIVE COLLECTION DEVELOPMENT

1. Select one track:
   • Print only
   • Ebooks only
   • Print and ebooks

2. For PRINT materials choose a collection strategy:
   By Dewey range OR By topic example: Civil War materials grades K-6
Commitment to build an exemplary, in depth collection for 5 years.

3. For eBooks:
   1st year minimum commitment of $500.00. In each succeeding year, maintenance of effort of $100.00 in order to maintain access to eBook collection if no additional ebooks are purchased. There are no specific Dewey ranges assigned for ebooks, however, only non-fiction, informational and reference materials are permitted.

   ALL eBooks will be housed on a shared, BOCES shelf. Distinct shelves for elementary, middle and high schools, each password protected.

   The eBook collection is only open to those buildings actively participating in the eBook track.

4. The money must be used for items which will be eligible for interlibrary loan or the information must be made available by photocopies sent to participating media centers.

5. Up to 25% of the money may be used to purchase non-circulating reference materials or audiovisual/multimedia resources provided that the resource or information on the materials be made available to other members in the system via ILL, copy, phone, e-mail or fax requests. Materials must be within the library’s assigned Dewey range. Audiovisual/multimedia resources with licensing restrictions preventing sharing among buildings are not eligible for purchase.

6. The commitment for the subject area concentration is a five year period. This will allow time and money to develop that section of the collection to a high standard.

7. The elementary schools will be allotted a percentage of the funds based on school population to purchase materials for their media centers.

V. Subject areas for development are based upon areas selected by the librarians to develop.

<table>
<thead>
<tr>
<th>High Schools</th>
<th>Building</th>
<th>Dewey Range</th>
<th>Notes</th>
<th>Begun</th>
<th>Ceased</th>
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<td>Nanuet H. S.</td>
<td>Global Studies esp. Latin America</td>
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<td></td>
<td>340-9 Law</td>
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<td>9/02</td>
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<td>940-49 General History of Europe</td>
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<td>320-29 Political Science</td>
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<td>500-89 Pure Sciences</td>
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<td>6/12</td>
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<td>900-919 Geography includes States, Countries and Provinces</td>
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<td>Fieldstone MS</td>
<td>591-599 Wildlife</td>
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<td>550-59 Science of Earth &amp; Other Worlds</td>
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<td>9/02</td>
<td>6/11</td>
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<td>9/02</td>
<td>6/11</td>
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<td></td>
<td>9/07</td>
<td>6/11</td>
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<td>except titles already at Franklin Ave. ES</td>
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<td>Mathematics</td>
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<td>9/02</td>
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<td>980-9</td>
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<td>Single Biographies, M-Z</td>
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<td>Gerald Neary</td>
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<td>030-039</td>
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<td>Music</td>
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<td>Paranormal Phenomena &amp; Arts</td>
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<td>Stony Point</td>
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<td>Ethics (Moral Philosophy)</td>
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<td>560-9</td>
<td>Paleontology, Paleozoology</td>
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<td>9/02</td>
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<td>598</td>
<td>Birds</td>
<td></td>
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<td>9/02</td>
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<td>940-9</td>
<td>General History of Europe</td>
<td></td>
<td></td>
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<tr>
<td>591</td>
<td>Specific topics in natural history of animals</td>
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<tr>
<td>380-88</td>
<td>Commerce (Trade)</td>
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<td>Thieles ES</td>
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<td>Miscellaneous marine &amp; seashore invertebrates</td>
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<tr>
<td>770-79</td>
<td>Photography &amp; Photographs</td>
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<td></td>
<td>10/04</td>
</tr>
<tr>
<td>960-69</td>
<td>General History of Africa</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>970-79</td>
<td>General History of North America</td>
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<td></td>
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<tr>
<td>520-29</td>
<td>Astronomy &amp; Allied Sciences</td>
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<td>West Haverstraw ES</td>
<td>9/02</td>
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<tr>
<td>720-29</td>
<td>Architecture</td>
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<td>Linguistics</td>
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<td>460-69</td>
<td>Spanish language</td>
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<td>990-99</td>
<td>General History Pacific Ocean Islands</td>
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<td>370-79</td>
<td>Education</td>
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<tr>
<td>640-49</td>
<td>Home Economics &amp; Family Living</td>
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<tr>
<td>740-9</td>
<td>Drawing, Decorative &amp; Minor Arts</td>
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<tr>
<td>350-9</td>
<td>Public Administration</td>
<td></td>
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<tr>
<td>790-9</td>
<td>Recreational &amp; Performing Arts</td>
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<td></td>
<td>6/11</td>
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<tr>
<td>580-9</td>
<td>Botanical Sciences</td>
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<tr>
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<td>Medical Sciences, Medicine</td>
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<td>570-9</td>
<td>Life Sciences</td>
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<tr>
<td>320-2329</td>
<td>9/02</td>
<td>6/11</td>
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<td>330-339</td>
<td>9/02</td>
<td>6/11</td>
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<td>340-349</td>
<td>9/02</td>
<td>6/11</td>
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<td>950-59 General History of Asia (Far East)</td>
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<td>500-9 Natural Sciences</td>
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<td>810-19 American Literature in English</td>
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<td>Franklin Ave.</td>
<td>595 Arthropoda</td>
<td>9/02</td>
<td>6/11</td>
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<td>6/11</td>
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<td>6/11</td>
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<td>6/11</td>
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<tr>
<td>930-9 General History of Ancient World</td>
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<td>Cottage Lane</td>
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<td>6/11</td>
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<td>6/11</td>
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<td>500-509</td>
<td>9/02</td>
<td>6/11</td>
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<td>6/11</td>
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<td>330-9 Economics</td>
<td>except titles already at Evans Park ES</td>
<td>9/11</td>
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<tr>
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<td>9/11</td>
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<td>9/02</td>
<td>6/11</td>
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<tr>
<td>810-19 American Literature in English</td>
<td>9/02</td>
<td>6/11</td>
<td></td>
<td></td>
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<tr>
<td>320-9 Political Science</td>
<td>except titles already at Evans Park ES</td>
<td>9/11</td>
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<td>340-9 Law</td>
<td>except titles already at Evans Park ES</td>
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<td>350-9 Public Administration &amp; Military Service</td>
<td>except titles already at Liberty ES</td>
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<td>W.O. Schaefer</td>
<td>390-9 Customs, Etiquette, Folklore</td>
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Re-assignments following district building restructuring 2012-2013

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<th>Ceased</th>
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<td>530-9 Physics</td>
<td>9/13</td>
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<td>780-9 Music</td>
<td>9/13</td>
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<td>820-9 English Literature</td>
<td>9/13</td>
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<td>Haverstraw ES</td>
<td>920-9 Biography</td>
<td>carry over form middle school status</td>
<td>9/13</td>
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<td>030-039 General encyclopedic works</td>
<td>9/13</td>
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<td>420-29 English</td>
<td>9/13</td>
<td></td>
<td></td>
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<td>Willow Grove ES</td>
<td>310-20 General Statistics</td>
<td>carry over from middle school status</td>
<td>9/13</td>
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VI. WEEDING POLICY

Weeding Policy for COSER Materials Purchased through
Rockland BOCES School Library System

(Adopted by the School Library System Council June 6, 2007)

This policy will serve as a guideline only for librarians wishing to weed their COSER collection. The librarian is not bound to weed in a given year.

Definition: What is weeding?
“Weeding” is the systematic removal of library materials which are no longer needed.

Why Weed? Libraries will weed to keep collections “up-to-date” and to eliminate materials that are in poor condition.

Criteria: In order to develop a weeding policy based upon professional standards, the liaison reviewed criteria in The Collection Program in Schools by Phyllis J. VanOrden and Weeding Library Collections – II by Stanley J. Slote. This policy will follow the recommendations by Phyllis J. VanOrden.

“Criteria for removal of materials include:
1. Appearance and condition...
2. Poor content: out of date (see table 16.1 for guidelines by date), mediocre writing or presentation, inaccurate or false information, materials not listed in standard works or indexes.
3. Inappropriate for the specific collection: neither circulated nor used for reference during the past five years, unneeded duplicates, interest or reading level inappropriate for students, works in languages not used, materials no longer needed in the curriculum. See table 16.1 for suggestions regarding circulation periods.
4. Age of materials (exceptions are often noted with this criteria): materials ten years old and not listed in standard catalogs; out of date materials (e.g. photographs...show automobiles or fashions from ten years ago) See table 16.1 for further guidelines.” (p.246)

“Table 16.1 Age and Circulation Guidelines (from The Collection Program in Schools by Phyllis J. VanOrden, p. 247-248.)

<table>
<thead>
<tr>
<th>Dewey Decimal classification</th>
<th>Subject and Format</th>
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<th>Last circulation</th>
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<td>General</td>
<td>5</td>
<td>NA</td>
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<td>030</td>
<td>Encyclopedias</td>
<td>5-10</td>
<td>NA</td>
<td>New edition every 5 years</td>
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<td>100</td>
<td>Philosophy/Psychology</td>
<td>10</td>
<td>3-5</td>
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<td>200</td>
<td>Religion</td>
<td>5-10</td>
<td>3-5</td>
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<td>Classification</td>
<td>Age (years)</td>
<td>Content</td>
<td>Notes</td>
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<td>290</td>
<td>Mythology</td>
<td>10-15</td>
<td>3-5</td>
<td>Retain balance on controversial subjects.</td>
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<tr>
<td>300</td>
<td>Social sciences</td>
<td>10-15</td>
<td>5</td>
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<tr>
<td>310</td>
<td>Almanacs, yearbooks</td>
<td>2-5</td>
<td>NA</td>
<td>Have latest</td>
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<tr>
<td>398</td>
<td>Folklore</td>
<td>10-15</td>
<td>5</td>
<td>Keep standard works.</td>
</tr>
<tr>
<td>400</td>
<td>Language</td>
<td>10</td>
<td>3-5</td>
<td>Keep basics.</td>
</tr>
<tr>
<td>401</td>
<td>Dictionaries</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>500</td>
<td>General</td>
<td>5</td>
<td>3</td>
<td>Examine closely anything over 5 years old, except botany and natural history.</td>
</tr>
<tr>
<td>501</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<td>600</td>
<td>General</td>
<td>5</td>
<td>3</td>
<td>Most materials outdated 5 years</td>
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<tr>
<td>620</td>
<td>Applied science</td>
<td>5-10</td>
<td>3-5</td>
<td>Retain car manuals.</td>
</tr>
<tr>
<td>640</td>
<td>Home economics</td>
<td>5</td>
<td>3</td>
<td>Weed old patterns, keep cookbooks.</td>
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<tr>
<td>700</td>
<td>General</td>
<td>NA</td>
<td>NA</td>
<td>Keep all basic, especially art history, keep catalogues up to date.</td>
</tr>
<tr>
<td>745</td>
<td>Crafts</td>
<td>NA</td>
<td>5</td>
<td>Keep well illustrated.</td>
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<tr>
<td>770</td>
<td>Photography</td>
<td>5</td>
<td>3</td>
<td>Avoid dated techniques, equipment.</td>
</tr>
<tr>
<td>800</td>
<td>Literature</td>
<td>NA</td>
<td>NA</td>
<td>Keep basic, criticism; discard minor writers; check indexes before discarding.</td>
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<tr>
<td>900</td>
<td>General</td>
<td>15</td>
<td>5</td>
<td>Demand; accuracy.</td>
</tr>
<tr>
<td>920</td>
<td>Biography</td>
<td>NA</td>
<td>3-5</td>
<td>Keep until demand wanes, unless outstanding in content or style at long as they are useful.</td>
</tr>
<tr>
<td>940</td>
<td>History</td>
<td>15</td>
<td>5</td>
<td>Keep outstanding broad histories.</td>
</tr>
<tr>
<td>F</td>
<td>Fiction/Easy</td>
<td>NA</td>
<td>2-5</td>
<td>Keep high demand, literary merit; Replace classics as new, more attractive editions are available.</td>
</tr>
</tbody>
</table>

**Procedure:** The system office will notify participating librarians of acquisition dates to consider for weeding (for example any book purchased prior to 1995). Librarians will then apply the criteria above to these materials. Library materials purchased through the COSER must be returned to BOCES. Books must be labeled with the year of purchase and the criteria code (see below) for removal from the collection.

**CRITERIA CODES**

- **A/C** Appearance and condition
- **PC** Poor content
- **IA** Inappropriate
- **AM** Age of materials

(See section “criteria” above for explanation of the criteria codes.)

(Adopted by the School Library System Council June 6, 2007)
Use this form and insert in each weeded book. One slip per book.

**COSER BOOK FOR WEEDING**

Year of Purchase___________

Please check the criteria code(s) that applies and attach this to the book.

<table>
<thead>
<tr>
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