



IV. Guidelines

The **Library Program** is the driving force behind decisions made for Facilities, Collection, Equipment and Staffing. Learner-centered is the driving force for local decisions that incorporate the guidelines and standards.

In accordance with the New England Association of Schools and Colleges (NEASC) and its Commission on Public Schools (CPS) (<https://cps.neasc.org/>) it is vital that the schools and districts provide resources that support library services and technology.

Specifically, the Standards (Elementary, Middle and High School) effective in 2020 require that Library/information services:

- have adequate, certified/licensed personnel and support staff
- ensure personnel and staff are actively engaged in the implementation of the school's curriculum and instructional practices
- include a wide range of materials, technologies, and other information services in support of the school's curriculum
- are available for students and staff before, during, and after school
- are responsive to students' interests and needs in order to support independent learning
- include a physical setting that encourages collaboration among students, opportunities for inquiry, and authentic learning.

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Facilities

Many factors come into play when designing or redesigning the Library Media Center facilities. Current trends and research show that school libraries are evolving. School libraries have long ago ceased to be merely a warehouse of books. They are a vibrant, essential instructional component of a school and must reflect the increasing importance and need for library and information skills and resources for students and staff in the 21st century.

Ask your students and fellow teachers for feedback. Consider creating a survey to determine what your clientele needs. While you are in the space most of the day, your impressions may not match those of your clientele. The facilities either invite or turn off your patrons. Find out what works well for them and what doesn't. The library program should drive the design and arrangement of the school library facility.

However, budget constraints, building limitations, usage by small groups, classes, individuals, etc. all affect configuring the LMC space to the best advantage.

Take stock of what works and what doesn't work. Are the tables too large? Do you need a separate area for classroom instruction? Is there an area of the LMC that is specifically designated as a "quiet zone?" Is there sufficient staff to monitor students if there are several sections to the LMC? Does the patron traffic flow well? Is there adequate shelving space for your collection? Can you shelve your collection in a way that makes sense to the patrons? Do you need to have a separate, more secure area for certain sections of your collection? Is there a space where patrons can comfortably, leisurely read for enjoyment? Does your library accommodate different learning styles? Is there a separate space for processing library materials that also has visual access to the rest of the library? Is the facility and its resources available before and after school? Visit other school libraries to compare.

The facility offers a variety of spaces suited to individual, small group and large class groups. The facility should support the widest variety of space uses possible, driven by the needs of your specific school community (e.g. classrooms, quiet reading, small group study).

Some general considerations:

- Flexibility.
 - Make sure that you can easily rearrange the furniture as situations demand it. For example, do not cut the carpet around shelving that is in the middle of the room. If you want to move the shelves, there will be a blank hole in the floor!
 - Select tables that can be combined to offer seating for larger groups of students
 - Have chairs that are lighter weight to move around easily
 - Ensure that shelving is adjustable according to the size of the materials shelved there; consider moveable shelving if possible
 - Ensure that there is adequate access to power for laptops, projectors, and other electronic devices throughout the space
 - Support the widest variety of space uses possible, driven by the needs of your specific school community (e.g. classrooms, quiet reading, small group study)



- Lighting
 - Ambient natural light as much as possible
 - Overhead lighting for general work
 - Task lighting for smaller tasks
 - Ensure that the lighting can be easily changed for various needs
 - Windows have shades or coverings that allow protection from glare, heat/cold filtering and provide darkening for projection needs.
- Internet access
 - Wireless access throughout
 - Desktop workstations for working with patrons and for use by people who do not have laptops
 - Computer labs where appropriate
- Display areas
 - Visible and easily accessed exhibits for highlighting new or special groups of reading materials
 - Visible and easily accessed exhibits for highlighting student work
 - Wall-mounted monitors for displaying electronic projects
 - Bulletin boards and space for posting important school information
 - Special exhibits from outside the school
- Storage
 - Books and periodicals: ensure that browsing and stacks areas are not blocked by seating or displays
 - Audio visual materials (DVD, CD, etc.): May need additional security such as storing the disc in a staffed area with the case in a public area
 - Library supplies: Store securely and out of reach
 - Equipment: Patron workstations should be easy to access and supervise; stored equipment must be safely secured and out of reach
 - Historical (yearbooks, scrapbooks, etc.): Special collections are best accessed in a supervised area and their use may be restricted to the library
- Security
 - Visibility: ensure that there is a clear line of sight to all parts of the room so that staff can supervise, eliminating any blind spots
 - Egress: Minimize barriers for exiting each space or room wherever possible to ensure a quick and safe exit in case of an emergency
 - Signage: Ensure that all exits are appropriately marked and unblocked

Libraries that serve multi-grade populations have unique challenges. Do separate spaces need to be created for different age groupings? Should some of the library materials be shared by all students? If so, where will the shared space be? Do some library materials need to be separated by age groups? This is particularly pertinent when considering the fiction collection. Most fiction works that are enjoyed by middle or high school students are not appropriate for elementary students. How will you separate and provide signage for this?



From time to time, school library spaces are renovated. Keep in mind some potential uses for the Library facilities such as:

- Transform the Library space into a Learning Commons that may incorporate makerspaces, tutoring services, and STEM or STEAM activities.
- Provide student space for socializing before and after school.
- Host events such as movie nights, parent groups, co-curricular activities.
- Allow students to self-check library materials.
- Provide space for Information Technology repair and assistance.



Essential Areas of the School Library

Learning Commons

A *school library* supports the curriculum and the leisure interests of the clientele. A *Learning Commons* goes further than this. A Learning Commons encourages experimentation, creating, thinking and collaborating **as well as** supporting the curriculum and leisure interests of the clientele. The National Forum on Information Literacy (2014) defines Learning Commons as "In 21st-Century Schools, a school library is the physical and virtual learning commons where reading, inquiry, discovery, thinking, imagination, and creativity are central to students information-to-knowledge journey, and to their personal, social, and cultural growth." Many school libraries in Maine are transitioning to this model.

Entrance

The entrance to the School Library is accessible in accordance with the Americans with Disabilities Act (ADA). For more information on compliance visit:

<https://www.access-board.gov/>.

The entrance is welcoming and visible from the circulation desk and/or the Librarian's office. Traffic is able to enter and exit easily. The entrance door is locked when unattended. Some libraries may need a second entrance for fire regulations.

Circulation

This section of the School Library may include self-checkout stations and/or library staff checkout stations. Ensure that the height is correct for the age of your students and at least one section is the correct height for wheelchair needs. A book drop section and a shelf or cabinet section may be included.

General reading, browsing, study area

This is the main area of the Library. Furnishing is comfortable, lightweight to make it easier to reconfigure seating. Furnishing is age-appropriate. Elementary school libraries should consider having a dedicated, carpeted story-reading area. Middle and high school libraries should consider study carrels or small group workspaces to limit distractions.

Group instruction/meeting

Ideally, this is a separate room to allow classroom or small group instruction without intruding on the patrons in the general library area. It is equipped for visual projection.

Reference collection

The Reference Collection is one particular area in which standard reference resources are located. Reference resources are meant for relatively quick location of information and are not necessarily read through. This includes, but is not limited to encyclopedias, dictionaries, handbooks, etc. While some school libraries are phasing out their Reference Collection, some are not. This is a local decision that is dependent on many factors. If you have a Reference Collection, consider having slant shelves on the tops so patrons can easily look through resources.



Storytelling

Locate the story telling space in an area of the library where the sound of the stories does not disturb others. Locate this area adjacent to the picture book collection.

Circulating collection

This includes fiction, non-fiction and non-print portions of the Library collection that students and staff may borrow for a specific amount of time.

Shelving

Shelving is more than just functional in a school library. The shelving sets a “tone” for the space. If the placement is open and welcoming, so will the school library be perceived that way. If it is closed and inconvenient to use, the school library will be perceived as closed and inconvenient to use.

Shelving is predominantly either wood or metal. Regardless of its construction, it is vital that the shelving be stable. Tall shelving in the middle of the room should be anchored for safety.

Shelving that is attached to the wall is “frozen” in place limiting any functional change. Give consideration to having some or all bookcases on wheels to allow for easy rearranging of the room as needed.

The age of the students is important to consider when shelving library materials. Library shelving comes in heights of 42”, 48”, 62”, 72” and 82” Each shelf that contains books, etc. should be able to be easily reached by the students. Elementary students cannot reach the top of a 6’ shelf! Shelving is sturdy to hold the weight of books. Ideally, each shelf is no more than 3’ in length. Shelving is at least 8” deep. Oversized books require a deeper shelf.

To be compliant with ADA, aisles between shelving units are at least 36” wide with a preference of 42”. There is a t-shaped space or a 5 foot circle for wheelchair turnarounds at the ends of shelving sections. For more specifics on ensuring that your Library is ADA compliant, please visit [ALA tools for ADA compliance](#)

The shelving is adjustable by height. The typical distance between shelves is 10” for middle and high school libraries although that can vary depending on the size of the materials being shelved. The distance between shelves at the elementary school level is higher (12”) to accommodate the size of the picture books. Shelving height for Reference materials is dependent on the height of the material - generally 12” - 14”. Shelving units are open-faced, not closed with doors and impeded by overlapping trim.

Leave space on each shelf to accommodate new additions to the collection and/or front facing display of materials. Allow about 15-25% on each shelf.

Picture books may also be shelved in bins or mobile book organizers for ease of student access.

Library materials may also be filed according to the **genre**. This is known as “genrefication.” (more in the Collection section of this chapter)



Audiovisual

As the name suggests, these are materials that use both audio (hearing) and visual (sight). In school libraries, these have traditionally referred to VHS tapes or CD/DVD disks. The *tangible* items of the collection should have a separate physical space. They should also be reflected in the catalog of the library.

The explosion of Internet access to information and tools has changed this platform. Audiovisual materials may also be *intangible* or accessible *electronically*. These material should also be readily accessible to the school library clientele and be reflected/ linked in the catalog of the library. Intangible AV materials includes videos created by and owned by the school or district, streaming videos by school/district subscription, streaming videos that are accessible with no charges, online public access/subscriptions such as Hulu, Netflix, YouTube, SchoolTube, etc. **Please remember to read the fine print for subscription services.** Most paid subscriptions do not allow usage that is not “personal”. *Using a personal paid subscription may violate your agreement with the provider.*

Vertical files

At least one filing cabinet is available for storing local materials and/or curriculum driven projects. If posters are part of the collection, a poster size file is available.

Professional

Provide a separate area or group of shelves to house teacher resources.

Production/processing

The production/processing area should be a separate space and contain a large table or counter sufficient for preparing materials for entry into the Library’s collection. There should be sufficient space for tape dispensers, ink pads, ink stamps, glue, scissors, etc. Though vendors provide processing for a small, if any fee, there is still a need to mark the material as belonging to a particular school, place any identifiers such as genre, special collection, etc. This area of the library may also be used to repair damaged materials. Access to a sink is needed to repair damaged books. The workroom should be located adjacent to the circulation desk.

Administration

The administrative section of the School Library should be a separate room within the library. This is used for consultation and planning with teachers and administration. It may also be used to meet with vendors. There should be a door to the Administrative space to ensure privacy.

Display

Displays are a major tool for promoting reading. Make sure that there is a variety of display spaces and fixtures. Display areas could include the top of low shelving, endcap brackets, front facing some books in the collection, bulletin boards, etc.

Signage

Just as the placement of shelving and furniture, signage sets the tone for the School Library. Signage welcomes everyone to the School Library. It is used to highlight certain parts of the collection and the usage of certain spaces in the School Library. It is used to highlight different



types of library materials - periodicals, audio-visual, maps, etc. The signage can be on the doorway to the Library, atop shelves, on individual shelves, next to computers and on bulletin boards. It is also used to delineate subsections of the collection - alphabetical and by Dewey Decimal number. Consider including some signs in lay language especially in the non-fiction area and for younger students. “Animals”, “Games”, “Automobiles”, etc. If your collection has some sections that are by genre, make sure there is a sign to identify that as well. Include the same language on the library website that is used in the library.

Color

Color is also important in a School Library. Countless studies have documented the effect of color in particular spaces. Yellow, Red, Orange are very powerful colors and be too busy for your clientele. Consider using these as accent colors rather than main colors. Deep blues and greens can encourage drowsiness and sleepiness. These studies have also shown that colors affect children in different ways at different ages. Investigate what colors work best for what areas of your library space

Examples of facilities in Maine school libraries:

Pre-K - Gr. 2



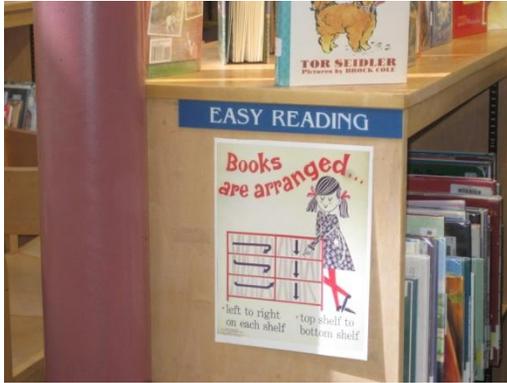
Elementary

Shelving



Elementary (cont'd)

Signage



Instruction



Elementary (cont'd)

Circulation
(note height)



Middle School

Shelving



Instruction



Circulation (Note height)



Display



High School

Shelving and seating



Signage



Circulation desk (note height)



Display



Other Facilities Options

Story Steps



Electronic Bulletin Board



Green Screen



Professional Collection with Workspace



Work space with sink



Telephone



Makerspace



Portable makerspaces





Useful websites

<http://www.designinglibraries.org.uk/?PageID=89>

Designing Libraries. Although based in Great Britain, the ideas and insights are appropriate for us as well.

<https://www.edutopia.org/blog/21st-century-libraries-learning-commons-beth-holland>

With links to many schools that have redesigned their library spaces.

<https://www.k12blueprint.com/success-stories/rethinking-library-media-center>

Learn about how one school library transformed its space.

<http://www.slj.com/2011/04/industry-news/divine-design-how-to-create-the-21st-century-school-library-of-your-dreams/#>

School Library Journal article.

<https://www.wbdg.org/building-types/libraries/school-library>

Whole Building Design Board

Resources

Erikson, R. and Markuson, C. (2007). *Designing a School Library Media Center for the Future* (2nd ed.). Chicago, IL: American Library Association.

Sullivan, M. (2013). *Library Spaces for 21st Century Learners*. Chicago, IL: American Association of School Libraries.

A MASL survey was conducted in the fall of 2017 regarding Collection, Facilities, Equipment and Staffing. See what other schools in Maine have for Facilities here. goo.gl/X9rWmy Click through the tabs on the bottom of the sheet to view all sections.



Collection

These guidelines for the “Collections” section of the chapter have been prepared to aid decisions regarding purchases of library materials, weeding and evaluation. Personalize these guidelines for your school library needs.

Any changes to the library collection should follow the Collection Development Policy of the school and/or district. (Chapter III of the Maine School Library Handbook)

As stated in the *Library Bill of Rights*, "Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves . . . Libraries should provide materials and information presenting all points of view on current and historical issues."

There should be a reliance on professional journals and recommendations to guide us in choosing what materials - print, non-print, electronic - to add to the Collection.

The collection should contain a wide range of formats and technologies. It is as up-to-date as the budget allows.

The library material collection is supportive of the curriculum and instructional program of the school as well as the personal interests of the students, encouraging them to become lifelong readers and learners. As stated in the *Library Bill of Rights*, "Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves . . . Libraries should provide materials and information presenting all points of view on current and historical issues."

The collection contains a variety of physical and digital resources. The collection should provide access to content that is primarily focused on the needs, interests, reading levels, learning styles and culture of the student population. To supplement the collection, inter-library loan should also be used.

When purchasing non-fiction, online and non-print resources, student age and developmental level should be kept in mind; however, the school library collection will ideally provide access to a wide range of materials that will serve students of all abilities, ranging from those struggling to read to those who are reading well above grade level.

While the priority must be on support for the school's curriculum, materials should also reflect students' interests. Because non-fiction topics change frequently, this portion of the collection should be closely monitored for currency and accuracy. Non-fiction is typically weeded more



frequently – some sections perhaps yearly.

Fiction should also reflect the entire range of reading abilities and interests of the student population and support the curriculum. Fiction resources should reflect the interests of the students. The collection should contain both current and classic fiction works. Multiple copies of the same resource should be kept to a minimum number. If the school library participates in classroom set or textbook management, additional space and funding should be provided so that the library program is not negatively affected.

Do your materials take into account different learning styles as well as different reading levels? This is important at all grade levels. Talk to reading and special education teachers. Are their students having difficulty finding materials that are appropriate for their reading and interest levels? Would different formats or genres help increase reading and comprehension levels? (for example, graphic novels) Would subscribing to popular magazines encourage reading for enjoyment?

Review circulation data to determine which sections of your collection circulate the most. Survey the students and staff to gather information about their needs and formats preferred for library materials. Don't forget to let others know what resources you have - students and staff. Consider signing out new materials for particular teachers and putting a note on it "I thought this would be good for your xxx and/or your xxx unit". The feedback would give you guidance in collection development. This should be ongoing.

Do you have the materials, content, format, etc. that they want? How will you allow access to downloads, audio books, mp3 access, smartphones? Some decisions would make an impact on equipment purchases - ereaders such as Nooks, Kindles, and Ipads. How these would be used by students and teachers could also affect your library policies. Will you allow these devices to be signed out? Under what circumstances? Will a signed parental permission form be needed? Will students be able to bring in their own devices for downloading? Consider encouraging students to sign out the hard copy of the book at the same time as the audio copy to facilitate improving reading skills when necessary. Many studies have shown that reading comprehension and vocabulary development increase when the visual and audio combine.

Examine the usage of certain sections of the collection. Should the VHS and DVD collections be replaced with streaming? Is it cost prohibitive to do that? Could the changes be made gradually? As the collection is updated, so, too should the equipment supporting these items.

Organization of Library Collections

There are numerous ways to organize the library collection. Traditionally school and public



libraries have used the Dewey system. Most universities use Library of Congress.

Some schools have chosen to transition the collection to “Genrefication”. That is arranging materials according to the topic rather than the traditional Dewey and/or alphabetized fiction organization. At the national level, the conversations about genrefication began in 2012. The American Association of School Libraries devoted a complete issue of “Knowledge Quest” to this topic. The full text of this issue can be found here [Knowledge Quest Nov/Dec 2013](#)

Some school libraries genrefy only fiction. All Fantasy fiction books are shelved together. All Horror books, all Mystery books, all Historical fiction books, all Graphic Novels are shelved together, etc.

Some libraries sort both fiction and non-fiction by genre. All books about “Animals”, for example, would be in one spot – fiction, non-fiction, audio, video, etc. Make sure that corresponding changes are made to the call numbers in the online or paper card catalog. It is up to you to decide whether genrefication is the best route for you and your patrons.

If you decide to genrefy the Collection, it is important that these changes are reflected on the material spine labels as well as in the automated library catalog. If the other libraries - school or public - do not genrefy, a lesson should be given so students are prepared for the difference.

Genrefication Resources

An article in [School Library Journal, June 2018](#)

A [How-to-video](#) to help you make the switch

Good short article on non-fiction and fiction genrefication [Mighty Little Librarian](#)

A blog that gives details, helpful hints, results of genrefying. This is fiction only. [Reader pants](#)

An annual inventory is recommended to assist in the development of the collection.

The collection should be evaluated on an ongoing basis. You need to be familiar with your collection – the size, the formats, the age, the connection to the curriculum and student interests, usage, etc. There are a few tools that can help with this. Of particular importance are the Resources for weeding practices. Two of the most commonly used are C.R.E.W and M.U.S.T.Y. See Chapter III Collection Development in this [Handbook](#).



Shelf Scanning

Scanning involves performing a *physical* inspection of the collection. To make it manageable, the scan of the collection can be section by section – easy fiction, science books, biographies, historical fiction, etc. How often did a particular book circulate? Stamping the date due in the book is one way to determine quickly how often a particular book circulates. How old is the book? What is the physical shape of the book? Does this book reflect the revised needs of the curriculum? Scanning also affords the opportunity to determine which materials need to be repaired or replaced.

Library management software

Library management software can also assist in evaluating school library collections. A variety of reports can be created, printed and used to evaluate the collection. Reports can be by call number, Dewey sections, tracings, usage, publication date, etc. These reports can provide a representation of how the library resources have been used in the past thus giving a framework from which to build. These reports can be used in conjunction with all of the following tools. These reports can be used in conjunction with a physical scan of the collection.

Vendors

The *H.W. Wilson Company* publishes recommendations for core collections. These publications are offered for non-fiction and for fiction core collections at the elementary, the middle school and the high school levels.

Follett's Titlewave (<https://www.titlewave.com>) is a tool that analyzes the collection at a variety of levels. MARC records are uploaded to Follett Title Wave. The school library collection is compared with a database of what Follett recommends for school library collections. Reports may also generated that provide information about the percentage of the collection by Dewey number, total collection, average age of the collection, and age sensitivity. This last bit of information may be helpful to decide which resources should be weeded and replaced.

Permabound offers a tool that also analyses the collection at a variety of levels. (<https://www.perma-bound.com/help/collection-analysis-and-planning.faces>)

Children's Plus, Inc. (<http://www.childrensplusinc.com>) offers a service online that also analyzes the collection. They have compiled “Collections” for core collection recommendations. You compare items in your collection to their collections recommendations. There is a fee for access to all of their services.



Remember that these vendors offer *suggestions*. The final results may become a sales pitch for their products or services. Not all of the suggestions are needed or appropriate for all schools. You should make the final decisions based on your school and its needs.



State recommendations

The Department of Education for the state of South Carolina (Standards for School Library Resource Collections 2016) recommended:

At Risk	Basic	Exemplary
A minimum of 11 books per student that meet the <i>At Risk</i> age requirements, are current, aligned with the curriculum, reflect students' interests, and are age and developmentally appropriate.	A minimum of 13 books per student that meet the <i>Basic</i> age requirements, are current, aligned with the curriculum, reflect students' interests, and are age and developmentally appropriate.	A minimum of 15 books per student that meet the <i>Exemplary</i> age requirements, are current, aligned with the curriculum, reflect students' interests, and are age and developmentally appropriate.

In that same report, recommendations from the South Carolina Department of Education for the ratios of non-fiction and fiction in the collection of elementary, middle & junior high school and high school are:

Early Childhood (Ages 3-5)

Fiction: 70% of collection

Nonfiction: 30% of collection

Elementary

Fiction: 60% of collection

Nonfiction: 40% of collection

Middle School

Fiction: 50% of collection

Nonfiction: 50% of collection

High School

Fiction: 40% of collection

Nonfiction: 60% of collection

Please keep in mind that the above are recommendations and will not fit the budget restrictions many schools face. Many school libraries in the State of Maine have limited resources in terms of space and budget. Utilizing the resources of an inter-library loan program can help to meet the needs of your patrons. Investigate sharing resources within your district on an ongoing or



rotating basis. If one classroom, for example, is working on a Biography unit, consider borrowing resources from other schools or public libraries in your district.

These recommendations, however, are powerful tools that can be used during the budget process and any renovations to the school library space.

Useful webpages

The National Education Association (NEA) has compiled impressive statistics on the resources and trends in school libraries. For more details, visit <http://www.nea.org/home/67686.htm>

Interesting article

<https://www.nais.org/magazine/independent-school/summer-2013/the-new-school-library/>

Each year, Colorado school libraries are surveyed regarding their collection, staffing, equipment, etc. The 2016-7 survey can be accessed here:

<https://www.lrs.org/school/data/totals-and-benchmarks/>

The National Center for Education Statistics has published the results of their 2011-2012 survey of public schools. The results can be accessed at

<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013315>

Resources

“Access to Resources and Services in the School Library.” Advocacy, Legislation & Issues, American Library Association, 7 Sept. 2017,

<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accessresources>.

Colazzo, Leigh. The Library Genrefication Project. (blog) (2011 September 10) Retrieved from <http://www.readerpants.net/search/label/Library%20Genrefication%20Project>.

Kaplan, Tali Balas, et. al. Are Dewey’s Days Numbered? Retrieved June 8, 2018 from

<https://www.slj.com/2012/09/collection-development/are-deweys-days-numbered-libraries->



[across-the-country-are-giving-the-old-classification-system-the-heave-ho-heres-one-schools-story/](#).

“Library Bill of Rights.” Advocacy, Legislation & Issues, American Library Association, 16 Feb. 2017, <http://www.ala.org/advocacy/intfreedom/librarybill>.

Minton, Christy. Genrefying a School Library. Retrieved June 8, 2018 from <https://www.youtube.com/watch?v=vbXwMqFBOgc>.

Standards for School Library Resource Collections, 2016. (2018). Retrieved April 25, 2018 from <https://ed.sc.gov/educators/school-and-district-administrators/certified-support-specialists/library-media-specialists/standards-for-school-library-resource-collections>.

Whitehead, Tiffany. Ditching Dewey: Choosing Genre Categories. (blog) (2013 November 29). Retrieved from <http://www.mightylittlelibrarian.com/?p=1037>.

A MASL survey was conducted in the fall of 2017 regarding Collection, Facilities, Equipment and Staffing. See what other schools in Maine have for Collections here [MASL Survey](#). Click through the tabs at the bottom of the spreadsheet to see Facilities, Staffing and Equipment.



Equipment

Equipment in the school Library is to assist students in accessing information and creating products that demonstrate their understanding of the information. Equipment that is stored in and circulated from the School Library falls into two categories - equipment that is used in the School Library and equipment that is used by the students and staff either in the classrooms or taken home.

The equipment in the School Library is determined by several factors, though it is essential that the School Library strive for the most up-to-date equipment to meet the clientele needs. Available funds have driven what equipment is in the School Library Media Center in the past.

The equipment in the School Library is in support of the Library Program and the school curricula. Some equipment would be directed to student and staff leisure interests such as audio or digital books. Look at what you have currently. How is it being used? How often is it being used? Survey your students and staff for their input on usage of current equipment and need for additional or different equipment.

Some types of equipment used in the School Library could be computers for staff and student use, computer printer(s), photocopier, microform reader, scanning equipment, and bulletin board. One computer should be dedicated to the library's circulation program. The computers could be Windows based and/or Apple based, depending on the needs of the students and staff. These should provide access to the Internet and any online databases to which the School Library subscribes. The computer that offers access to the online catalog should be accessible under ADA guidelines. [ALA Guidelines for ADA Compliance](#)

If the School Library has a makerspace, equipment for that could include a 3-D printer, a green screen, video camera, microphone and video or audio duplicating devices. For the instructional space in the School Library, the equipment could include a white and/or black board, interactive white board, a LCD projector and a document reader.

Equipment that is stored in and circulated from the School Library would be determined by current usage and future need. The examination of the Collection will assist you in determining the need for a television, a DVD or VHS player, tape recorder/player and ereaders. Policies should be established for the equipment that circulates from the School Library. Should the School Library provide e-readers such as Kindles and Nooks for downloading audio or digital books? Would these e-readers be allowed to go home with students? Under what circumstances? As the technology use is updated, the outdated equipment can be removed from the School Library. For example, if the video collection has been updated to DVDs, it isn't necessary to house a VHS player.

A survey was conducted by the Maine Association of School Libraries (MASL) in the fall of 2017. The link to the Equipment section of this survey is [MASL survey](#). Tabs at the bottom of the page will connect to other sections of the survey.



Staffing

Staffing of School Library Media Centers in Maine is driven by a number of factors.

Maine Statutes

The *Essential Programs and Services (EPS)* model of the Maine Department of Education specifies the student to staff ratio at the following :

<http://www.mainelegislature.org/legis/statutes/20-A/title20-Asec15679.html>

These student-to-staff ratios are delineated by Elementary/Middle School and High School grade levels. More details on the particular positions and requirements for certification/authorization are located in Chapter XI Certification chapter of this Handbook.

School Accreditation

From <http://www.maine.gov/doe/schools/>:

Many Maine schools, both public and private, participate in the accreditation program operated by the [New England Association of Schools and Colleges](#). To receive accreditation, schools must meet specific standards in the areas of core values, curriculum, instruction, assessment, school culture and leadership, and school and community learning resources.

The accreditation process includes a period of self-study and a site visit by a committee of educators from across New England. This process generally takes place every 10 years.

New England Association of Schools and Colleges (NEASC) was founded 1885. Its purpose is to establish and maintain standards for education (public and private) in New England. NEASC is very specific regarding the level of staffing in public schools at all grade levels. Each school must fulfill the updated requirements every ten years to maintain accreditation via NEASC.

The accreditation process via NEASC emphasizes the importance of the School Library Program. The following are the requirements for accreditation beginning in the 2010 visitation year.

Committee Public Elementary and Middle Schools (CPEMS):

Library media services are integrated into curriculum and instructional practices and have an adequate number of certified, licensed personnel and support staff who:

- are actively engaged in the implementation of the school's curriculum
- provide a wide range of materials, technologies, and other information services in support of the school's curriculum
- are responsive to students' interests and needs in order to support independent learning
- conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's learning expectations.



Committee on Public Secondary Schools (CPSS):

Library Information Services:

- have adequate, certified/licensed personnel and support staff
- ensure personnel and staff are actively engaged in the implementation of the school's curriculum and instructional practices
- include a wide range of materials, technologies, and other information services in support of the school's curriculum
- are available for students and staff before, during, and after school
- are responsive to students' interests and needs in order to support independent learning
- include a physical setting that encourages collaboration among students, opportunities for inquiry, and authentic learning.

In addition to the requirements above, NEASC has established the following specific and quantified requirements for secondary schools:

NEASC Policies Guidelines and Procedures (2016):

Each member school with 400 or more students has a full-time, certified librarian/media specialist. If a school does not meet this guideline, it is asked to indicate how adequate library services are provided, including ensuring that the library is open throughout the school day as well as both before and after school.

(Printed with permission from NEASC) (Note: this is for public secondary schools only.)

School Library Media Program

The staffing must be adequate to support the school library program in the individual school and/or district. Once the Program has been described, the appropriate staffing can be put into place. See Chapter XII Library Standards in this Handbook for descriptors of the School Library Program.

American Library Association (ALA)

The American Association of School Libraries (AASL) division has issued many statements regarding school library staffing. These can be found at ALA/AASL. This position statement (June 25, 2016) has been endorsed by the Connecticut, Massachusetts, New Hampshire Departments of Education.

State Boards of Education

Some state Boards of Education have established specific standards regarding staffing of public schools.



California

An excerpt from the School Library Standards document. The full text may be accessed at [California Library Standards](#)

<p>A. Staffing</p> <p>The school library is staffed by a team consisting of a credentialed teacher librarian and paraprofessional support staff.</p>	
<p>Credentialed teacher librarian: one full time per 785 students</p>	<p>The ratio of teacher librarian to students is based on the average staffing ratio of school libraries in all other states. The ratio is meant as a minimum and is proportional to the number of students at the school site. For example, in a school of 350 students, the minimum would be .5 FTE teacher librarian.</p>
<p>Classified paraprofessional assistant: one full time at least 34 hours per week</p>	<p>Titles of classified positions are determined at the district level (e.g., library technician, library assistant, library aide).</p>

Texas

Standard II: Learner-centered Program Leadership and management, Principle 2 gives the requirements for professional librarians, paraprofessionals, support staff at the school level as well as professional, paraprofessional and support staff at the district level.

<https://www.tsl.texas.gov/ld/schoollibs/sls/stand2.html>

In the fall of 2017, MASL conducted a survey about various aspects of a School Library Program. To view the information on Staffing, visit [MASL Survey](#). Use the tabs at the bottom of the page to see the results for Facilities, Collection and Equipment.