

Campus Librarian's Handbook



One Library, Many Communities



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Jessica Hochman, PhD, is the primary author of the *Campus Librarian's Handbook*. Many working librarians and experts in the field contributed to this guide.

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Introduction

Welcome to the *Campus Librarian's Handbook*.

What is a campus librarian? As noted in *The Co-Location Handbook*, "Sharing space has become common in New York City Public Schools" (NYCDOE, 2d Ed, Spring 2017). In New York City, a campus library is shared among several schools co-located in the same building; the campus librarian is the pedagogue who supports these schools with that library's programs and resources.

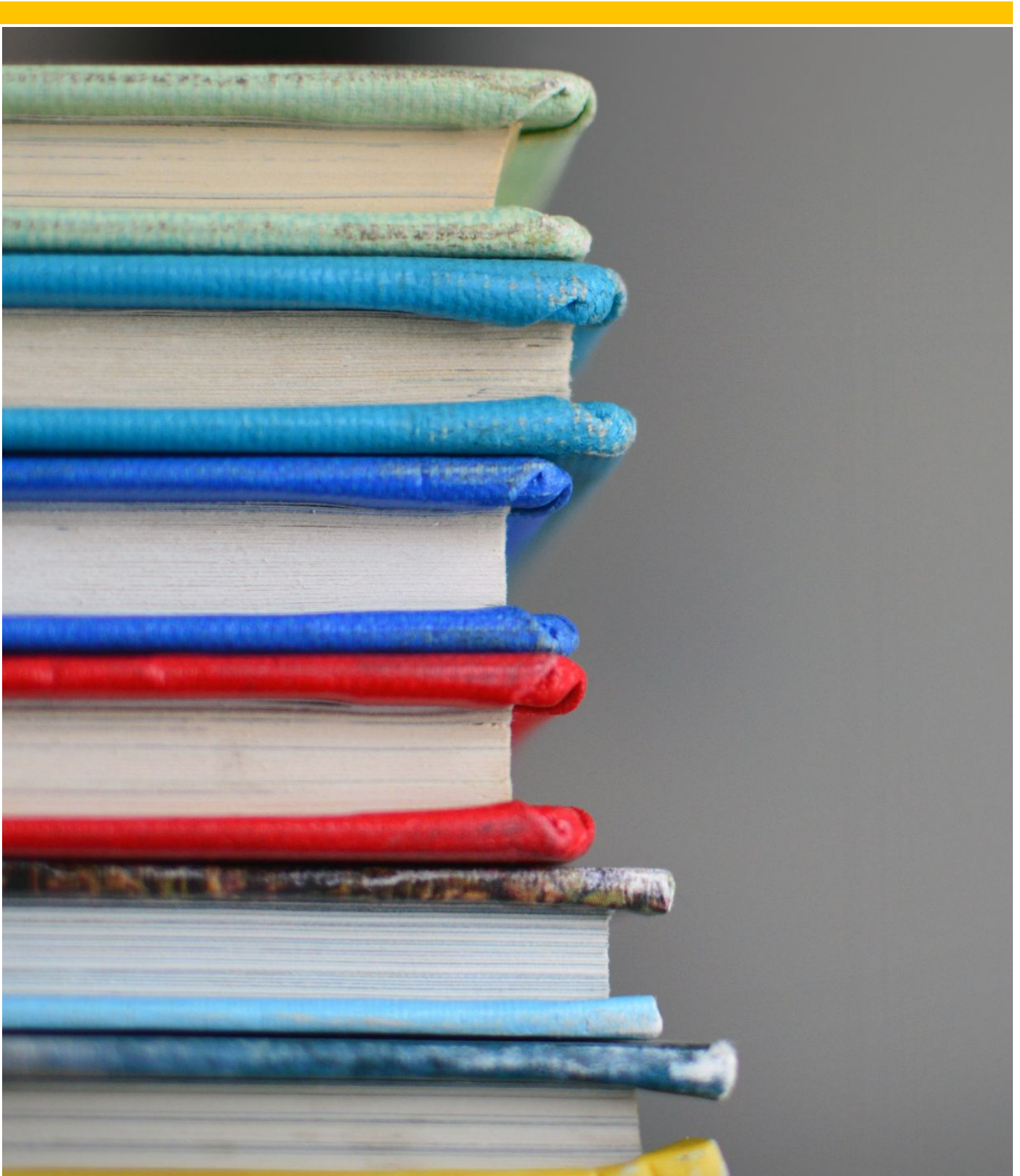
The goal of this document is to support New York City school librarians, administrators, and stakeholders in the unique context of a campus to develop a school library program to serve all students. Librarians who read and use this document will be able to:

- understand the unique qualities of a campus school library
- use best practices for serving multiple school populations
- communicate effectively with multiple principals, administrators, and teachers
- analyze their own strengths and challenges
- maximize their personal strengths to manage the library
- identify library needs and personnel and resources that can help meet those needs
- create and manage a library advisory council

The Campus Librarian Network, a joint program of the Astor Center for Public School Libraries and the New York City School Library System, supports school librarians whose library supports multiple schools, including at least one secondary school, that share a campus; campus libraries were most often created when one large high school was replaced by multiple small high schools. For more information, please contact us at schoollibraries@newvisions.org.

Resources and links

- The NYCDOE Co-Location Handbook
<https://infohub.nyced.org/search-results?keyword=colocation%20handbook>
- The Astor Center for Public School Libraries
<https://sites.google.com/newvisions.org/astor-center-school-libraries/home>
- New York City School Library System
<http://nycdoe.libguides.com/home>



CONTEXTUALIZING THE CAMPUS LIBRARY

Contextualizing the Campus Library

Sharing Space and Resources

A library in a campus of schools provides a shared academic space for the campus community. The library space becomes a common ground for student exploration, collaboration, and personal and academic learning. The library also provides resources such as books, technology, gathering spaces, games, databases, and other research materials that are available to all on campus, including teachers, students, and staff.

While there are multiple schools in a campus, there is only one library. Although not the only shared campus space, the library is a uniquely shared academic space. The librarian serves as a vital curricular and instructional link among teachers throughout the campus, integrating the teaching of essential information literacy and research skills into the curriculum across all the schools.

This handbook describes and addresses some of the exciting opportunities and challenges that come with working in a campus library. It is meant to be used in conjunction with the New York City School Library System's Handbook for School Librarians and associated LibGuide. Together, these interactive documents provide a space for learning and communicating about campus library life.

What is a campus?

A **campus** is a building that houses multiple NYCDOE schools; this arrangement is **co-location**. Some campuses may house both district and charter schools. The schools on a campus each have their own academic mission and vision, administrations, budgets, classes, bell schedules, teachers, and students.

Co-located schools share resources within the building such as the cafeteria, art and music rooms, labs, gym, safety staff, custodial staff, and the library.

When schools work together, campus co-location provides opportunities to meet a greater range of student needs that small schools can address individually. Co-location enriches individual schools through shared resources of experience, expertise and creativity. The schools might join together for sports teams, a campus newspaper, clubs, school dances, campus-wide celebrations, and classes with specialized teachers.

There are also unique challenges that co-located schools face; a campus is one building that serves a diverse population of students using a range of educational strategies. Multiple communities have to exist under one roof.

It takes effort and good will for co-located schools to exist harmoniously and productively in a manner that benefits everyone in the building. The campus librarian must develop constructive relationships with all the principals on the campus to ensure that the library benefits the students, staff and parents of the each school's community and of the campus community as a whole.

Many campus schools designate a campus manager who helps bridge the various needs and interests of all schools in the building. This person is usually a crucial contact for the campus librarian; building a

constructive relationship with yours and keeping lines of communication open. In other co-located schools one principal is designated as the principal responsible for the library.

In any event, throughout this guide, you'll be reminded that campuses contain many schools but just one library and most often, just one librarian. This makes the library an important academic hub for the community. Campus librarianship is a unique role, and campus librarians have a lot to teach the school library community.

Personnel Issues: To Whom Do I Report?

As a campus librarian, although you “work for” all the schools on the campus, you are part of ONE school's Galaxy Table of Organization (TO), and that school's principal is most likely your assigned supervisor to whom you report. This school is also your homebase for your human resource needs and manages your payroll concerns. All matters regarding payroll, therefore, should be referred to that school's payroll secretary, even while the library schedule may be negotiated and approved by the campuses' Building Council.

Most likely the principal of the school on whose table of organization you appear will conduct your annual evaluation. Day-to-day supervision of the campus librarian may be delegated to an Assistant Principal (AP). Remember, the campus is not a large high school but several small schools; a small school AP wears many hats that include more than supervising the teachers of one subject. In addition to reviewing your performance, an AP can also be a good contact for day to day concerns and questions. In other campuses, the school responsible for supervising the library may change from year to year based on the Building Council's decision, and therefore the person designated for direct supervision may change from year to year.

On most campuses, the campus manager is the point person for matters that concern all the building's schools. The campus manager is responsible for both library scheduling and materials budget and also for ensuring you receive the state funding allocated to school libraries. If your campus manager holds regular all-campus meetings, attempt to secure an invitation, and/or get minutes or an update from someone in attendance. Often these meetings are an important source of information about campus logistics and scheduling.

A Word about Community

A challenge that campus librarians often note is that in being part of every school, you are a part of no one school in particular. This can make building community with colleagues on your campus difficult. Whose holiday party should I join if I am invited to multiple gatherings? Which collective fund for communal gifts should I give to? Which professional development workshop do I attend on Chancellor's Day? Which Open School night must I attend? These are just a few of the questions that arise.

BEST PRACTICE: Be transparent. Remind your colleagues that there's only one of you, but multiple schools on a campus and that you can't afford to go to every holiday party, happy hour, or baby shower. One strategy is to attend a different holiday party each year, and give to a different gift fund each year. Or, give a very small amount to each school's fund.

These are personal choices, but be aware that they can be interpreted not only socially but also in the context of workplace politics. Being part of your campus teacher and department communities will support your work and make your campus a pleasant place for you to be. The key issue is knowing about and attending critical department and curriculum meetings. As part of maintaining these professional

relationships, maintaining open communication about how you will handle social events and community giving will help you create strong bonds with all your schools without any guilt and without going broke.

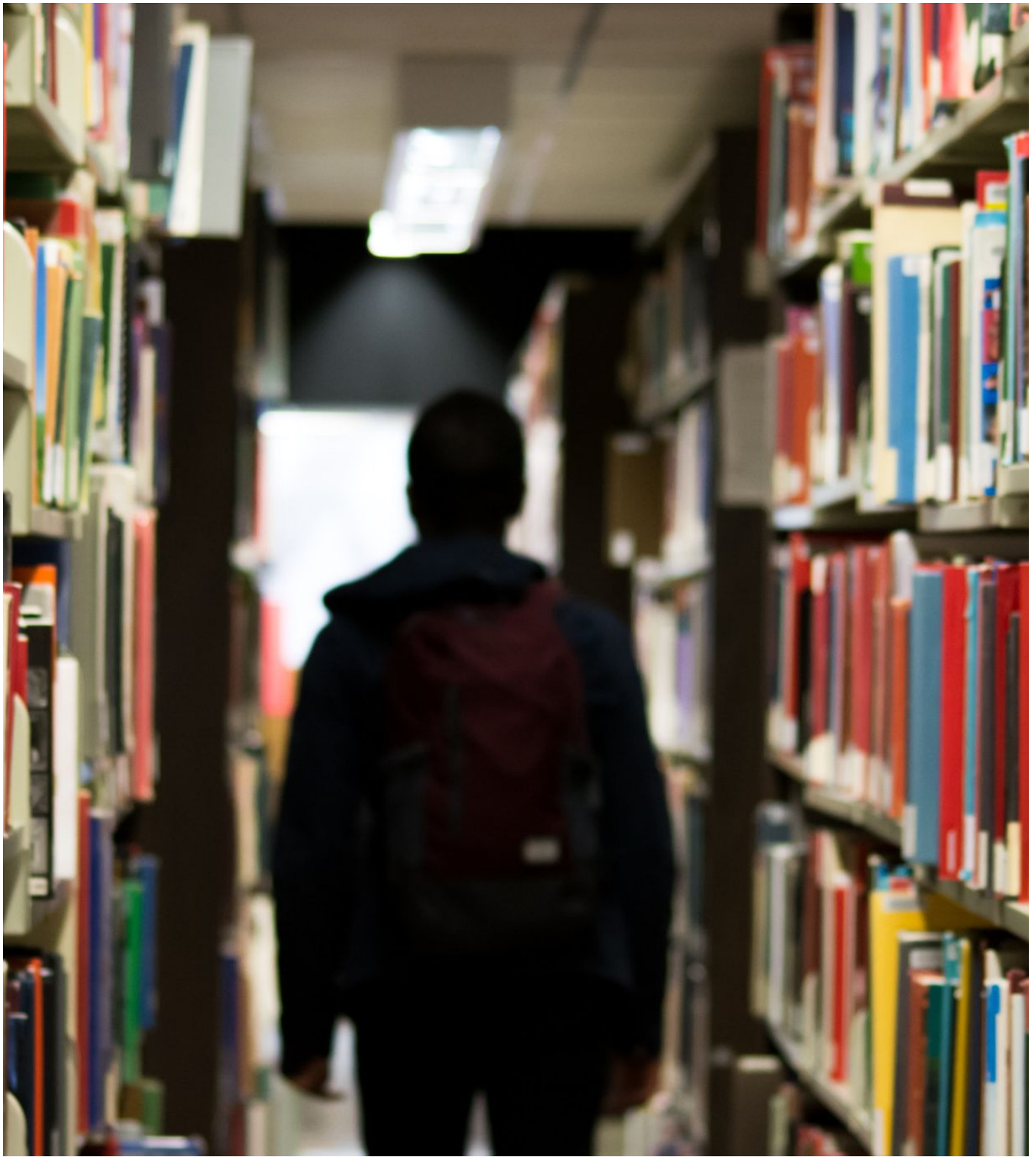
Tips about Managing Campus Library Life

The Campus Librarian Network is a support and professional development group for campus librarians; programming and contact information is available on their website. We asked participating librarians for their best tips on doing this work. Here are some frequently mentioned pieces of advice:

- The library is a community hub. *Emphasize this point often, as it can justify funding and resources you need.*
- Do what you can with what you have. *Sometimes you may not have all the resources you need. Remind yourself that you're doing your best under the circumstances.*
- You need to woo people into the library. *Promote the library constantly to bring in students, teachers, and the campus community.*
- Create boundaries. *You can't serve on every committee or attend every holiday party. It's ok to say no. Remind colleagues and yourself that you work for all the schools on campus. Self care is important!*
- Get out of the library and meet people when you can. *Building relationships will help you gain access to classes and bring the community into the space.*
- Play to your strengths. *Bring your passions to your work and it will show. If you love YA, start a book club, create displays, or review books. If you love manga, start a manga club. Sharing your interests will help students and teachers share with you!*
- Relationships are key. *Build strong professional relationships with everyone on campus, but especially those with whom you collaborate regularly: your campus manager, supervising principal, and teachers who understand the library. From these relationships, more will grow.*
- Wrangle your email! *You have many email addresses. Use email forwarding or a system that works for you to keep it all under control. Create distribution lists for each school and the campus administrative team.*
- Use a digital calendar. *Many schools are now using Google Suite for Education or similar to create shared calendars. Campus librarians can benefit from calendars to manage their own precious time, and to schedule events with their schools. Calendars also make great evidence for annual reports to show how essential the library is to the campus. Be consistent in using only the Library Calendar to schedule events and remind teachers and administrators they must check availability before scheduling any class, event, or meeting.*

Resources and links

- NYC School Librarian Guidebook
<https://nycdoe.libguides.com/c.php?g=944646>
- New York City School Library System Homepage
<http://nycdoe.libguides.com/home>
- Campus Librarian Network
<https://sites.google.com/newvisions.org/astor-center-school-libraries/cln>



CAMPUS LIBRARY MISSION AND VISION

Campus Library Mission and Vision

A campus school library is a shared space among many schools. Each school has its own **mission** and **vision** that articulate that school's philosophy, approach, and style of instruction. The campus school library must take these differences into account, creating mission and vision statements that are generous enough to contain all these unique approaches and elastic enough to grow as the campus evolves and changes.

Writing your Mission and Vision Statements

When creating your mission and vision, be creative, but don't reinvent the wheel! Use available resources and above all, talk to your stakeholders! Run drafts by your principals, library allies, and above all, your library advisory community (LAC), detailed later in this handbook.

Review the mission and vision statements of all schools on your campus. Are there shared themes? Elements that speak to library values or goals? Build from these ideas.

The New York City School Library System LibGuide includes pages on *Vision, Mission, Goals, and Expectations* are both helpful in their own right and filled with great links.

BEST PRACTICE: Check out mission and vision statements of other campus libraries, or library programs you admire. Use them as inspiration. The Library Directory is a great resource to explore other school library sites.

Resources and Links

- Vision, Mission, Goals, and Expectations, NYC School Librarian Guidebook
<https://nycdoe.libguides.com/c.php?g=944646&p=6809565>
- NYC School Library System Directory of Member Schools
<http://nycdoe.libguides.com/home/librariandirectory>



VISION BUILDING: WORKING WITH ADMINISTRATORS AND SCHOOL LEADERS

Vision Building: Working with Administrators and School Leaders

We've said it before... *a campus has many schools but just one library*. As the librarian on campus, part of your role is helping building leaders understand the purpose and vision of the library, as well as bringing their priorities into the library's mission. This work is sometimes referred to as "managing up." In the case of campus libraries, we refer to it as "**vision building**," which emphasizes the collaborative and fluid relationship that is ideal between school administrators, teachers, and librarians. Here are a few ways to vision build.

Lead Out Loud

Help build understanding of what a school library is, and what it can do.

Are you building a new campus library? Or are you working with principals who have never been in a building with a working library before? Help them understand how great libraries can be for teachers, students, and campus communities! Invite them to visit a campus colleague's library, share articles or past newsletters you've written, highlight student work that comes out of library collaborations, or point them toward current resources from the New York City School Library System LibGuide to help transform them into library allies.

Engage with principals regularly

Whether it's through emails, face-to-face meetings, or quick conversations in the halls, engage with your principals. You will learn their priorities, needs, and hopes for their schools in general. Find out what's important to them and see how the library can fit into their goals. They will do the same for you in turn.

Find your library allies

Are there principals or administrators who are passionate about libraries, literacy, technology, or who share one of your own interests? Engage these folks! Collaborate on a project, or simply keep them aware of what you are up to, and your library allies will help you in your mission and serve as advocates.

Advocate for your library

Help principals understand the value of libraries through collaborations, sharing the space, and sharing information with them about how libraries improve student outcomes as well as campus communities. Check out the Communications section of this document for specific ideas and examples.

Build a strong relationship with your campus manager

Campus managers are often the campus librarian's point person on campus for everything from getting printer paper to scheduling issues. Make sure your campus manager is a library ally, and understands how a dynamic library positively impacts all schools on campus.

BEST PRACTICE: Consider including your campus manager and particularly supportive principals as part of your Campus Library Advisory Community (discussed in the next part of this guide).



ESTABLISHING A CAMPUS LIBRARY ADVISORY COMMUNITY

Establishing a Campus Library Advisory Community

How is a CLAC unique?

How many committees are you on within your campus? In your professional community? More than you care to admit? Perhaps you're new and haven't yet been asked to serve. It's just a matter of time before you're on 101 committees! In school communities, everyone juggles a lot of roles and a lot of meetings.

Instead of another committee, create a Campus Library Advisory Community (CLAC) to support your campus library. The goal of an active CLAC is to provide a two-way forum for information exchange between students, parents, faculty, administrators and other stakeholders from each school community on the one hand and the campus library on the other hand. In addition to school-based individuals, a CLAC can include external colleagues (such as local public librarians), publications and professional groups you turn to for strategies, advice, and best practices to support you in library administration, instruction, and planning.

Face to face meetings where library issues are discussed are the ideal venue for CLAC feedback, but sometimes you need more immediate input on a question or issue. To contact your CLAC, you can use email, discussion groups, phone calls, and one-on-one conversations to get advice you need and stay connected to your professional community. You can access them when you need them most instead of waiting for a meeting time.

Before deciding who to invite to join your CLAC, analyze the library's strengths, weaknesses, and opportunities to determine where you need the CLAC's counsel.

Self-Assessment: Use a Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis

In order to make your CLAC work for you, the first step is self assessment. What are your strengths? What are your greatest challenges? The goal of self-assessment is to identify your special skill as well as places where you need help. To self-assess, we suggest a simple SWOT analysis. The [SWOT analysis graphic organizer](#) will help you explore the strengths, weaknesses, opportunities and threats that face you as a campus librarian. Use this tool to help you brainstorm elements that fit each category.

Strengths: What are some advantages that your library has? What makes it unique? What do you do better than other people? What are your special talents? What are your passionate interests?

Weaknesses: What are library tasks that you aren't good at, or that you really dislike? What could you improve about your library? Are there challenges you face as a librarian?

Tip:

*When thinking about Strengths and Weaknesses, think about **you and the library**: your special talents, skills, and what makes you unique, and the library's special traits. It can be helpful to ask close colleagues who know you well, and know your library to help you brainstorm your strengths and challenges.*

Tip:

*When looking at Opportunities and Challenges, look **outside the library** at your schools, campus, and the larger landscape of public education in NYC and New York State.*

Opportunities: Are there opportunities for libraries/librarians you would like to take advantage of (for example, professional development workshops, grants, groups)? Are there trends, events, or changes in the culture or community that the library could benefit from or join? Consider your strengths; are there opportunities related to them?

Challenges (aka Threats): What obstacles do you face? Are there tensions in your building or professional community? Consider external factors such as educational policy, funding, changing technology, etc.

NYSED School Library Media Program Evaluation Rubric

In preparation for your SWOT analysis, consult the School Library Media Program Evaluation (SLMPE) provided by NYSED. As the NYS Education Department notes, “the rubric is recommended for use to create Library Media Program self-assessments that include qualitative and quantitative evidence and aid in the development of action plans for program improvements.” Reviewing the rubric will help you prepare to identify your strengths and weaknesses in the context of NYS school library media program expectations.

- NOTE: (Nov 2019): NYSED SLMPE will be replaced by the NYSED School Library Program Rubric; please check <http://www.nysed.gov/school-library-services> for updates.

Creating a CLAC

Based on your strengths and challenges, what kind of support do you need? Who might you reach out to for such support. Consider the following spaces of support:

- **In your building:** Are there building level concerns in your SWOT? Who from your building can help support these needs?
- **NYC Local:** What librarians, Library Services coordinators, local educators, or other experts can help with the concerns revealed in your SWOT?
- **Professional Community:** Professional organizations for librarians are a great source of support, ideas, and camaraderie. Engage with the American Library Association (ALA), New York City School Librarians Association (NYCSLA), and other professional organizations for support.
 - The **New York City School Library System** maintains a list of networking resources you can use to connect to professional organizations via listservs, conferences, and events. <http://nycdoe.libguides.com/librarianguidebook/networking>
- **Print/Digital Resources:** What publications do you find helpful? Are there librarians of national prominence you follow on social media, or have seen at conferences? Can keeping up with their writing and advice help with your needs?
 - The **New York City School Librarian Information Sharing Tool (NYCSLIST)** is an email listserv with over 1000 participating librarians.
- **Mentors:** Rich relationships with mentors is a crucial part of campus librarianship. Experienced librarians who work in stand-alone schools or on campuses, professionals from other spaces in the education and library fields, and other experts in literacy and technology may be important advisors.

As you identify supportive people and organizations, use the SWOT organizer to depict the kind of help you might seek from each one. When you have a question or issue, refer to the table to help you remember that you do have support, and to figure out the best person to ask or resource to consult.

Invite people to join you in your effort, noting that communication will mostly be asynchronous. You can create a google group or an email list, or have a section on your library site where CLAC members can contribute. Or, reach out to individuals on an as needed basis.

Finally, don't be discouraged by any initial lack of interest in a CLAC. Start small, meet quarterly, and expand both membership and topics addressed as your community develops a commitment to your program.

BEST PRACTICE: Use your CLAC to help advise you in big and small tasks. For example:

- Having a tough time with a budget issue? Email another librarian on your CLAC to vent and get some constructive ideas.
- Revising that mission statement? Email a draft to your CLAC colleague who is a fantastic editor.
- Need programming ideas? Check your CLAC list of professional resources. Peruse School Library Journal and send an email to the NYCSLIST!



Resources and Links

- SWOT analysis graphic organizer
<https://docs.google.com/document/d/1rWBluoq3FG8wlykQCTzzDdHDsvF0-rA0w0dqtyNRt9s/edit?usp=sharing>
- NYSED School Library Media Program Evaluation (SLMPE)
<https://nycdoe.libguides.com/c.php?g=944646&p=6809573>
 - NOTE (Nov 2019): NYSED SLMPE will be replaced by the NYSED School Library Program Rubric; please check <http://www.nysed.gov/school-library-services> for updates.
- New York City School Library System Networking Guide
<https://nycdoe.libguides.com/c.php?g=944646&p=6809545>
- New York City School Librarians' Association
<https://nycsla.com/>
- New York City School Librarian Information Sharing Tool (NYCSLIST)
 - Information : <https://nycdoe.libguides.com/c.php?g=944646&p=6809545>
 - Instructions for joining: http://nycdoe.libguides.com/ld.php?content_id=17597358



DEVELOPING POLICIES, RULES, AND GUIDELINES

Developing Policies, Rules, and Guidelines

Sharing one library across many schools means that consistent policies are essential to ensure equity of library use. Clearly communicating these policies is crucial. Thoughtful policies, rules, and guidelines allow students from different school cultures to co-exist in the shared library space.

Topics that policies, rules, and guidelines should address include access and use, collection development, challenged materials, Internet acceptable use, circulation procedures, and scheduling.

Share these policies on your library's web site, and make sure each principal and your campus manager knows where to find them. Share print copies with principals if that is more aligned with the culture of their school.

The table below highlights a few issues that are of particular concern for the campus librarian. As the table notes, policies should be engineered to meet the library goals you have set. The questions and practices in the table are ideas for you to consider as you create these goal-driven policies.

After the table, we discuss a couple of issues in more depth. These are not the only policies, rules and guidelines you will want to consider. The New York City School Library System publishes the *NYC School Librarian Guidebook*, which contains "blueprint to the policies, standards, and procedures that enable library personnel to develop, organize, and manage exemplary school library programs." The templates and guides offered there will help you develop policies to support all the schools in your library community.

Library Goal	Question	Best Practices
Open access and scheduling	How can multiple schools share library?	Create a scheduling policy that ensures equal access
		Use a publicly visible calendar to schedule events (We recommend Google Calendar with color coding for each school)
		Create a pass system or use student IDs to collect data on student library usage by school
	How can the library handle multiple bell schedules?	Clearly indicate bell schedules as part of library signage.
	How should the library schedule students coming from lunch or released from class?	Create a uniform pass system or sign-up for all students (ex.first 50 passes given out or first 50 students to sign-up.) Make color-coded passes for each school so you know where students coming from.

Welcoming Special Events	How should the library balance special events with open hours and instructional programming?	Clear communication with principals and campus managers about events such as picture days, orientations, testing, meetings, etc.
		Add these items to the library calendar for clarity. Use events info in your monthly and/or annual reports.
		Create a guide to special events in the library. Include a floor plan so they know how to reassemble the furniture, and clean up expectations.
		Make each event designate a point person for clean up and removal of garbage, moving furniture, etc.
Book Circulation	How can librarians ensure equal access to resources?	Create a policy for book borrowing.
		In campuses with multiple age levels, establish a borrowing guidelines that help students make appropriate choices while preserving their intellectual freedom.
		Use circulation data in monthly and/or annual reports.
Library as Hub of Campus Community Culture	How can librarians build community and emphasize the library as a community space?	Include parents and teachers in your CLAC.
		Promote library events through campus communications.
		Facilitate or encourage cross-campus clubs related to technology, gaming, books, etc.
		Engage teachers in collection development and needs assessment whenever possible
Librarian Self-Care	How can librarians care for themselves?	When will you eat lunch and prep? Make sure to include this in your schedule.
		When you're absent: how should the library be treated when you are gone? If there is no checkout, for example, make that clear. No one can check out unless they have your password.

Scheduling and Space Sharing

Emphasizing that the library is for everyone is crucial; however, the library can't always be for everyone at the exact same moment. Having clear policies and procedures for scheduling is a good way to ensure that the library can be used to its fullest potential by everyone in the campus community.

Campus librarians need a scheduling policy that reflects an open and flexible access philosophy.

Two keys to successful scheduling and space sharing are organization and communication. We recommend using a Google Calendar or other publicly visible calendar that updates in real time. Make yourself the point person for the library calendar. Ask all school staff to email you, or use a Google Form, to schedule events in the library. This will help avoid double-booking.

Making the calendar public will also help with transparency, and show how valuable and well-used the library is. Color coding each school on the calendar will also give an at-a-glance sense of who is using the library, and who may need to be encouraged to participate more often.

BEST PRACTICE: Include a line in your email signature with directions on how to book the library (*to reserve the library, email me! or click this link to schedule the library!*, for example). Place those directions prominently on your library site.

Collection Development Policy

The NYC School Librarian Guidebook offers a comprehensive guide to collection development that is essential to all NYC school librarians. Beyond these guidelines, however, campus school librarians have additional concerns as they are developing one collection that must serve many school communities. The following elements will help you develop your collection with maximum input from campus library stakeholders.

Teacher Input: Use input from teachers from all the schools according to their area of expertise, to assess the collection for its relevance to the curriculum, quality and currency. Let them know that their input means that library purchasing will be targeted to fill gaps they identify.

Curriculum Maps: Use the curriculum maps from each school to determine how well the collection aligns to the units being taught.

School Themes: Does your collection support deep learning around those themes? Administrators and teachers may be able to suggest essential titles that support school themes.

Student Input: Have a suggestion box in the library, and keep track of student requests that they make in passing. Ask students to tweet or Instagram books that they'd like to see in the collection. Use your own social media accounts to solicit their ideas.

Vendor Resources (if available): Follett (Titlewave) and Mackin both provide great tools for collection development and inventory. Using tools provided by your vendors is a great way to manage these processes. Your vendor reps will help you set up your accounts in a way that simplifies working with multiple budgets. Make sure to ask!

Available Data: Information such as age levels, the percentage of English language learners and the first languages spoken, circulation statistics, and the percentage of students with reading or learning difficulties can help you build a relevant collection.

Challenged Materials

If materials are challenged, notify principals at all schools about the challenge via email. Include your policy in the email (a sample email is included in the resources for this section). For more information on policy regarding challenged materials, see the NYC School Librarian Guidebook.

Lost and Overdue Materials

Make sure your policy is consistent with school and district policies. Consult with your Library Operations & Instructional Coordinator at the New York City School Library System when developing the best policy for your campus.

No school may withhold student grade reports or other records due to lost or overdue materials. The New York State Education Department has long held that a public school may not withhold grades, a transcript, or books from a student for any reason. A student is entitled to those items as part of a free public education guaranteed pursuant to Education Law 3202.

If fees are allowed, collection and use of any fees for overdue and lost materials must be coordinated with the school and comply with Chancellor's Regulation A-610, Fundraising Activities And Collection Of Money From Students §IV & §V. School administrators should establish accounting procedures for these funds. These funds are best used to maintain the library collection; discuss with your schools' principals and the building manager how these funds will be managed.

BEST PRACTICE: House your policies in an accessible place online so the community can access them as needed.

Resources and Links

- NYC School Librarian Guidebook
<https://nycdoe.libguides.com/c.php?g=944646>
- Collection Development, NYC School Librarian Guidebook
<https://nycdoe.libguides.com/c.php?g=944646&p=6809506>
- Challenged Materials, NYC School Librarian Guidebook
<http://nycdoe.libguides.com/librarianguidebook/challengedmaterials>
- Challenged Materials Sample Email
https://docs.google.com/document/d/1e0nhnGRnjrwb9hOYQq-ymepeHASpYWpJjlsFc1_gvkQ/e_dit?usp=sharing



COMMUNICATION

Communication

Communication is an essential piece of managing a campus library. The communication strategies that are best for you will depend on the culture of your schools, and how the leadership and teachers in each communicate with one another. While the librarian can certainly use their unique communication strategies across all schools, take the time to learn about the culture of each of your campus schools. What methods do each use to communicate about events with students, faculty, and staff? Find out how you can get the library news integrated into their newsletters, websites, and phone blasts or social media. Create a dynamic and accessible library website that is constantly updated so students and teachers will check it regularly.

All communication from the library is a form of advocacy. Communication is also the cornerstone of vision building. By communicating regularly with library stakeholders like administrators, teachers, and students, you shape the school's view of the library.

Some questions to consider:

- How does each school communicate with faculty, students, and parents?
- Does the school use different methods of communication for different groups, different types of events, etc?
- What role does face-to-face communication play? What is the meeting culture of schools like?
- Who are your allies in each school? How can they help you implement your communication strategies?
- What strategies does your CLAC suggest for communication?

Website

Your library website is one of the first contacts users will have with your library. The website is your opportunity to present your vision for serving all the communities on your campus.

BEST PRACTICE: Include a link to your library website on each school's website.

The following section is a reprint of the website section from "Virtual Face of the Library" of the NYC School Librarian Guidebook (linked in the resources of this section).

Purpose

Creating an online presence is vital for today's library. Creating a website can be a simple process with only limited or even no knowledge of a programming language. Librarians can take advantage of the many free sites that build a website or use alternatives like wikis and blogs.

The purpose of a school's library website is to promote the library and offer a virtual space. A website should provide quick access to the library's catalog, databases, and offer help with homework and class assignments. In addition, librarians, in collaboration with teachers, can showcase exemplary student work.

Rollout

Libraries, if they have the funds, can reach out to a professional to build a site, but most school libraries are on a tight budget and can make use of free sites like Google Sites (<http://>

sites.google.com), Snappages (<http://snappages.com>), Weebly (<http://www.weebly.com>) and other such sites. These sites will also host your site for free.

Promoting the library's website is important. First and foremost, librarians should try and invest a nominal fee in branding their website with a domain that reflects the name of your school library. (i.e. [<http://is278library.org>]). The yearly cost is approximately \$15 and domains can be purchased from sites like GoDaddy (<http://www.godaddy.com>) or 1&1 (<http://www.1and1.com>).

In addition, promote your library's website by word of mouth. Each time you bring a class in, mention the site. Use it with your classes as they complete projects in the library. Librarians can distribute bookmarks with the library's URL; hang signs in the library and around school, so students are aware of the library's virtual presence.

Security

It is imperative that librarians creating a library's webpage be cognizant of the DOE student privacy rules. Do not post photos of students without using the DOE Media Consent form (<http://schools.nyc.gov/Offices/mediarelations/consentforms/default.htm>).

Best Practices

- Link your catalog directly to this page. If you are using Destiny, you can turn off the home page and then directly link to the catalog.
 - To turn off the home page, go to Back Office --> Access Levels--> Guest --> uncheck view homepage. Repeat for all access levels.
 - To directly link your catalog, use the following URL:
<http://library.nycenet.edu/common/welcome.jsp?site=xxxx>. replace the four xxxx's with your site ID.
- Create Pathfinders (topic guides) for your students. Often there are popular topics covered in multiple grades or multiple classes. Librarians can curate resources, both in print and online, and post it to the webpage for common assignments.
- Create a project page. If collaborating with a classroom teacher, create a project page that includes the assignment, due dates, and resources that will help students complete the assignment. When assignments are complete, post student work to the page.
- Homework help. Create a resource page for homework help and homework help resources.
- Create a page for your library's reference databases (such as NovelNY). **Remember, you cannot post the passwords here!**
- Offer students a place to post online reviews of their books.
- Create a page for parent resources.
- Create a page for teacher resources.
- Post the latest news for the library.
- Create a Frequently Asked Questions (FAQ) page. Create a page of library rules and regulations.
- Post pictures of events in your library and how the library is used.
- Make sure students can contact you, whether you link your email address or create a form.

Alternatives

If librarians do not want to invest the time in building an entire site, they can use alternatives like blogs and wikis to create a school library presence. These can work as well as sites and contain the same information as a standard website. In addition, it might enable more web 2.0 interactivity. Some examples of free blogs are Wordpress (<http://wordpress.org>), Blogger (www.blogger.com), and Edublogs (<http://edublogs.org>)

In addition, librarians who run on Destiny, can use Destiny's built in website builder to build a homepage. Though this isn't necessarily as robust as other options.

Limitations

Time is a limitation. But building a website does not have to happen overnight. "Attack" each component of your planned website and take small steps to build the site. Start with the important links: To your catalog. To your databases. Q&A about your library.

Emails

Some school librarians report "email is my life," while others say "I write and send emails to have things in writing, but no one ever reads them. I have to follow up in person." If your campus has schools where email is part of the culture, take advantage of this by sending notices about important events, closures, new resources and other special programs. Even in schools where email is part of the culture, keep emails short and to the point. Use short sentences and bullet points to get your main idea across quickly.

Manage your multiple email addresses wisely. Use email forwarding, and check all email accounts.

Social Media

Many librarians are "meeting students where they are," in spaces like Instagram, Facebook, Twitter, and Snapchat. Posting books you're reading, new acquisitions, or pictures of events help to build interest and keep the library on people's minds.

Twitter can also be a great space for professional development. By following professional organizations and prominent school librarians, you can stay on top of the field. You can also build relationships with other librarians who tweet from outside the NYC area. The NYC School Librarian Guidebook page on Networking has lists of professional organizations that are great to follow on Twitter.

Know what social media sites your school blocks. Which schools allow cell phones, which do not, and under what terms? May the students do work on their phones? Each school will have a different approach you will need to find out.

Keep personal social media separate from school accounts. Be careful soliciting or asking students to "follow you" Do not communicate with students personally. Always balance "meeting students where they are" with your professional responsibilities within student/teacher interactions.

Library Reports

Many campus librarians rely on monthly and annual reports to communicate their effectiveness to principals and library stakeholders.

Monthly Reports

Monthly reports can share a snapshot of what's going on in the library. Even if principals only glance at the report, you are staying on their radar, and demonstrating the library's relevance. By keeping these reports, you are also cataloging important stats you may want to use for future annual reports or grant applications. Details you may want to include:

- circulation stats
- class visits to the library by school, both statistics and a brief description of some classes held
- new books or resources

- highlights of events that happened in the library
- images!

In the resources for this section, you will find a template for a monthly report.

BEST PRACTICE: Foreground the library's learning mission by including details about instructional work in the library and about instructional collaborations with colleagues, and information about how to contact you to set up collaborations.

Annual Reports

Annual reports are a great way to share your goals for the upcoming year and reflect on past achievements. Annual reports show that you have been active all year, and give some details on what you've been up to. Since administrators often don't understand the nuances of the campus librarian's role, this report provides a resource for them to learn more. The NYC School Librarian Guidebook has a helpful guide to annual reports, linked in the resources for this section.

Consider hosting your annual reports on your web site or in a LibGuide, like this example from campus librarian Teresa Tartaglione: <https://mlkcampus.libguides.com/endofyear2018>

BEST PRACTICE: Build toward your annual report one month at a time. Create infographics to use data from monthly reports to show the year at a glance in circulation and visits. Highlight special projects or events in the library, feature popular books, and programs that students loved.

Building Relationships Face-to-Face

Being visible around campus is one of the best ways to build relationships with students, teachers, administrators, and anyone who might become a library ally.

- **Roam the halls between classes.** Say hi to students, take a book cart of new releases, promote a library program.
- **Visit new spaces in the school.** Get out of your comfort zone! Make it a point once a week to go somewhere that you never go, even if it's just to use the restroom in a different area of the school! A stroll to the gym, cafeteria, or art room might result in crossing paths with teachers you never see, but who are dying to collaborate with you.
- **Attend meetings when you can.** While we don't recommend stretching yourself too thin, attend meetings where you think there is potential to meet teachers who may want to collaborate.
- **Visit student clubs (or host clubs in the library!).** Student clubs based on interests outside the classroom, or on academic topics, can be a great way to connect with students and engage them with resources.
- **Host events in the library.** If you are willing to invite groups to meet in the library (encouraging them to respect the space, of course), this can be a great way to expose more community members to the program. Often a meeting can result in a future collaboration with an interested teacher, student, or parent who sees a cool display or who talks to you after the meeting ends.

Instruction & Programs

Like any school librarian, campus librarians are first and foremost teachers. Even though the administrative portions of campus librarianship can at times seem in the forefront of our work, like all other academic personnel in a school, we are teachers. Library instruction is a key way to engage with the pedagogical mission in a school.

While providing instruction across your campus may seem like a challenge, it also presents some great opportunities to build community. As a librarian, you possess pedagogical expertise on essential 21st century skills that teachers often don't have time to address. Promote your specialized knowledge of inquiry, research skills, digital literacy and digital citizenship. Below find some strategies that campus librarians find helpful in maximizing their instructional abilities.

Communication! Communication, covered earlier in this guide, is an essential element to building instructional rapport with teachers. Sending emails to the English, History, or Social Studies departments might be a great way to remind teachers that you are available for research skills sessions. Chatting with teachers in the halls or after meetings, or reminding folks in any meeting you attend that you are available is a great way to promote your teaching skills. Reach out to your teachers according to the communication style of their school.

Promote! When new materials arrive, alert anyone who might be interested on campus. Use events in the library as opportunities to promote new materials. Creating new book displays before picture day can help bump up circulation!

Offer Professional Development to Teachers. Showcase your knowledge about information and digital literacy, research, literature, resources, and technology by delivering professional workshops or short tutorials for teachers at each school. You will build collaborative relationships, demonstrate leadership skills, and develop curricular and instructional insights and strategies to strengthen best practices.

Play to your strengths. If you love YA Lit, start a book club. If you are passionate about the environment, reach out to biology teachers or the science department and offer to help with a relevant project. Starting with material that you are excited about will produce great results, and serve as a springboard to more collaboration. Even a club that is outside of classes but related in some way will generate interest in you as a contributor to the school. This will get folks on campus talking about you, which leads to...

Word of Mouth. Many campus librarians say that teachers often contact them to collaborate on instruction at the recommendation of another teacher in their school or subject area. Ask teachers who you've worked with to talk up their experiences.

Displays. If appropriate, display work in the library that has come out of librarian/teacher collaborations. This reminds anyone in the library that you are first and foremost a teacher. Book displays are also a great way to build interest, and can even be curated by students.

Student clubs. Campus wide clubs are a great way to build community and promote the library. Many school librarians are the sponsors for clubs such as LGBTQ groups, manga clubs, comics clubs, and gaming clubs. Find out what resonates with your campus community and sponsor a club. Or, make your space available after school to relevant clubs, co-sponsor their events, and make them feel welcome in the space.

Calendar. In your scheduling calendar, make sure to include instructional sessions, color coded by school. These visual representations of library participation help remind anyone who wants to use the library that you also teach.

Colleagues and Resources. The Campus Librarian Network provides access to wonderful colleagues and materials, including New Visions curriculum materials that can support collaborations with a variety of subject area teachers! Additional instructional resources are available in the NYC School Librarian Guidebook



Resources and Links

- Virtual Face of the Library, NYC School Librarian Guidebook
<http://nycdoe.libguides.com/c.php?g=944646&p=6809557>
- Networking, NYC School Librarian Guidebook
<https://nycdoe.libguides.com/c.php?g=944646&p=6809545>
- Monthly Report Template
<https://docs.google.com/drawings/d/13RWidbWzDOW29C9h97SDzOMMvDaSLU-mzX2HnavPJcU/edit?usp=sharing>
- Annual Reports, NYC School Librarian Guidebook
<https://nycdoe.libguides.com/c.php?g=944646&p=6809550>
- Instruction, NYC School Librarian Guidebook
<https://nycdoe.libguides.com/c.php?g=944646&p=6809531>
- Campus Librarian Network
<https://sites.google.com/newvisions.org/astor-center-school-librarie/cln>



ACCESSIBILITY

Accessibility

As a hub of campus life, the library must be accessible to everyone. The Facilities section of the NYC School Librarian Guidebook contains some resources on making your space accessible to all. Digital accessibility is a pressing current issue; for more information, see New York State Education Department's web page on web accessibility

Digital Accessibility

Digital accessibility refers to standards and tools that help people with disabilities access web content sites. According to WCAG 2.0 AA and Section 508 of the Americans with Disabilities Act, the New York City Department of Education is compelled to create web sites that are accessible to all.

Accessible websites not only help those with disabilities access web content; such websites also feature good design principles that benefit all people. Below are a few tips to help you keep your library site accessible to all.

You can use accessibility checkers like [the WAVE tool](#) and the [accessibility checkers in Microsoft products](#) to check the accessibility of your current resources according to current guidelines.

Three key issues of digital accessibility that recur in library practice are Alt Text, Hyperlinks, and Headings.

ALT TEXT

Alt Text is text within HTML code that describes an image. Screen readers will pick up this text and read it aloud, allowing those with visual disabilities to understand the image.

Use Alt Text to convey the meaning or significance of an image, rather than a description. Alt Text includes

- INFORMATIONAL TEXT describes the meaning and function of an image. For example, if the image is a clickable button, the text should describe what the button does
- NULL indicates an image is merely decorative (for example, a border around some text, a random image separating paragraphs, etc.). In this case, use two empty quote marks to signify "Null Text." The screen reader will ignore this image.

HYPERLINKS

Rather than pasting links on to a web page, embed the link in text that describes what the link is and where it will take you. Note that "click here" is not helpful because it does not describe where "here" is.

- Good example:
Visit the [Facilities page of the NYC Librarian Guidebook](#) for more information.
- Bad example:
For the Facilities page of the NYC Librarian Guidebook, click [here](#).
- Worse example:
Link to Facilities page: <http://nycdoe.libguides.com/librarianguidebook/libraryfacilities>

HEADINGS

Headings are a great way to organize a web page, as they make information more findable for all users, especially those using a screen reader to access your site.

- Use only one H1 heading per page
- Use H2 headings for all major sections
- Use H3 headings for each subsection
- Avoid headings beyond H3
 - if you are using H4, this is a sign to review your information organization strategy, and re-write your web content!

A helpful resource on using headings in web site design is the University of Minnesota Web Accessibility Guide <https://accessibility.umn.edu/core-skills/headings>

BEST PRACTICE: Create a template web page and use it for all pages on your site. This will help keep your site accessible.

Library Collection Accessibility

In order to make your library accessible to users with disabilities, consider a few tips from expert librarians from District 79. These tips will make your library more accessible to all users because they focus on inclusive design.

Diversify labeling systems. In addition to Dewey, consider labeling book spines with easy to recognize icons. Free stickers are available for download online. Labeling sections of the library by name as well as by Dewey number ranges will also help users quickly find the general area where there books are located.

Color coding. For many library users, consistent color coding will help them remember library organization. Color coding can be as simple as using each school's colors to denote special resources or displays of high interest to a particular school, particularly if your campus contains middle and secondary schools.

Signage. Clear and engaging signage will help direct students and teachers to the distinct areas of the library and find needed resources.

Furniture purchasing. Make sure your furniture can accommodate everyone. Can at least one computer station in your library accommodate a wheelchair? Is it possible to easily move chairs in the library to make room for wheelchairs and walkers? Moveable furniture also facilitates group work in the library.

Use MyLibraryNYC. This collaboration with NYPL is a great way to get materials that aren't already a part of your collection. If students request large print, for example, you can use MyLibraryNYC and consider adding some to your collection.

Purchase a variety of media forms, including those that support students with visual disabilities and low reading levels so they can enjoy library materials. Examples include Playaway audio books, large print, and eBooks.

Accessibility for ELLs (English Language Learners)

In order to learn more about your ELL population, look up the schools on your campus on the DOE website. By doing this search for each school on your campus, you will learn a bit about your ELL population. Visit the schools.nyc.gov page to find the ELL data of your campus schools.

- Go to schools.nyc.gov
- Click on “Find A School” (it’s at the top of the page).
- Type in the name of a school on your campus.
- Go to the Data and Reports tab.
- Click on Register.
- The school register will contain data about ELLs at that school.
- Repeat this process for all your schools.

Finding and analyzing the ELL data for you schools will allow you to better plan to meet their library needs. For further information, consult with your Library Operations & Instructional Coordinator.



Resources and Links

- Facilities, NYC School Librarian Guidebook
<https://nycdoe.libguides.com/c.php?g=944646&p=6809522>
- Web Accessibility, New York State Education Department
<http://www.nysed.gov/webaccess>
- University of Minnesota Web Accessibility Guide
<https://accessibility.umn.edu/core-skills/headings>



OPENING A NEW CAMPUS LIBRARY

Opening a New Campus Library

Congratulations!!

You're the founding librarian at a new campus library. First things first...

Community!

Contact the New York City School Library System to get the support you need from the DOE. Then, contact the CLN and connect with our community! Your fellow campus librarians will be your best resource and source of support as you begin to build your program.

Location, Location, Location!

Like all real estate in New York, the location of your library is crucial. If possible, advocate for a central location in order to make it a campus hub. If the library is located within a specific school's space on the campus, have conversations with all school leaders about how to ensure library accessibility without straining its host school. Consider varying bell schedules and policies about whether and how students from different schools on campus can interact when you establish policies and procedures for accessing the library.

Establishing Procedures and Accountability

Who will be your supervising principal? How will you be paid, and to whom will you directly report? Answer these questions right away. Work with all campus principals to determine your hours, noting that schedules may be staggered for schools. Understanding the multiple bell schedules will help you create a library schedule that maximizes everyone's access to the library.

Establishing Connections

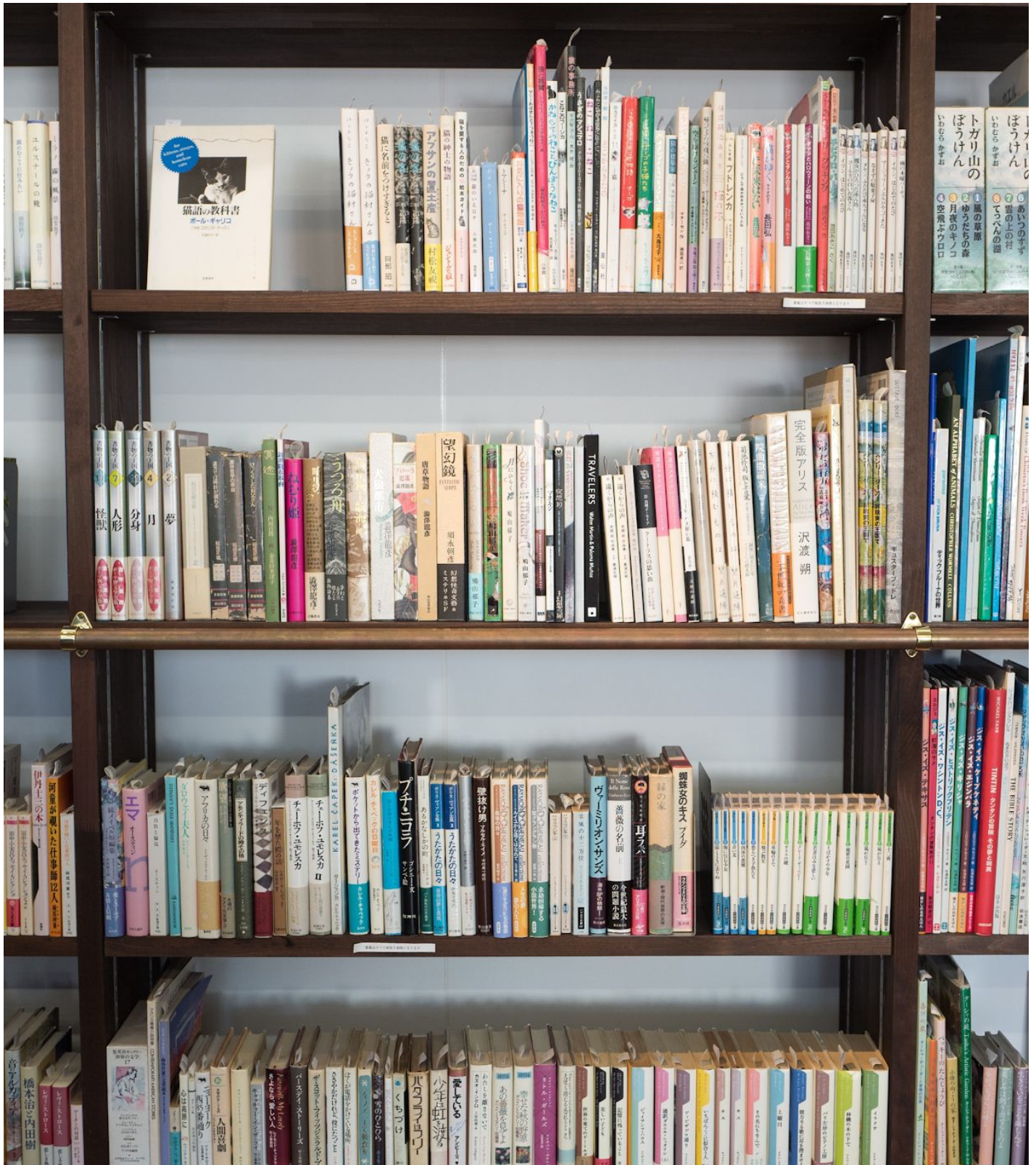
During the first month or two, get permission to visit classrooms and attend department/grade team meetings. Try to make this a priority. It will help you get familiar with each school's scope and sequence and academic priorities. Learning about the culture of each school will also help you develop your collection, library programs, and instructional partnerships more effectively.

Building Your Collection

While book ordering is covered thoroughly in the Purchasing section of this guide [add link], some information on starting a new collection is important for new campus librarians to consider. Remember that the library and all its resources are shared by the entire campus so must reflect the diversity and inclusiveness of all populations. Therefore, all incoming books should be stamped with the campus name and cataloged in a common catalog. With all your vendors, there will be one single account and barcode range to cover all your schools. Use Destiny to promote your collection with Discover Collections focused on curricular, student interest, and themed resources for the campus and individual schools to create personal connections.

If your library is in a new building: The initial core collection for a school moving into a brand new building will be provided by the SCA. The initial core collection can be created by focusing on each school, based on each school's theme. Reach out to librarians who work in schools with similar themes to help in creating the core collection.

If your existing campus library gets a new school: While new schools do not have funds to contribute to an existing library, encourage principals on the campus to discuss how the existing budgets can help build resources for the new school's needs. The new school may be able to participate in supporting the library with supplies or hardware rather than books in its first year.



THE PURCHASING PUZZLE

The Purchasing Puzzle

As one library across multiple schools, you are working with multiple budgets. As a campus librarian, your goal is that all purchases serve the entire campus. Therefore, it is especially important for the librarian to communicate their purchasing needs clearly and specifically. Be transparent your requests for materials and funds.

Vision Building: Budget Matters

Everything librarians do is a form of advocacy, including the strategies we use when purchasing books. Talking about budget matters is an important way you can build understanding with your principles. Many principals, business managers, APs and campus managers don't understand the unique budgeting and ordering processes for libraries. Because budgetary matters are so essential to school functioning, speaking this language with your administrators will go a long way toward showing the value—both academic and fiscal—of the library program.

Organization and consistency in your ordering practices will go a long way toward earning building leaders support, so take the time to put these processes in place.

To manage your library budget, always remember:

- YOUR CAMPUS HAS **ONE LIBRARY**
- YOUR LIBRARY DRAWS FROM **MULTIPLE SCHOOL BUDGETS**

Each of the schools on your campus has funds coded 338 for library resources and materials. Depending on the Basic Education Data System (BEDS) data from the prior school year, your school will have been allocated \$6.25 per pupil to spend on the library. (Note determining the total in advance can be challenging for new schools, who don't yet have data to determine their funding. Nonetheless there will be some money available in the school's budget for library purchasing.) For more information on how to access your school's budget, or any budget within the Department of Education, visit the Budget page of the NYC School Librarian Guidebook.

Budget Logistics

You have five budgets but one library: how do you juggle your needs with these numbers!? And how do you explain this unique situation to vendors?

Budget Data Management

It can be helpful to use a Google spreadsheet to keep track of your funds from each school and how you spend them. This spreadsheet template [linked in this section's resources] is an example of a way to keep track of which schools are covering what resources. In addition to helping you stay organized, this document will help principals, your purchasing officer, and the campus manager see a breakdown of contributions to the library at a glance.

Moving Funds to and From the Library: When is it OK?

According to NY State purchasing guidelines, **some monies in the school budget can be moved from one allocation category to another**. Funds budgeted for textbooks, hardware, and software can be moved into the library, among other codes. So, if a school on your campus has extra hardware money at the end of the year, those funds can be transferred to the library. If you need additional funding, make your principals aware of this!

Conversely, **library funds CANNOT be moved into the textbook, hardware, or software categories**. Be aware that you may need to advocate for school software money to cover automation renewal. You may also need to advocate to replace your hardware at the same rate it is replaced in other spaces in campus's classrooms. Other supplies like toner, printer paper, etc. should also be ordered accordingly. Make sure your hardware needs are being discussed in campus-wide meetings as well as meetings local to schools.

BEST PRACTICE: The library is the largest classroom on campus. This is a great point to bring up in conversations about replacing hardware and software on campus with your schools.

Planning and Presenting Your Budget: Know Before You Go!

Because you will be managing budgets that are spread across multiple schools, you will necessarily present your plans to multiple audiences. Clearly demonstrating how your library's vision supports each school's vision will help principals and other colleagues more easily understand your budget plans. Here are some general tips to help you navigate budgeting, purchasing plans, and sharing those plans with others.

Learn your campus cultures! Consider student needs and teacher needs; if print reference materials aren't used because databases cover these topics and are more accessible to students in the building, note that as you develop your collection.

Know your schools AND their districts. Schools from the same campus can be in different districts and/or charter management organizations! The budget year varies across districts, so know what districts your schools are in and make sure you spend their budgets before their budget year ends. This can also help you get reallocated funds (see below).

Get reallocated funds! At the end of their budget cycles, try to get leftover funds reallocated to the library! You have a stronger case to receive these funds if you've already spent your money!

Purchase with consistency. Using the same budget line to purchase the same things over the years will help schools understand the library's function and value. Building consistency and purchasing according to their priorities will help schools get used to the library as part of their budgetary landscape and realize its value.

In all cases, spend your money! Before you experience budget reallocation in your schools, or see library moneys become reappropriated, make sure you spend your money in a timely manner.

Encourage cross-campus dialogue. Encourage principals to talk about where they have room in their budgets to support the library. On one campus, one principal took on the financial responsibility for all library supplies. The other principals in the building take on other shared financial responsibilities, and the group makes sure everyone is paying equally into these shared spaces.

Prioritize collaboration! If teachers are great collaborators, purchase their requests to strengthen the bond. This can open the door to collaborative grants and other opportunities that serve the entire school. In addition to listening to your teachers, also think about how that purchase meets other needs on the campus. A very niche request may be better fulfilled at the public library or use MyLibrary NYC

Less is more. Placing fewer, more targeted orders will streamline your process. It also means fewer times you will have to explain the concept of a campus library to vendors.

Less is still more. Using fewer vendors will also streamline your process

Know that it's a process. It takes time to navigate all the different personalities and cultures of multiple schools on a campus. It also takes time to figure out what's best for you and the library. This process of creating best practices takes time.

Never stop shopping! (Advice you'll probably only find in this guide!!) Always have a list going for the next order, even at the end of the school year. Building a great collection is a process.

Buying Books: Working With Book Vendors

Your collection is meant to serve all the schools on your campus. As with any school library, let the schools' curricula, missions, and visions drive your collection development. Talk to teachers, principals, and especially to students about what resources they need and want. Great suggestions for collection development best practices are available in the Selection page of the NYC School Librarian Guidebook. As noted in the Guidebook, the collection development plan has five steps:

1. Create a mission statement for your library.
2. Collect and analyze data about your students.
3. Align to the standards.
4. Collaborate with others.
5. Connect and share.

Also, before ordering any books, review the Ordering page of the Guidebook. The guidelines in this handbook help to apply purchasing rules and guidelines in the campus library context.

For book purchasing, remember

- Your library has **one campus name** and **one set of processing specs**
- All incoming books should be **stamped with the campus name** and cataloged in one common catalog
- Each vendor has its own barcode range

Explaining The Campus

Since campus schools are unique to NYC, vendors have little familiarity with them. It's worthwhile to explain the campus to any new vendor, as all NYC book vendors need to have some understanding of the campus. You may need to explain this each time you speak to a vendor, since you can't assume that each time you work with a vendor you will speak to the same representative.

When book vendors understand the campus, it helps them help you. One example that your representative at a vendor can link each secondary account to your master account so they have the same barcodes and processing specs.

Sample Script

I work at a campus school. That means, I have X number of schools in my building, but my library, the NAME OF YOUR LIBRARY, serves them all. So I purchase from X different budgets but all my books are cataloged for the same library with the same processing specs.

Creating Accounts

For Large Book Vendors (Follett, Mackin):

REMEMBER: one main library, multiple school accounts.

Create a MASTER ACCOUNT. Ideally, your Master Account is correlated with budget of the school on whose table of organization you appear and to whom you report for time and attendance. This information is managed in Galaxy, which is the database used to manage school budgets and purchasing. Thus, librarians refer to their Master Account school as their “Galaxy School.”

- The MASTER ACCOUNT will be where you keep your master collection list.
- This account must contain the SCHOOL NAME because when you purchase items using this account, that school will need to see their own name represented in the invoices to create a purchase order.
- Create the processing specs for your library in this account.
- Ask your vendor representative to help you link each secondary account to your main account for barcodes and processing specs
- When you are ready to purchase, you can move parts of your main list to the secondary accounts of your other schools in order to use those funds to buy those books.

Create SECONDARY ACCOUNTS for each of your other schools.

- For these accounts, use the NAME OF THE SCHOOL ONLY in the username.
- Do not create unique book lists in these accounts.
- Use the same processing specs from the main account in these secondary accounts; *make sure your vendor representative helps you do this.*

For Smaller Book Vendors:

With smaller vendors, with whom you may only use one school budget to make purchases, it’s still important that they know you are a campus school. The name on your processing specs (THE CAMPUS) may differ from the name on your account (ONE SCHOOL), which can be confusing for those who do not understand the NYC campus library.

BEST PRACTICE: Some small vendors may appreciate you sharing your processing specs from a larger vendor like Follett to ensure consistency (although each vendor will have a unique barcode range).

Placing Book Orders

This is a detailed explanation of purchasing books for a campus library. See the Book Purchasing Checklist [linked in the resources for this section] for a one-page, step-by-step guide to book purchasing!

STEP 1: Select Books To Purchase

On the Mackin or Follett site, share the items you wish to purchase from your Master Account with the Secondary accounts that you wish to use to make purchases.

Many librarians print out the FAMIS instructions provided by vendors (e.g. Follett) and fill in the information relevant to their purchase order and school. They share this document with their staff in charge of purchasing (in most schools, this is the business manager).

STEP 2: Contact A Purchasing Office (one of your schools)

Email your purchasing office. Include in this email:

- the school name & address via your school account (on Mackin/Follett) whose budget you are spending. Remember, the purchasing office can only create a purchase order for their own school, so your order cannot be under the campus name.
- your book list (i.e., Titlewave) or the invoice that has the list of whatever it is being ordered
 - this may need to be printed out, depending on your vendor. Titlewave, for example, does not allow you to download a PDF of your list at this time, so it must be printed for your purchasing office, or printed and scanned.
 - indicate in the “ship to” address that this order should go to the library. Include your name and the name of the library to ensure its delivery to the space.

This will begin the process of getting a **purchase order number** that you will need to place an order with your vendor.

STEP 3: Contact Vendor to Place Order

- For most vendors, (i.e., Follett, Mackin), every account has its own customer number, even if all those accounts are using the same processing specs.
- When you purchase or send an email related to a purchase, you need to use the number from the account that you will use to make the purchase.

When you receive the purchase order number: Via fax, share the purchase order number with the vendor. *Do not assume the purchasing person will do this.* If this number is not included with your order, the process can be extremely delayed. Vendors do not start working on orders unless they have a purchase order number

Send an email to your representative at the vendor.

This email should include:

- Subject line:
 - “[your customer number]”, “[your purchase order number]”, and “PLEASE PLACE ORDER”
- Body of Email
 - Purchase Order Number
 - Your Customer Number
 - Your Order
- Attached to email:

- A picture of the book list from the account placing the order
 - Share a screenshot, scan, or photo of the book list from the account that you ordered from with your rep.
 - While the vendor's online system will eventually route a copy to your rep, to ensure that they have it easily at hand.

DOUBLE CHECK that your order will be shipped to the LIBRARY to ensure you receive your books, and they don't get lost in the many packages your purchasing offices receive!

WHEN YOU RECEIVE: Save packing slips! Save packing slips and check in each book to ensure your order is complete. The packing slips go back to you purchasing officer/person.

For Experienced Campus Librarians

The New York City School Library System recommends that new campus librarians focus primarily on your book purchasing.

However, once you have been on campus for some time, you may gain access to funding sources outside the 338 funds. For example, software money from a school's budget excess might be transferred to the library or grant funds might be earned. If you have been asked to spend other funds, consult your campus purchasing officer for guidance.

Also consult the purchasing guides available on the NYC School Librarian Guidebook for information and regulations about purchasing materials beyond library books.

Resources and Links

- Budget, NYC School Librarian Guidebook
<http://nycdoe.libguides.com/librarianguidebook/budget>
- Simple Campus Library Budget Spreadsheet Template
https://drive.google.com/open?id=19mo4_rRQUzFWNqS3XpbliQrXXupPXgevplFkRonC0zo
- Selection, NYC School Librarian Guidebook
<http://nycdoe.libguides.com/librarianguidebook/selection>
- Ordering, NYC School Librarian Guidebook
<http://nycdoe.libguides.com/librarianguidebook/ordering>
- Book Purchasing Checklist
https://docs.google.com/document/d/16YRpGVNXQ2iBG94KS3s_hJagRCvLSYPPLVmr-JBuKsA/edit?usp=sharing
- Purchasing, NYC School Librarian Guidebook
<http://nycdoe.libguides.com/librarianguidebook/purchasing>

