

## **School Library Technology Programs**

### **Introduction**

These regulations are written to assist principals, teachers, and staff, in the development, maintenance, and extension of the library technology programs in our schools. A dynamic, student-centered, library technology program, available at the point of need, at least thirty (30) minutes prior to the beginning of the student school day, throughout the student school day and at least thirty (30) minutes after the end of the student school day, is necessary to support learning needs of students, foster information literacy and facilitate lifelong learning.

The goals of the library technology programs focus on the improvement of student achievement by ensuring that students and staff are effective users of ideas and information, enabling them to be information literate, life-long learners. This is accomplished by:

- by providing instruction to foster competence in acquiring and using information and ideas, and in evaluating information resources;
- by collaborating with classroom teachers to integrate Colorado Academic standards, especially Research and Reasoning, into lessons for student learning;
- by stimulating interest in reading and appreciation of literature through group instruction and individual guidance;
- by providing intellectual and physical access to materials in multiple formats; and
- by working with other educators to design and carry out learning experiences to meet the needs of individual students.

Quality school library technology programs have the following major components:

#### **1. Open Learning Environment**

The Colorado Springs School District 11 (the District) school library technology program promotes the development of skills and attitudes that prepare students to be life-long learners in an information-rich society. To prepare students, the library technology program provides an open setting that encourages enthusiasm and success in learning. Students are provided with access to resources that stimulate intellectual growth and the development of critical thinking skills. The individual District school library technology program:

- is an integral part of the school's learning services;
- offers flexible, open-access to library resources at the time of need; and,
- provides an active and stimulating atmosphere for information users.

## **2. Flexible Access at the Point Of Need**

In a student-centered school library technology program, learning needs take precedence over class schedules, school hours, student categorizations, and other logistical concerns. To meet learning needs, the program's resources and services must be available so that information problems/needs can be resolved when they arise. Predetermined timetables with other options and practices that limit access to resources on the basis of age, ability level, or other means of grouping can stifle intellectual curiosity and authentic learning. Flexible schedules also allow the school library technology educator more opportunities for collaborative planning with teachers. Flexible, equitable, and far-reaching access to the school library media program at the point of need is essential to the development of a vibrant, active learning environment. Classes are not scheduled in the library media center to provide teacher release or preparation time. The individual District school library technology program:

- has learning needs taking precedence over class schedules, school hours, and student categorizations;
- has resources and services available so that information problems can be resolved;
- does not have predetermined timetables that limit access to resources on the basis of age or ability level.

## **3. Standards-based Curriculum Integration and Instructional Partnership**

Significant learning occurs when both process and content are integrated and when learners are continuously involved in the process of self-directed problem-solving and self assessment to develop information literacy and promote life-long learning. The individual District school library media program:

- provides relevant, meaningful instruction based on multiple resources;
- encourages library technology educators and teachers to partner and collaborate on standards-based lessons;
- looks at student work as a primary method of assessing learning;
- applies an information problem-solving process to curriculum-related learning objectives;
- encourages and provides opportunities for collaborative planning and teaching by staff and teachers;
- stimulates students to be active and independent learners;
- offers education, training, and guidance to students and staff in the use of all resources;
- encourages the production of appropriate products, including multimedia presentations, and works with individuals and groups as determined by student need.

## **4. Resources**

Resources available in and/or accessible through the school library provide students and faculty opportunities for research, reading, and life-long learning; support and enrich the

curriculum; and meet students' diverse needs and interests. Library materials must be cataloged, inventoried, and disseminated through the library and be available to all users. These materials should be current and in good repair, selected according to District-adopted, Board-approved selection policies, and must reflect an appropriate balance among print, software, and electronic resources. In addition, a District 11 school library media center's collection should reflect the unique needs of the specific school population. Outdated and worn library materials should be regularly discarded, according to established guidelines and procedures. Provisions should be made for access to information resources beyond the school via interlibrary loan (within the district and outside the district) and via on-line telecommunications. The individual District 11 school library technology program:

- offers a balance of print, multimedia, and electronic resources based on District-adopted, Board-approved selection policies;
- develops and maintains a balanced collection based on curriculum and user needs, proportionate to student population and special programs;
- provides access, instruction, use and models the use of technology
- offers access to resources on-line; and, reflects a diverse community.

## **5. Library Technology Management**

The Library Technology Educator (LTE) serves as the manager of the program. The LTE plans, organizes, staffs, directs, coordinates, reports, and budgets based on program needs. Management activities include strategic planning which results in the development of long-range plans, and operation tasks that insure the library media center program provides exemplary service for students, teachers, and staff. The individual District school library media program:

- has a manager who plans, organizes, staffs, directs, coordinates, reports, and budgets;
- is staffed proportionate to student population throughout the entire instructional day.
- offer opportunities for professional growth and staff development for library media center staff;
- is evaluated by tools and standards designed for school library technology centers;
- seeks collaborative library and information technology initiatives, other school libraries, public and academic libraries, and other consortia; and, informs the school community about library media center programs, resources, and services.

## **6. Facilities**

Delivery of a quality school library technology program is enhanced by a barrier-free learning environment that insures immediate access at the point of need to a centralized collection of information resources and access to an electronically networked telecommunications infrastructure that includes access to voice, video, and data transmission. The school library media center is an inviting, accessible, and stimulating place with work space for individuals and small and large groups, for research, browsing, listening, viewing, reading, and producing materials for instructional purposes. The individual District school library media program:

- is housed in a barrier-free, flexible, functional facility of sufficient size, proportionate to the student population;
- ensures access to resources and information during and beyond the instructional day and school year, and is designed to be attractive and exciting, with room for growth.

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CROSS REFS.: IJL, Library Media Selection, Adoption, Acquisition and Reconsideration  
IJNC, School Library Technology Programs