The preceding pages were removed and/or left blank for the purpose of posting.

**New York State Questions**

What grade level(s) did you teach last year (2015-16)?

- K: 21, 53.8%
- 1: 21, 53.8%
- 2: 21, 53.8%
- 3: 21, 53.8%
- 4: 19, 48.7%
- 5: 18, 46.2%
- 6: 9, 23.1%
- 7: 9, 23.1%
- 8: 9, 23.1%
Were you a full-time Library Media Specialist in your district for the 2015-16 school year?
Yes 39 100%
No 0 0%

Was that a change from the previous year?
Yes 2 5.1%
No 37 94.9%

Did you have flexible scheduling built into part/all of your day?
Yes 24 61.5%
No 15 38.5%

Will your assignment in 2016-17 be different than in 2015-16?
Yes 9 23.1%
No 25 64.1%
Other 5 12.8%

Did you have support staff in 2015-2016?
Yes 32 82.1%
No 7 17.9%
If you have support staff, what is their title?

- Library clerk: 13 (39.4%)
- Teacher's aide: 4 (12.1%)
- Other: 16 (48.5%)

If you have support staff, how many hours per day?

- Full day: 17 (53.1%)
- Half day: 5 (15.6%)
- Quarter day: 1 (3.1%)
- Less than quarter day: 0 (0%)
- Other: 9 (28.1%)

If you have support staff, how many days per week?

- Full week: 24 (72.7%)
- 4 days: 0 (0%)
- 3 days: 1 (3%)
- 2 days: 3 (9.1%)
- 1 day: 1 (3%)
- Less than once per week: 0 (0%)
- Other: 4 (12.1%)

If you have support staff, is it the same person/people every day?

- Yes: 28 (84.8%)
- No: 4 (12.1%)
- Other: 1 (3%)

Will you have support staff in 2016-2017?

- Yes: 28 (71.8%)
- No: 4 (10.3%)
- Other: 7 (17.9%)

Do you use any assistive technology? If so, what kinds?

- No
- Yes

  Read-aloud component of databases, audio books, etc.
  Read aloud components
  Students used the read-aloud component in the databases
  Read-aloud databases, streaming audio
  Yes, text to talk and read-aloud components of digital resources
No.
Yes, read aloud on select databases.
Did not use
read aloud databases
Text to speech etc on databases and ebooks
read-loud component on databases and books, screen readers
Read-aloud component, audio books
Digital Audio Books, read aloud features on databases and eBooks
Yes, Read aloud components on computers, High contrast or large font screens
Yes (read aloud)
read aloud
For english as a second language
in the building yes, but not in the library
Read-aloud in databases
Read aloud component on some databases, Bookshare read-aloud
SMART Board and we have a program called TrueFlix that has a read-aloud component

Were you able to collaborate with classroom teachers in 2015-16?

- Frequently: 15 (38.5%)
- Occasionally: 20 (51.3%)
- Rarely: 3 (7.7%)
- Never: 0 (0%)
- Other: 1 (2.6%)

How has collaboration changed from the previous year (2014-2015)?

- Increased: 9 (23.1%)
- Remained the same: 20 (51.3%)
- Decreased: 6 (15.4%)
- Other: 4 (10.3%)

What was your level of book funding last year?

- $6.25 per student: 8 (20.5%)
- More than $6.25 per student: 20 (51.3%)
- Less than $6.25 per student: 11 (28.2%)

Did the school library program receive funding in addition to NYS book funding?

- Yes: 22 (56.4%)
- No: 17 (43.6%)

Was there a change in funding from 2014-2015 to 2015-2016?

- Increased: 3 (7.7%)
- Stayed the same: 21 (53.8%)
- Decreased: 15 (38.5%)
In 2015-16, did you do an inventory of your collection?

- Yes: 35 (89.7%)
- No: 4 (10.3%)
- Full inventory: 3 (7.7%)
- Partial inventory: 12 (30.8%)
- Planning to do inventory in 2016-17: 6 (15.4%)

In 2015-16, did you weed materials from your collection?

- Yes: 36 (92.3%)
- No: 3 (7.7%)
- Other: 0 (0%)

In 2015-16, did you collect circulation statistics?

- Yes: 32 (82.1%)
- No: 6 (15.4%)
- Other: 1 (2.6%)

Yes, using stats from PNW BOCES provided portal: 8 (20.5%)
Yes, directly from vendors: 10 (25.6%)
I collected them, but I did not review them: 2 (5.1%)
I did not collect them: 16 (41%)
Other: 3 (7.7%)

Did you participate in any of the following PNW BOCES professional development opportunities in 2015-2016?

- SLS Opening Network Meeting (Sep 2015): 22 (56.4%)
- Combined Network Meeting (Nov 2015): 10 (25.6%)
- Coding and Learning Conference (Dec 2015): 4 (10.3%)
- Combined Network Meeting (Mar 2016): 9 (23.1%)
- SLS Annual Conference – Perspectives on a Diverse Library (Apr 2016): 15 (38.5%)
Students have access to skilled LMP instruction as a component of all subjects in a program staffed full-time by a certified LMS, with support staff adequate to meet program needs, as determined by student enrollment.

Students have access to skilled LMP instruction as a component of many subjects in a program staffed full-time by a certified LMS, with support staff adequate to meet program needs, as determined by student enrollment.

Some students have access to skilled LMP instruction as a component of some subjects in a program staffed by a certified LMS, is staffed part-time or in insufficient ratio to student enrollment to meet instructional program needs.

Many students have little or no access to skilled LMP instruction; LMP is not staffed with a certified LMS, is staffed minimally part-time, or in a ratio less than 1 full-time LMS per 1000 students; support staff is inadequate in ratio to school size, untrained, or nonexistent.

If you participated in additional professional development, please list below.

SLMSSENY, SSL, NYLA, AASL and ALA conferences and workshops
The NYLA/SSL Annual Conference
Webinars
Understanding Inquiry - Rockland BOCES
Tech Forum New York, Just in Time Tech (BOCES), Web Tools 1 (District Class), ISTE/June 2016
AASL National Conference (November 2015), Tech Conference in White Plains (April 2016), Google Summit (September 2015), SLMSSENY Annual RVW Brunch (June 2016), Google Certification Bootcamp 1, Google Certification Bootcamp 2, PA Forward Conference (July 2015) etc.
Getting Started with Makerspace
ISTE Conference, LHRIC Tech Expo conferences, Curriculum council workshops, online courses and webinars
Ed Camp
Makerspace Facilitator Forum
Makerspace Workshop over 3 separate days, Tech Expo in district spanish for beginners
Level 1 Google Certification Bootcamp
101 Best Strategies to Increase the Effectiveness of Your School Library Program
attended many maker space conferences, ED Leadership conference, and new children's Lit conferences
Various webinars, online course re copyright, multi-language book fair, WLS breakfast meeting
Through BOCES I participated in the Makerspace Workshop

Who funds your attendance at professional development?

District 30 76.9%
Self 11 28.2%
Other 5 12.8%

Local Questions: Member Plan and Report

STAFFING: Student learning is increased through access to certified library media specialists and well qualified support staff.

RESOURCES AND MATERIALS: Student needs for learning resources are met through well developed collections of materials in a variety of formats.
Comprehensive up-to-date collections in multiple formats are built collaboratively on Board-approved policy and evaluated continuously to support Standards. Up-to-date collections in multiple formats are developed with Board-approved policy to support the Standards and curriculum, with some faculty and student input; the weeded collection is built following a district-approved selection policy and weeded regularly; average age of non-fiction is less than 15 years old; the weeded collection holds 5-9 print or electronic titles per student. Aged collections in disrepair do not support standards, curriculum or diverse needs, with little weeding, analyses, or collaboration in development; average age of non-fiction is over 20 years old; the weeded collection holds fewer than 5 print or electronic titles per student.

**RESOURCE SHARING:** Cooperative relations improve library media program services and provide better access for students to information, knowledge and learning

Unique resources are gathered and shared in response to curriculum needs and interests of diverse learning community; LMP anticipates resource needs through collaborative efforts; LMP participates fully in regional networks and SLS; interlibrary loan program is robust and responds to needs of all the learning community; all faculty and students are aware of an interlibrary loan program; library is a member of a regional network and SLS; limited interlibrary loan takes place, some faculty are aware of interlibrary loan program, library frequently responds to requests from other libraries.

**EQUITABLE ACCESS:** Students have flexible and equitable access to resources that support their academic and personal learning and meet diverse learning needs

Collaboratively developed policies and procedures ensure collections, resources, and services are flexibly available for all learners beyond LMP and the school day, including access to collections, resources, and equipment; LMP is sometimes used to provide classroom teacher planning time; planning collaborative instruction is in development. Library is a member of a regional network and SLS; interlibrary loan program is robust and responds to needs of all the learning community; library is a member of a regional network and SLS; limited interlibrary loan takes place, some faculty are aware of interlibrary loan program, library frequently responds to requests from other libraries.

**BUDGET:** Library media program has adequate, sustained funding to support student needs to attain the learning standards and achieve school mission, goals, and objectives

Highly adequate LMP budget includes long-range development plan for LMP; funding sources include innovative programs, grants, and partnerships for additional resources; LMP is a member of a regional network and SLS; interlibrary loan program is robust and responds to needs of all the learning community; library is a member of a regional network and SLS; limited interlibrary loan takes place, some faculty are aware of interlibrary loan program, library frequently responds to requests from other libraries.

**FACILITY:** Library media center facility is conducive to learning and flexible to meet every student's needs

Highly adequate LMP budget includes long-range development plan for LMP; funding sources include innovative programs, grants, and partnerships for additional resources; LMP is a member of a regional network and SLS; interlibrary loan program is robust and responds to needs of all the learning community; library is a member of a regional network and SLS; limited interlibrary loan takes place, some faculty are aware of interlibrary loan program, library frequently responds to requests from other libraries.
LMP facility is inviting, large, flexible, and conducive to different learning styles and use by multiple groups and individuals simultaneously; furniture, shelving, displays, lighting, and technology accommodate simultaneous use by who
LMP facility is barrier-free, accessible to all, including individuals with disabilities; furniture, shelving, lighting, and technology are functional, but limited in accommodating whole groups, and indivi
LMP facility is minimally accessible to individuals with disabilities; furniture, shelving, lighting, and technology are functional, but limited in accommodating whole groups, and simultaneous use; facility is dedicated to LMP usage, but sometimes used for other purposes that interfere.
LMP facility is not inviting to students, inflexible, not conducive to different learning styles. Some furniture, shelving, lighting, or technologies are difficult to access, inadequate.

Number of daily responses
29 responses

Summary

How would you assess the quality of service the School Library System provided for resource sharing and interlibrary loan?

- Excellent: 15 (51.7%)
- Good: 12 (41.4%)
- Fair: 2 (6.9%)
- Poor: 0 (0%)

How would you evaluate the usefulness of the SLS Listserv?

- Extremely useful: 16 (55.2%)
- Occasionally useful: 13 (44.8%)
- Rarely useful: 0 (0%)
- Never useful: 0 (0%)

Communication between the SLS staff and members was

- Excellent: 17 (58.6%)
- Good: 11 (37.9%)
- Fair: 1 (3.4%)
- Poor: 0 (0%)
Please comment on why networking meetings are useful or not useful.

yes

Networking meetings are very useful because they help facilitate collaboration.
The networking meetings are very useful. They are great places to get new ideas or find ways to solve program-related problems.

I can't always make the 7:30 am meetings due to class commitments.

All held in the morning; with early classes this made it impossible to attend.

Not useful because they are always secondary topics and secondary presenters and secondary librarians presenting secondary things.

The only reason that networking meetings were not useful was because it is difficult to get approval to miss even a part of the school day for LMSs who are split between buildings.

Absolutely useful.

Great for support and inspiration and to find out what's new in our field.

They are very useful, I just have trouble attending during the school day. It is very difficult to miss so much school time and I feel like my library program suffers when I do.. Starting the meetings earlier or making them shorter would be helpful for me in terms of being able to attend more frequently.

I am unable to attend.

Discussing common problems and successful ideas are useful

depends on the agenda

I live too far away to attend network meetings.

Useful for feedback from peers in the same field, many ideas are shared, support is important.

Meeting times are difficult

valuable information and idea sharing time with colleagues

They are useful to share ideas with colleagues but due to my schedule I have not been able to attend for quite some time.

Helps know you are not "alone" as the "lone" LMS in your building-helped to hear the "real-life" situations that others are going through

Meetings are useful because the agenda is clearly focused on helping librarians share best practices and help each other with common issues.

I learn about books, media, new library materials, library news and trends at the local and national level.

They're useful to find out what other librarians are doing and to share ideas.

It would be nice to have unstructured time. I understand that protocols are important but frankly, we have so much of that shoved down our throats at the district level, it's disheartening to finally have time to meet with librarian colleagues and have that time micromanaged, too.

It is good to hear what other LMS deal with

useful for networking and sharing ideas.
The only time I feel like part of a "program". It's so important to meet with colleagues so we are
not working alone, and reinventing the wheel. All those heads together are much better than
mine alone. New ideas, new resources, new skills.

They let me know about new library resources and professional development opportunities as
well as provide an opportunity to meet with and learn from my library colleagues in other
districts.

This was the first year I was without a library assistant. I did not attend meetings this year for
that reason. My schedule became very busy and it was difficult to attend meetings.

In what way(s) can the SLS better support your professional needs in 2016-17?

morning network meetings
SLS can bring some much needed training in the latest library information and technology
trends.
Maybe more than one or two PD offerings.
More targeted meeting discussions.
It would have been helpful to have some afternoon meetings.
More elementary only programs and elementary only presentations and elementary only topics.
Communication with school administrators would support professional needs. This would allow
admins to have a clearer picture of why networking and other meetings are vital to attend.
Communication about topics covered in these meetings would help make a case for how the day
is not a missed day, but rather a work day in a new setting. It also supports information that
LMSs are already trying to convey to admins.
Think through impositions and timing before sending out requests for action.
Continue the same as before.
I am going to take advantage of your Makerspace PD opportunities next year! I was very
inspired by hearing about the successes of others this year.
It would be wonderful if minutes or highlights could be shared following meetings.
Keeping us abreast of library news, trends and best practices
not sure
I think SLS serves my needs very well.
Continue holding workshops to support us
Keeping current and informed.
More up to date information on current best practices
workshops
Training opportunities for librarians.
Continued professional development for emerging trends/technologies Keep us posted on
advocacy that may be happening to pass the law which would mandate elementary librarians to
schools with 500 or more students
It would be helpful if the SLS were not exclusively focused on the PNW region but looked
beyond and supported efforts to attend state conferences and SSL/SLMSSENY events
Continue offering workshops; maybe an EdCamp.

Hands-on workshops on more ways to be leaders in technology.

see above. And plan programming/professional development utilizing the vast talent we have in the region.

more technology training

more time to share what is happening in other districts.

Once a month meetings.

Professional development, resource sharing

More workshops (MakerSpace, technology, etc.)

**What do you believe is the most important function of the School Library System?**

communication and networking

Support and train librarians in all facets of library science including: information literacy, multiple formats (e-books, audio/video, bilingual etc.) literature and technology.

A personal learning network and community for area librarians

Exchange of ideas, resources, best practices between librarians.

Supporting school librarians in the work they do by keeping them updated on new trends, problem solving, and sharing ideas.

Supporting librarians through professional development and advocacy

 Providing opportunities for LMSs to meet (virtually and in-person) to share ideas, triumphs, problems, and more.

Support and network.

Pooled resources

Connecting librarians in the immediate area so we can be inspired and learn from one another’s successes, taking ideas back to improve our own programs and services.

Sharing information for new and innovative ideas and best practices, news from state and federal mandates/changes, curriculum collaboration

Advocating for school libraries

Advocacy and to provide professional development for members

Networking opportunity; professional development workshops

Professional Development

Advocacy and professional development

Support

professional development

Provide appropriate training to librarians keep up with current educational trends.

Support/Advocacy

To promote the work of school librarians and help school librarians feel connected beyond the silos of their individual buildings

Keep libraries connected at the local and state level.
Keeping librarians a step ahead of educational technology trends and providing training to learn
the best way to incorporate them into our programs.
Building and reinforcing the profession
networking
Networking and sharing ideas
Meetings!
Resources and networking opportunities
To be a supportive network of colleagues outside of our own district.

The one thing I would like to see the SLS improve or expand is:

communication and networking or committees
Accommodate different schedules and use technology (google chat/facetime/ & webinars) to
reach more library professionals.
PD!
Having meetings at diverse times and more visits by the director to see what we do.
There needs to be an advocacy movement or there will be no more members.
Not sure
More mini-courses.
Sharing information after the meetings. I miss the collaboration with colleagues.
More elementary based programs
None at this time
n/a
Support
More training opportunities.
Advocacy
commitment to the larger professional networks of the school librarian field
More training workshops
COMMUNICATION!
More time to share successes and work with other media specialists working with the same age
students.
access to shared database and ebook collections
Additional workshops within our field.

**Was the SLS successful in implementing the Plan of Service in 2015-16?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tr>
<td>27</td>
<td>2</td>
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93.1% | 6.9%
In your opinion, what themes/topics would be most relevant for networking meetings and professional development?

- Advocacy
collaboration with teachers and promoting library services in the school


- Successful collaborative projects and maybe grant-writing

- Digital citizenship (if and how it is taught by the SLMS), best practices, lessons that were successful

- Integrating new ideas into the library programs and evaluating ones that have stood the test of time.

- Makerspace and Advocacy for Librarians

- Technology and research

- Coping with staffing reductions, new uses of technology.

- Collaborative lessons, technology by grade level

- Makerspaces and technology integration

- Makerspace topics, robotics, 3d printing, tying the makerspace with curriculum topics, source list for makerspace resources, bookshelf recommendations, how to adapt in a 1:1 environment

- Coding in the elementary library class, balancing literature and technology

- New technology and how to use it, collection development issues, advocacy

- I think that the topics slated for next year are spot on.

- Makerspaces in a fixed schedule library

- Continue with current trending topics and advocacy

- brain development of adolescents, promoting responsible use of social media

- Beneficial ways to incorporate google apps into the library curriculum.

- More makerspace workshops/other workshops that deal with some of the other emerging "maker activities" i.e. LittleBits, Osmo etc.

- Advocating for elementary librarians tp be state mandated.

- Digital citizenship and education technology

- Google Classroom/GAFE for librarians Digital citizenship Co-teaching opportunities with content-area / classroom teachers

- technology

- Lesson and curriculum ideas.

- Collaboration, PR, encouraging better use of the LMC.

- Maker spaces, Google Certification, Time management and collection development resources, overviews of common core and collaborative opportunities between librarians and teachers in
this area.
Technology Integration, Collaborating with teachers, MakerSpace, etc.

If the SLS Coordinator did not visit your school library in 2015-16, would you like to plan a site visit in 2016-17?

Yes, I would like for the SLS Coordinator to visit in 2016-17. I will email jmannozzi@pnwboces.org

No

The SLS Coordinator visited my school library in 2015-16.

Is there anything else you feel we should know in regard to 2015-2016?

n/a

It would be great if we could host an Edcamp at one of our network meetings.

I am a certified librarian and teacher. I am being replaced by TOSA.

I enjoyed the Coding conference.

N/A

The SLMPE incident caused a lot of angst in our district!

No. Thanks for the support.

Thanks for all you do with a friendly smile!

Elementary libraries are being eliminated in my school district, but we received no support from you.

No

Number of daily responses