

5-YEAR PLAN

Bilingual Library Material

It is the goal of Library Services that each campus has the same number of Spanish and/or bilingual books per bilingual/ESL student as books/student.

Year 1 (2002-2003)

1. Assess the holdings
2. Share with librarians how many books/student and bilingual books/bilingual or ESL student they currently have
3. Encourage librarians to think about their bilingual/ESL students when they make purchases with their funds
4. Because of changing of bilingual clusters for 2003-04, encourage librarians of campuses losing "clustership" to donate many of their Spanish books to those gaining "clustership"
5. Send 2 librarians to TLA preconference on *Spanish Collection Development* with the understanding they will in turn present to our librarians next year
6. Contract outside presenter to share bilingual storytelling ideas with librarians at March meeting
7. Use \$13,000 left over campus funds (diverted from rollover) plus \$10,000 Library Service funds previously earmarked for database cleanup to purchase bilingual books for the neediest of the cluster and stand alone campuses, bringing up the district average from 9 books/student to 10.

Year 2 (2003-2004)

1. Assess the holdings
2. Share with librarians how many books/student and bilingual books/bilingual or ESL student they currently have
3. Continue to encourage librarians to think about their bilingual/ESL students when they make purchases with their own funds, **strongly encouraging and working with those who have the lowest ratios to spend greater percentages of their own budgets until they get their counts up faster, so that available district monies can go to all bilingual cluster and stand alone campuses to help move all campuses to more closely aligned bilingual books/bilingual and ESL student and books/student ratios on each campus**
4. Continue to encourage librarians to apply for grants
5. Seek district wide grant opportunities
6. Encourage principals to use Title monies for Spanish collection development
7. Encourage the campuses and the district to include bilingual collection development in the district and campus improvement plans
8. Promote extensive weeding of the non-Spanish book collections so that seeking the same ratio of bilingual books/bilingual or ESL student as books/student becomes more realistically achievable

9. Seek permission of principals to hold one extra Fall meeting with librarians from cluster and stand alone bilingual campuses so those who have been good with collection development can assist those who need help, and to underscore the seriousness of the need to develop bilingual collections
10. Staff Development
 - a. Collection development/weeding consultant scheduled for September monthly librarian meeting
 - b. The 2 librarians who were sent to TLA preconference, *Spanish Collection Development*, in Spring of 2003 will share with other librarians in the Fall of 2003
11. Divert \$20,000 Library Services *Infusion Grant* funds to libraries with lowest bilingual books/bilingual or ESL student ratio to bring them up to the district average

Years 3-5 (2004-5, 2005-6, 2006-7)

1. Continue items #1-8 from *Year 2*
2. Divert \$20,000 Library Services *Infusion Grant* funds to libraries *until which point the **district average** for bilingual books/bilingual or ESL student is aligned with the **district average** of books/student*
3. Continue to use any left over campus and Library Services funds for extra summer purchases *until which point the **district average** for bilingual books/bilingual or ESL student is aligned with the **district average** of books/student*
4. *Once the two district wide books/student averages are aligned, continue to help all campuses build and develop their bilingual collections in line with their English collections*