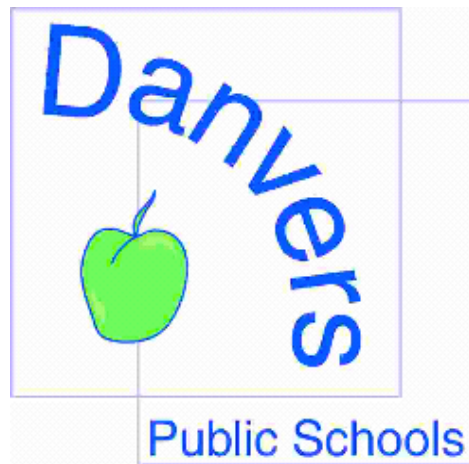


Danvers School Library Media Center Long Range Plan 2011-2016



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I. Description of Plan Methodology and Development

The long range planning process is an opportunity for the stakeholders in the Danvers Public Schools' learning community to look at our school libraries' mission statement, assess user needs, and write multi-year goals and objectives to meet our constituents' needs.

Danvers Public Schools' librarians are currently preparing our second School Library Long-Range Plan (LRP), this one for the years 2011-2016. We began the planning process in December. Sarah Woo, Karen Sekiguchi, and Ann Distasio met with Northeast Massachusetts Regional Library System consultant Susan Babb and Assistant Regional Administrator Mary Behrle on December 2, 2009. The planning process was reviewed and it was agreed that we would again use the planning guide provided by the Massachusetts Board of Library Commissioners. We discussed a timeline that would allow us to draft the plan and present it to the school committee before the end of this school year. Our new long-range plan needs to be submitted to the Massachusetts Board of Library Commissioners by October 10, 2010. On December 9, 2009, the school librarians met with Assistant Superintendent Susan Ambrozavitch who agreed to facilitate the planning committee. We discussed committee representation, a tentative timeline, and an agenda for our first meeting. We updated sections of the existing plan and created drafts of user surveys for the committee to review at that first meeting.

Our committee first met on January 20, 2010. Agenda items included revisiting the goals and objectives of our first plan written five years ago, a discussion regarding how 21st Century skills need to be incorporated, and a look at the drafts of the updated mission statement and surveys. Feedback on the mission statement and surveys was incorporated into the drafts. Faculty, student, and parent surveys were posted online during the first two weeks of April. Results were compiled by Susan Babb at NMRLS and sent to the committee for analysis.

On April 28 the committee met again. At this meeting our new mission statement was accepted and we looked at survey results. We used the survey data to inform the updating of the goals and objectives section of our 2011-2016 LRP. The committee met a third time to review a draft of the final document, and that document was presented to the Danvers School Committee for approval before submission to the MBLC.

II. Community Profile

Danvers is a wonderful place to live, raise a family and/or retire. A middle-class community with a population of 25,000, Danvers provides a multitude of surroundings for residents to enjoy, from saltwater riverfront to woodlands.

Danvers enjoys a rich history dating back to the colonial days. The town played a large role in the 1692 Salem Witch trials and later fought to win independence for our country. Originally an agricultural town, Danvers farmers developed two varieties of vegetables: the Danvers Onion (origin of the *Onion town* nickname) and the Danvers Half-Long Carrot.

We are proud of our heritage and demonstrate this at annual celebrations such as the Danvers Family Festival and the Memorial Day Parade. Residents are very caring about their neighbors and are involved with outreach and service to one another, working together to make a difference.

Through a commitment to individualized instruction, assessment, supervision and support, the Danvers Public Schools creates a dynamic community of lifelong learners who are dedicated to intellectual and personal excellence and who are prepared to contribute to our global society.

The Danvers schools are comprised of five elementary schools, one middle school, and one high school. The elementary schools house students in kindergarten to grade 5 (one school houses Pre-K to 5); the middle school houses students in grades 6 to 8; and the high school houses students in grades 9 to 12. There is a K-12 administrative council of 20 members, including the superintendent.

School	Students	Staff
Danvers High School	993	104
Holten Richmond Middle School	915	89
Great Oak Elementary School	348	43
Highlands Elementary School	398	46
Riverside Elementary School	340	51
Ivan G. Smith Elementary School	285	37
Willis E. Thorpe Elementary School	330	36
TOTAL	3609	406

Average class size: 21
Student to teacher ratio: 21:1
Per student expenditure: \$12,182.75

**Massachusetts School and District Profiles
Danvers Enrollment Data**

Enrollment by Race/Ethnicity (2009-10)

Race	% of District	% of State
African American	0.9	8.2
Asian	1.9	5.3
Hispanic	4.9	14.8
Native American	0.3	0.3
White	90.3	69.1
Native Hawaiian, Pacific Islander	0.0	0.1
Multi-Race, Non-Hispanic	1.7	2.2

Enrollment by Gender (2009-10)

	District	State
Male	1,777	491,377
Female	1,840	465,676
Total	3,617	957,053

Enrollment by Grade (2009-10)

Highlands -	392
Great Oak	363
Riverside	327
Ivan G Smith	277
Willis E Thorpe	322
Holten Richmond	
Middle School-	920
Danvers High	1,016

**Massachusetts School and District Profiles
Danvers**

Selected Populations (2009-10)

Title	% of District	% of State
First Language not English	1.8	15.6
Limited English Proficient	0.4	6.2
Low-income	14.2	32.9
Special Education	16.5	17.0
Free Lunch	11.1	27.4
Reduced Lunch	3.1	5.6

Mass DESE Website (05/25/2010)

III. Mission Statement of the Danvers Public Schools

Through a commitment to individualized instruction, assessment, supervision, and support, the Danvers Public Schools creates a dynamic community of lifelong learners who are dedicated to intellectual and personal excellence and prepared to contribute to our global society.

IV. Mission Statement of the School Library Program

The Danvers Public Schools' K-12 library program promotes reading for enjoyment and for information. Our graduates will have the information literacy skills necessary to access, evaluate, and ethically use information from a variety of sources. They will have the technological skills to produce projects and reports using multimedia programs, and they will have the skills to participate responsibly as digital citizens.

Our mission is accomplished by offering physical and virtual access to materials in all formats, by providing instruction to cultivate reading proficiency and understanding, and by working with other educators to design learning experiences to meet the needs of all students.

V. Current Status of the Libraries

Current Status

1. Teaching and Learning (Information Literacy)

Our libraries support the Massachusetts Curriculum Frameworks. Library teachers use the MSLA *Recommended Standards for PreK-12 Information Literacy Skills*, designed to support the standards of the Massachusetts Curriculum Frameworks, to determine what information literate students should be able to do in order to use information effectively, efficiently, and ethically. We also refer to the American Association of School Librarians *Standards for the 21st-Century Learner* which focuses on the learning process of information literacy skills. Additionally, we have the *Partnership for 21st Century Skills* framework. This framework describes the skills that this partnership has determined are essential for success in work and life. We do not, at this time, have a district specific scope and sequence for library skills instruction K-12.

In 2006 our district adopted the Independent Investigation Method (IIM) as our K-12 research model. The middle and high school library teachers have been trained in this inquiry method and are trainers for the faculty. We have given IIM informational presentations (February 2009) to the entire middle and high school faculties. The district also provided two days of IIM training in June of 2009 for middle and high school teachers.

Library teachers work with teachers to build a collection that supports curriculum and classroom instruction. The collection includes all formats of information including print, online sources, audio and visual media. Librarians work with teachers to build supplemental collections for summer reading, as well as other fiction, nonfiction, and reference titles that meet curricular needs. Additionally, teachers and administrators borrow a wide range of materials through our interlibrary loan arrangements with public libraries.

Summer reading committees are formed annually to create themed book lists and activities to promote and assess the summer reading experience. Library teachers play an active role in the committees and communicate our processes and outcomes with staff at the public library. The school libraries send hundreds of summer reading books to the public library for loans to students throughout the summer.

Elementary grade students visit the library once per week under the direction of the library aide for a 35-minute class that usually involves a read-aloud and book exchange. The district librarian collaborates with teachers to support classroom curriculum, and plans information literacy lessons along with enrichment activities such as Letters about Literature. The librarian teaches information literacy lessons in the library, the computer lab, or the classroom, depending on the project and time available at each school.

At the middle school, the librarian provides library orientation in September for grade 6 students, a September review of library policies and procedures, accompanied by book checkout, for grade 7 students, and a September review and banned books project for grade 8 students. In addition, the middle school librarian provides book talks for all grades as requested and offers a book discussion group open to all students, a faculty book discussion group, and read-alouds in classrooms during SSR times. The librarian introduces IIM to all 6th grade students. Collaboratively-planned research projects with 7th and 8th grade teachers that reinforce and deepen knowledge of the research process increase in number each year. Finally, a book donation program (Betty's Dream Teams) is coordinated by the library aide.

At the high school, all students are given library instruction in connection with curriculum coursework. The amount and type of instruction is dependent on the library and the classroom teachers' collaborative plans. All students in grade 9 receive library orientation and review of library policies and procedures. The library teacher provides book talks for all grades and genres as requested. Throughout the grades and content areas, projects are designed that incorporate information literacy skills. All seniors complete an extensive research project following the IIM model in the fourth quarter.

Teacher librarians create and maintain their own library Web sites that provide access to library information, databases, blogs, and wikis. Librarians also communicate with their school communities through library as well as parent newsletters.

2. Access & Delivery of Information

Facilities

There is a designated library in each school. At the elementary schools, each library space offers a reading area for classes and a workstation for the library aide or librarian. Highlands School shares its space with the computer lab, Title I, and rooms for the reading teachers. Thorpe School is currently planning a library expansion that will provide more space for books and student workstations. Riverside, Smith, and Great Oak have enough space for two classes to meet at the same time, and all have tables for student work.

At the middle school, there is a classroom area that seats 24 and features a built-in SMART Board with projector. The main area of the library seats 40 students at 10 tables. There is one computer lab available half time for library use (half time for exploratory classes) and 5 satellite computers available for library patrons. All computers have direct access to electronic databases and the library catalog. In addition, the library catalog is available to teachers in classrooms.

Danvers High School library is a large open space of 9000 square feet. There is an office/workroom and a storage room for audiovisual materials. The library seats 125 students. There are 4 different seating areas (including the computer lab) that can be used for instruction or recreational reading. Our seating capacity and square footage are within the ranges proposed by MSLA.

The high school is in the planning phase of a major renovation project. In June of 2010, the library and most classrooms will be moved to a temporary location for two years while a major renovation project takes place.

Technology Access

Our automated library catalog, Alexandria Researcher, is available on every networked computer in the district. Each elementary library and the high school library have at least one designated catalog computer. We have neither a union catalog nor a Web-based catalog at this time. Resource sharing between schools is done via emails or phone calls. Librarians arrange interlibrary loans.

At the elementary schools, the librarian reserves time in the computer labs for lessons that require technology. Scheduling is tight since all grades have a fixed schedule in the labs as well as a fixed library schedule. Each library has three student computers with Internet access. These computers can be shared and used for library lessons.

At the middle school, use of technology is fully integrated into the library program. Through the library Web site maintained by the librarian, students access databases, the Free Web, and the Noble Catalog. Students also regularly create projects using

technology. Blogs, wikis, podcasts, iMovies, PowerPoint presentations, and Flip video presentations are integrated into much classroom work, some of which originates in the library. Access to technology in the library is provided during and after school to teachers and to students.

The high school library has 32-networked IMAC desktop computers and a mobile cart of 20 Mac book (laptop) computers. We have one SMART Board All the computers are networked, connected to the Internet, and capable of multimedia functions. Two networked printers are available. Students using the Internet are directed to the library Web page where they can access databases that we purchase and those that are provided by NMRLS.

Collections

Print Material

The following table illustrates the number of print materials in each collection as well as the MSLA standards for library collections.

1/10/2010	Number of Students	Number of Print Titles	MLSA Standard (20 books per student)	Meets or Exceeds standard?
Danvers High School	985	13,600	19,700	No
Holten Richmond Middle School	926	12,332	18,520	No
Great Oak Elementary	345	11,090	6900	Yes
Thorpe Elementary	331	10,356	6620	Yes
Highlands Elementary	394	12,211	7880	Yes
Smith Elementary	284	13,163	5680	Yes
Riverside Elementary	331	12,000	6620	Yes

Other Resources

1/10/2010	Number of Students	Number of Periodical Titles	Number of Audio/Visual Titles
Danvers High School	985	47	Audio - 32 DVD -267 VID- 578
Holten Richmond Middle School	926	20	301 186 VHS 46 DVD 35 CD 34 PA
Great Oak Elementary	345	6	40 Audio
Thorpe Elementary	331	6	20 Audio
Highlands Elementary	394	6	70 Audio
Smith Elementary	284	6	48 Audio
Riverside Elementary	331		20 Audio

Staffing

Massachusetts School Library Association Standards, 2003
(Appendix X)

1. Minimum of one full-time DESE licensed Library Teacher supported by one full-time qualified library support staff for approximately every 500 students, with additional staffing for extended hours. Library teacher has demonstrable program management, budgeting, communication, leadership, advocacy, collaboration, cataloging, and technology skills. Staffing is consistent with national guidelines and is based upon the school’s instructional programs, services, facilities, size and numbers of students and staff.

School 1/10/2010	Number of Students	Current Staff LT=library teacher	Meets or Exceeds MSLA standard?
Danvers High School	985	1 FT Librarian 1 FT Aide	No
Holten Richmond Middle School	926	1 FT Librarian .5 FT Aide	No
Great Oak Elementary	345	.16 LT 1 FT Aide	Yes
Thorpe Elementary	331	.16 LT 1 FT Aide	No
Highlands Elementary	394	.16 LT 1 FT Aide	No
Smith Elementary	284	.16 LT 1 FT Aide	Yes
Riverside Elementary	331	.16 LT 1 FT Aide	No

Financial Support

FY 2009 School Library Budgets	Books	Subscriptions	Supplies	Software Licenses
Danvers High School	\$18,000.00	\$2625.00	\$900.00	\$562.50
Holten Richmond Middle School	\$11,250.00	\$1896.00	\$1875.00	\$1125.00
Great Oak Elementary	\$2400	\$375	\$225	\$500
Thorpe Elementary	\$2400	\$375	\$225	\$500
Highlands Elementary	\$2400	\$375	\$225	\$500
Smith Elementary	\$2400	\$375	\$225	\$500
Riverside Elementary	\$2400	\$375	\$225	\$500

3. Program Administration

Teacher librarians participate in the district's professional development opportunities as well as school-based curriculum development and department meetings. Library teachers are also given opportunities to meet together during early release days to share information, plan for presentations, and prepare strategic plans and look at goals and objectives developed for strategic plans.

Individual librarians take advantage of Northeast Massachusetts Regional Library System (NMRLS) and other regions' library workshops. They may also attend state (Massachusetts School Library Association) and national (American Library Association) conferences.

Collaboration & Communication

The Danvers schools have a long-standing positive relationship with our town library, the Peabody Institute Library. The library director served on the previous long-range planning committee and is on the current one. Youth services librarians serve on school summer reading committees. The elementary schools collaborate with the children's librarian on the schools' "Library Cards for All" campaign. Over 200 public library cards have been processed for Danvers elementary students, and the effort will be repeated each year.

At the middle school, the librarian communicates regularly with the young adult librarian and the reference librarian regarding research assignments and special programs at both the public library and HRMS library, and encourages students to visit and utilize both libraries.

The public library provides a homework center for students. This is a space dedicated to student use during after school hours and contains curriculum-related books and computers.

Library Policies

Our document *Guidelines for the Selection and Reconsideration of Library Resources* was updated and approved by the school committee in May of 2006.

VI. Goals & Objectives 2011-2016

Goal 1. Teaching & Learning (Information Literacy)

Objectives:

- Establish formal library curriculum K-12
- Collaborate with teachers to integrate information literacy skills into curriculum
- Provide information literacy professional development opportunities that support IIM and 21st Century learning skills to faculty and aides
- Provide and promote opportunities to motivate students to read independently

Action Plan for 2010-2011:

1. Establish formal library curriculum K-12.
2. Continue to collaborate with teachers to integrate information literacy skills into the curriculum using the IIM model.

Goal 2. Access & Delivery of Information

Objectives:

- Provide a student-centered environment that accommodates large and small groups of students.
- Provide sufficient staffing (certified school librarians) in each library to support library program.
- Maintain current and varied collection.
- Provide opportunities to evaluate and use online resources effectively, efficiently, and ethically.

Action Plan for 2010-2011:

1. Provide opportunities to evaluate and use online resources effectively, efficiently, and ethically.
2. Work with new district Technology Director to ensure seamless integration of technology to promote New Literacies.
3. Provide on-site access to the collection with a designated library computer for the middle school.

Goal 3. Program Administration

Objectives:

- Participate in district curriculum development and department meetings in order to be full partners in the implementation of the curricula
- Establish uniform and consistent communication with students, parents/guardians and school personnel to keep them informed about the types of services provided by the library program
- Collaborate with the public library and other community resources that support the library program
- Evaluate alternative sources of funding such as grants, fellowships, and gifts in order to enhance the collections and create unique programming.

Action Plan for 2010-2011:

1. Pursue grants, fellowships, and gifts in order to build collections and create unique programming.

DPS Library /Media Center Parent Satisfaction Survey 2010

The library is conducting this survey as part of our process of establishing a 5-year plan for our library program. It is our goal to meet your child’s needs. Thank you for completing the survey and helping to improve your child’s school library program. Your input is appreciated!

If you have more than one child in school please choose one to respond about.

Name (optional): _____

Student(s) attend: DHS HRMS Elementary: _____

Please complete one survey for each child.

Please indicate which of the following statements are important to you:	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
My child has enough time to visit the library.					
My child finds the library staff approachable and helpful.					
The library staff offers guidance with my child’s research.					
My child feels confident using the library catalog.					
My child can easily find library materials.					
I can find and use the library web page.					
The library is an important part of my child’s academic studies.					

1. The library resources my child uses most are: (select one or more)

- | | |
|-------------------------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Fiction books | <input type="checkbox"/> Newspapers |
| <input type="checkbox"/> Non-fiction books | <input type="checkbox"/> Magazines |
| <input type="checkbox"/> Reference books e.g. encyclopedias | <input type="checkbox"/> Audiobooks |
| <input type="checkbox"/> Internet | <input type="checkbox"/> Other (explain): |
| <input type="checkbox"/> Databases | <input type="checkbox"/> Don't know |

2. School library resources I have not seen in the library but would like to have available: _____

3. My child uses the library: (choose one)

- Daily Weekly Monthly Once per semester
 Never Don't know

4. My child uses books from the school library for: (select as many that are true)

- Leisure reading
 Homework assignments
 Class work
 Other: (describe) _____
 Does not borrow books from the library
 Don't know

5. My child does not use the school library. We get information from:

- Independent Internet searching from home
 Public Library
 Other: (describe) _____

Don't know

6. I learn about programs and services through:

- An introductory letter at the start of each new school year in a new building
- | | |
|----------------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> Printed school newsletter | <input type="checkbox"/> Electronic school newsletter |
| <input type="checkbox"/> School Website | <input type="checkbox"/> School Website |
| <input type="checkbox"/> Public Library (PIL) | |
| <input type="checkbox"/> Connect Ed | <input type="checkbox"/> Other: _____ |
-

7. Please provide a short answer to whichever of the following questions applies:

My child does not use the school library because: _____

A question I have about the school library program is: _____

Our school library could be improved by: _____

DPS Library /Media Center Elementary Student Satisfaction Survey 2010

The library is creating a 5-year plan for our library program. It is our goal to meet your needs and to improve library services. Thank you for your input and participation!

Name (optional): _____ Grade: _____
 Boy Girl

School: _____

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
I have enough time to visit the library.					
When I visit I usually find what I am looking for.					
The library staff is friendly and helpful.					
I feel confident using the library catalog.					
The library is useful for research projects.					
I find the library web page helpful.					
The library has a good choice of fiction.					
The library has a good choice of non-fiction.					
Materials in the library are easy to find.					
The library is important for my schoolwork.					

1. The library resources I use most are: (choose one or more)

- Fiction books
- Non-fiction books
- Reference books such as encyclopedias
- Magazines
- Library website
- Other (Explain): _____

2. I use books from the library for: (choose all that apply)

- Reading for pleasure Homework assignments
 Class work
 Other: (please describe) _____

3. Would you check out books on CD if the library had them? Yes/No

4. If the school library doesn't have the books you are looking for, do you go to the public library? Yes/No

5. Please complete these sentences:

The best thing about our library is: _____

Our library needs books about: _____

Our library could be improved by: _____

DPS Library /Media Center Student Satisfaction Survey 2010

The library is conducting this survey as part of our process of establishing a 5-year plan for our library program. It is our goal to meet your needs and to improve library services. Thank you for your input and participation!

Name (optional): _____ Grade: _____ Male Female

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
I have enough time to visit the library.					
When I visit I usually find what I am looking for.					
The library staff is approachable and helpful.					
The library staff offers guidance with my research.					
I feel confident using the library catalog.					
I feel confident using electronic databases.					
I feel confident citing resources that I use for assignments.					
I find the library web page helpful.					
Materials in the library are easy to find.					
The library is an important part of my academic studies.					

1. The library resources I use most with are: (select one or more)

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Fiction books
<input type="checkbox"/> Non-fiction books
<input type="checkbox"/> Reference books e.g. encyclopedias
<input type="checkbox"/> Audiobooks
<input type="checkbox"/> Internet | <input type="checkbox"/> DVD/VHS titles
<input type="checkbox"/> Databases
<input type="checkbox"/> Newspapers
<input type="checkbox"/> Magazines
<input type="checkbox"/> Other (Explain): |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

2. Library resources I have not seen in the library but would like to have available:

3. I use the library: (choose one)

- Daily Weekly Monthly Once per semester
 Never

4. I use the school library: (select all that apply)

- Before school classmates/friends To work with
 After School newspaper To read the
 With my class Internet To use the
 To use the printer assignments to my teacher To email
 To borrow books for myself
 To find books for assignments Other:
-

5. I use books from the school library for: (select all that apply)

- Reading for pleasure Homework assignments
 Class work
 Other: (please describe) _____
 I don't use or borrow books from the library

6. I do not use the school library. When I need information I:

- Use the public library
 Use the Internet at home
 Other: (please describe) _____

7. Please provide a short answer to whichever of the following questions applies:

I do not use the library because: _____

The best thing about our library is: _____

Our library could be improved by: _____

DPS Library /Media Center Faculty Satisfaction Survey 2010

The library is conducting this survey as part of our process of establishing a 5-year plan for our library program. It is our goal to meet your needs and to improve library services. Thank you for your input and participation!

Name (optional): School: _____

Academic Status: (circle one) Faculty Administration Staff

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
I have enough time to visit the library.					
When I visit I usually find what I am looking for.					
The library staff is approachable and helpful.					
The library staff offers guidance with my student research.					
I feel confident using the library catalog.					
I feel confident using electronic databases.					
I find the library web page helpful.					
The librarian helps me design instructional units.					
My students find the library staff helpful and friendly.					
The library is an important part of my curriculum.					
I am aware of what services the library has to offer.					

School: _____

Academic Status: (circle one) Faculty Administration Staff

7. The library resources I use most with my classes are: (select one or more)

- | | |
|-------------------------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Fiction books | <input type="checkbox"/> DVD/VHS titles |
| <input type="checkbox"/> Non-fiction books | <input type="checkbox"/> Databases |
| <input type="checkbox"/> Reference books e.g. encyclopedias | <input type="checkbox"/> Newspapers |
| <input type="checkbox"/> Audiobooks | <input type="checkbox"/> Magazines |
| <input type="checkbox"/> Internet | <input type="checkbox"/> Other (Explain): |

8. Library resources I have not seen in the library but would like to have available:

9. I use the library with my students: (choose one)

- Daily Weekly Monthly Once per semester
 Never

10. Library services that I use: (select all that apply)

- Research skills lessons (techniques for searching evaluating information on the Web, Google Apps, using databases with skill, etc.)
- Resources for research units/class work
- Collaboration on research lessons/units
- Readers' advisory
- Interlibrary loan
- Web 2.0 tools/tutorials (help with wikis, blogs, etc.)
- Other: (please describe) _____

11. I use books from the library for: (select as many as are true)

- Reading for pleasure
- Finding books for students
- Designing curriculum
- Other: (please describe) _____
- I don't use or borrow books from the library

12. Please provide a short answer to whichever of the following questions applies:

I do not use the library because: _____

The best thing about our library is: _____

Our library could be improved by: _____
