



# School Library Media Administration



## Parker High School; Janesville, Wisconsin

### District Information:

**The Community** (Note: unless otherwise indicated, all data is from the US Census Bureau, 2000 Census)

1. How large is the community served? Does the district serve several communities and/or a large rural area? Population of district?

*The school district serves Janesville, Wisconsin, which has a population of approximately 59,500. New residential developments that have grown on the outside of the I-90, "belt-line," generally are served by the school district of Milton.*

2. Socio-economic status of residents?

*In general, the Socio-economic status of residents is above that of the nation. The average household income of Janesville is \$45,961 (US Average, \$41,994). The per-capita income is \$22,224 (US Average \$21,857) and families living in poverty represent 4.3% of the population (US, 9.2%).*

3. Diversity in the district?

*Within the community, whites represent 95% of the population, African Americans 1.3%, Native Americans .2%, Asian 1%, Hispanic 2.6% and others approximately 1%.*

*Within the schools, whites represent approximately 90% of all students served, African American 4.3%, Native Americans .4%, Asian 1.8%, and Hispanic 3.6% (from 2002-2003 School Year Data, DPI)*

4. How many schools at each level - public and other?

*The Janesville Public School District has 12 Elementary, 3 Middle School, and 3 High Schools. The community is service by 6 private schools that contain grades levels from K-8. (from 2002-2003 School Year Data, DPI)*

### Administration

1. Mission and goals (probably in a handbook or on the website and may be for entire district or for individual schools)

*Mission of Janesville Public School District. "To educate students and sustain their hope by setting high academic standards and providing opportunities for developing life-long learning skills, so they may become socially and civically responsible individuals."*

*Mission of Janesville Parker HS LMS. "To provide resources and services to support classroom activities, foster independent access-skills, and help students develop lifelong learning skills."*

*Motto of Janesville Parker HS LMS. "Lifelong Information Access."*

*Goal Statement Janesville Parker HS LMS. While the LMC does not have a formal written goal, Ms. Bauer articulated it as "advocating information literacy as an essential element instruction and learning. They continually strive towards teaching their students how to access information in the most efficient manner."*

2. Reporting structure (e.g., is there a big central office staff, who does principal report to, are there district level coordinators)

*The librarians at Janesville Parker report to various levels of the district. For budgeting questions or problems, the LMS speaks to the building's principal. When they have a staffing or technical problem, they bring the issue to the curriculum coordinator. For every other circumstance, they report to the assistant principal.*

3. Curriculum structure (e.g., is there one or more curriculum directors, who makes curricular decisions - district or individual schools or grades levels or individual teachers)

*The district's curriculum coordinator makes curricular decisions.*

4. Is there site-based management?

*No, most decisions are made at the district office.*

5. How is textbook and classroom materials selection handled (e.g., district committee, at school level, each grade level, each teacher)?

*Textbooks are selected by a committee at the district level. Other classroom resources are chosen by individual teachers.*

## Resources / Technology

1. Is there a library coordinator at district level?

*Yes*

2. Is there a technology coordinator at district level?

*Same person is coordinator of libraries and instructional technologies*

3. How many librarians are in the district?

*19*

4. What technology support is provided in district (e.g., technician, technology integrator, staff developer)?

-  *Library/Instructional Technology Coordinator*
-  *2 Network Technicians*
-  *3 PC Technicians*
-  *1 Mac Technician*
-  *1 AV Technician*
-  *1 Curriculum/Staff Development Coordinator*

5. What is the amount of money for technology in the past year? What are sources of funding?

*At the building level, approximately \$10,000 is available for capital expenses including hardware. The district allocates between \$300,000-\$500,000 across all the schools. Each site has limited input and the money is spread across vocational instruction, library media centers, and other areas as deemed appropriate by the Business Manager.*

6. Is distance education available? What type (e.g., web-based, interactive video)?

*No*

7. Is access to library catalog of other schools in the district possible? Is the library catalog available around the school and/or outside of the school (via the web)?

*The library catalog of other schools is not accessible nor is it available around the school or outside of the school.*

## School Board

1. What is their support for libraries and technology?

*The school board supports the use of technology in the Janesville Public School District. Because each school has at least one LMS per school, the library media program does have at least one advocate in each building. Mrs. Bauer, one of the certified library media specialists, suggested that the school board members may not know what a vital role the library plays in information literacy and the overall curriculum.*

2. Can you describe the overall political tone of school board

*Ms. Bauer describes the overall political tone of the school board as "very positive." They work well together and with stakeholders in the school community.*

## Policies

1. Have there been any previous censorship challenges?

*There have been no formal censorship challenges at Parker High School. About four years ago, however, one parent informally complained about a book that talked about witchcraft. The LMS spoke with the parent and notified her of the challenge policy, which includes filing a formal complaint. The parents decided that she did not want to follow up with the issue. The LMS has been questioned about the appropriateness of displaying the Sports Illustrated Swim Suit Issue on the shelves. Ms. Bauer indicates that they will not remove the magazine or keep it behind the shelf, because that would mean that the students will not have free access to library materials.*

2. How current is the collection development policy?

*The collection development policy was updated in the 1980's. There are no plans to update it now, though the LMC staff realizes that it would be appropriate to do so and they will look at this again in the near future.*

3. How current is the Internet policy? Is there parental sign-off? How is Internet access controlled for students and / or teachers?

*This Internet policy was recently redone (an exact year was not available) and students are required to have parental approval before they are granted access to the Internet. The district's software, however, does not create user log-ins (password protected user accounts). This makes implementation of the Internet policy difficult.*

4. Is there a mission for the school libraries?

*As stated above, the mission is: "To provide resources and services to support classroom activities, foster independent access-skills, and help students develop lifelong learning skills."*

## **School Information: Parker High School, Janesville, WI**

### **Staff**

1. Describe overall library use by teachers.

*The library is used by classes daily, but not used for teacher prep or planning to any great extent.*

2. How many teachers are at each grade level or in each subject area?

*One hundred and twenty five teachers are employed at Parker High School.*

### **Students**

1. What grade levels are in the school? How many classes of each grade exist?

*9 - 12*

2. What is the total school population?

*Over 1,850 students*

3. Describe the diversity in the school?

*According to Ms. Bauer, the student body is primarily white with Hispanic students representing the next largest group. DPI reports the diversity as: Within the schools, whites represent approximately 90% of all students served, African American 4.3%, Native*

*Americans .4%, Asian 1.8%, and Hispanic 3.6% (from 2002-2003 School Year Data)*

4. What percentage of students are eligible for free or reduced lunch?

*Ms. Bauer does not have the exact figure – it is the same as at other Janesville schools. DPI reports this figure as 19.65% (Retrieved February 21, 2004, from <http://www.dpi.state.wi.us>).*

### **Curriculum**

1. Is team teaching used?

*Yes, especially in exceptional education needs classes. The Parker HS LMS, however, does not typically teach a lesson. They are not more involved with teaching because the busy activity in the library discourages them from working with just one class.*

2. Are there any special curriculum initiatives in place (e.g., new math curriculum)?

*No*

### **Attitudes**

1. Does the school staff support the library?

*Ms. Sue Douglas has been at all 3 levels and she indicates that the staff is supportive to the degree that is possible in the "high school culture." Like many secondary schools, Parker is highly departmentalized and this focus can work against the vision that she sees for the LMC. Because of sign-up considerations, there is competition to get in the library that does not exist in the Elementary and Middle Schools. She is trying to increase collaborative work with each department and integration of information literacy skills across the curriculum.*

2. Do the teachers view the library as a resource or a baby-sitter?

*Teachers view it as a resource, Ms. Douglas indicates that she does not allow the library to be used to "baby-sit" and sends students back to class when they do not have a constructive purpose to be in the IMC.*

3. Is the principal actively involved and supportive of the library? How can you tell?

*One Associate Principal is extremely supportive and serves on a District Library Media Center Committee. Ms. Douglas indicates that she is working on building support with the building Principal and related a story of him recently inquiring about the card catalog and the use of overhead projectors. She feels that it is necessary to continue efforts to educate him about the capabilities and roles that the LMC performs across the curriculum.*

4. How do the students view the library?

*It is viewed as a resource and, for the most part, students use it responsibly and (at this point in the school year) in a reasonably independent manner. There are lunch-hour book clubs – approximately 15-25 students participate in it.*

5. Is there teacher integration of information literacy skills into the classroom curriculum?

*Yes, to some extent, but Ms. Douglas indicates that there is a long way to go. She sees this as a key challenge for the LMC and the district.*

6. What does the faculty see as the function of the library media center and the LMS?

- ☺ *Manage Information*
- ☺ *Collect/Pull Resources*
- ☺ *Technical Support*
- ☺ *Collaborative Partner (Note: this role is not as widely accepted, as she would like. Ms. Douglas indicates that she is working on getting more actively involved with lesson planning – this aspect of collaboration is as important, or more so, than collaborative instruction.*

7. Is there parent involvement in the library media center?

*No*

8. What is the community support of the school library media center (e.g., PTO, volunteers)?

*No*

## Administration

1. Describe the principal's leadership style.

*It was reported that the building principal is not a model leader -- perhaps "by default" would be an appropriate description.*

2. Does the school have stated goals? If so, what are they?

*The goals of the Superintendent are:*

1. *Increase student achievement through high academic expectation for each student*
2. *Accept and encourage diversity.*
3. *Encourage parent involvement.*

3. What is the school's total budget for the year (if available)?

*This information is not readily available.*

## Technology

1. Are there computer labs? If so, describe their staffing, funding, types of software available.

*The Parker LMC has many computers within the library (all documented in the library description), along with one additional complete computer lab connected to it. They are staffed by the LMC staff, but the upkeep is the responsibility of the district technician staff. The library has a small amount of funds for the labs that are used to purchase specialized software. Major repairs or large equipment purchase decisions are made at the district level. The Parker LMC has a variety of software available for student use. They have both Macintosh and PC computers that all are networked with an Internet connection.*

2. What staffing for technology is available in the school? (This may include staff from the district level or outside contractors who come on a periodic basis.)

*The Janesville Public School District employs one head district technician. There are also two network administrators along with three technicians.*

3. Is keyboarding taught? If so, at what level and by whom?

*Keyboarding is a mandated course in the fourth or fifth grade in all Janesville public schools. It is taught by three business education teachers.*

4. Is there a set curriculum for technology?

*There is not set curriculum for technology.*

5. How much is technology integrated into the classroom curriculum vs. being taught as a separate subject?

*Technology is mostly integrated into the classroom curriculum. Some students are enrolled in computer classes. The majority of technology is tied in with research projects.*

6. What technology is available in the classrooms?

*Each classroom in Parker High School is outfitted with two computers, which have internet access and are part of the network. Along with the computer, each classroom has a VCR, overhead projector and networked television set.*

#### Community use of the library

1. Do community members and parents use the school library?

*While access is available, the public does not use it.*

2. Is there collaboration between the school and the public library? If so, describe.

*Yes, working with Hedberg Library, an Author Visit is planned. A Young Adult Librarian comes to the Book Club meeting from time to time. Not much interlibrary loan is done and neither library supports nor advocates for the other's reference service.*

#### Library media specialist goals for the next 3 years

1. *Increase collaboration with teachers and more fully integrate technology and information literacy across the curriculum (Ms. Douglas).*
2. *Increase use of video editing and broadcast technology (which the library already owns). Multi-media is MUCH MORE than MS PowerPoint! (Ms. Douglas).*

3. *More fully education school community stakeholders about technology and information literacy. In general, students, teachers, administrators, and staff have a very limited understanding of how the technology that the district already owns can be more fully utilized (Ms. Douglas).*

#### Library Information (Note: please see sketch)

*When one enters Parker High School's main entrance, the library is right there (the main office is off to the right). Normally, a hall monitor is sitting immediately in front of the main entrance of the library and this is where visitors sign in.*

*The first thing one sees when entering the library is a **Work-Area** with 8 tables (4 chairs each) and a collection of **Atlases**. A grouping of **Computer Workstations** is off to the right (16 computers & 1 inkjet printer) Beyond this computer area (to the far right as you walk in) is a **Reading Area** with newspapers, magazines, paperback fiction, and books on tape (4 lounge chairs and 1 table with 4 chairs). Looking to the left as you enter the library is another small grouping of **Computer Workstations** (5 computers & 1 inkjet printer.) and a small room for **Career Resources**.*

*Straight ahead from where you walk in (and just beyond the first work-area) is the **Circulation Desk**. It is large and set up as an "island." Check out (circulation) and book returns are there. The circulation desk also contains the **centrally located laser printer**.*

*Immediately to the right of this circulation desk is the **Reference Collection** (4 shelves, double-sided, 3 shelves high). Immediately beyond the reference collection (as you walk in from the main entrance) is a table with 4 chairs for reference collection users. Beyond the reference books (the far right side) are the "stacks." They contain the **Main Fiction** collection (2 double-sided, 5 shelves high). Two shelves within the main fiction collection are devoted to **Everybody Books** (formerly called "Easy Books"). The **Non-Fiction** collection occupies the remaining 8 stacks (8 double-sided, 5 shelves high) and they occupy the rest of the right side of the library, stretching to the end of the room across from the main entrance.*

*All the way across the library, from the main entrance and beyond the circulation desk is another grouping of **Computer Workstations** (18 computers, 1 scanner, and 2 inkjet printers) and then another **Work-Area** (6 tables, 4 chairs each). It has another collection of **Atlases**. There is **one projector and screen** in this section of the library – another one is on order. A large TV hangs from the*

ceiling just above a grouping of computers. Just beyond this work-area is the second student entrance/exit.






To the left of the circulation desk are more **Computer Workstations** (23 computers, 2 ink-jet printers) 2 TVs hang from the ceiling in this area. All the way to the left wall (from the circulation desk) at the end of this area is the **professional collection**. There is not really a **teacher work area**. To the left of this section, continuing to the left and past the circulation desk is a **multi-media production area**. This is where **taping, downlinking, and other AV equipment** are located. Another small room to the left is used for periodical storage and another for a **TV broadcast area**.

There are no **bulletin boards** and only **one display case** in the main area. The library is essentially full, though the space has been used effectively. Main **traffic flows** directly through the center, front to back of the library. The tops of 3 high bookshelves (primarily the reference area) are used to display books and other materials.

















Each computer area is serviced by **power/network wiring poles** that drop down from the ceiling and run to the floor (9 in total). It appears to be a very efficient arrangement and **no extension cords** are visible. Other outlets are indicated on the diagram. The library has **4 outside phone lines**, 2 at the circulation desk and one in each of the 2 LMS offices.

The library's computers are all on their own hub on the network and have **Internet access**. The computers default to a sign in screen and the homepage for their Internet browser contains links to the **collection catalog, Internet links, databases, and other library resources**. While the library has a page on the school's website, the collection catalog cannot be accessed outside of the library or building. The library program is not really available outside the school. Software resources available in the library include:

-  Career Visions
-  Co-Writer
-  Fitness Gram
-  Inspiration 6
-  Kid Pix Delux
-  Kidspiration
-  MS FrontPage
-  MS Office '97
-  MS Picture It!
-  MS Publisher
-  PaintShop Pro 7

-  Read Please
-  Rosetta Stone
-  Sketchpad 4.01
-  Timeliner 5.0
-  WriteOutLoud v3

Online resources and professional databases (\* indicates that home access with password) include:

-  Accelerated Reader
-  Access Science
-  American Government\*
-  American History\*
-  Badger link
-  CQ Congressional Staff Directory
-  CQ Federal Staff Directory
-  CQ Judicial Staff Directory
-  CQ Researcher
-  CultureGrams Online
-  eLibrary\*
-  EBSCO Host
-  Granger's World of Poetry
-  Hoover's OnLine
-  NewsBank\*
-  NoodleBib
-  NoveList\*
-  Proquest Historical New York Times\*
-  ProQuest Newspapers
-  Reader's Guide
-  SIRS Knowledge Source\*
-  Student Resource Center\*
-  Wilson Biographies
-  World Geography\*
-  World History\*

There are **2 professional staff members** (Ms. Sue Douglas and Ms. Laura Bauer) and **1.75 FTE support staff**. There are **no volunteers, 3 peer assistants (student help)**. The support staff supports circulation and general library collections. The professional staff works more with classes, students, and areas that require a more formal knowledge of curriculum, library media support, and administration of the library media program. While there is **1 district network/av/computer/equipment maintenance technician with an office in the LMC, he actually works across the district**.

## How and where the following functions take place:

### Circulation function

- Automated or nonautomated?

*Automated, Follett Software package 5.10 (Circulation, Catalog, Inventory, OPAC).*

- Student records (e.g., amount of information kept, how information is input, who does this)

*Student records contain: names, addresses, graduation year, advisor (to locate student) Internet Policy/Use form on file (Y/N) and M/F. Student help does not have access to this information in Parker HS.*

- Staffing of circulation function (e.g., aide, volunteer, students, LMS) / Can students circulation materials on their own?

*The library support staff (aides) does all circulation (no peer assistants). Students cannot circulate materials on their own.*

- Security (if any)

*There is a security system at the main 2 entrances that students are required to use. Faculty and staff have access to the library by other "non-secure" areas. This creates concerns and materials do "disappear," though sometimes "reappear" later.*

- Where are materials returned?

*Centrally located circulation desk*

### Reference function

- Is there a separate desk?

*There is not a specific reference desk for inquiries, the LMS and staff circulates through the large facility. The reference collection, however, is all together as described in the description.*

- Collection (e.g., size, ratio of print vs. electronic resources)

*The collection represents a wide variety of print, electronic, audio, and visual resources. The scope of this is more fully outlined in the description in this paper under the heading "Library Description." Ms. Bauer reports that*

*the collection is balanced between electronic and print, however, students tend to gravitate to the electronic resources.*

- Access to databases (e.g., what databases / reference tools available locally, on CD-ROM, or via the internet)

*The LMC has a large variety of databases that are available for student use. Some of these include: BadgerLink, EbscoHost, Hoover Online, NoodleBib, Proquest Newspapers and Wilson Biographies. I have provided a full listing of databases in the section "Library Description."*

### Teaching function

- Area (e.g., size, isolation from rest of library, projection available)

*There are 3 large, ceiling mounted TVs and 1 projector. Another projector is on order. These areas are described under the section "Library Description."*

- Adaptability to different group sizes and needs

*Ms. Douglas reports that the area is flexible to use.*

- Storytelling area

*No*

- Does the school or district have an information and technology literacy skills curriculum? Is it laid out for each grade level? Is it tied to the classroom curriculum?

*Ms. Douglas responds in the negative to all of these – there is some technology literacy skills identified for kindergarteners, but they are not approved by the appropriate authorities. There is some movement to start.*

- How is use of the library scheduled (e.g., fixed with each class coming weekly at the same time, fully flexible, mix)?

*Fully flexible*

### Technical services function (e.g., cataloging, Processing)

- What was the budget for the library last year (e.g., print and av materials, hardware, and software)? Is

computer software / hardware purchased out of a separate budget? Who does this?

*Ms. Bauer reports that approximately \$70,000 dollars is available at the building level to support purchases of print and av materials, hardware, and software hardware and supplemental computer acquisitions such as software. Most hardware and software is purchased at the district level.*

- Who does ordering, processing and cataloging?

*Each site LMS selects materials but the ordering, processing and cataloging is done at the district's central office.*

- Are any of these functions centralized at the district level?

*Yes, virtually all of them. The Parker LMSs do catalog and process a few items themselves. These include paperbacks and magazines.*

#### **Production function (av or computer or video)**

- What type of production is done in the library, if any?

*Very little is done in these areas except for word-processing and PowerPoint presentations. Ms. Douglas reports that the LMC did more years ago before PCs took over desktop publishing and other tasks that used to require more specialized skills and equipment. While video editing is available in the LMC, it is rarely used – the main users, coaches, prefer to work in the Tech Ed area. Ms. Douglas believes this may be an “ol’ boys network” thing.*

- By librarian? By students? By faculty?

*All three do this – though Ms. Douglas would like to see more projection of different types by students, faculty, and in collaboration with LMS*

- What production equipment is available?

 *Video (VHS and digital) camera and support editing technologies*

 *iMovie*

 *iSound*

- Who staffs this production function?

*The 2 library media specialists*

#### **Use**

- In what ways are students using the library? (e.g., as individuals, small groups, whole classes?)

*Students use the library in a variety of ways. During the time of the interview, individuals from study hall were both studying, using the computers, and leisure reading. Small groups came to the library from classes to use various forms of technology or research. Additionally, two whole classes were utilizing the LMC's resources. Mrs. Bauer reported that this represents typical usage.*

- For what are the students using the library? (e.g., class projects, independent research, leisure reading, Internet surfing, instruction)?

*Students were using the LMC for many different reasons. While the interview was taking place, a special education class was receiving a tutorial regarding the research process in the computer lab. Many students were working independently doing research or completing homework. A few students were reading magazines or other leisure material.*

- What resources are the students using?

*Students were using the computers, televisions, VCRs, printers, copy machines, etc. The only technological that was not employed while the interview was taking place was the digital scanner.*

- Are teachers evident in the library? In what ways are they using the library?

*A few teachers were in the library with their classes. They were providing large group instruction or one-on-one help. Additionally, a few teachers stopped into the library to gather resources or converse with the librarians about lessons.*





- Is the principal evident during your observation? If so, how is the principal using the library?

*The principal was not visible during our observation or during any of the several other times I have been to this school. Working with this person is described as a challenge.*


- Are students using library resources available on the network from elsewhere in the building?


*The students are able to access the LMC online resources from any computer in the school. According to Mrs. Bauer, select electronic resources are also available through home computers. (NOTE: This contradicts Ms. Douglas)*

- What are the major roles you see this library media specialist performing in the school (based on *Information Power* roles)?


-  *Teacher*
-  *Collaborative Partner*
-  *Leader*
-  *Administrator*


- What factors do you see impacting the role of the LMS in this school? What factors do you see impacting the roles of library media specialists in the district as a whole?

 *Gap between LMS perspective of the capabilities and uses of library media resources and the perspectives of teachers/administrators*


 *Increased integration of information literacy skills across the curriculum*


 *Inertia or resistance to making changes*

 *Teacher/administrator perception that emphasis on student achievement as measured by standardized tests reduces the ability to enrich the curriculum with support from LMC.*

 *Low expectations of teachers/administrators in terms of resources that students are expected to locate and use when completing class projects.*

- What techniques do you perceive the library media specialist using to develop influence in the school? What others do you think would be beneficial in this setting?

 *Educating administrators and teachers about the LMC (formally with in-services and informal by discussions). The biggest emphasis is on informally, one-on-one.*

 *Communicating via newsletter (“Library Media Matters” and “Tech Tips”).*

 *LMS attending department meetings on a rotating, regular basis.*

- What do you see as the relationship of the LMS and the principal based on your observations and interview with the LMS?

*There is an outstanding working relationship with an Associate Principal. The building Principal is still learning. Working with him will continue to be a major consideration.*

- How do you see the teachers using the library either individually or with their students?

*This time of year, the routine is set, so students appear self-directed. This is a result of the work that the LMS have performed at the beginning of the year. During any given class period, there are 2-3 classes in the LMC and sometimes 4 or 5 (maximum amount the facilities will support).*

- If you had to recommend two goals for the coming one to three years to this LMS, what would they be?

1. *Educating the building principal and building influence and support for the LMC and its role in supporting technology and information literacy*

2. *Curriculum mapping and integration of information literacy across the curriculum with an emphasis on collaboration between teachers and LMS in the planning stages of curriculum units, lessons, and activities. The goal will be to get LMS and teachers working together at the point of design of instruction.*

- What type of long range planning currently goes on in this district in terms of technology and library media services? Who is involved? What are your impressions of the process? Do you have any suggestions for improving the process?

*Ms. Douglas reports that, at the building level, there is minimal opportunity to get involved in planning. There is a building AP that is actively involved. Technology decisions are largely beyond anyone in the libraries or buildings.*

*The Business Manager, Library/Instructional Technology Coordinator, and District Library Media Coordinator have the most direct impact on planning. A committee has some additional, limited influence. This is probably a structure that needs to be accepted in the 1-3 year plans.*

# *Process as a Critical Component of Change*

*My impression of the process is that it is top-down, bureaucratic, and resistant to change. My suggestions for improving the process would focus on:*

- 1. Directing attention to how the process, as currently implemented, works.*
- 2. Identifying steps or phases that are stated (or implied) within this process.*
- 3. Getting agreements for expected outcomes at each identified step of the process.*
- 4. Examining areas within this process where a LMS currently has positive impact.*
- 5. Identifying steps within this process where a LMS can potentially increase their contributions towards positive impact.*
- 6. Conducting a needs analysis within these areas.*
- 7. Utilizing objective quantitative and qualitative data to document gaps between desired outcomes and the status quo.*
- 8. Starting at the top of the site level (building Principal) and then down through the faculty and staff, get stakeholders involved in the process.*
- 9. As appropriate, presenting results of the needs analysis as they relate to the school community and other stakeholder to build grassroots support.*
- 10. Continuing to work within the defined channels for planning to build support and translate this support into action steps within the planning process.*

