A. Description of Your School Community- Brown

Answering the following questions will help you to develop your school library/media center school community description.

1. Brief description of the city or town the school is in. This gives the picture of the broader school community. Information for this can be extracted from the Department of Education web page (doe.mass.edu).

2. How many children attend your school? (AS OF October 2017)   527

3. What grade levels does your school serve?

> Kindergarten through Fourth grade

4. Please describe your community. Include demographics, such as population, location, total area, race and ethnicity, income distribution, educational level of the community, $ per pupil for schools, etc.

> Brown is on the west side of Natick. Its district includes privately owned homes, multi-family homes, multi-unit apartment complexes, low-income housing, and a variety of income levels. There are children on free/reduced lunch program. Educational level of the community varies from postgraduate/professional to high school. The school population is internationally very diverse, including children from Russia, China, India, Brazil, Egypt, the Philippines, Japan, and other countries.

5. Any special programs in the school?

> KEIP and FEIP, ACCESS, elementary ELE (English language education) for the district, BOKS (before-school fitness program), Early Risers, ASAP, Instrumental music lessons and band.

6. Any special needs programs?

> ACCESS program, Learning Center/SPED programming, ELL

7. What makes your school unique? For example, has it a special mission, special populations, etc.?

> At Brown School, we provide a positive learning environment which supports, engages, and challenges children in the learning process. We foster a love of learning and a strong sense of community for all. Having the ELL program at Brown brings great international/cultural diversity. Children here have multicultural classmates as a norm, with varying levels of English knowledge. In addition, children in the ACCESS and Learning Center programs are with their regular class for parts of the day and specials, so that all children are aware that different learning needs and backgrounds exist and are part of the fabric of the school.

8. Provide a brief summary of the results of state testing and the impact on the school library program.

> Results for the Commonwealth of Massachusetts DESE Natick Public Schools testing LINK.

B. Description of the Library Media Program

1. Briefly describe your library media program as it currently exists.

The Brown School Library/Media Center also has a literacy focus, with students hearing literature read aloud each week. The literature may be curriculum,
theme- or seasonally based, and may be fiction, nonfiction, or poetry. All grades are exposed to library skills activities, and third and fourth graders learn to use
the online library database to search for books in the collection. Classes use the library resources for nonfiction research projects, as well as books for
inter-grade reading buddy projects. There is very active book circulation by students, and by teachers as needed to support their classroom instruction.

2. What special programs does your library/media center provide?

Brown students also come only during school hours, with their class's scheduled library time or at other times as the need arises for research or additional
pleasure reading materials. Each year in the spring we have an extended international folktale unit as part of regular library time, starting with the countries of
 origin of some of our ELE students, and branching out to the many country requests from other students. The library is also used every day after school for ASAP.

3. How do students get access to the library/media center?

The Brown School Library is open to students during the school day from 8:30-2:35, although usually the library assistant is not available until 8:55 - 9:10 a.m.
due to morning duty and other assigned responsibilities in the school. Each class in the school has one assigned library period per week, except for Kindergarten
classes, which come twice. About 35% of open hours (with the library asst. present) are not scheduled with classes, and students make limited used of the library during those times to check out books. Parent volunteers are usually available to help those students if I am with a class.

4. How do teachers access the services of the library/media center and of the library paraprofessional?

Staff come in whenever they can during their hours at school for informal face to face meetings, communicate through e-mail, or send notes with
students if a book is needed immediately in a classroom. If I am not available for a conversation, they either leave books they have selected for me to check out, or use a pre-printed sign-out sheet to record the book information, which I later put into the computer database. Teachers also request specific titles or types of books for particular curriculum needs which I then pull for them. A few staff members use the online database, but most either come into the library and/or ask me for assistance.

5. Are you working on developing a flexibly accessed library media program? If yes, how?

No flexible schedule.

6. Is the library paraprofessional involved in cooperative planning with the classroom teachers?

There is collaboration in select situations. The fourth grade teachers collaborate with me on their "Genre of the Month" so that I can pre-pull books and assist with
student selection. One 4th grade class chooses age-appropriate books from the library every other week to share with their 1st grade reading buddies. Two 2nd grade teachers
 do a "Library Quilt" project which involves students selecting books from a selected genre each week and recording the titles, which is later worked into a physical quilt pattern. I sometimes seek out teacher input on selections for my read-aloud books to be able to better support the curriculum or specific learning needs in a given class. There is no structured schedule or means of collaboration -- all is done just as needed through informal conversations and e-mail.

7. Is the library paraprofessional involved in curriculum development with the classroom teachers?

No.

8. Describe how technology is integrated into the library media program.

The Brown School Library has 4 Apple laptops and 2 Apple desktop computers designated for students to access the library database. I give instruction
(in a separate computer lab) to 3rd and 4th graders on the use of the Destiny program, with the eventual goal of being independent in their book searches.

9. Describe library/media center involvement with the reading program and literacy development in the school.

At Brown, literacy development is woven into all our weekly library classes, as at Lilja. I am in frequent informal conversation with the Reading Specialist about possible
acquisitions for our library collection based on her recommendations and those suggested to teachers through workshops, etc. Literacy Center teachers also access the library
and seek assistance in finding specific materials needed for their individual students. The teachers' Reading Room shares the Destiny database with the library,
so I offer occasional technical assistance to the Reading Center staff.

10. What is the budget for the school library/media center? (Include breakdown by categories).

Brown: $1712.00 annual budget for 2011/12, includes books, magazines, supplies.