



South Carolina
Department of Education

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School Library Media Services

Office of Technology

School Library Media Center Design Considerations and Recommendations

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<http://ed.sc.gov>

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INTRODUCTION

When schools and library media centers are planned, architects and school district officials must be visionaries to plan for growth, technology changes, and other enhancements that will take place during the life of the school and library. Experience tells us that schools will often be in use as long as fifty years. What we design today must be able to accommodate future online learning, to facilitate self-constructed instructional materials, to provide flexible learning spaces, to accommodate collaboration locally and globally.

Schools and libraries must also support the instructional environment in today's schools. Traditional learning spaces in classrooms and libraries today can be transformed into tomorrow's flexible learning spaces with a little planning and forethought during the design phase of the construction process.

These design considerations for 21st Century school library media centers offer suggestions for a traditional library space and also include suggestions and recommendations to make the space flexible as the instructional environment changes, as technology becomes more ubiquitous, and as students take more responsibility for their own learning through self-directed learning producing and publishing instructional content.

For questions about the suggestions in this document or for assistance in designing and planning a school library media center, please contact Martha Alewine, Consultant for School Library Media Services (864-229-4230 or malewine@ed.sc.gov).

DESIGNING A 21ST CENTURY LIBRARY MEDIA CENTER

AREAS TO BE INCLUDED IN THE LIBRARY MEDIA CENTER

1. Library Media Center Office Area, Work Area, and Storage Area
This areas include the office space for library professionals and support staff, library work room, library staff restroom, storage for such things as equipment, A-V materials, library supplies, materials awaiting processing, etc.
2. Circulation Area
This area is for material check-in, check-out, and information questions. This area includes telephone access and library staff circulation administrative computers with local area network (LAN) and Internet connectivity. This area may also include a computer workstation for express self-checkout.
3. Information-Reference Area
This area includes user access to photocopiers, computers with OPAC (online public access card catalogs) access and LAN and Internet connectivity, printers, shelving units for general print reference materials (reference and non-fiction books) and appropriate furnishings.
4. Production Area
This area is for multimedia production for and by teachers and students. Equipment in this area would include computers with OPAC access, Internet and LAN connectivity including wireless access point(s), other technology such as scanners, printers, digital cameras (still and video), LCD projector, screen, and appropriate furnishings for production and planning. This area also includes a studio for video and audio recordings and broadcasts.
5. Instruction Area
This area is the main "classroom area" of the media center and should be large enough to accommodate at least 2 classes simultaneously. Internet and LAN connectivity should be available here. Large group instruction should be facilitated through computer, LCD projector and screen, and interactive white board.
6. Technology Connectivity Area
This area is the school's main connectivity location for all file servers, cabling, LAN, electrical, telephone, television closed circuit distribution system.
7. Reading Area
This area is for recreational reading and includes shelving units for the fiction books, magazines, and newspapers.
8. Professional Area
This area is for the faculty, staff, and administrators and should include at least one computer workstation with OPAC access, LAN and Internet connectivity, printer(s), telephone, conference table and chairs, comfortable seating, and shelving unit(s) for professional books, magazines/periodicals, and other professional materials.

9. Social Area

This area is for students, teachers, and other library visitors to socialize while in the library. This area should be removed from the work-related areas so that conversations do not disturb instruction, multimedia production, and other library-related activities.

10. Conference Room

This area is for small group work, committee meetings, and community use.

GENERAL DESIGN AND FURNISHINGS CONSIDERATIONS

- Keep the total facility as square as possible. Avoid odd-shaped spaces in the library which could create un-safe areas both inside and outside the library facility.
- Keep the facility as a one-story facility to facilitate overall space management, equipment storage and movement, large group movement, and instruction.
- Avoid over-sized columns to conceal load-bearing structures which would hinder or obstruct visual control of the main reading room.
- Locate all auxiliary rooms (e.g., offices, workroom, production room) around the perimeter of the main reading room.
- The HVAC system should be set to operate in this facility year-round for the safety, care, and operation of all materials (e.g., books, computers and peripherals, main distribution frame).
- Signage
 - Signs should meet ADA requirements.
 - Signs used throughout the library media center should be consistent in design.
 - Signs should be easy to relocate if the library is rearranged.
 - Signs should be well-designed (e.g., typeface, size, spacing of letters, contrast, use of symbols and color).
 - Signs should be on doors and at the entrances of rooms to identify the function of that room or area.
 - Display shelving should have signs and lights to draw the attention of the library user. Areas to be identified include but are not limited to:
 1. Circulation (Material checkout and return and information questions)
 2. Information-Reference Area
 3. OPAC (Online Public Access Card Catalog) stations
 4. Production area
 5. Professional room
 6. Conference room
- Windows and doors
 - For media centers with outside walls, keep the **windows** as clerestory windows to provide as much wall space as possible and to limit sunlight damage to books and furnishings, and to inhibit vandalism.
 - Windows should have the capability to be shaded on demand to prevent light from interfering with reading and other activities.
 - Shrubbery and other decorative features should not block the view of doors and windows from the street or parking lots.
 - All outside entrances should be well lighted for high visibility.
 - A night light, in addition to security lighting, should be placed by the entrance most used by library staff during non-business hours.
 - All entrances should be handicapped accessible.
 - All doors should be easy-open doors to provide wheelchair access.
 - All accessible entrance doors should display a sign or sticker with the symbol for accessibility.
- Shelving Units for the following areas: Reading, Information-Reference, Professional

- Free-standing shelving for **elementary** schools should be no more than 36" high. Perimeter shelving should be no more than 48" high.
- Free-standing shelving for **middle** schools should be no more than 42" high. Perimeter shelving should be no more than 60" high.
- Free-standing shelving for **high** schools should be no more than 48" high. Perimeter shelving may be as high as 72".
- All shelves should be adjustable. Avoid using adjustable shelves that will fall if one shelving bracket or clip is missing.
- All shelving units should have backs.
- Free-standing shelving units may be on casters to facilitate re-configuring space for library-related activities.
- Shelves should be 12" deep. Each section should be no more than 36" wide. (Shelves longer than 36" in length may warp.)
- Free-standing shelving units should be no more than 72" in length—that is, two 36-inch sections.
- Free-standing shelving units may be double-sided.
- Shelving should be equipped with a finish that will endure normal use and cleaning for at least 30 years without signs of wear.
- Shelving should be smoothly finished.
- Shelving should be standardized in design and color.
- Perimeter shelving units should be braced and/or anchored to comply with local regulations.
- Shelving units should be equipped with end panels that may be smoothly finished or have slat walls for display purposes.
- End panels should have shelf-label holders.

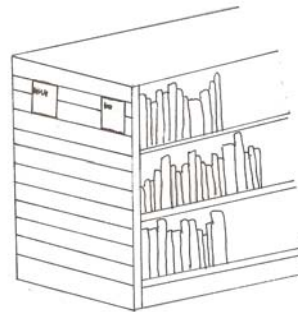


Illustration 1

- Perimeter shelving units should have electrical and data ports in the closed base.
- Perimeter shelving units should have built-in lighting on the top and interior lights (e.g., small canister lights) to light the top shelf of the unit.
- Shelving should be planned to accommodate current as well as future needs of the library? (**Note:** See Appendix A for calculating shelving requirements.)
- Shelving to showcase selected items in the collection should include sloping shelves, spinners or towers, slat-wall end panel shelves, and/or free-standing display units.
- Free-standing shelving units should have a clear space of 36" to 48" at the ends to accommodate wheelchair accessibility.

- A free-standing shelving unit should be provided for atlases and an unabridged dictionary. This unit should be no more than 36" high in elementary schools and 42" high in middle and high schools. (For some schools with a high level of technology this shelving unit may be optional.)

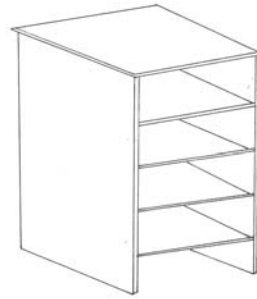


Illustration 2

- Sloped or slanted shelving should be provided for periodicals/magazines and newspapers.

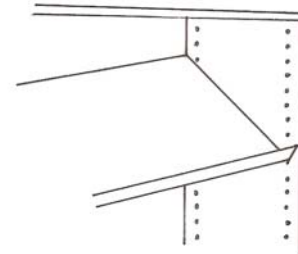


Illustration 3

- Shelving units should be designed with interchangeable parts to accommodate moving such display shelves as sloping shelves from one shelving unit to another.
- Shelving units should be located away from direct sunlight to protect the book bindings from fading and to prevent paper deterioration.
- Perimeter shelving should be close-based with canopy top. Canopy tops should also be installed in corners where shelving units meet to avoid open spaces.

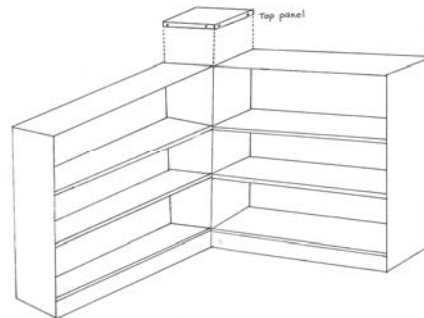


Illustration 4

- Shelving units for the following areas: Equipment storage, Production
 - Shelving units may be metal or a combination of wood and metal.
 - All shelves should be adjustable. Avoid using adjustable shelves that will fall if one shelving bracket or clip is missing.
 - All shelving units should have backs.
 - Perimeter shelving units should be braced and/or anchored to comply with local regulations.
 - Perimeter shelving should be close-based with canopy top. Canopy tops should also be installed in corners where shelving units meet to avoid open spaces. (See illustration 4 above.)

- Shelves should be of varying depths depending on the intended task. Shelving may be up to 72" in height.
 1. Storage of CDs, DVDs, VHS tapes: 6"d x 36"w
 2. Storage of Overhead projectors, document cameras, and other such oversized equipment: 24"d x 36"w
 3. Storage of VCRs, DVD player/recorders, scanners, LCD projectors: 18"d x 36"w
 4. Storage of digital cameras (still and video), instruction manuals: 12"d x 36"w

Note: VCRs, DVD player/recorders, scanners, LCD projectors, all digital cameras should be stored in appropriately-sized locked and secured cabinets. Cabinets may be up to 72" high.

– Floor covering

- Carpet should be installed in the following areas: instruction, reading, circulation, social, information-reference, professional, offices.
- Tile flooring should be installed in the following areas: workroom, storage, production, technology, and restroom. Consider floor grids in the production and technology areas for easy access to all cabling and wiring and to facilitate moving cabling and wiring.
- Carpet should be installed prior to installation of perimeter shelving, circulation desk, and other permanent fixtures.
- Consider the following when selecting floor covering:
 1. Total useful life of the floor covering,
 2. Ease of maintenance,
 3. Cost of maintenance,
 4. Ease or replacement, and
 5. Cost of replacement

– Furnishings

- Tables should be square or rectangular to facilitate reconfiguring space for library-related activities.
- Tables and computer desks should be at a height to accommodate wheelchair access.
- Furnishings should be appropriate for different ages based on the grade levels of the school and adult users.
- Suggest 2- or 3-position chairs (upholstered or all wood) for middle and high schools, K-8 schools, and K-12 schools.



Illustration 5

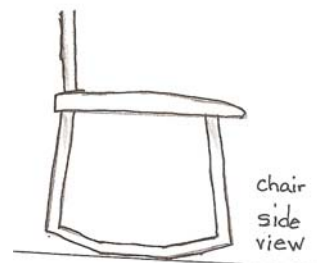


Illustration 6

- Suggest tables with soft edges for elementary schools, K-8 schools, and K-12 schools.

Illustration 7



- Suggest upholstered tablet arm chairs for reading and social areas in any schools serving grades 6-12 and in the professional area of all schools.

Illustration 8



Design Questions

– General

- Are the inside and outside library entrances secured, well-lighted, well-marked and highly visible?
- Does the inside entrance have 2 doors (one for entrance and one for exit)?
- Can the windows be shaded on demand?
- Is the glass used for all interior and exterior windows covered with protective film or embedded screens?
- Are key-controlled doors fitted with contacts for alarm purposes?
- Are outside doors constructed of steel or aluminum alloy?
- Are door frames constructed of pry-proof metal?
- Are high-risk areas, such as office and workroom areas, technology connectivity area, production area, secured with heavy-duty metal or solid-core hardwood doors?
- Is the library equipped with a security alarm?
- Is the library equipped with a book security system?
- Is there an after-hours book drop? Is this book drop easily accessible by library staff?
- Does the library design facilitate good traffic flow throughout the interior?
- Are various areas of the library identified by signage?
- Is there space at the library entrance for
 1. Bulletin boards?
 2. Display cases?
 3. Book drop?
- Is there space and electrical connections to install a book security system at each library entrance and exit?

- Are there adequate connections (electricity and data ports) to provide printer access for all computer workstations?
- Does the supplier of tables, chairs, desks, computer workstations warranty the design and construction? What is the length of the warranty?
- Can all work surfaces, table tops, seat coverings, and floors be easily cleaned?

– **Library Media Center Offices, Work Area, and Storage Area**

- Is a private office provided for each library media specialist?
- Does the library media specialist office have adequate electrical outlets? (**Note:** Suggest at least one on each wall of the office.)
- Does the library media specialist office have LAN and Internet connectivity, either hard-wired or through a wireless access point?
- Is the library media specialist office equipped with a telephone?
- Is the square footage of the work area adequate for the size of the current staff and to allow for staffing increases?
- Are the offices for library staff located near the circulation area and near the library workroom?
- Are there individual work areas for all staff members?
- Are adequate work counters present to handle all tasks assigned to the workroom?
- Are chairs ergonomically correct?
- Is seating provided for tasks designated for this area?
- Is there adequate space for technical services operations (e.g., book repair, book processing, equipment repair) in the workroom?
- Are tables and other work surfaces appropriate for task(s) intended?
- Is work surface material appropriate for task(s) intended?
- Can the work surface be easily refinished?
- Does each work area have sufficient task lighting, electrical outlets, data ports, etc.?
- Are electrical outlets located above the workroom counter surface? Electrical outlets should be spaced a minimum of 24" apart and at least 6" above work surface to facilitate equipment troubleshooting and repair.
- Are light switches conveniently located?
- Do the office spaces and workroom have individually- controlled thermostats?
- Are cordless telephones available for staff use? Is there a outside telephone line that could be used in case of emergencies?
- Is there a sink with hot and cold running water in the workroom?
- Is there a restroom with hot and cold running water located in the workroom?
- Is there adequate space for a variety of types of storage (e.g., library supplies, AV equipment, audiocassettes, videocassettes, CDs, DVDs, oversized materials, miniature materials, realia, other odd shaped items)?
- Do the office spaces and workroom include shelving for storage and display purposes? Is the workroom equipped with pull-out shelves to accommodate over-sized items (e.g., maps, posters, artwork)?
- Is there a locking storage unit or area to secure valuable equipment such as CD players, DVD or VHS recorders, cameras, etc.?
- Do the office spaces and workroom have connections for the closed circuit distribution system? Have provisions been made to include a television

monitor connected to the closed circuit distribution system in these areas? Is there a telephone connection in the area of the main distribution frame?

- Is there adequate space for wheelchair accessibility around desks and shelving units in the office and workroom spaces?

– Circulation Desk Area

- Is the circulation desk area located near the library entrance?
- Is the circulation desk area easily seen and identifiable?
- Is the size of the circulation desk appropriate for the students at the school? (**Note:** For elementary schools, the height of the circulation desk is recommended to be no more than 36" high.)
- Is the width of the circulation desk appropriate for the various functions taking place there? (**Note:** It is recommended that the circulation desk be 36" – 45" in width.)
- Is there an interior book drop and is it easily accessible by library staff?
- Is the circulation desk designed for a logical work flow?
- Does the shape of the circulation desk facilitate a logical work flow? (**Note:** It is recommended that the circulation desk be based on a square or rectangular shape to facilitate work flow, the sharing of space by library personnel, and storage space.)
- If there enough space between the circulation and security equipment to prevent one system from interfering with the electrical and physical operation of the other?
- Does the circulation desk accommodate
 1. computer workstation(s) for library staff? (**Note:** For schools with enrollment above 750, at least two computer workstations are recommended for the circulation area.)
 2. computer workstation for self-checkout?
 3. barcode scanner or finger map scanner for each computer checkout workstation?
 4. printer?
- Is the circulation desk designed to handle the necessary equipment with hidden, yet accessible, wiring and cabling?
- Does the circulation desk have adequate electrical outlets to accommodate computers and other electronic or electric equipment that may be used in this area?
- Is there telephone access on the circulation desk?
- Is there adequate shelving around the circulation desk to accommodate books that need repair, cataloging, re-shelving, and that are placed on reserve?
- Is there adequate space around the circulation desk to accommodate at least two book carts for holding returned materials or materials that need re-shelving?
- Does the circulation desk have adequate drawer and other storage space to accommodate desk supplies and other materials needed in this area?
- Does the circulation desk area have appropriate task lighting?
- Have acoustics in this area been designed to limit ambient noise so as not to interfere with other library-related activities?

- Does the circulation desk have direct line of sight of all other areas of the library?

– Information-Reference Area

- Is space and electricity provided for photocopiers for student and teacher use?
- Does this area provide separate space for the following services?
 1. General searching using books, maps, atlases, globes, etc.;
 2. Photocopiers; and
 3. Online searching.
- Is there an aisle space of 36" – 45" around the computer workstations?
- Are the computer workstation desks a minimum height of 27.5" to accommodate wheelchair use?
- Do all computer workstations have the following?
 1. Adequate electrical and data connections including wireless access points;
 2. Back panels to hide connections and wiring;
 3. Trays or channels to control wiring; and
 4. Space for printers, or connectivity to a network printer located on the circulation desk or in the library workroom.
- Is the following appropriate for this area?
 1. floor space to facilitate good traffic flow
 2. task lighting for reading, writing, and for computer use
 3. acoustics to limit ambient noise
- Are the shelving height and depth adequate for the uses in this area? (See General Design and Furnishings Considerations, beginning on page 2 for overall recommendations for shelving. See Appendix A for calculating shelving requirements.)
- Is an atlas and dictionary stand included in this area? (**Note:** This may be an optional shelving unit depending on the level of technology in the school.)
- Does this space have a bulletin board?
- Can the furniture in this space be used to display parts of the book and media collection?

– Production Area

- Is shelving in this area appropriate for the intended tasks?
- Does this area have adequate storage cabinets? Are storage cabinets equipped with work surfaces appropriate for the intended tasks? Are these storage cabinets designed to meet the size recommendations for shelving as found in General Design and Furnishings Considerations, beginning on page 2 of this document?
- Does this area have secured and locked cabinets for storage of such equipment as videotape/DVD recorders and players, cameras, laptop computers, MP3 players, PDAs?
- Have provisions been made for the following equipment in this area?
 1. computer workstations with LAN and Internet connectivity including wireless access point and printers
 2. videotape, DVD, and CD players/recorders
 3. Plasma TV

4. Projection screen located in ceiling and operated by wall switch or remote control
 5. Ceiling-mounted LCD projector
 6. Interactive white board
 7. Wall-mounted TV connected to school's television closed circuit distribution system
- Does this area have adequate electrical outlets and data ports?
 - Are electrical outlets located on the wall above the storage cabinets? (**Note:** Electrical outlets should be spaced a minimum of 24" apart and at least 6" above the work surface.)
 - Are light switches conveniently located?
 - Can the lights be manually brightened or dimmed according to the needs of this area?
 - Does this area have a soundproof room for video and audio recording? Is this room equipped with a glass wall or large window for visual control to monitor activity in the room?
 - Does this area have a variety of seating (e.g. tables and chairs, upholstered tablet armchairs)?
 - Does this area have audiovisual carrels with built-in playback equipment?

– **Instruction Areas**

- Have provisions been made for the following equipment in these areas?
 1. Interactive white board
 2. Ceiling-mounted LCD projector
 3. Computer and printer
 4. Document camera
 5. Bulletin board
- Have provisions been made to accommodate a minimum of two classes in this area at tables and chairs? (See earlier recommendations for tables and chairs.)
- Is the Information-Reference Area easily accessible from the instruction areas with little interruption to other library-related activities?

– **Technology Connectivity Area**

- Are there enough electrical lines with sufficient wattage for all required equipment?
- Are there enough electrical outlets for all required equipment?
- Are there enough data lines?
- Is the cabling system compatible with the type of media to be used?
- Based on the media to be transmitted what cable schemes have been selected?
- Is a wireless system to be used? Will this system be in conjunction with a hardwire system? Are there sufficient wireless access points in the library media center as well as throughout the school?
- Does the LAN cabling system provide for future needs?
- Is surge protection available where needed (e.g., file servers, routers, main distribution frame)?

- Is the school's satellite receiver in a secured area outside the school? Are the ETV and cable TV connections to the building also in this secured area?
- Where is the access point for cable television connectivity in the library media center? For satellite connectivity? For ETV connectivity? How will these access points interface with the school's closed circuit distribution system? How does this access point interface with the production studio in the library media center?
- Does this technology area provide equipment to facilitate whole school security (e.g., school surveillance system)?
- Where is the main access point for the telephone system? Is a telephone available in this area? Does this telephone have a direct outside line for use in case of emergencies?
- Does this area have sufficient ventilation and temperature control for the equipment housed here? Does this room have an individually-controlled thermostat? Is the HVAC system set to operate in this room year-round?

– **Reading Area**

- Is comfortable seating sufficient for the school's enrollment? (**Note:** Consider using 1% of total student body as gauge for determining space requirements in the recreational reading area.)
- Is there a variety of seating (e.g., love seats, chairs, upholstered table-arm chairs, individual study carrels)?
- Is seating attractive and inviting?
- Are acoustics in this area appropriate for recreational reading?
- Does this space allow 36" to 42" at the end of the shelving units to allow easy access by wheelchairs?
- Is this area easily accessible from the shelving units for fiction books?
- Is this area easily seen from the library offices, workroom, and circulation desk area?
- Is shelving available in this area for periodicals/magazines and newspapers?
- Are electrical outlets adequately spaced and sufficient in number to provide appropriate task lighting (e.g., table lamps, floor lamps) for recreational reading in this area?
- Is furniture size appropriate for the age of the students as well as faculty and staff?
- Do the shelving units in this area meet the recommendations in the General Design and Furnishings Considerations section of this document?
- Have provisions been made to provide OPAC search stations in this area?
- Can the furniture in this space be used to display parts of the book and media collection?
- Is this area equipped with wireless LAN access points?

– **Professional Area**

- Have provisions been made to provide the following equipment in this area?
 1. computer workstation with LAN and Internet connectivity, printer, scanner
 2. telephone
 3. television
 4. LAN wireless access point

- Are electrical outlets and data connections including wireless access point adequate for this room?
- Are the task lighting (e.g., recreational reading, computer use) and acoustics appropriate for this room?
- Does this area include a variety of seating (e.g., table and chairs, upholstered tablet arm chairs)?
- Does this area include shelving units for such resources as books and magazines/periodicals? Do the shelving units in this area meet the recommendations in the General Design and Furnishings Considerations listed earlier in this document?
- Is this area well-marked and easily visible?

– **Social Area**

- Is the task lighting appropriate for this area?
- Are the acoustics appropriate for this area to limit noise interruption of other library-related activities?
- Is the seating in this area comfortable and inviting?
- Does this area have adequate electrical outlets?
- Can water be made available in this area to facilitate creation of a “coffee house” in the library? Is there a water fountain in this area?
- Is there adequate display shelving or display cases to highlight library materials or student work?
- Is this area well-marked?
- Is this area easily visible from the library workroom and circulation desk?
- Can the television monitors for the school’s closed circuit distribution system be easily seen from this area?
- Is this area equipped with LAN wireless access point(s)?

– **Conference/Meeting Room**

- Does this conference/meeting room have an outside entrance? If not, is the entrance of this room close to the main inside entrance to the library?
- Can this conference/meeting room area be closed off from the remainder of the library for after-hours meetings?
- If this room has an outside entrance, is it well-lighted and close to the parking lot?
- If this room has an outside entrance, can the entrance be easily seen from the parking lot? Is this outside entrance not obstructed by shrubbery and other decorative devices?
- When this room is closed off from the remainder of the library, do users have access to restrooms?
- Is there a public telephone that may be used for after-hours meetings?
- Is this conference/meeting room well-marked?
- Is this room equipped with the following?
 1. ceiling-mounted projection screen, operated with switch or remote control
 2. adequate electrical outlets and data connections
 3. white board
 4. bulletin board
 5. at least two perimeter shelving units 12”dx36”wx48”h
 6. LAN wireless access point(s)

- If this room has an outside wall, do the windows on the outside wall meet the recommendations found earlier in this document under General Design and Furnishings Considerations?
- Is this room separated from the remainder of the library by glass walls to facilitate visual control when in use by students? If so, are blinds installed to facilitate privacy if the room is being used for conferences or by outside groups?

Appendix A

Determining Shelving Requirements

- Calculate eight volumes per foot in determining shelving requirements. Shelves should be no more than two-thirds full.
- Top and bottom shelves should be used for display purposes and for expansion as the print collection size increases.
- Consider the school's enrollment projections for the next 15 years in determining projected shelving linear footage. Purchase shelving to meet future needs to ensure shelving continuity.

In calculating the linear feet required to house the print (book) collection, use the following numbers:

Picture books/thin* books: 20 books per foot/60 books per 36" shelf length
Standard books: 10 books per foot/30 books per 36" shelf length
Reference books: 6 books per foot/18 books per 36" shelf length
Periodicals/Magazines: 1 per foot for outward-facing display

*This would also include paperback books.

In calculating the total amount of shelf space required use the following formula:

Take the total number of volumes (books) to be housed in the library and divide by the number of books per foot.

Example: A high school has 10,000 volumes in the circulating collection. The total amount of shelving required would be $10,000 \div 10$ (the number of standard books per foot) or 1,000 linear feet of shelving. Keeping in mind that the shelves should be no more than two-thirds full, multiply 1,000 by 1.33. So this high school would require 1,330 linear feet of shelving to accommodate the 10,000 volumes in the circulating collection. This figure does not account for the shelving space required for the Reference book collection.

The following chart indicates the linear feet available in standard 36" wide shelving units.

| Number of shelves | Linear Feet in a Single-Faced Unit | Linear Feet in a Double-faced Unit |
|-------------------|------------------------------------|------------------------------------|
| 3 | 9 | 18 |
| 4 | 12 | 24 |
| 5 | 15 | 30 |
| 6 | 18 | 36 |
| 7 | 21 | 42 |

Appendix B

Questions the School Design Team Should Ask the Architect

1. Do you use ANSI/ASA S12.60-2002, Acoustical Performance Criteria, Design requirements, and Guidelines for Schools in your plans?
2. Do you request a meeting with the library media professional staff since the space requirements for the library media center are different from the space requirements for a regular classroom?
3. Do you interview the school's administrators about the instructional program of the school so that instruction drives your design of the building?
4. Do you question the library media center professional staff about the library media program and library instruction so that instruction drives your design of the library media center?
5. Do you interview other specialized staff members (e.g., athletic director, choral teacher, drama teacher) about their instructional program so that instruction drives your design of these areas?
6. What information from the school's administration, faculty, and staff would be helpful as you design a new school facility or plan for renovations? What information from the library media center professional staff would be helpful as you design a new library media center, since this is a very specialized area of the school?
7. Do you develop your plan and bidding requirements to insure that the school is getting the best contractor possible and not just relying on low bid?
8. Do you use pre-qualifying to secure good contractors?
9. Do you consult other references besides the South Carolina School Facilities Planning Guide?
10. Do your discussions with building staff include such topics as video surveillance systems, library security systems, video distribution systems, cabling, LAN wireless connectivity, etc.?
11. Do you recommend that school personnel visit other schools as they are working on their building design?
12. Do you have any resources that you recommend for school personnel to read as they are working on their building design?
13. How do you determine important issues or considerations in the project? What are the challenges of the project?
14. How do you gather information about the school's needs and goals?
15. What things could be done by the school or district personnel to help you with your school design?
16. What could the district do to make your job easier?

Appendix C

Questions the School Design Team Should Ask the Contractor

1. Do you specify the school and/or district personnel you think should attend your weekly construction meetings? Do you request that the professional staff of special areas (e.g., library media center, cafeteria, art rooms, music rooms) be included in the weekly construction meetings when their special areas are being discussed?
2. Do you request that personnel in special areas ((e.g., library media center, cafeteria, art rooms, music rooms) be included on any building walk-throughs that include their special area to ensure that the project is being completed correctly and according to the approved building plans?
3. Do you have any recommendations of specific reading materials that you feel would help the building owner through the construction process?
4. Do you have a site Safety Program that addresses your staff as well as school and district personnel?
5. What information would help you, as the contractor, in working with the owner during the construction project?

Appendix D

Responsibilities of the District Library Supervisor

1. Establish a good relationship with the projector's architect.
2. Attend any meetings related to the design phase of the construction project.
3. Have a good knowledge of interior design to understand how traffic patterns, furniture placement, window placement, interior light placement will affect the library media center program and instruction.
4. Learn how to read building plans (blueprints) to know what is being included or omitted from the library media center design.
5. Learn and understand electrical and mechanical aspects of the building plans.
6. Learn and understand the casework aspects of the building plans.
7. Learn and understand the technology aspects of the building plans.
8. Establish a good relationship with the contractor's site manager.
9. Work with the library media center professional staff to ensure
 - a. that they also know how to read the building plans;
 - b. that they have a working knowledge of interior design;
 - c. that they understand the electrical and mechanical aspects of the building plans;
 - d. that they understand the casework aspects of the building plans; and
 - e. that they understand the technology aspects of the building plans as they relate to the library media center.
10. Attend weekly construction meetings.
11. Participate in regular walk-through visits to the construction site.
12. Ensure that the library media center professional staff are also included on walk-through visits that include the library media center.
13. Notify the contractor and district facilities manager of anything that is not being built according to the approved building plans.
14. Participate in the final walk-through as project punch-lists are created in preparation for the district taking ownership of the new facility.

Appendix E

For Those Districts With No District Library Supervisor

The district officer responsible for facilities management and planning should:

1. Ensure that the library media center professional staff are consulted about the needs and programming requirements that would affect the design of the new library media center.
2. Ensure that the library media center professional staff are included in any meetings pertaining to the design of the media center.
3. Work with the library media center professional staff to ensure
 - a. that they also know how to read the building plans;
 - b. that they have a working knowledge of interior design;
 - c. that they understand the electrical and mechanical aspects of the building plans;
 - d. that they understand the casework aspects of the building plans; and
 - e. that they understand the technology aspects of the building plans as they relate to the library media center.
4. Ensure that the library media center professional staff attend weekly construction meetings when the library media center will be discussed.
5. Ensure that the library media center professional staff are included on walk-through visits that include the library media center.
6. Work with the library media center professional staff to notify the contractor and district facilities manager of anything that is not being built according to the approved building plans.
7. Ensure that the library media center professional staff participate in the final walk-through as project punch-lists are created in preparation for the district taking ownership of the new facility.

For more information on library media center design recommendations or assistance during the construction process, please contact

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