

HOLMES DISTRICT SCHOOL BOARD

2015-16 Library Media Handbook



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***"Whatever the cost of our libraries, the price is cheap as compared to an ignorant nation."
Walter Cronkite***

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1. Introduction

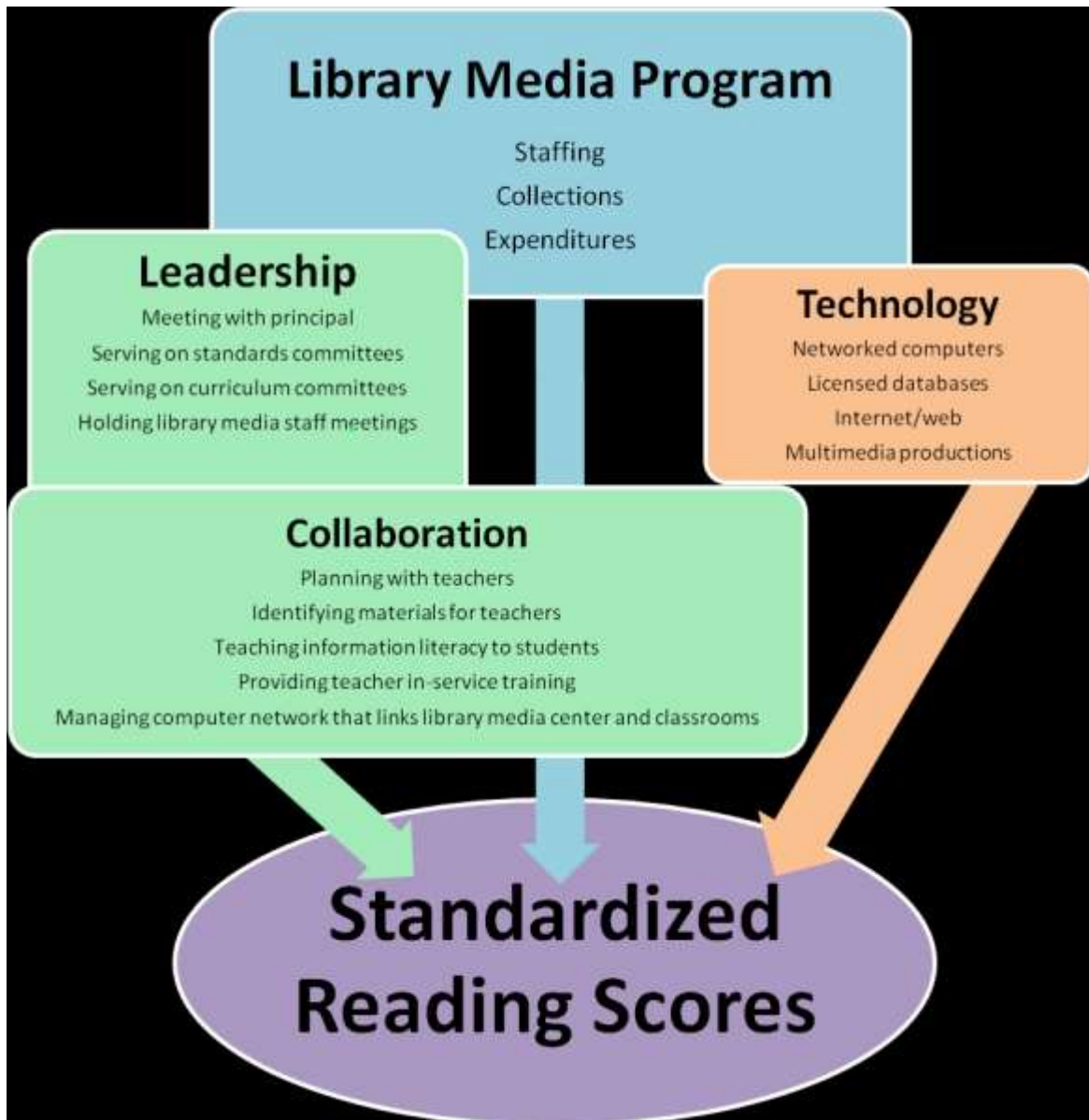
Preface

The purpose of this manual is to serve as a practical tool in the operation of the Holmes County school library media centers. The library media handbook will be reviewed annually by a committee of library media specialists and the director.

Mission/Vision Statement for Holmes County Library Media Centers

The library media center serves as the information, research, and cultural center of the school. Service to patrons is the highest priority. The mission of the library media program is to actively support and advance the purpose, philosophy, and goals of the school in academic, community, and extracurricular activities. This mission will be accomplished by:

- 📖 providing intellectual access to information that is commensurate with students, staff, and community needs and age levels
- 📖 promoting intellectual freedom and access to multi-cultural materials
- 📖 providing physical access to information through a diverse collection of learning resources, subjects, and technology
- 📖 providing leadership, instruction, and consultation in the use of instructional and informational technology
- 📖 providing resources and activities that contribute to the development of the whole student and that enhance lifelong learning



Florida State Statutes / Laws

Florida Statute 1006.28 (1) (d)

School library media services; establishment and maintenance.

-- Requires each District School Board to establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system.

Florida Statutes may be accessed online at:

<http://www.leg.state.fl.us/Statutes>

Ethical Uses and Issues

Holmes County library media specialists know basic ethical and legal tenets of intellectual freedom, confidentiality, intellectual property rights, fair use and copyright regulations, and know whom to contact for additional information.

Library media specialists are required to be updated by the Director annually on current district telecommunications plan policies and procedures, copyright information, and the acceptable use policy for students & employees. Holmes County School Board email and district-level library media specialist meetings will be the primary methods of communication.

Confidentiality of Library Records

School library media specialists need to be cautious when sharing information regarding privacy rights of library users. School library media specialists are urged to respect the rights of children and youth by adhering to the tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and the ALA Code of Ethics.

Quick Reference to Florida State Statutes and School Board Policies

F.S. Ch. 847.001 6 (a,b,c)	Defines “harmful to minors”
F.S. Ch. 9	Defines “nudity”
F.S. Ch. 10 (a,b,c)	Defines “obscene”
F.S. Ch. 847.012 2 (a,b)	Defines harmful media
F.S. Ch. 1001.03	Describes materials that are unlawful to use in a school library media center or a school classroom
F.S. Ch. 1006.28 1 (d)	Establishment and maintenance of a school library media program in all public schools
F.S. Ch. 1006.28 3 (b)	Money collected for lost or damaged books; enforcement
F.S. Ch. 1006.34 2 (b)	Standards used to determine selection of instructional materials, library books, and other reading material used in schools
F.S. Ch. 1012.01 2 (c)	Defines library media specialists
F.S. Ch. 1012.55	Requirements of certification of library media specialists

Florida State Statutes may be found at:

<http://www.flsenate.gov/Statutes>

Policy 2.30 1 (d)	Defines teacher to include library media specialist
Policy 3.52 1-4	Gives provisions of the copyright laws
Policy 3.80	School volunteers
Policy 4.20	Annual district instructional materials allocation
Policy 4.22 1 (a,b,c,d)	Describes objectives of selection of materials
Policy 4.22 2 (a,b,c,d)	Lists criteria for selection of materials
Policy 4.22 3 (a,b)	Lists procedures for selection of materials
Policy 4.30	References procedures on challenged materials
Policy 7.75	Sale, transfer, or disposal of property
Policy 7.77	The principal designates a person to be responsible for library inventories.

Holmes District School Board Policies may be found at <http://www.hdsb.org>.

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation. **
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.
Amended February 2, 1961, and January 23, 1980,
inclusion of age reaffirmed January 23, 1996,
by the ALA Council.
Library Bill of Rights

ALA web copyright statement and release © Copyright 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004 American Library Association. This document may be reprinted and distributed for non-commercial and educational purposes only, and resale. No resale use may be made of material on this web site at any time. All other rights reserved.

School Board Policy 4.21
School Board Policy 4.22
Florida Statute 1006.34

****Holmes County School Board Policy and Florida Statutes take precedence over any statements made by the American Library Association. Schools need to take into consideration their curriculum as well as the socio-economic mix of their students when selecting materials for their collection.**

Initiatives and Standards

AdvancED Worldwide: Advancing Excellence in Education Southern Association of Colleges and Schools (SACS) Council on Accreditation and School Improvement (CASI)

The policies, principles, and standards for accreditation by the Southern Association of Colleges and Schools (<http://www.sacscasi.org>) represent the minimum level at which a library media program can function effectively, supporting the instructional program and providing for the varying needs of learners. This association establishes standards for effectively aligning library media services with the school's mission and goals. Schools should plan to meet these standards at the very least and should participate in an ongoing program of evaluation, analysis, and improvement.

A District SAC CASI review was conducted in the 2011-12 school year. The district received accreditation through the 2017 year.

View accreditation standards in their entirety at <http://www.advanc-ed.org/>.

American Library Association/American Association of School Librarians Standards Initial Programs for School Library Media Specialists Preparation

The School Library Media Specialist Preparation Program is predicated on the philosophy and mission of the national guidelines for school library media programs of the American Association of School Librarians: to ensure that students and staff are effective users of ideas and information. The complete program may be found at

<http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume72004/shannon.cfm>.

2. Program Organization

The School Library Media Specialist

The library media specialist is an essential link in a new educational learning community, which includes students, teachers, administrators, and parents as well as local, regional, state, national, and international communities. The new learning community is not limited by time, place, age, occupation, or disciplinary borders but instead is linked by interests, needs, and a growing array of telecommunications technologies.

Helping students to be information literate in this learning community is the central concern of student-centered library media programs. The goal is to assist all students in becoming active and creative locators, evaluators, and users of information to solve problems, think critically, and to satisfy their own curiosity through research and reading experiences. As the keystone of a student-centered library media program, the library media specialist works collaboratively with teachers, administrators, and others to facilitate students' entry into the Information and Communication Ages, in the following four roles:

As a teacher, the library media specialist works with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs, and to understand and communicate the information the resource provides. The library media specialist is knowledgeable about current research on teaching and learning and skilled in applying its findings to a variety of situations – particularly those that call upon students to access, evaluate, and use information from multiple sources in order to learn, to think, create and apply knowledge. In short, the library media specialist teaches students to use information for critical thinking and problem solving using the *Information Literacy Standards for Student Learning* set forth in *Information Power*, the national standards for school library media programs (ALA, 1998).

As an instructional partner, the library media specialist joins with teachers and others to identify links with curricular content, learning outcomes, student information needs, and information resources. Working with the entire school community, the library media specialist takes a leadership role in developing policies, practices, and curricula that guide students to develop the full range of information literacy skills. The library media specialist works closely with individual teachers in the critical area of designing authentic learning tasks and assessments and integrating the information and communication abilities required to meet subject matter standards.

As an information specialist, the library media specialist provides expertise in acquiring and evaluating information resources in all formats; in bringing an awareness of information issues to teachers, administrators, students, and others; and modeling, for students and others, strategies for locating, accessing, and evaluating information within and beyond the library media center. Working in an environment that has been profoundly affected by technology, the library media specialist both masters sophisticated electronic resources and maintains a constant focus on the nature, quality, and ethical uses of information available in these and in more traditional tools.

As a program administrator, the library media specialist guides and directs all the activities related to the library media program. Confident of the importance of the effective use of information to students' personal and economic success in their future lives, the library media specialist is an advocate for the library media program and provides the knowledge, vision, and leadership to steer it creatively and energetically in the 21st century. Proficient in the management of staff, budgets, equipment, and facilities, the library media specialist plans, executes, and evaluates the program to ensure its quality and relevance in the learning community.

Adapted from *Information Power: Building Partnerships for Learning*
American Library Association, c1998

Standards for the 21st-Century Learner

<http://www.ala.org/aasl/standards-guidelines/learning-standards>

ISTE

<http://www.iste.org/>

Information Power

<http://www.ala.org/PrinterTemplate.cfm?Section=informationpower&Template=/ContentManagement/ContentDisplay.cfm&ContentID=19935>

Roles of the Library Media Specialist

The library media specialist plays an essential role in the learning community to ensure that students and staff are efficient and effective users of ideas and information. Collaboration with teachers, administrators and others is essential to prepare students for the communication age.

The Library Media Specialist as Teacher:

- 📖 instructs students and staff in authentic information problem solving strategies
- 📖 promotes reading through reading motivation and reading guidance
- 📖 integrates information and technology literacy with classroom curriculum
- 📖 instructs students and staff in the search strategies required to navigate electronic resources
- 📖 possesses a knowledge of literature for children and young adults
- 📖 recommends resources for reading and research
- 📖 provides orientation programs for students and staff concerning the facility, resources, and services available through the library media center

The Library Media Specialist as Instructional Partner:

- 📖 collaborates with teachers in the planning, implementation and assessment of resource-based units of study
- 📖 designs authentic learning tasks with teachers
- 📖 develops and provides professional development programs for building level teachers, administrators and staff
- 📖 participates in school based committees
- 📖 develops and provides professional collections for staff
- 📖 recommends resources for integration with instructional units
- 📖 connects classroom curriculum with information and technology literacy

The Library Media Specialist as an Information Specialist:

- 📖 evaluates and selects resources to support curriculum initiatives
- 📖 conducts reference interviews to determine the information needs of students and staff
- 📖 guides students and staff in the selection of appropriate resources
- 📖 accesses external information resources
- 📖 facilitates the use of presentation tools in print, technology and media to disseminate information
- 📖 promotes the ethical and responsible use of information
- 📖 serves as the research expert for teachers and administrators

The Library Media Specialist as Program Coordinator:

- 📖 plans, executes and evaluates the library media program as it aligns with school district goals
- 📖 prepares and manages the library media center budget
- 📖 develops a collection that supports the curriculum
- 📖 supervises support staff and volunteers
- 📖 participates in professional organizations and engages in professional development to maintain professional skills
- 📖 develops procedures and organizational plans for the library media center
- 📖 initiates community outreach programs
- 📖 articulates intellectual freedom issues and manages challenges to materials according to school district guidelines
- 📖 manages the electronic circulation system and online catalog
- 📖 manages & facilitates the eBook collection (OverDrive) and assists users with its use

School Library Media Staffing Structure

American Library Association (ALA)/ American Association of School Librarians (AASL) Position Statement on Staffing

AASL Position Statement

<http://www.ala.org/aasl/advocacy/resources/statements/staffing>

The success of any school library program, no matter how well designed, ultimately depends on the quality and number of the personnel responsible for managing the instructional program in addition to the library's physical and virtual resources. A well-educated library degreed professional staff, supported by technical and clerical staff, is crucial to build effective school library programs. All students, teachers, and administrators in each school building at all grade levels must have access to a fully staffed library program throughout the school day.

Although staffing patterns are developed to meet local needs, basic staffing requirements must reflect the following principles:

- 📖 The library program is serviced by one or more well-educated library degreed professionals working full-time in the school library.
- 📖 In addition to library degreed professionals, highly trained technical and clerical support staff is necessary for all library programs at all grade levels. Each school must employ at least one full-time technical assistant or clerk for each school librarian. Some programs, facilities, and levels of service will require more than one support staff member for each professional.
- 📖 More than one library degreed professional is required in many schools. The specific number of additional professional staff is determined by the schools instructional programs, services, facilities, size, and number of students and teachers. A reasonable agreed upon ratio of professional staff to teacher and student populations is essential in order to provide for the levels of academic instruction and technology services required by the library program as described in *Empowering Learners: Guidelines for School Library Programs*.
- 📖 All school systems must employ a district library director to provide leadership and direction to the overall library program. The district director is a member of the administrative staff and serves on committees that address broader educational issues and determine the criteria and policies for the district's curriculum and instructional programs. The library director communicates the mission, strategic plan, goals, and needs of school and district library programs to the Superintendent, Board of Education, other district-level personnel, and the community. In this advocacy role, the district library director advances the concept of the school librarian as a professional with keen knowledge of how to use and manage technology for instruction and organization of library resources. The district library director also provides evidence that school librarians partner with teachers and recommends a staffing level that supports an integrated library

program based on instructional partnerships and collaboration.

Staffing based on the prior principles defines a library program that is structured to support teaching and learning throughout the school community.

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Skills and Responsibilities of the Library Media Specialist

The library media specialists are an integral part of the instructional program for all grade levels. As a member of the instructional support team, the library media specialist must be proficient in many areas to develop and maintain a media program that enhances and supports the curriculum.

Skills:

- 📖 Comprehension of the broad spectrum of library media and the importance of media to education
- 📖 Knowledge of and insight into learning theory and communication processes
- 📖 Knowledge of curriculum content
- 📖 Knowledge of print and non-print materials and equipment
- 📖 Knowledge of sources and procedures for acquiring library media
- 📖 Knowledge of application of various types of technology to instruction
- 📖 Skill in determining comprehension levels of students and ability to select materials appropriate for those levels
- 📖 Ability to work cooperatively with administrators, teachers, and staff to develop an approach to instructional planning that includes developing objectives, designing educational experiences, and selecting appropriate library media to meet the objectives
- 📖 Ability to gain and maintain respect of school staff and students

Responsibilities:

- 📖 Lead in the design and development of innovative instructional programs
- 📖 Provide leadership in planning, organizing, and delivering all media services in the school, including information skills instruction, staff development, media production, and consultation/information services
- 📖 Promote the library media program in the school and community
- 📖 Assume a leadership role on the Library Media Advisory Committee to establish long- and short-range goals, recommend changes in services and assist in evaluation of the library media program
- 📖 Plan with teachers for information skills instruction correlated with subject-area curricula and share in the delivery of that instruction
- 📖 Work with teachers to develop educational objectives, plan learning experiences and identify appropriate library media to support those

objectives

- 📖 Apply district selection standards and Florida statutes when selecting, ordering, and evaluating materials for a balanced library media collection
- 📖 Administer the library media budget and maintain accurate budgetary records
- 📖 Organize the collection for quick and easy access and efficient circulation of materials and equipment
- 📖 Maintain a balanced collection that enhances and supports the curriculum
- 📖 Plan for and stimulate effective use of library media facilities, materials, and equipment
- 📖 Identify maintenance needs and initiate requests for needed repairs to materials and equipment
- 📖 Conduct inventory of the collection annually
- 📖 Assist teachers and students in selection and use of appropriate media
- 📖 Assist teachers and students in designing and producing learning materials
- 📖 Plan and implement inservice training for teachers in use of library media and technology
- 📖 Train students and teachers in the use of equipment and technology
- 📖 Provide reading, listening, and viewing guidance
- 📖 Coordinate district library media services
- 📖 Supervise clerical staff, student assistants, and volunteers

Library media specialists are often called upon to perform many clerical duties related to the day-to-day operation of the library media center, especially if there is not a library media clerk. These clerical duties can range from checking out books to printing overdue notices to shelving books. Whatever challenge arises, library media specialists must have the knowledge and willingness to perform any library media-related task, instructional or non-instructional (clerical).

Typical non-instructional duties could include:

Operation of the automated circulation system

- 📖 Check materials out and in
- 📖 Print bibliographies
- 📖 Print statistics (monthly and yearly reports, etc.)
- 📖 Print overdue notices
- 📖 Make daily and weekly backups of the systems, etc.
- 📖 Web management
- 📖 Technology troubleshooting

Print Collection

- 📖 Pull materials upon teacher request
- 📖 Reserve materials for staff/student use
- 📖 Shelf returned items

- 📖 Straighten and read shelves for correct Dewey order
- 📖 Maintain print materials (repair, replace, or withdraw as needed)

Electronic and Non-print Collection

- 📖 Pull materials upon teacher request
- 📖 Reserve materials for staff/student use
- 📖 Shelve returned items
- 📖 Maintain non-print materials (repair, replace, or withdraw as needed)
- 📖 Train staff/students in the operation of equipment needed for utilization of non-print materials, etc.
- 📖 Assist staff/students in the use of eBooks (through OverDrive)

Contracted Work Day for Library Media Specialists

Library media specialists are under the same contract guidelines as teachers, as stated in Article I (Recognition) and Article V (Teaching Conditions) in the Master Contract between the *Holmes District School Board* and the *Holmes County Teachers Association Professional Educators, 2012-2015*.

Article I: Recognition

A. The Board hereby recognizes the Association as the sole and exhaustive bargaining representative for:

Included: Classroom teachers, including art, P.E., and music teachers; guidance counselors; librarians...

Article V: Teaching Conditions

D. All teachers shall have a duty-free lunch period on the condition that a principal-faculty committee establishes an equitable duty schedule for all teachers that will provide supervision for students during lunch. In the event that a teacher does have lunch duty, the teacher will receive compensation time to match.

E. The length of the teacher's professional day shall be 7.5 hours, unless reduced by the Superintendent or building principal.

Article VI: Class Size and Load

1. Media centers:

<u>Membership</u>	<u>Specialist</u>	<u>Clerks</u>
250-399	1 or	1
400-600	1	0
601-900	1	1
901-1200	2	1

Library Media Center Teacher Assistant





The library/media teacher assistant is a valuable asset to the overall library media program and performs many of the daily, routine activities involved in the operation of the library media center, which allows the library media specialist to spend time working with students and staff. All libraries are different and use their teacher assistant in different manners.

Skills:

- 📖 Clerical skills enabling performance of tasks related to the ordering, receiving, maintenance, inventory, production, circulation, and manipulation of instructional media
- 📖 Ability to be trained in specialized library media tasks, including using equipment, computers and technology applications
- 📖 Typing and office skills
- 📖 Interpersonal skills for assisting students and teachers in locating and using resources

Responsibilities:

- 📖 Perform circulation tasks such as checking materials out and in, reserving, scheduling, and delivering library media materials and equipment
- 📖 Maintain attendance records (number of patrons/classes attending center)
- 📖 Prepare, process and receive orders
- 📖 Process materials for circulation
- 📖 Maintain circulation records, inventories, bookkeeping accounts
- 📖 Print reports and bibliographies using circulation software program
- 📖 Type correspondence (as needed)
- 📖 Locate and retrieve materials and equipment for patrons and assist them in using library media center resources
- 📖 Assist in the production of materials
- 📖 Assist in the operation and minor repair of equipment and in the maintenance and repair of materials
- 📖 Shelve, file, and duplicate materials (as needed)

-  Check holdings in circulation system to determine availability of materials
-  Assist students and teachers as needed
-  Supervise students
-  Perform other duties as requested or assigned by library media specialist

3. Library Media Center Management

School Library Media Center

Hours of Operation

Hours of operation should be established for faculty and students. If hours of operation are times other than school hours, this should be discussed with school administration and possibly your Library Media Committee.

Schedules

- 📖 Flexible access is preferred. The term “flexible access” means the library media center is accessible to all patrons at all times during the hours of operation. It is open for circulation, research, and other services provided by the library media center. Refer to The American Library Association’s position statement on flexible scheduling at <http://www.ala.org/aasl/advocacy/resources/statements/flex-sched>.
- 📖 Library media specialists may set schedules for library media skills classes.
- 📖 Special events in the library are scheduled through the library media specialist.

Volunteer Policy

All library media center volunteers must follow the school board volunteer policies (School Board Policy 3.80).

Equipment Loans

When ANY library media equipment leaves the school for five days or more, the person requesting the equipment must fill out a Temporary Loan Form (Appendix A). This form must be signed by the administrator before the equipment leaves the school site.

Library Media Center Management

- Write policies and procedures for faculty/student handbooks
- Provide access before, after, and throughout the school day
- Set goals/plan with the school Library Media Committee
- Administer budget
 - distribute money into accounts
 - prepare purchase orders per school directions
 - track expenditure by account
 - approve payment on receipt of items
 - write, call, or fax vendors about problems; manage internal account funds (book fair sales, lost book payments, etc.)

- Build public relations (communicate regularly with principal; prepare bulletin boards and displays; send newsletters and informational flyers; host special activities, book fairs, reading motivation programs; coordinate volunteers; train and supervise student assistants)
- Supervise clerical duties
 - receive, barcode, complete paperwork, and process new materials according to in-house procedures (MARC record, barcode, spine label, security strip, AR label, etc.) receive and test new equipment, apply ID and barcode
 - administer circulation system
 - check materials out
 - check in returned materials, check for missing parts
 - print overdue notices
 - make daily and weekly backups
 - download data files
 - shelve books, magazines, A/V materials, A/V equipment
 - prepare magazines for library use
 - read shelves periodically to maintain correct order
 - maintain and clean A/V equipment as needed
 - mend damaged books and A/V materials
 - answer phone, read and answer email
 - assist patrons with copiers, computers, equipment
 - assess lost & damaged fines and complete monies collected forms

Collection Development

- Solicit input from teachers and students about materials to purchase
- Maintain consideration file for future purchases
- Locate reviews in journals and other selection aids prior to purchase
- Apply selection criteria (Florida Statute and School Board Policy) prior to purchase
- Reapply selection criteria with hands-on evaluation of new materials
- Communicate challenged materials process to administrators and teachers
- Weed print and non-print collections on an ongoing basis
- Inventory books, A/V materials, and equipment annually

Curriculum Support and Technology Applications

- Plan with teachers for instruction
 - Use “Information Skills” to develop lesson plans (location skills, literature appreciation, information literacy).
 - Correlate resources with classroom instructional program.
- Provide resources to support classroom curriculum
 - Communicate/meet with teachers to determine needs
 - Prepare bibliographies about new and available materials

- Gather books, eBooks, videos, multimedia for teachers
- Order materials from district collection (District Media Center)
- Conduct program assessment with input from Library Media Committee to identify strengths and needs
- Provide motivation and guidance in reading/viewing/listening
- Provide library media orientation activities for students
- Communicate copyright laws to faculty, staff, and students
- Chair/serve on school's technology committee for planning
- Provide inservice for teachers
 - Software applications
 - Multimedia (projectors, interactive whiteboards, tablets, etc.)
 - Internet
 - Electronic resources
 - Video streaming
 - eBooks (OverDrive)
 - Copyright
 - Library media orientation of faculty and staff
- Instruct students
 - Student media production
 - TV news shows
 - Multimedia skills
 - Information literacy skills
 - Copyright
 - Software applications
 - eBooks (OverDrive)
- Provide technical assistance for utilization
 - Implement instructional television (ITV)
 - Maintain closed-circuit system in operating condition
 - Develop a video library for school
 - Schedule daily video tapings, broadcasts, downloads
 - Offer television production for students
 - Facilitate student media productions for school or competitions
 - Organize and train students for daily news show
 - Miscellaneous A/V equipment
 - Troubleshoot problems with A/V equipment
 - Make emergency repairs/lamp replacement in classrooms
 - Submit repair request and tag items for repair
 - Check out items to be repaired to patron maintenance
 - Check in repaired items on return
- Equip facility for special events, speakers, workshops, videotaping
 - Video special events
 - Set up A/V equipment for workshops, speakers

Professional Development

- Maintain current educational media certification
- Take advantage of professional growth opportunities
- Participate in local and state professional organizations
- Subscribe to professional journals

Public Relations

Communication is the key element that must be present to establish a healthy public relations (PR) program within a school library media program. In order to effectively communicate with people, the library media specialist needs to develop a specific mindset based on the attributes listed below. Key elements include focus, service, promotion, and evaluation.

Positive Personal Attributes

Empathy – This requires that the library media specialist (LMS) identifies with students and teachers – their perceptions, thinking, and needs.

Gregarious – The LMS must seek out patrons and have conversations on a one-to-one basis concerning their information needs.

Subtle – The direct approach is not always the best. The message that the Library Media Center (LMC) program is there for everyone must be delivered indirectly through written, spoken, and visual communication.

Daring – The LMS must always be aware of new and different approaches to public relations programming and delivery.

Organization – Planning and follow-through become important factors in the delivery of solid PR programs.

Diversification – The public served is diversified in relation to their information needs. The LMS must consider these unique and varied needs when developing a PR plan.

Enthusiasm – Not only should the LMS be enthusiastic about the PR program, but that enthusiasm should be directed toward the school, student body, and other constituents, as well.

Instinct – The LMS must trust their instincts, identify and promote what works, and discontinue what doesn't work concerning their public relations programming.

Persistence – The LMS must never give up. A solid public relations program is assembled in a gradual way. There will be issues to be resolved, which become learning experiences. There will be successes to be celebrated, which become building cornerstones.

Communication with the Principal

Keep the principal informed of all aspects of the library media program, such as:

- 📖 Statistical information
- 📖 Projects and positive happenings

- 📖 Problems / issues
- 📖 Plans for new services; changes in existing services
- 📖 Future plans

Key Elements of Public Relations

Focus – The focus of the public relations program is to *create an understanding and appreciation of the library media program and the library media specialist as key elements in the team approach to facilitating student learning*. The library media specialist should never assume that everyone knows what is being accomplished in the library media program. Efforts for library media program promotion should start with those areas that are considered strong areas. Some traditionally strong areas include the promotion of reading, literacy, and technology as information resources, and facilitation of student learning. The library media specialist should also promote the fun things connected with learning from information such as contests, marathons, and carnivals. The focus remains the same, but the delivery method changes. *The intent is still rooted in using and understanding information, in fostering research, and in reading advocacy.*

Service – Building good public relations requires conscious identification with the public interest. It requires an ability and willingness to listen, to evaluate, to adapt, and/or to educate others about essential programs and services. *An effective library media center public relations program takes place on all levels beginning in the library media center, continuing throughout the school and district, and extending to the community.* To be successful, *the PR program should clearly define goals and objectives.* Selling the library media center program begins with effective service. This service can be characterized by friendliness and integrity when dealing with constituents. The library media center environment should reflect a spirit of cooperation between the library media staff and its constituent groups (students, parents, classroom teachers, school staff, administrators, and community groups). High quality, up-to-date materials in a variety of formats and of sufficient quantity to meet user needs encourage satisfied patrons to become boosters of the library media center.

Promotion – Promoting the school library media program is essential to its overall success. *The best promotion is the type that takes place naturally - by word-of-mouth. Advocates of the library media program (unofficial and unsolicited) make up the “fan club.”* For example, students are the best advocates when the program is focused on students. The same formula applies to parents, administrators, and other community target groups. The library media specialists must tell others consistently, frequently, and with pride and fervor that the library media program impacts learning in a positive way.

Evaluation – The public relations effort of a library media program is not complete

without assessment and evaluation. Assessment often involves understanding constituent needs and addressing those needs through program development. Evaluation involves a multifaceted approach, focusing on individual programs, the overall library media program, and the goals, objectives, and activities of the PR campaign. *Assessment and evaluation provide opportunities for creation of new and better programming, as well as the retention of tried-and-true programming.* An effective PR campaign for a school library media center program is never completed. The process of assessment and evaluation ensures that the program will remain dynamic and flexible.

Techniques

- 📖 Creating information for in-school announcements
- 📖 Designing posters which call attention to Library Media Center publications or services
- 📖 Editing a newsletter with information for students, faculty, administration, and parents
- 📖 Writing articles for the school newspaper, newsletter, or other publications
- 📖 Developing multimedia productions highlighting the use of the center, its services, or special programs
- 📖 Offering a Library Media Center open house as an individual event or in conjunction with the overall school open house
- 📖 Facilitating book fairs and displays concerning special topics, events, and holidays
- 📖 Presenting the Library Media Center program to the Holmes County School Board, faculty, and parents
- 📖 Designing brochures to promote library media services
- 📖 Designing inservice activities for faculty and staff such as workshops concerning specialized topics
- 📖 Creating press releases or information bulletins for local newspaper articles
- 📖 Arranging for radio and/or TV coverage of special events, program enhancements, or topics of public interest
- 📖 Maintaining a library media web page that contains helpful links, library policies, special event info, etc.
- 📖 Establishing volunteer programs, which involve students, parents and community members
- 📖 Participating in statewide and local reading programs such as the Sunshine State Young Readers Award Program, Just Read Florida!, Florida Teens Read, Florida Reading Association Children's Book Award, and literature festivals
- 📖 Sponsoring contests to encourage the use of Library Media Center resources
- 📖 Sponsoring a library media club and /or school-related clubs or activities
- 📖 Presenting booktalks and storytelling events
- 📖 Arranging for special appearances by local personalities, authors,

- storytellers
- 📖 Collaborating in the design of cooperative programs with the public library and/or local businesses
- 📖 Facilitating the establishment and implementation of a School Library Media Committee
- 📖 Presenting orientations for teachers concerning Library Media Center services, programs, and resources
- 📖 Providing opportunities for exchange of paperbacks and other resources
- 📖 Encouraging reading contests

The above information was taken from the Florida Association for Media in Education; Information Power: Guidelines for School Library Media Programs, 1989.

Resources for Publicity and Special Observances

ALA sponsors a variety of promotions. Access these from their web site <http://www.ala.org/conferencesevents/celebrationweeks>.

September – Library Card Sign-Up Month
 September 26-October 1, 2015 - Banned Books Week
 October 18-24, 2015 - National Teen Read Week
 November – Picture Book Month
 February 17, 2016 – Digital Learning Day
 February – Black History Month
 March – Women’s History Month
 March 2, 2016 – Read Across America Day (Dr. Seuss’s birthday)
 March 6-12, 2016 – Teen Tech Week
 March 16, 2016 – Freedom of Information Day
 April – School Library Month
 April – National Poetry Month
 April – National Drop Everything and Read (DEAR) Month
 April 10-16, 2016 - National Library Week
 April 30, 2016 – Children’s Book Day

National Center for Family Literacy - reading tips for parents
<http://www.familieslearning.org/>

Children’s Book Council - <http://www.cbcbooks.org/>

National Reading Incentive Program: Book It!
 Started in 1985 as a way to motivate kids to read more, Pizza Hut’s BOOK IT! Program has become the largest reading motivation program in America. The goal today is the same as it was 20 years ago – to help children develop a lifelong love of reading. <http://www.bookitprogram.com>

Resources for Faculty Orientation

The library media specialist should provide a program to orient teachers to the library media program and continually update them about new services, new materials and equipment, and changes in policies and procedures.

For new staff members who join the faculty during the school year, a packet of materials can be assembled and given to them, along with a personal invitation to visit the media center. The packet could contain the media center brochure, an information sheet describing district media services, forms for requesting services and materials, a welcome note, etc. A special time for the new teachers to visit the library media center could then be arranged.

Professional Collection

With input from teachers and administrators, the library media specialist develops, maintains, and updates the professional library collection of professional books, journals, and audiovisual materials located in a designated area within the school library media center. Materials in this collection are processed with P / PRO / PROF as the call number designator on the spine label.

Florida Electronic Library <http://www.flelibrary.org/>

Florida Memory <http://floridamemory.com/>

Learn360 <http://www.learn360.com/>

TeacherTube <http://www.teachertube.com/>

WatchKnowLearn <http://watchknowlearn.org/>

Budget Planning

Budget planning for books, online resources, equipment, videos/DVDs, emerging technologies, periodicals, supplies, etc.

One responsibility of library media specialists is to determine the priorities for purchase, selecting those items that most positively impact student achievement and meet the needs of the staff and community in a fiscally responsible manner. In a typical school, purchases for the library media program must compete with everything from custodial supplies to balls and tennis rackets for physical education, which are all necessary for the operation of the school. Nevertheless, it is hard for a library media specialist to compete unless armed with goals and

objectives for the library media program and a solid knowledge of how to manage the different funding sources available.

Multiple funding sources can be tapped for library media purchases.

The school's FTE (Full Time Equivalency) budget supports the library media program with the exception of the Instructional Materials money in Library Media Services' budget and capital funds, the school level administrator controls all other funding sources. Ultimately it is the **school administrator** who is responsible for providing financial resources for purchasing items for the library media program. It is the **library media specialists' responsibility to advocate** for the program by making the needs known.

The school budget should fund the major portion of the library media purchases. The principal indicates the percentage of the school budget that will be allocated to the library media program.

Instructional Materials (DOE categorical) funds that are allocated to schools for library media purchases are in the Department of Finance's budget. July 1 of each school year, the Department of Finance distributes to principals and bookkeepers via email the Instructional Materials allocations for the year. The library media specialist and principal should discuss the figures and plan expenditures for the year in concert with the school library committee. *Note that collections and programs that are under-funded show significant deficiencies that have been proven to negatively impact student achievement (Curry Lance, 2001).*

The library media categorical funds are earmarked for a specific purpose – the purchase of library media resources to be checked out through the school library by students and teachers. Specifically, library media materials include those items normally purchased under function 6200 (Instructional Media Resources). These items include library books, reference materials, audiovisual and electronic media, and periodical and/or information database subscriptions. Equipment purchases, class sets of resources, and supplies are not eligible expenditures from these funds (Section 1006.40 (4), Florida Statutes).

It is recommended that the book collection be current and up-to-date before purchasing electronic media.

It is essential that all schools follow proper purchasing procedures.

The Purchasing Department of the Holmes District School Board conscientiously works with the bid process to ensure that schools receive the maximum purchasing discounts. Online access to the state contract web site should help in locating items and vendors on bid contract with the state of Florida.

http://www.dms.myflorida.com/business_operations/state_purchasing

Sources of funding managed by library media specialists include:

School-based Allocations

The school budget is furnished to school administrators by the district. Instructional Media Services Funds (function 6200) are used to purchase print and non-print materials, library media supplies, and small equipment. Each school has a unique 4-digit code, which is referred to as the cost center. The fiscal year is from July 1 to June 30.

Object Codes

310	Professional and technical services
331	Travel – in county
332	Travel – out of county
350	Repairs and maintenance
360	Rentals
390	Contracted services
510	Consumable supplies
530	Periodicals
590	Non-consumable supplies
610	Library books
621	A/V materials (>\$750)
622	A/V materials (<\$750)
641	Furniture & equipment (>\$750)
642	Furniture & equipment (<\$750)
643	Computer hardware (> \$750)
644	Computer hardware (< \$750)
691	Computer software (>\$750)
692	Computer software (<\$750)
730	Dues & fees

Internal Funds

Internal funds are comprised of monies collected from fines*, donations, book fairs, etc. Monies collected are deposited into the library media account in the internal account system of the school using a monies collected form. Students' names and the amounts collected should be listed on this form. The funds that are collected that relate to the library media center shall be expended on and used for the benefit of the library media center.

*Fines: Charging fines for overdue materials is a school-based decision.

Federal and State Grants

Federal and state grants are handled in a special manner. See your bookkeeper or Director of Media Services for specific details.

Library Media Growth Funds (Project 1032)

Library Media Growth Funds (Project 1032) are funds provided by the district based on FTE projections and previous funding allocations. Library Media Growth Funds are allocated for the purchase of media center materials and resources.

FAME (Florida Association for Media in Education) (Project 1031)

These funds (Project 1031) are allocated by the state to the district and distributed to the school library media center for the purchase of library media only. The library media categorical funds are earmarked for a specific purpose – the purchase of library media resources to be *checked out through the school library* by students and teachers. Specifically, library media materials include those items normally purchased under Function 6200 (Instructional Media Resources). These items include library books, reference materials, audiovisual and electronic media, and periodical and/or information database subscriptions. Equipment purchases, class sets of resources, and supplies are not eligible expenditures from these funds (Section 1006.40 (4), Florida Statutes).

Purchasing

The Holmes District School Board places orders through purchase orders. Schools also make purchases by using internal fund check requisitions. The Holmes District School Board (certificate 85-8013923453C-9) is exempt from all federal excise and state sales tax. Copies of the tax certificate and other forms are available from the Finance Director, Director of Media Services, or your school bookkeeper. Online ordering greatly reduces the volume of paperwork and ensures more timely delivery of goods. Submit a purchase order signed by your principal to the Director of Media Services, who will then get a purchase order number for you to use online.

Requests for purchases are submitted to the school budget designee for approval by the principal. Remember to always use the School Board tax certificate when making purchases of any kind.

Consideration File

It is recommended that library media specialists maintain a consideration file that includes requests from faculty, parents, students, and administrators. Library resource considerations also come from reviews in periodicals and professional journals, as well as reviews posted online. This file is helpful in placing future orders.

Purchase Orders

Requests for purchase orders are initiated at the school or department level and approved by the Project Director. ***No services are to be rendered or product delivered until obtaining a purchase order.*** The purchase order will spell out the specific items to be delivered: price, quantity, delivery information, terms and conditions. Completed purchase orders are given to the appropriate school personnel for processing or ordering. When the order is received, verify your order, sign a copy of the purchase order, and return it to the Finance Department at the District Office. Property Control will tag purchases from internal funds valued at \$750 or more.

When ordering video materials, it is recommended that the following statement be written on the order or under “comments” for an internet order:

“I understand that I am purchasing the right to broadcast this video material over the school’s closed circuit television network. If this cannot be done in accordance with the copyright law, please do not fill this order.” (See Appendix A)

Credit Cards

The District Office has a credit card that may be used for items purchased locally. A signed purchase order must be turned in before the credit card will be issued. After purchasing, the card should be returned as soon as possible, along with the receipt for items bought. Please see the Director of Media Services or the Finance Director for assistance with this process.

Preprocessed Books

Ordering preprocessed books (and paying more for each book) saves considerable time for the library media specialist and staff. Automated processing can include data disk, barcode label, spine label or stamping, mylar jackets, and Accelerated Reader or Reading Counts labels.

Bid List Items

Certain equipment and materials may be available through a state bid list. Contact the Director of Media Services for more information.

Follett Maintenance Agreement Guidelines

During the month of August, library media specialists will participate in a cost-saving group purchase order with Follett Software Company. The support agreements will be due in August and will conform to the anniversary date, which begins September 1 and expires August 31 of each year.

Listed below is the process we will follow:

In July, the District Accounts Payable receives invoices for Destiny services,

along with maintenance coverage for barcode and PHD scanners. These invoices are then distributed to each school. Through participation in the group purchase order, Holmes County District Schools will receive a discount on the Destiny technical support service. There is no discount for scanners, which is an optional cost.

Collection Development

Library Media Collection

The library media collection is developed in accordance with the district's educational media materials selection policy 4.22 (see appendix A), and Florida Statutes 1001.03 and 1006.28.

The American Association of School Librarians (AASL) positions on collection are available online at

<http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/interpretations/accessresources.cfm> in the document "Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights."

Selection of Materials (see School Board Policy 4.22 – Appendix A)

Legal Basis of Selection

All materials must comply with the following criteria:

Florida Statutes 847.001, 847.012, 847.0133, 1006.34

<http://www.flsenate.gov/Statutes/index.cfm>

When using materials from sources other than approved materials from your school or district, the following form must be submitted and on file before using the materials in your instruction:

Request for Use of Educational Material From Outside Sources (see appendix A)

1006.34 Powers and duties of the commissioner and the department in selecting and adopting instructional materials. —

b) In the selection of instructional materials, library books, and other reading material used in the public school system, the standards used to determine the propriety of the material shall include:

1. The age of the students who normally could be expected to have access to the material.
2. The educational purpose to be served by the material. In considering instructional materials for classroom use, priority shall be given to the selection of materials which encompass the state and district school board performance standards provided for in s. 1001.03 (1) and which include the instructional objectives contained within the curriculum frameworks approved by rule of the State Board of Education.
3. The degree to which the material would be supplemented and explained by mature classroom instruction as part of a normal classroom instructional program.
4. The consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of this state.

No book or other material containing hard-core pornography, or otherwise prohibited by s. 847.012 shall be used or available within any public school district.

F.S. 847.001 Definitions

(6) "Harmful to minors" means any reproduction, imitation, characterization, description, exhibition, presentation, or representation, of whatever kind or form, depicting nudity, sexual conduct, or sexual excitement when it:

- (a) Predominantly appeals to the prurient, shameful, or morbid interest of minors;
- (b) Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material for minors; and
- (c) Taken as a whole is without serious literary, artistic, political, or scientific value for minors. A mother's breastfeeding of her baby is not under any circumstance "harmful to minors."

F.S. 847.012 Prohibition of sale or other distribution of harmful materials to persons under 18 years of age (no videos, visual representation, image of a person or portion of the human body which depicts nudity or sexual conduct... and which is harmful to minors; no book, printed material or sound recording which contains matter as defined in statute 847.001 and which is harmful to minors)





F.S. 847.0133 Protection of minors; prohibition of certain acts in connection with obscenity; penalty.—("obscene material" means any obscene book, magazine, periodical, pamphlet, newspaper, comic book, story paper, written or printed story or article, writing paper, card, picture, drawing, photograph, motion picture film, figure, image, videotape, videocassette, phonograph record, or wire or tape or other recording, or any written, printed, or recorded matter...)

Consideration should be given to recommendations made by District committees who have reviewed the available materials in a subject area. No books or other material containing hardcore pornography or other prohibited material by Florida Statute shall be used.

Procedures for Evaluation and Selection of Educational Media

Objectives of Selection

The primary objective of educational media is to implement, enrich, and support the educational program of the District. It is the duty of the District to provide a wide range of materials of different levels of difficulty, with diversity of appeal, and representing different points of view taking into account the varied interests, abilities, and maturity levels of the pupils being served. The utilization of any specific item in educational media does not necessarily mean that the school or the District advocates or endorses the contents of that item. To this end, the School District of Holmes County affirms that it is the responsibility of the instructional program to provide:

-  Media that will stimulate intellectual growth
-  Information that will enable students to make intelligent decisions and to understand the consequences of their decisions
-  Educational media that reflects differing and/or opposing viewpoints
-  Educational media that reflects the multicultural basis of society and the contribution of different cultures

Administrative Responsibility for Selection

Annually, the principal of each school is responsible for reviewing copyright policies and “Procedures for Evaluation and Selection of Educational Media” with the school staff. The principal may delegate this responsibility to the library media specialist. Personnel should sign the *Copyright and Educational Media Policy Agreement* (Appendix A) to acknowledge receipt of the policies and guidelines. These forms should be kept on file at each school site.

Personnel Responsible for Selection

Selection of educational media is a continuous process which involves teachers, principals, lay persons, other instructional personnel, and students as appropriate. The responsibility for coordinating the selection process and making the final selection for the library media center rests with the school library media personnel. Final selection of classroom curriculum material shall be the responsibility of the principal or the principal’s designee.

Media (films, videotapes/DVDs, software, print texts, etc.) from sources other than the district or a school library media collection must be approved by the principal. Request for Use of Educational Media from Outside Sources forms (Appendix A) are available at each school site and shall be used for requisitioning and/or requesting permission to use such materials. The content of the curriculum will determine the need for and use of media.

Proof of Evaluation

Documentation should be maintained as evidence that educational media has been evaluated in accordance with selection criteria. Proof of evaluation should be documented in the school record system for media used for classroom instruction. Evaluation for educational media circulated to students through library media centers should be documented by entering the recommendation(s) and/or review source(s) into the library media center record system.

Collection Analysis

Destiny Library Manager Automation System has a robust automated collection analysis tool built in to the system designed to assist Library Media Specialists (LMS) with weeding and purchasing considerations. An added feature that other services do not have is the collection data is statistically reflective of the library circulation data. This data can be valuable to the LMS when funds are needed for specific areas of your collection. The data can be retrieved with ease by following a few simple steps. Destiny Collection Analysis has the ability to perform a

detailed and specific investigation by drilling down from a larger range to a smaller range. After selecting your parameters, Destiny has a number of lists and reports that can help find and evaluate materials that need to be or have been discarded/weeded.

Destiny provides the following:

- 📖 List of materials that haven't circulated in a long time
- 📖 List of materials that have recently been checked out
- 📖 List of materials with old publication dates
- 📖 Particular copy's statistics
- 📖 A weeding log
- 📖 Age of the collection
- 📖 Value of the collection
- 📖 Search statistics report (what students have searched for and found – or not found)

To access Destiny Collection Statistics go to:

- **Back Office**
- **Library Materials** tab (top of page)
- **Collection Statistics**
- **Collection Statistics Summary**

This summary provides you with the circulation statistics, average age, and value of all the materials in your collection organized by call number.

Criteria for Selection of Materials

The following criteria will be used as they apply:

- 📖 Materials and information shall support and be consistent with the general educational goals of the district and the objectives of specific courses.
- 📖 Materials and information shall meet high standards of quality in factual content and presentation.
- 📖 Materials and information shall be appropriate for the subject area and for the age, emotional development and ability level, and the social development of the students for whom the materials are selected.
- 📖 Materials and information shall have aesthetic, literary, or social value.
- 📖 Material and information chosen shall be by competent and qualified authors and producers.
- 📖 Materials and information shall be chosen to foster respect for women and minority and ethnic groups and shall realistically represent our pluralist society, along with the roles and lifestyles open to both women and men in today's world. Material and information shall be designed to help students gain an awareness and understanding of the many important contributions

made to our civilization by women and minority and ethnic groups.

- Materials and information shall clarify the multiple historical and contemporary forces with their economic, political, and religious dimensions, which have operated to the advantage or disadvantage to women, minority groups, and ethnic groups. These materials shall present and analyze inter-group tension and conflict objectively, placing emphasis upon resolving social and economic problems.
- Materials and information to clarify the important role religion had in shaping every age and culture shall be included with emphasis on objectivity and balance.
- Materials shall be designed to motivate students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in a pluralistic, nonsexist society.
- Materials and information shall be selected for their strengths rather than rejected for their weaknesses.
- Biased or slanted materials and information may be provided to meet specific curriculum objectives. Physical format and appearance of materials and information shall be suitable for their intended use.
- The selection of materials and information on controversial issues will be directed toward maintaining a balanced collection representing various views.

Helpful Sites for Selection of Materials

Although a hands-on examination of materials is preferable, it is not always possible. Library media specialists must, therefore, rely on a number of materials selection aids.

Web Resources:

School Library Journal - <http://www.schoollibraryjournal.com/>

School Library Journal, founded in 1954, carries more book reviews and wins more awards for editorial excellence than any other publication in the field. This online journal serves librarians who work with young people in school and public libraries. It gives indispensable information needed to manage libraries, from creating high-quality collections to understanding how technology can assist learning.

Association for Library Service to Children - 2015 Notable Children's Books <http://www.ala.org/alsc/awardsgrants/notalists/ncb>

This is an outstanding compilation of online resources for collection development for all media specialists. It includes reviews of books, recommended reading lists, award winner lists, and collection reviews.

Booklist Online

<http://www.booklistonline.com/>

Booklist is a book-review magazine that has been published by the American Library Association for more than 100 years, and is widely viewed as offering the most reliable reviews to help libraries decide what to buy and to help library patrons and students decide what to read, view, or listen to. It comprises two print magazines, an extensive web site and database, e-newsletters, webinars, and other resources that support librarians in collection development and readers' advisory.

Books In Print - <http://www.booksinprint.com/bip/>

This is one of the industry's largest Web -based bibliographic resources for professionals.

Horn Book - <http://www.hbook.com/>

The Horn Book Magazine is for everyone who needs to know about children's literature. Each bimonthly issue contains invaluable reviews of the newest books available, lively articles and columns covering a variety of aspects of children's books, and more.

Media and Methods - <http://www.media-methods.com/>








This is the leading technology and education magazine used for purchasing decisions in K-12 schools.

Best Fiction for Young Adults

<http://www.ala.org/yalsa/2015-best-fiction-young-adults>

The list presents books published in the last year that are recommended reading for young adults 12 to 18. It is a general list of fiction titles selected for their proven or potential appeal to the personal reading tastes of the young adult.

Recommended Do's and Don'ts of Material Selection

-  **Do** select materials based on objective criteria included in your selection policy.
-  **Do** include teacher and student input when making selections.
-  **Do** select material based on the needs of your school's curriculum and your students' interests and abilities.
-  **Do** provide quality resources so that children are selecting from the best, even though these may be expensive.
-  **Do** select materials you have examined or on which you have found favorable reviews.
-  **Do** purchase materials from any source which provides the materials needed, the services desired, and the best return for your dollar.
-  **Do** purchase quality materials whenever possible.

- 📖 **Don't** overdo the purchase of controlled vocabulary materials, even though some carefully selected ones are needed for slow readers.
- 📖 **Don't** buy rewritten classics in a slick format for elementary children; let them grow up to these books in the original writing in attractive new editions and read them aloud until that time.
- 📖 **Don't** spend your money on a set of books except the standard encyclopedias unless you are certain there is a need for each title in the series.
- 📖 **Don't** keep shabby, out-of-date books of mediocre or poor quality on the shelves, even if the shelves look bare. These are poor fare for both the eager and reluctant reader. Weeding is an important part of developing a quality collection.

Electronic Collection Development

Typically, the same criteria are applied to the electronic resource selection processes that are applied to print and other standard library formats. The following are some of the criteria to consider before selecting or acquiring electronic material.

- 📖 Accommodates user needs
- 📖 Vendor's reliability in customer support and the availability and quality of their training programs
- 📖 Subject relevancy
- 📖 Cost considerations – cost of upgrades, back files, future upgrades, etc.
- 📖 Offers some value-added enhancement to make it preferable over, or a big addition to, other print or non -print equivalents
- 📖 Meets usual and customary technical standards
- 📖 Uniqueness and completeness of information
- 📖 Authority of producer
- 📖 Currency and validity of information and updates
- 📖 Access and network capability
- 📖 Technical ease, accessibility, and a user friendly interface. Examples of these are:
 - Tutorials
 - Introductory screens
 - Prompts and menus
 - Help menus
 - Printing and downloading potential
 - Copyright and fair use issues
- 📖 Legal issues including licensing requirements and restrictions
- 📖 Intellectual level and quality of information
- 📖 Trial period available for examination of product
- 📖 Hardware and software requirements

Commercially Available Electronic Online Resources

The 21st century school library media center provides access to online information just as readily as to print, audiovisual or electronic material. “Acquisitions and selection criteria take on entirely new meaning when considering access to online services....New paradigms of selection and evaluation evolve with new technologies and their application to the classroom and resource center (Craver, 1994).

Carol Simpson “The School Librarian’s Role in the Electronic Age”. ERIC Educational Reports. November, 1996. FindArticles.com.
25 Feb. 2008. <http://www.ericdigests.org/1997-3/librarian.html>

Careful consideration should be given to:

- 📖 Content. Comparisons to printed versions in terms of completeness vs. selectivity, back-file coverage, update frequency, etc.
- 📖 Added value. Wider access, searchability, potentially greater currency, etc.
- 📖 Presentation or functionality. Usability, searching and limit functions, linking, etc.
- 📖 Technical considerations. Hardware and software requirements, including storage space, web browser compatibility, plug-in requirements, authentication, etc.
- 📖 Licensing and business arrangements. Problematic license restrictions, ongoing access rights, costs, etc.
- 📖 Service impact. Documentation, publicity, staff training needs, etc.

Instructional Material Grievance Procedure

The School Board believes that the selection, challenge, and removal of instructional materials are within its jurisdiction in accordance with appropriate statutory and constitutional law. Instructional materials for use in school library media centers or classrooms shall be carefully selected. Such materials may include, but will not be limited to, textbooks, ancillary materials, library books, curriculum materials, and non-print materials.

In all cases where materials being used in a school are challenged, they should be challenged at the level where the materials are being used and referred to the Superintendent and Board only if the citizen is not satisfied with the handling at the local level. (Refer always to School Board Policy 4.30 – See Appendix A)

Grievances Concerning Instructional Materials

Any citizen may file a complaint with a school concerning the use of instructional materials. Instructional materials being questioned shall NOT be removed from use until the following informal and/or formal grievance procedures have been completed.

Complaints shall be handled as follows:

School Level – Informal

1. The complainant shall first contact the teacher or library media specialist at the school site with the complaint. Every effort shall be made by the respective school center to resolve such issues at this level. If the issue is not resolved at this point, proceed to Step
2. The principal and appropriate staff member(s) should meet with the complainant to explain the criteria and procedures used to select materials and the role which the material in question has in that school's curriculum. If the complainant is not satisfied by the explanation and desires to file a formal complaint, that person may do so as follows:

Secure and complete both the Checklist for Citizen's Request for Re-Evaluation of Instructional Materials and the Citizen's Request for Re-Evaluation of Instructional Materials form (adapted from the Davies-Brockuell Media Selection Policy and the National Council of Teachers of English).

Checklist and form are available from the school's media specialist and on the district website (www.hdsb.org).
If the complainant does not return the form, the complaint will be given no further consideration.

3. Retain one copy and send a copy of the completed forms to each of the following:
 - a. the principal (original)
 - b. the Administrator for Curriculum & Instruction
 - c. the Superintendent
 - d. Director of Library Media Services

4. Within 5 workdays from receipt by the principal of the complaint form, the completed information will be studied by a School Materials Review Committee (SMRC), which shall be appointed on an ad hoc basis by the principal and which shall meet as follows:
 - 📖 The committee shall consist of two teachers in the appropriate subject or grade; a library media specialist; one student (middle/high school only); the principal or assistant principal; a counselor; a community representative; the Language Arts Curriculum Specialist; and the Director of Library Media Services.
 - 📖 The SMRC will study the information on the form, review the material in question, and within 10 workdays of establishment of the committee will render a written recommendation on the SMRC form to the principal based on the following criteria as appropriate:
 - educational significance
 - quality
 - appropriateness to level of user
 - organization and presentation of content

- relationship to the course of study/curriculum
 - timeliness
 - potential user appeal
 - validity, accuracy, and objectivity of information
- 📖 The SMRC may solicit and/ or review comments from appropriate audiences or resource persons.
- 📖 The principal will make the selection criteria available to interested persons.
5. Within 5 workdays after receipt of the SMRC recommendation, the principal shall render a written, final, school-level decision and forward same with the SMRC recommendation to the Superintendent, Administrator for Curriculum & Instruction, and the party requesting the review. The complainant may appeal the decision of the principal to the Superintendent of Schools in accordance with the following provisions:

District Level – Formal Appeal

1. The complainant shall notify the Superintendent in writing of the request for an appeal.
2. Within 15 workdays from receipt of such request, the Superintendent and appropriate staff will review the action taken at the school level and will issue a decision. If the decision does not include further review, the complainant will be so notified in writing and may then request an appearance to appeal directly to the School Board in accordance with School Board Policy.
3. If the Superintendent finds cause for further review, he will, within 15 workdays from receipt of the written complaint, submit it to a District Materials Review Committee (DMRC), appointed on an ad hoc basis by the Superintendent, with the following provisions:
 - a. The committee should consist of a minimum of 7 people. Membership may be drawn from library media specialists, two teachers in the appropriate subject area/grade level; the Director of Library Media Services or designee; two principals at the appropriate level; an assistant principal; Administrator for Curriculum & Instruction or designee.

- b. The DMRC will study the information on the Citizen's Request for Reconsideration of Instructional Materials form and the SMRC's recommendations, review the material in question, and make a recommendation to the Superintendent within 10 workdays of their receipt of their request.
 - c. The DMRC may solicit and review comments from appropriate audiences or resources persons.
 - d. The material in question will be made available for review upon request of interested persons.
 - e. The Superintendent shall make a final administrative decision and will send a copy of that decision to the principal, Administrator for Curriculum & Instruction, and the complainant within 5 workdays from receipt of the DMRC recommendation.
4. The complainant may appeal in writing to the School Board such decision of the Superintendent and may request an appearance before the Board in accordance with School Board Policy.

See Appendix A for:

Citizen's Request Form for Re-Evaluation of Instructional Materials

Checklist for Citizen's Request for Re-Evaluation of Instructional Materials

Checklist for Materials Review Committee for Re-Evaluation of Instructional Material

Copyright

School Board Policy 3.52 (See Appendix A)

As the instructional leader of the school, it is the direct responsibility of the school principal to provide copyright direction to all faculty members. Library media specialists have received training and materials regarding district copyright policies through the District Media Supervisor. The principal may use the library media specialist as a resource to provide faculty training in copyright issues. It is the responsibility of the principal to have all employees sign the Copyright and Educational Media Policy Agreement form. These forms will be maintained at the school site.

Quick Reference

Copyright: A Guide to Information and Resources, 3rd edition © Gary H. Becker

This section should not be used as a substitute for the more complete information provided in the book, but rather as a refresher for day-to-day reference, once having become familiar with the contents of the following chapters.

Copyright definition	Copyright is a property right granted to authors, the purpose of which is to advance the public welfare by promoting artistic and scientific progress
Effective date of the law	January 1, 1978
Length of time protected:	Works copyrighted prior to 1978: 28 years and renewal of 47 years Works copyrights in and after 1978: Life of the author + 70 years If joint authors, life + 70 years of surviving Author
Works eligible for Protection	Definition: Any tangible medium of expression, now known or later developed, which can be perceived, reproduced, or otherwise communicated, either with the aid of a machine or device....
Author's rights protected	Author has exclusive rights to do and authorize: 1. Reproduction of work 2. Prepare a derivative work based on copyrighted work 3. Distribution of the work by public sale, transfer or ownership or by rental lease or lending 4. Performance of the work publicly 5. Display of the work publicly
Liability	<ul style="list-style-type: none">• \$750 to \$30,000 per infringement• If proven law broken by willful intent, statutory penalty may be raised to \$150,000

	<ul style="list-style-type: none"> • \$500 to \$250,000 per infringement and/or • 1-5 years imprisonment if found guilty of willfully infringing the law for private or commercial gain <p><i>Note: Court must waive statutory penalty of employee of a nonprofit educational institution or library where infringer can prove they believed they were operating under Fair Use interpretation. Does not eliminate possibility of a civil suit.</i></p>
<p>Photocopying (multiple copies) Teacher/classroom use (See chapter 3)</p>	<ol style="list-style-type: none"> 1. A complete poem if less than 250 words 2. An excerpt from a longer poem, not to exceed 250 words 3. A complete article, story, or essay of less than 250 words 4. Excerpt from a larger article, story, or essay not to exceed 1,000 words or 10% of the whole (whichever is less) 5. One chart, graph, diagram, carton, or picture per book or periodical issue 6. Special works containing prose, poetry, and illustrations, but limited to no more than 10% of the total
<p>Limits to preceding photocopying (See chapter 3)</p>	<ol style="list-style-type: none"> 1. Copying is made for one course only 2. One work from a single author 3. No more than 3 authors from a collective work 4. No more than 9 instances of multiple copying in one term 5. Copying does not replace or substitute for anthologies 6. Same item not reproduced term to term 7. No charge made to students beyond actual photocopy cost
<p>Photocopying of out-of-print material (See chapter 3)</p>	<p>Out-of-print is not necessarily out of copyright. If copyright still in effect, must request permission.</p>
<p>Off-air videotaping for classroom use (See chapter 7)</p>	<ol style="list-style-type: none"> 1. Privilege only for nonprofit educational institutions 2. Programs taped must be used directly for instruction and not for entertainment 3. Programs may only be taped from open-air

	<p>broadcast stations for which no payment is made to receive programs</p> <ol style="list-style-type: none"> 4. Program taped may be kept 45 calendar days after taping, then must be erased 5. During 45-day period, may only be used with students during first 10 consecutive school days 6. Recordings may only be made at the request of teachers 7. No broadcast program may be recorded off-air more than once for the same teacher, no matter how many times broadcast 8. Limited number of copies may be made to service all teachers requesting use, but all governed by same 10-day use, 45-day erasure period 9. Program must be recorded in its entirety and may not be altered (edited)
<p>Taping from satellite or Cable for Classroom use (See chapter 7)</p>	<ol style="list-style-type: none"> 1. Requires permission of the copyright holder 2. Payment of appropriate fees for satellite broadcasts 3. Permissible when copyright holder offers rights without requesting (ex. CSpan; special satellite broadcasts) 4. May tape programs from cable that may also be received on local, open-air broadcast stations (same channel you can receive with “rabbit ears” is carried on cable)
<p>Utilizing videotapes with the “home use only” warning label (See chapter 7)</p>	<ol style="list-style-type: none"> 1. Purchased videos may be used for direct instruction only and may not be used for entertainment 2. Rental videos may be used for direct instruction only and may not be used for entertainment. However, if a school or individual signs a membership form or rental agreement limiting the use of the videos to “Home Use Only,” this constitutes a contract and the video cannot be used in the classroom. 3. Libraries may acquire and loan videos 4. Libraries wishing to make videos available for public viewing in the library would need to obtain public performance rights

<p>Using videos on closed circuit systems</p> <p>(See chapter 7)</p>	<p>It would be permissible to show the following types of video programs on a CCTV system within a single institution. All programs may only be used for direct instruction – not entertainment. (If you’d like to utilize videos for entertainment purposes, a public performance license may be purchased through Movie Licensing USA - http://www.movlic.com/.)</p> <ol style="list-style-type: none"> 1. Videos purchased by the educational institution with closed circuit rights (see Appendix A) 2. Videos for which the copyright holder has granted closed circuit use rights 3. Videos produced by the institution and not containing copyrighted material (unless permission has been obtained) 4. Simultaneous transmission of live broadcasts 5. In general, most instructional programs purchased from instruction production companies. However, some may charge for closed circuit rights or may permit CCTV user (read literature carefully) 6. In general, most programs provided by state departments of education, higher education governing boards, or state library systems (check to verify) <p>The following programs remain questionable as to whether they may be used on closed circuit systems: (current legal interpretations lean more toward the not permissible side)</p> <ol style="list-style-type: none"> 1. Programs taped off-air under the 10-day use, 45-day erasure guidelines 2. Purchased or rental videos with the “Home Use Only” label
<p>Making copies of computer software</p> <p>(See chapter 8)</p>	<p>By law, the legitimate owner of a legitimate copy of the software may:</p> <ol style="list-style-type: none"> 1. make a copy or adaptation of the program in order to be able to use the program with the machine 2. make a copy for archival (preservation) purposes (cannot be used as another working copy)

Copying from CD-ROM sources (See chapter 10)	In general, may copy information from CD-ROM periodicals, encyclopedias, and other printed works, applying the photocopying guidelines
Copying from Internet sources (See chapter 11)	Unless otherwise stated, one should assume that all materials on the Internet are copyrighted and that existing copyright guidelines apply. When in doubt, permission should be secured from the copyright holder.
Using copyrighted material in multimedia productions (See chapter 9)	<ol style="list-style-type: none"> 1. Students may create, perform, and display multimedia productions, for educational uses, only in the course for which it was created and may retain for portfolio use 2. Educators may create, perform, and display multimedia productions for educational uses, for the purposes of face-to-face instruction, assigning students to self-study, and for remote instruction to students and at peer conferences. May retain for their professional portfolio
Time limitations	<ol style="list-style-type: none"> 1. Students may only use their productions for and during the course for which it was prepared. However, they may retain, indefinitely, for their personal portfolio. 2. Educators may use their productions up to two years after the first instructional use with class. It may be retained indefinitely for portfolio use
Portion limitations: motion media	May take up to 10% or 3 minutes, whichever is less, in the aggregate, of a copyrighted motion media work
Portion limitations: text material	<ol style="list-style-type: none"> 1. May take up to 10% or 1,000 words, whichever is less, in the aggregate, from a copyrighted work consisting of text material 2. May use an entire poem of 250 words or less; no more than three poems from one poet or five poems from different poets from an anthology 3. Poems longer than 250 words: may use 250 words, but no more than three excerpts by a poet or five excerpts from different poets from a single anthology
Portion limitations: music,	1. May use up to 10% or a maximum of 30

lyrics, music video	<p>seconds of the music and lyrics from an individual musical work (or in the aggregate of extracts from an individual work)</p> <p>2. Any alterations to a musical work shall not change the basic melody or the fundamental character of the work</p>
Portion limitations: illustrations and photographs	<p>1. When using photographs or illustrations from a published collective work, not more than 10% or 15 images, whichever is less, may be used</p> <p>2. No more than 5 images by an artist or photographer may be used</p>
Portion limitations: numerical data sets	May take up to 10% or 2,500 fields, whichever is less, from a copyrighted database or data table
Copy limits	<p>1. Educators may make two use copies of the work they produced, only one of which may be placed on reserve</p> <p>2. One additional, preservation copy may be made which may be used to generate replacement copies in the event a use copy is lost, stolen, or damaged</p>
Using copyrighted materials in distance learning (See chapter 11)	In general, this requires prior permission from the copyright holder(s) in order to convert from one format to another and to transmit such materials, with the exception of TEACH Act privileges
TEACH Act and activities permitted	<p>Provides educators and government employees limited distance learning privileges in using copyrighted materials, without requiring prior permission.</p> <p>1. Analog or digital transmissions</p> <p>2. Delivery of “mediated instruction” within a finite amount of time, comparable to teaching a specific class session</p> <p>3. The performance of any form of copyrighted work, but only in “reasonable and limited portions”</p> <p>4. Displays of copyrighted works comparable to that used in a regular class session (i.e., photographs, pictures, charts, diagrams, sculpture)</p> <p>5. Temporary transmission copies of the</p>

	copyrighted works may be made. Also permits the conversion of “portions” of works from analog to digital, solely for the purpose of transmission
Activities not permitted/restricted	<ol style="list-style-type: none"> 1. Converting complete works from analog to digital 2. Converting videotapes or other analog sources to digital format for the purpose of video streaming or to set up on-demand video servers; when the purpose and use of the materials would extend beyond the time of a normal class period or session 3. Transmission restricted to students/government employees enrolled in course 4. All performances and displays must be at the direction or under direct supervision of the teacher/instructor 5. Copyrighted material transmitted must be an integral part of the class session and not supplemental or an enhancement 6. Copyrighted works marketed for use specifically in distance learning may not be used under the TEACH Act. Use would be governed by contract or license agreement 7. Performance and displays may only be made from copies lawfully made or acquired

Copyright Office address: U.S. Copyright Office
101 Independence Ave. S.E.
Washington, DC 20559-6000

Telephone: To speak to an information specialist M-F, 7:30-4:00, call 202-707-3000. (They do NOT interpret the law.)

To request publications or applications forms, 24 hrs/day, call 202-707-9100.

Web site: <http://www.copyright.gov/>

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Processing Materials

It is recommended that all books and other materials be ordered shelf ready (i.e., preprocessed), unless staffing, time, and budgeting allows for in-house processing.

Specifications for Library Cataloging and Processing

Ordering

1. Most school library media center orders are placed between August and April. In years past, PO's have been frozen; therefore, it is generally a good idea to spend the bulk of funding when it becomes available (beginning of school).
2. Shipments should be held until an official Holmes District School Board purchase order is received or an online order with an authorized school procurement card has been placed.
3. Unless a specific edition is requested, the vendor should ship the latest edition.
4. If you want a specific binding you must request it (i.e., library binding). If not specifically requested the vendor will supply titles according to the following binding priorities: (a) trade, (b) library, (c) paper.
5. Computer generated lists or book order forms should be arranged in order of purchase priority. The vendor will supply titles in priority order until the "do not exceed" (DNE) total is reached. The DNE amount must include shipping and handling as well as cataloging and processing.
6. When placing an order with a DNE amount, some vendors may suggest the number of titles submitted exceeds the dollar value of the order by 30%. In the event that some of the requested titles are not available, the additional titles will make it possible to fill the order closer to the DNE amount. If this is not done the vendor may notify the school having an unexpended balance that additional titles must be submitted to expend the total on the purchase order. A best practice in the cataloging and processing of library materials would be for feeder schools to provide as much consistency as possible for their students.

Cataloging Specifications

1. The classification system used by Holmes District Schools is the Unabridged Dewey Decimal System.
2. Descriptive cataloging of print or non-print materials should use the *Sears List of Subject Headings* (current edition). The *Library of Congress Subject Headings* (current edition) may be used as a reference.
3. Follow the *Anglo-American Cataloging Rules* (current edition).
4. The 526 tag, Study Program Information Note, of the MARC record should not be included unless specifically requested by the school site.
5. All books that have been assigned a Lexile rating should have that information included in a 521 tag.
6. Materials should be prepared for use as soon as possible after they have been received.

It is the responsibility of the LMS to provide catalog training for their students and staff annually.

Processing Specifications

1. For each order, vendors should be requested to submit the MARC records on disk or by email.
2. Discs or email files should contain the following information for each title purchased:
 - Full machine readable cataloging data in MARC 21 format (MICROLIF RECORDS PRIOR TO 1991 SHOULD NOT BE ACCEPTED)
 - Data which will import into Follett's Destiny automated circulation system
 - Bibliographic information identical to the processed material and the barcode information
3. Barcode information must meet the following requirements: Barcodes must be compatible with Follett's Destiny automated system. They must be formatted as Follett Proprietary Interleaved 2 of 5 with leading zeroes suppressed. Barcodes must be readable by scanners used in Holmes District Schools.
4. Accelerated Reader (AR) and Reading Counts (RC) labels should

be provided to schools who request them.

Receiving Process

1. Unpack boxes and check packing slip against the books/items received and against your order. If any discrepancies are found, call the vendor.
2. If the order is complete and correct:
 - a. Sign a copy of the purchase order, and return it to the accounts payable/finance department at the district office.
 - b. Keep a signed copy of the purchase order for your records.
3. Examine each book for defects such as upside down pages, missing pages, etc. If defective, notify the vendor.
4. Collate (soften) each book by opening the front cover and then the back. Follow through by lightly creasing down the front flyleaf and then the back flyleaf. Work alternately from the front and back toward the center of the book, pressing down a few pages at a time. This should help extend the circulation life of the book.
5. If uncut pages are found, separate them by inserting a card, which has enough weight and a sharp edge capable of splitting the edges neatly apart.
6. As you process the books, you may wish to gutter each one. Guttering may include the date received or fiscal year received; funding source; purchase order number; vendor; and price. Guttering is usually written horizontally across from the back of the title page (verso) along the inside margin next to the spine of the book. Guttering is very important for materials purchased with federal or other special funds.
7. Prepare books, equipment, etc., for shelving according to in-house procedures (barcode, price, purchase date, security strip, stamp, etc.)
8. Import MARC records into Destiny using the MARC disk or file provided by the vendor. (If no disk is provided, you must manually import the MARC records using the instructions below.)

For more information about MARC records, visit the Library of Congress MARC records web site: <http://www.loc.gov/marc/>.

Weeding

An outstanding library media program as measured on the ExC³EL rubric and district evaluation tool should provide for a planned, deliberate weeding program, using systematic analysis. Materials should reflect the school's cultural diversity and needs. It is recommended that the age of the collection be monitored and maintained as current as possible. (To access the age of collection report in Destiny, go to the REPORTS tab, then click on the COLLECTION STATISTICS – SUMMARY link under the STATISTICS heading. On the right, click on the AGE tab.)

Guidelines for Weeding

- 📖 Items in poor physical shape (badly worn or excessively dirty)
- 📖 Out of date material (any material on computers, science, medicine, technology, geography, travel, transportation, telecommunication, or popular culture should be reviewed annually)
- 📖 Where there are duplicate copies and none seem to be circulating (a single copy may be all that is needed)
- 📖 Items considered mediocre or poor in quality
- 📖 Items considered biased or portray stereotypes
- 📖 Items considered inappropriate in reading level
- 📖 Items considered superseded by new or revised information
- 📖 Items considered unattractive in format, design, graphics, and illustrations
- 📖 Items containing information which is inaccessible because they lack a table of contents, adequate indexing, and searching capabilities
- 📖 Items not selected in accordance with general selection criteria
- 📖 Items which do not conform to district guidelines
- 📖 Items which are no longer needed by patrons

What Not to Weed

- 📖 Classics (except when a more attractive format is available)
- 📖 Local and Florida history (unless it can be replaced with new copies)
- 📖 School annuals and other campus publications

- 📖 Materials that do not change rapidly, such as fairy tales, fiction, biography, fine arts, sports (except for rule books and statistics), poetry and literature, languages, and religion

Team Decision Weeds

The final decision to discard materials from the library media collection is one which is made by the library media specialist. Subject area teachers, grade level teachers, and other faculty members may be invited to review the items marked for discard. It is recommended that out dated materials should not be sent to classrooms; the same standard of quality applies to all other instructional materials within the school.

Disposing of Weeded Materials

School Board Policy 7.75 – Sale, Transfer, or Disposal of Property
Subject to law and regulations of the State Board of Education, the School Board may sell, transfer or dispose of any school real or tangible property, including instructional materials, which is declared by resolution of the Board to be unnecessary or unsuitable for school purposes because of location, condition or other cause.

The Superintendent shall develop procedures for disposing of property declared surplus by the Board.

School Board Policy 4.21 – Instructional Materials Selection
The Superintendent shall develop procedures based on Florida Statutes for purchasing, managing, selling, and discarding textbooks and other instructional materials. These procedures will be outlined in the *Management of Instructional Materials Manual* and are adopted as part of this policy by reference.

Florida Statute 1006.41

Printed material and non-print material (film strips, video, audiocassettes, slides, etc.)

- 📖 Remove or mark through bar code
- 📖 Remove book pocket & date due slip
- 📖 Stamp with *Discard* stamp

Discarded materials may be turned in to the textbook depository or given to other public education programs within the district or state; given to teachers to use in developing supplemental teaching materials; given to students or others; or given to any charitable organization, governmental agency, private school, or state. When sending discarded materials to the textbook depository, complete a Transfer/Disposal of Surplus Property (Appendix A) form and forward it to Property Control. Property Control will pick up discarded materials.

Maintaining the Life of Books, CDs, Videos, and Other Library Materials

Temperature and Humidity

The ideal temperature is about 68 degrees Fahrenheit with about 50% relative humidity. Avoid wide temperature fluctuations, as they are damaging to books. The higher the temperature, humidity, and ultraviolet light level, the faster the rate of deterioration. (Library of Congress)

Alert the administration of this factor, especially when leaving for the summer. If the books are exposed to a high relative humidity (70 %+) and high temperatures, you are almost certain to encounter mold. Mold growth will cause irreparable damage, most commonly tiny brown spots called "foxing." There's no reliable way to remove foxing. Air-conditioning in the library should NEVER be turned off over the summer break.

UV Rays

Avoid placing bookshelves in direct sunlight. Sunlight fades and yellows pages. Make sure that blinds or shades are tilted to screen out harmful rays during times of the day when direct sunlight is present. During the summer break, materials that receive direct

sunlight should be covered with protective paper in case the blinds are inadvertently opened.

Water

If you notice a leak anywhere in the library, you should attend to it immediately. If wet or damp library materials are left unattended, destructive mold and mildew will begin to grow. Make sure the library media center is checked over the summer for water leaks.

Food and Drink

Do not allow eating and drinking in the library. Spilling food and beverages on books and library materials causes irreparable damage. Crumbs, food wrappers, and liquids can attract insects and rodents that eat and destroy paper and the adhesive that secures the book bindings. Moisture from beverages can easily lead to mold that may damage or destroy paper-based materials.

Proper Handling of Materials for Photocopying

- 📖 Handle the materials gently. Support the book to prevent folding of the pages, twisting of the binding, and text block hanging from the spine. Do not force the binding open!
- 📖 Never flex a book open over 180 degrees.
- 📖 Support the edges. If paper and/or covers extend over the edge of the copier, for instance when copying a foldout map, get assistance in supporting the material and work carefully in unison
- 📖 If possible, purchase a photo copier which scans the material face up.

Post-it® Notes

- 📖 In the long term, the glue on Post-it® notes has a harmful effect on paper. The adhesive hardens and leaves a film that becomes acidic. This results in eventual discoloration and brittleness of the paper.
- 📖 Post-its® left for even a short time on already brittle paper (old books) cause the paper to tear when removing the Post-it®. Educate the students and staff to please help us preserve library material by NOT using Post-it® notes.

Book Drops

- 📖 Limit the use of book drops. Books take a beating when dropped, especially when other books land on top of them.
- 📖 Have students and staff return books to the Circulation Desk whenever possible.

Shelving Books

Library media center collections are directly affected by the way staff and users handle them. Damage to books is cumulative. Repeated poor handling can quickly wear a new book and transform a worn book into an unusable book that requires costly repair, or replacement. Training library media staff, students, and volunteers to follow the guidelines presented here will help preserve the school library collection.

Shelving Books of Standard Size:

- 📖 Ensure that there is air circulation around the volumes. Don't store books in an enclosed cabinet.
- 📖 Shelf volumes a minimum of four inches off the floor to reduce the risk of damage from flooding.
- 📖 When possible, use shelves that have a "canopy" on top, as this will deflect water, dust, and some damaging light.
- 📖 Stand all volumes upright, resting on their base (or tail).
- 📖 Do not shelve too loosely or too tightly packed. Shelves should be about 60% full.
- 📖 Gently push volumes on either side back about an inch and grasp the one you need in the middle of its spine. Grasp the volume by the sides, remove it, and then readjust the bookend.
- 📖 **Do not** pull on the top of the spine, since this will cause tearing and lead to serious damage. Special consideration to not pulling on the top of the spine should be followed when taking the annual inventory.
- 📖 Another way is to press your finger down on the textblock a few inches behind the head of the spine and tip the book out, without pulling on the spine itself.
- 📖 To replace the volume, loosen the bookend and move the existing volumes aside to create a space. Insert the book, and then readjust the bookend snugly.

Shelving Oversize Volumes:

- 📖 Oversize volumes should be shelved on deep shelving and on their tails or flat, never on their fore-edges.
- 📖 Avoid shelving short books next to tall books as the latter will not be properly supported.
- 📖 Do not allow volumes to protrude into the aisle.
- 📖 Support standing volumes with an appropriately sized bookend--one that is tall enough to provide good support and that has a wide profile.
- 📖 Remove and replace carefully, using both hands. Remember that many of these volumes are extremely heavy.

Book Mending

Book mending should be kept to a minimum however; some books can be easily repaired by the library media specialist. Library media center staff should know how to do minor emergency repairs.

Common repairs which can be easily, quickly, and satisfactorily completed include:

- 📖 taping torn pages
- 📖 reinserting separated pages
- 📖 eliminating minor scribbling
- 📖 taping and labeling spines
- 📖 fastening contents back into binding
- 📖 replacing clear book covers

Basic materials needed for book mending include:

- 📖 clear 1/2" book tape
- 📖 2" wide clear repair tape for hinges on the inside and 4" wide for spines on the outside
- 📖 a quality eraser, white correction fluid, and/or self-stick paper to erase scribbling
- 📖 spine repair tape in light colors so titles and Dewey numbers may be written on with a fine line permanent marker
- 📖 quality white glue which is flexible when dry for loose pages and hinges
- 📖 clear book covers in a variety of sizes
- 📖 filament tape to secure clear book covers
- 📖 clear tape

Most of the items listed above are available from library supply companies. Also available from these companies are inexpensive booklets and kits that provide instructions and materials for book repair.

Demco	http://demco.com/
Kapco	https://www.kapco.com/
The Library Store	http://www.thelibrarystore.com/

Guest Speaker/Contracted Vendor Guidelines and Procedures

Guest speakers, vendors, and anyone else not employed with the Holmes District School Board fall under the Jessica Lunsford Act guidelines and must receive district level 2 screening. Contact your school administrator for more information.






4. Collection Services

General Circulation Guidelines

Circulation policies in the library media center should provide maximum access with minimum restrictions to materials. Check with school administration for your school's guidelines. The following circulation guidelines are **recommendations** for all library media centers:

- 📖 Circulation privileges should exist for all students enrolled in the Holmes County School District regardless of age, economic level, learning exceptionalities, reading level, or other factors.
- 📖 Parents, volunteers, and siblings may borrow materials from the library media center.
- 📖 The length of borrowing and quantity of materials borrowed by students and teachers should be based on the size of the collection, the needs of the school, and the availability of reliable shelvers.
- 📖 In elementary school library media centers, it is recommended that students be allowed to check out a maximum of three books per day. Teachers are encouraged to check out a collection of books to compensate for students' needs. This keeps students in the classroom learning and assists in the smooth running of the library media center. Students requiring more than three books per day may need to be encouraged to select books that are at a higher reading level. Schools may have site-based guidelines on minimum/maximum number of checkouts.
- 📖 Policies for any fines and overdue books should be in writing in the school's student handbook or on a handout given at the beginning of each school year (as well as to new students upon enrolling).
- 📖 Parents should be notified if lost or damaged items require payment. See your school administrator for specific procedures.
- 📖 Students should be held accountable in some way for lost, damaged, or overdue books and should be required to clear their library record before transferring to another school or before leaving at the end of the school year. Schools should have a procedure in place to include clearance from the library

media center when a student withdraws or transfers from the school.

-  The library media center should be open for materials circulation at all times that students and teachers are in attendance, including before and after school, if possible. However, circulation of materials to students may be restricted or stopped up to three weeks before the end of the school term to allow for the return and inventory of all materials.
-  All nonprint and computer equipment should be inventoried, circulated, and maintained by the library media center staff. Equipment should be available to teachers at all times during the school day. Some equipment may be circulated on long-term loan to departments, grade levels, individual classrooms, or individual teachers. Equipment may remain in the classrooms over vacations and the summer if the building is secure.
-  The circulation desk should be staffed by library media clerical personnel, student assistants, or school volunteers. In elementary schools without library media clerical personnel the circulation system may enable students and teachers to check out and return materials independently. In middle and senior high schools, the circulation desk may be staffed by student assistants supervised by clerical personnel.
-  Circulation statistics should be generated from Destiny and should be maintained at the school site and may be submitted as part of a monthly report for administrators and the district media specialist.
-  Circulation policies should be written and included in student, parent, and teacher handbooks. Circulation policies should be reviewed with students during orientation classes and posted in the library media center. Circulation policies should be reviewed with faculty and staff members at the beginning of each school year.

Destiny Circulation System

District library media services has provided all school library media centers with Destiny automated circulation systems as well as library media staff development workshops on Destiny. At the beginning of each school year, technical support is purchased for Destiny. Destiny will monitor circulation of all types of print and nonprint materials and equipment.

The following guidelines are **recommendations** for all library media centers:

- 📖 Machine readable barcodes should be placed on all items that are circulated or inventoried. When an item is circulated or checked in, the computer will “read” the barcode with an attached reader or scanner and enter the information into the computer.
- 📖 If magazines are circulated, they should be circulated electronically as a temporary item. Please see the Destiny help site for instructions.
- 📖 Materials may be circulated on an overnight or regular basis.
- 📖 Equipment can be circulated on a long-term or daily basis. Barcodes should be attached directly to the equipment.
- 📖 The use of Destiny assists in the process of collecting statistics, compiling bibliographies, providing accountability, and inventorying library media center materials and equipment.
- 📖 The Panther, Falcon or Dolphin scanner allows for the remote circulation of materials and the development of categories and bibliographies, as well as aiding in weeding, inventory, and many other library media applications. Refer to the Panther, Falcon or Dolphin manual or Follett site for further instructions on the various ways of using this device.

Destiny System Failure

Destiny is a web-based system, accessible from any computer connected to the Internet. In the event that the Destiny system or the Internet is not operational, the following alternative circulation procedures may be followed:

- 📖 Remote circulation may be done using the Panther, Falcon or Dolphin scanner and uploading data when the system is restored.
- 📖 Circulation may continue at any computer that has a circulation barcode scanner by scanning data into a Notepad file installed and created by Follett for this purpose. Follett recommends scanning from one computer only. Upload the data immediately when the system is restored.
- 📖 Manual circulation procedures should be developed at each school site to ensure that important data is recorded for each transaction. Enter data into Destiny upon restoration of the system. Be sure to keep accurate statistics for the end-of-year inventory report.
- 📖 Technology failure should never stop circulation of library materials.

Fees / Fines

The library media specialist should consult with the school administration to define library policies for overdue fines, photocopying, and printing. Collection of fines/fees is optional.

The library media specialist must turn in the forms and any monies collected to the school bookkeeper. It is recommended that a photocopy be retained in the library media center should there be a question about payment in the future. The library media specialist is responsible for safeguarding all collections until submitted to the school bookkeeper.

Elementary library media centers do not generally charge for overdue materials. It is not mandatory that secondary library media centers charge fines for overdue materials. If your library media does decide to charge fines, with your principal's permission, use the following guidelines which are to be followed and are supported by Destiny:

- 📖 Fines per day will be set at the discretion of each school media specialist along with input from the school library media committee and principal.
- 📖 Weekends and holidays are not included.

- 📖 Fines are not to exceed \$1.00 per item.
- 📖 Condition and copyright date of the book do not affect the cost of the book. (Use original cost when figuring bill for lost or stolen books.)
- 📖 Verified absences will be honored and fines deleted.
- 📖 Fine should be stopped the date a student reports a book lost or stolen.
- 📖 Fines are for books, paperbacks, magazines, and AV software.

Florida Statute 1006.28 3(b) / F.S. 1006.28 3(d)

(b) *Money collected for lost or damaged books; enforcement.* — The school principal shall collect from each student or the student's parent the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the money collected to the district school superintendent. The failure to collect such sum upon reasonable effort by the school principal may result in the suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the school principal, pursuant to policies adopted by district school board rule.

(d) *Disposition of funds.* — All money collected from the sale, exchange, loss, or damage of instructional materials shall be transmitted to the district school superintendent to be deposited in the district school board fund and added to the district appropriation for instructional materials.

Overdues

Library media specialists can expect to have overdue material when items circulate freely. Library media specialists should develop a system of retrieving overdue items. Overdue lists according to homeroom or other designated class period may be generated using Destiny. Overdue notices should be provided to students in a timely fashion, and return of overdue items is expected upon receipt of notice. Parent letters can also be printed to send home. Amnesty days may be held periodically. At the discretion of the LMS, overdue records may be removed and indicated as lost in Destiny if a student transfers to another school.

Lost / Damaged Materials

Destiny makes it possible to track lost books and damage fines owed by students from a previous school year and/or a previously attended school in the district. Materials collected by the current school and belonging to a previous school are to be returned to the original

school. The school in which the student is currently enrolled will decide whether to keep any monies collected from lost/damaged materials or to send them to the original school. Schools are encouraged to collect all overdue materials and any fines levied for lost/damaged books before the school year ends and/or students move to another school.

The library media specialist should consult with the school's administration to develop a policy for collecting payment for lost/damaged materials. When developing a policy for these items, the following guidelines are recommended:

1. Students' circulation privileges are not to be restricted because they have overdue materials and/or fines from a previous school. Attempts should be made by the library media specialist at the receiving school to recover overdue materials and forward them to the originating school. The item(s) may be returned via school courier. No fine should be charged.
2. Payment for lost or damaged materials should be collected and kept by the current school. Keep track of monies collected for lost and damaged materials. (Check with your bookkeeper for appropriate "Monies Collected Form" and procedures.)
3. To determine the replacement cost for lost or damaged materials, use the price available in Destiny or refer to the average book price chart below. Nonprint replacement costs will be determined by the price indicated in Destiny or individual vendor catalogs. Use discretion when setting the value of a nonprint item that is part of a set. Replacement cost should include the cost of cataloging and processing the replaced item.
4. Overdue notices will be provided to students in a timely fashion. Payment for lost/damaged materials is expected upon receipt of notice. Cases of financial hardship should be dealt with individually.
5. Students are required to pay any outstanding financial obligations.
6. School policy will determine whether the library media specialist, secretary, or other designee will collect the monies for lost/damaged materials. Follow District procedures when handling any money between the library media center and the student. Contact your school bookkeeper for assistance with

this procedure:

- Payment should be in the exact amount in cash, check, and/or money order payable to the school, as determined by the principal.
 - An individual receipt must be issued to the student and retained by the student. It is recommended that the student name, ID number, title of material, call number, and barcode number be included on the receipt in case the item is later returned. The receipt is necessary for reimbursement. This lost book receipt record may be generated and printed in Destiny
7. Keep accurate statistics of lost and damaged items for the district library media annual statistics report.
 8. Monies collected from lost/damaged materials are placed in the library media center's internal funds account. New or replacement materials and supplies for the library media center may be purchased from this fund.
 9. Check with the school administration for policy concerning lost/damaged materials checked out by teachers or staff.

(See **Appendix A** for current average book prices.)

Returned Materials

A convenient location should exist for the return of materials to the library media center. This may be a return unit in the circulation desk, a special box designed for returns, or any area designated by the library media specialist. Before returned items are checked in they should be checked for damage. Nonprint resources should also be checked to ensure that no accompanying materials are missing. Returned materials should be shelved as soon as possible.

Reserved Materials

Destiny allows for patrons to place holds on materials directly from the online catalog. If this feature is enabled, the library media specialist will be notified through Destiny when items are placed on hold. The library media specialist will be notified through Destiny when the requested materials become available for check-out.

Reserved Collections

Materials may be put on reserve at a teacher's request or to meet the needs of a particular group of students. The library media specialist may place items on a reserve cart or in an activity area in the library media center and may limit the items to overnight circulation.

Bibliographies



Bibliographies are current lists of library media resources which include call number, author, and title. They may also contain a short annotation. Bibliographies may be requested by teachers or initiated by the library media specialist. Refer to the Follett manual on how to assign category numbers to an item, which makes the printing of a bibliography or the collecting of materials on a specific topic easier.

Interlibrary Loans (ILL)

Interlibrary Loans (ILL) is a vital component of our school library media centers, expanding the collection of materials available to our users. Holmes District's school library media specialists share resources via Destiny (<http://catalog.hdsb.org>). Although lending between school library media centers is encouraged to help fill gaps in our collections, the use of interlibrary loans should not be a replacement for collection development.

All Holmes District library media centers using ILL must comply with U.S. Copyright Law (<http://www.copyright.gov/title17/>) and its accompanying guidelines. The American Library Association RUSA (Reference and User Services Association) Interlibrary Loan Code for the United States (<http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/interlibrary.cfm>) outlines the definition, purpose, scope, and responsibilities related to the ILL process. Holmes District School Library Media interlibrary loan policies and procedures were adapted from ALA.

ILL Procedures

-  The decision to loan materials is at the discretion of the lending school library media center.
-  The borrowing school library media center and its ILL user must comply with the loan policies created by the lending school library media center.

- 📖 All ILL requests should be filled within 24 hours.
- 📖 An e-mail response should be sent within 24 hours regardless of whether the item is or is not available for loan. It is very important to let the requesting school library media center know within one working day if you can send the item or if she/he needs to request it from another source. **Requests should be handled in a timely manner.**
- 📖 No library media center will ILL to a patron individually.
- 📖 Return of ILL materials should be monitored for a timely return by all parties.
- 📖 Call the school library media specialist if you do not get a prompt response to your request or if the loaned item is overdue.
- 📖 The district courier system should be used to send interlibrary loans.

Procedures for ILL approval:

- 📖 **IMPORTANT:** ILLs must be checked out by the loaning library media specialist before the item is sent via courier and must be labeled so that the borrowing library media specialist knows the item's due date. A good way to do this is to set up a patron named "ILL" or "Interlibrary Loan." This will enable you to keep track of items checked out and their due dates.
- 📖 When the ILL arrives, the borrowing library media specialist should verify the checkout and deliver it to the requesting patron or notify them that the item is available for pick up. The patron should be informed that the book needs to be returned before the due date. All ILL returns must be given to a library media staff member.
- 📖 ILLs will be returned to borrowing library media specialist and then sent to the loaning library media center via courier. Patrons will not return items directly to the loaning library.

Delivery/Return of Materials

Any school that is part of the Holmes County School District can receive and return materials through the courier system. When sending quantities of materials, ensure that they are packaged (even single books should be packaged). The package should be

addressed to the school library media specialist. Be sure the school name is clearly noted on the package. Cross out any other addresses that may still be displayed on the package, if the package has been used before. When sending your own materials, ensure that they are marked or stamped with your library media center name. Allow two days for receipt/return of materials through the courier system. If you think materials that were requested/sent have not arrived as anticipated, please contact the lending library media specialist.

ILL Expenses

- 📖 No charges will be assessed for material loans or photocopies.
- 📖 The lending school library is responsible for postage when an ILL is requested by a school outside of the district.
- 📖 The safety of borrowed materials is the responsibility of the borrowing school library media center from the time the material leaves the lending school until it is received back by the lending library media center.
- 📖 The borrowing school library media center is responsible for packaging the materials so as to insure its return in good condition.
- 📖 If damage or loss occurs, the borrowing school library media center should repair or replace the materials. To encourage resource sharing, the District Library Media Specialist has agreed to help provide funding for materials not covered by the borrowing school.

Statistics and Reports

- 📖 Destiny Library Manager provides a *Holds Statistics Report* for your school library media center. The *Holds Statistics Report* may be found under the Back Office tab / Reports / Holds. The *Holds Statistics Report* examines how often your patrons are placing holds and reserves on select titles.

Destiny

Permission was granted by Follett/Destiny to provide the following information from their web page:

<http://www.follettsoftware.com/>

Client Support

At Follett Software, our goal is to guarantee your success with our solutions. We've built our reputation on meeting the unique needs of education. Our levels of service and support have set the standard for the entire industry, consistently rated high in technical support, ease of maintenance and vendor trustworthiness.

Software Updates, Searchable Support, and Other Support Services

Link to the most current software updates and enhancements, user's guides, searchable support, and other downloadable files.

Training

To help you make the most of your software investment, Follett offers a range of flexible training options to meet your needs. On-demand eLearning opportunities are available online at any time.

(To take advantage of our support services you must have a current Technical Support Agreement. Call 800-722-7424, options 3, 2, 1 for technical support for Destiny Library Manager. Remember to have your customer number ready. If you do not know your customer number, contact the District Media Specialist.)

Updates and Support

Our goal is to ensure that you get the most out of your Follett system. So we've built a solution that's top-rated in:

- Technical Support
- Ease of Maintenance
- Vendor trustworthiness



= Support Agreement Required

Destiny Remote

Enables Destiny users to collect scans and circulate when their school or district network is down.

[Software Updates](#)

Download the most current versions and enhancements

[Product Key Numbers & Expiration Dates](#)

View your site-specific product key numbers & expiration dates (Note: This is a single site look-up only. To receive multiple site product key numbers, contact Customer Service.)

[Searchable Support](#)

Search our database of technical support documents.

Patron Maintenance - Adding Patrons to Destiny

Students

Student names, ID numbers, and other related information are downloaded into Destiny at the beginning of the school year.

Typically, a new student's information is available the day after his/her first day of school. The data entry clerk processes all new students, so you can obtain the student number and necessary information from him/her. New students should be added manually if they are not in the system. Contact the District Media Specialist if you receive a message saying the student is enrolled at another school in the district.

- Students' barcode numbers will be their student identification number.


Administrators, Faculty, and Educational Support

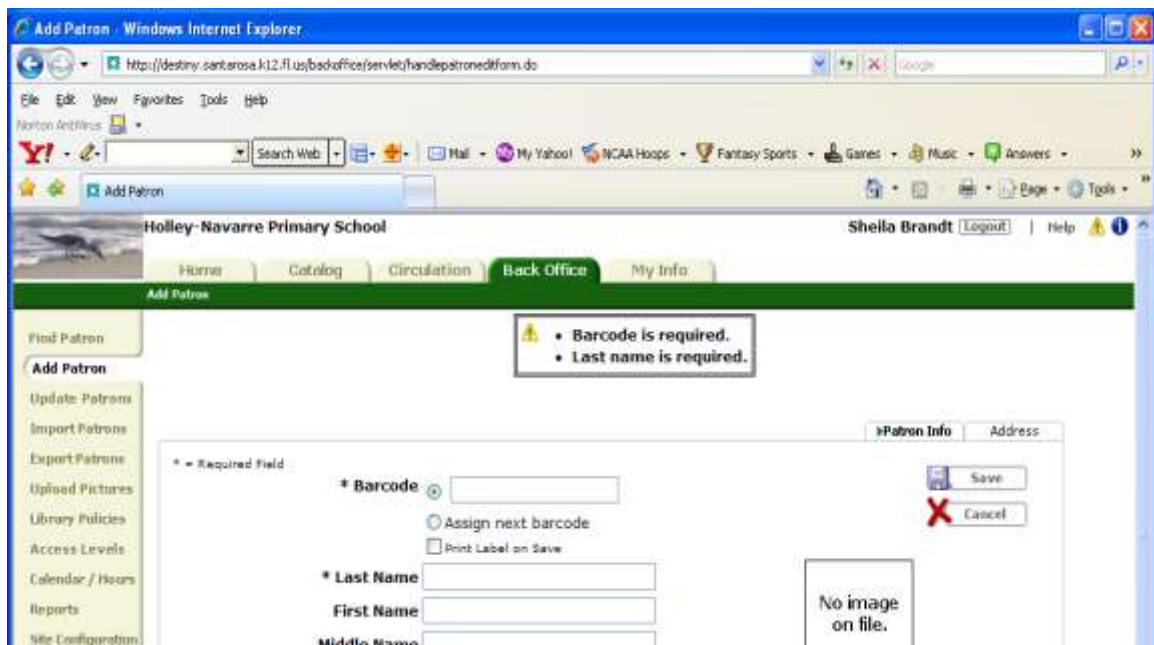
Administrators', faculty, and educational support staff's names, id numbers, and other related information are downloaded into Destiny

at the beginning of the school year. As new employees are added to your faculty and staff, you will need to add them to Destiny using the last four digits of their employee identification number.

Parents, Volunteers, and Others

Because these Destiny users do not have a unique number like the student or employee identification number, they must be manually added to the system. It is recommended that you create a number with the 4 digit school number given first plus a 2 digit number beginning with 01 and continuing in ascending order to avoid duplication.

 Sample Number: 4 digit school number + 2 digit number = XXXX01



Windows Internet Explorer

http://destiny.santarosa.k12.ca.us/backoffice/servlet/handlepatroneditform.do

Holley-Navarre Primary School

Shella Brandt Logout | Help

Home Catalog Circulation **Back Office** My Info

Add Patron

Find Patron

Add Patron

Update Patrons

Import Patrons

Export Patrons

Upload Pictures

Library Policies

Access Levels

Calendar / Hours

Reports

Site Configuration

* Barcode is required.
* Last name is required.

* Required Field

* Barcode

Assign next barcode

Print Label on Save

* Last Name

First Name



Middle Name

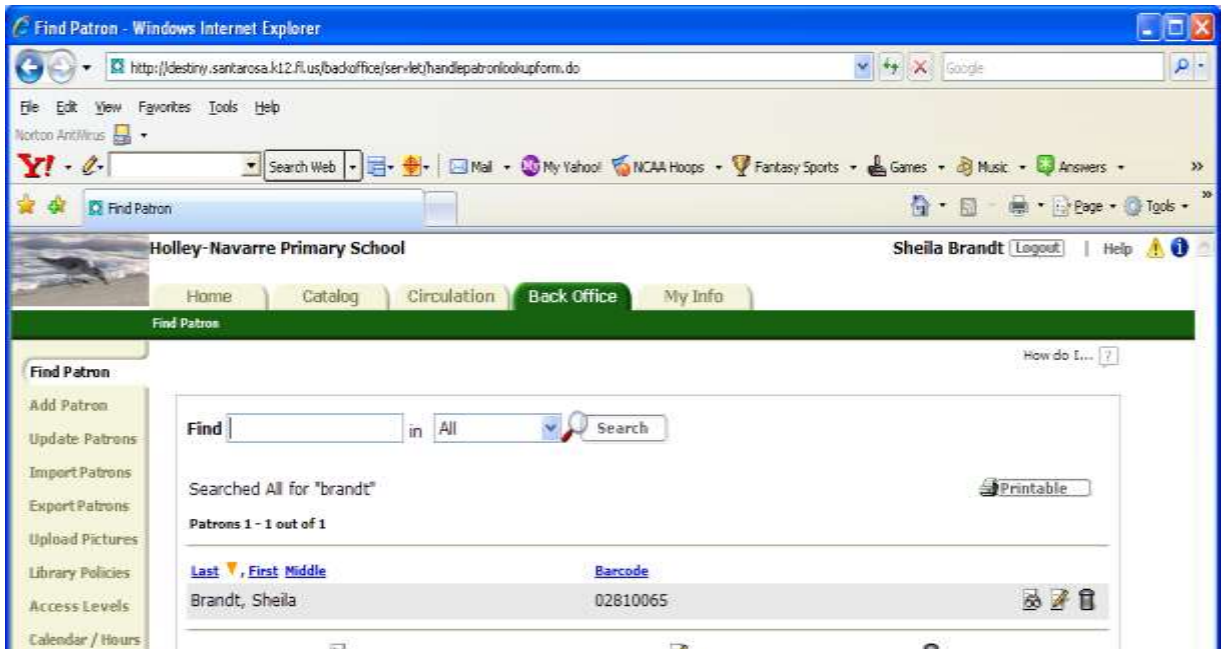
Save

Cancel

No image on file.

Viewing and Updating Patron Information

To view or update patron information at the individual level, click the **Back Office** tab and then select **Manage Patron**. Enter the patron's name, and then click **Search**. When the name appears, click the  icon to view the patron's status or the  icon to update the record.






Global Patron Updates




Some schools have different circulation policies for different types of students. For example, kindergarteners and first graders may be allowed to check out 1 book at a time, while second graders can check out 2 books at time. Kindergarteners and first graders are classified as patron type "Student" and second graders are classified as patron type "Student-2nd". All students are downloaded from the county as patron type "Student." In this example, second grade students would need to be globally updated from patron type "Student" to "Student-2nd" each morning. Follow the following path to


complete a global update of patron information: **Back Office<Update Patrons<Based on Global Criteria.**


Cataloging

Adding an Individual Title

-  Under the **Catalog** tab, go to **Add Title**.
-  Search for the item by title, author, and/or standard number (ISBN, ICCN). It is recommended to start the search with a standard number query. If no match is found, then proceed to a title and/or author search.
-  Search Result Icons:

	The title already exists in the district catalog. Click Add a Copy .
	The title was located in the Alliance Plus Online database. Click Save , and edit the title if necessary.
	The record was located in a Z-Server database, such as the Library of Congress. Click Save , and edit the title if necessary. (see note)

-  If matching records do not appear, then original cataloging may be required. Click **Add the Title** (on right) to create a new record.
 - Be sure to use proper cataloging conventions by including standardized numbers, complete title/author information, and subjects.

- This record will be shared by the district. Adherence to cataloging norms and attention to detail can help to prevent record duplication.
- Do not include site specific information at the title level (in the title, subjects, summary, etc). Instead, enter school specific information at the copy level.
- Site specific information can also be attached to the title by using site-specific subjects. Local subjects are viewable by the entire district, while site-specific are viewable at the school level. You can add a site-specific subject by clicking the  Site Subjects icon on the **Title Details** page. (See example).



Importing Individual MARC Records

- 📖 Under the **Catalog** tab, go to **Import Titles**.
- 📖 Select the appropriate specifications for the import. Next, by the **Import File** field, click **Browse** to locate the Microlif file needed for the import.
- 📖 To screen the import for possible errors, click **Preview**. To bypass the Preview option, click **Import**. The status of the import can be viewed in the **Job Manager** (in **Back Office**).

Finding the Next Available Patron or Book Barcode & Barcode Symbologies

- 📖 Click on **Back Office** tab
- 📖 Click on **Site Configuration**
- 📖 Click on **Circulation** tab

Collection Statistics

To access Destiny Collection Statistics go to:

- 📖 **Reports**
- 📖 **Library**
- 📖 Under statistics header, click **Collection Statistics Summary**

This summary provides you with the circulation statistics, average age, and value of all the materials in your collection organized by call number.

Reports

- 📖 To access reports, go to **Reports**.
- 📖 Click the **Library** tab for reports related to your collection (Statistics, Lists, Weeding Log, etc.).
- 📖 Click the **Patron** tab for reports related to library users (Checkouts/Overdues, Patron ID Cards, Fine Histories, etc.).

- 📖 Click the **Report Builder** tab to create or run custom reports.

Inventory

School library media specialists need to conduct annual inventories of the book, equipment, and audio-visual collections to meet requirements for:

- 📖 Southern Association of Colleges and Schools (SACS) accreditations for school
- 📖 State, district, and school reports
- 📖 Library collections should be inventoried each year.
- 📖 Circulation and cataloging can continue during the inventory process.
- 📖 Charge your PHD batteries for about 8 hours prior to using. If your PHD beeps and displays the message “low battery,” it’s time to recharge.

Before Beginning Inventory

Before inventory begins, the status of all items is one of the following:

- 📖 *Accounted for* (Items that are checked out; items that are lost and paid for)
- 📖 *Unaccounted for** (items that are lost/missing/stolen; former Circulation Plus migration issues; never scanned)

*Items with a copy status of “available” will be considered *Unaccounted for* until they are entered into the inventory.

Inventory Screen

- 📖 To start a new inventory or to view completed inventories, go to **Back Office —Inventory**
- 📖 To conduct an inventory in your library, go to “How do I...?” for complete directions.

The screenshot displays the 'Inventory' screen in a library management system. At the top, there is a navigation bar with tabs for 'Home', 'Catalog', 'Circulation', 'Back Office', and 'My Info'. Below this, a sidebar on the left lists various administrative functions: Find Patron, Add Patron, Update Patrons, Import Patrons, Export Patrons, Upload Pictures, Library Policies, Access Levels, Calendar / Hours, Reports, Site Configuration, **Inventory**, and Job Manager. The main content area is titled 'Library Inventory' and shows a dropdown menu with 'Spring20062007 - Started 4/13/2007'. To the right of this dropdown are two buttons: 'Start New' and 'Finalize'. Below the dropdown, there is a section for 'Account For Each Barcode' with a checkbox for 'Check shelf order'. There are two input fields: one for 'Scan or enter one-at-a-time' with an 'AccountFor' button, and another for 'Or upload a file of barcodes' with a 'Browse...' button and an 'Upload' button. At the bottom of the main content area, it shows 'Started by 01020021 [View Selections]' and '99.35% Complete as of 12:20 PM [View Details]'. A 'How do I...?' link is visible in the top right corner of the main content area.

Conducting Your Inventory

- 📖 When you select “Start Full”, the *Accounted for* and *Unaccounted for* numbers will change.
- 📖 You **cannot cancel** the Begin Inventory process. You may exit and resume at a later time.

Entering Items/Data into Inventory (3 ways)

1. Manually entering items one-at-a-time.
 - 📖 Items may be entered in the inventory by keying directly into the Destiny Inventory Screen.
 - 📖 Not recommended, slow and prone to errors

2. Use the scanner from the circulation desk with another computer or laptop on a cart.
 - 📖 Scan into a text file or scan into Inventory Module of the Destiny Remote Utility
 - 📖 Cumbersome

3. Use the Dolphin scanner
 - 📖 Batch scanning to be uploaded into Destiny
 - 📖 Fast
 - 📖 Ultra Portable
 - 📖 Recommended

PHD / PHD+ Dolphins (Portable Handheld Devices)

Schools that have PHD and PHD+ Dolphins need to be sure the unit stays charged. Failure to do so can result in a drain on the internal battery, possible leakage, and corrosion to the unit, resulting in costly repairs. Use only NICAD (nickel-cadmium) batteries in the PHD at the time of storage. Do not use alkaline batteries.

Before Finalizing Inventory

- 📖 Check Inventory Reports – **Job Manager**
- 📖 Print out a list of *Unaccounted for* items
- 📖 Verify that those items cannot be located (Were they skipped on a shelf somewhere?)
- 📖 Scan and upload located items

Finalizing Inventory

- 📖 Mark all *Unaccounted for* items “Lost”
- 📖 This “Finalizes the Inventory”
- 📖 Print out a “Lost Items” report

Lost or missing items may be deleted any time throughout the school year. You will want to delete lost or missing items from the collection prior to submitting reports to your administrator(s).

Technical Support

See the *Destiny Troubleshooting Sheet* in Appendix A for information regarding technical support.

Audiovisual Equipment and Computers

The library media specialist may be called upon to purchase audiovisual equipment and computers. Check with the school bookkeeper for ordering procedures.

Circulation/Distribution

Equipment distribution may vary from school to school, depending on individual school's needs. It may be convenient to sign out frequently-used pieces of equipment for long-term loans to teams or departments in the school. Less frequently-used pieces of equipment may be signed out to individual teachers or students on a daily basis.

Library media specialists are to maintain accurate equipment circulation records at all times. Equipment housed in departments, team areas, and classrooms during the school year must be available for inventory, maintenance, and repair through the library media center. Repairs are made only through the school's library media center.

Storage

Library equipment is to be stored in a secure location when not in use.

Equipment Reservations

Each school library media specialist shall maintain an equipment reservation calendar and set of equipment check-out policies.

Loans to Teachers

Teachers are permitted to borrow some types of instructional equipment for off-campus use. The principal shall determine what equipment may be borrowed. All equipment on loan to teachers must be checked out and returned through the library media specialist. Teachers who borrow any equipment from the school must complete the Temporary Loan Form (Appendix A) and return it to the library media specialist prior to taking the equipment from the building. Teachers are financially responsible for the equipment on loan to them until it is officially returned to the library media specialist.

Temporary Off-Campus Loan

Movement of library property from campus for temporary use of faculty, or for community use, and removal of property for repair must be recorded on a Temporary Loan Form. All forms for off-campus use of library equipment must be approved and signed by the principal or the principal's designee.

The properly signed forms may be retained by the principal or the principal's designee until the loaned library equipment is returned.

When the library media equipment has been returned, it should be inspected and checked in by the library media specialist or the library media specialist's designee. Notation should be made on the form to indicate the date of return.

Broken Equipment

Items worn beyond reasonable repair, but which continue to demand use, should be replaced. Generally, if equipment has outlived at least ½ of its expected life, and if the cost of repair is at least ½ the cost of a new piece of equipment, then it would be advisable to consider replacement rather than repair of the equipment. (Useful property as determined by the Florida Department of Education for audiovisual equipment is 7 years.)¹ All such equipment “may be in demand and needed at another location within the school district; therefore, all such property should be transferred to the surplus warehouse where it will be held to be drawn upon by the areas where the need for such equipment exists.”²

Obsolete Equipment

Remember that departed media formats like vinyl records, 8-track tapes, Beta and VHS videos, audiocassettes, laser discs, and filmstrips are outdated audiovisual mediums that require obsolete technology to retrieve, view, or listen to information stored in those formats. Finding a late-model computer to read a 5.25-inch floppy disk or the software to translate WordPerfect 4.0 is practically impossible. On a government and industry level, the retrieval problem is magnified: old deck tape and UNIVAC drives, which recorded massive amounts of government data, are long retired, and programs like FORTRAN II are history. The data stored by these machines in

now obsolete formats are virtually inaccessible.

“Librarians have long worried that hardware and software manufacturers have shown more interest in discovering new technology than in preserving today’s data.”³

Hint: Save at least one piece of outdated technology for retrieval purposes. When it has been determined that equipment can no longer be used by your school, follow the procedures listed below to have the equipment removed from the building.

Removal of Discarded Library Equipment

- 📖 When it has been determined that a piece of audiovisual equipment must be discarded:
- 📖 Obtain the approval from your principal for the removal of the equipment.
- 📖 Download a copy of a Transfer/Disposal of Surplus Property form (Appendix A) from the Media Center page on the district website (www.hdsb.org).
- 📖 Complete a form for each item removed. Include all required areas.
- 📖 Have the principal sign the Transfer/Disposal of Surplus Property form.
- 📖 Send the form to Property Control via the courier.
- 📖 The surplus warehouse personnel will schedule a pick-up upon receipt of a Transfer/Disposal of Surplus Property form. The warehouse personnel will dispose of property according to school board policies.
- 📖 Delete discarded equipment from your inventory.

¹ Asset Useful Lives P. 12 Property Accounting Manual

² Surplus Property P 3 Property Accounting Manual

³ Deana B. Marcum, President Council on Library and Information Resources Kensington, Copyright 1998, The Washington Post Company

Missing Equipment

Equipment that is missing, but not as a result of a break-in will be indicated during inventory as missing at the end of the school year. Upon knowledge that the equipment is missing and finding no reason to believe that school staff or students have borrowed the equipment,

the following is to be done:

1. Report the missing equipment to the principal.
2. Obtain all equipment serial numbers, models, and prices for the principal.

Students will be responsible for equipment vandalized or lost while in their possession. The principal at each school will determine the extent of student responsibility. Lost equipment is considered missing equipment.

Computer Equipment Maintenance and Repair

Requests for computer repair are made through your school technology specialist. Library media specialists may work with technology contacts to report computer repairs. When reporting either online or via the phone, it is helpful to have the following information ready:

1. Equipment type, model number
2. Property number
3. Detailed description of the problem
4. Room location

Adding Equipment

When a new piece of equipment is purchased or donated to the library, it should be immediately entered on the library inventory. If the equipment is over \$750, it must be reported to the Property Records clerk for inventory purposes.

Audiovisual Equipment Maintenance and Repair

Follow the manufacturer's recommended methods for the cleaning and upkeep of AV equipment. The district does not repair audiovisual equipment.

Surplus Equipment

The Holmes District School Board must approve the disposal of any and all controlled property of the School District of Holmes County prior to its actual disposal in accordance with Florida Statutes. Property that has become worn out, damaged, or nonessential should be transferred to the surplus warehouse. Surplus warehouse

personnel will move the property upon receipt of a Transfer/Disposal of Surplus Property form.






5. Curriculum Support

Information Literacy

ISTE

The International Society for Technology in Education (ISTE) is the trusted source for professional development, knowledge generation, advocacy, and leadership for innovation. A nonprofit membership organization, ISTE provides leadership and service to improve teaching, learning, and school leadership by advancing the effective use of technology in PK–12 and teacher education.

ISTE® is the registered trademark of International Society for Technology in Education.

-  National Curriculum and Content Standards
<http://cnets.iste.org/currstands/>
Mathematics, science, language arts, foreign language, information literacy, social studies
-  National Educational Technology Standards for Teachers
<http://www.iste.org/standards/iste-standards/standards-for-teachers>
What teachers need to know and do with technology in schools
-  National Educational Technology Standards for Students
<http://www.iste.org/standards/iste-standards/standards-for-students>
What students need to know and do with technology
-  AASL Standards for the 21st-Century Learner
<http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>
"Standards for the 21st-Century Learner" offer vision for teaching and learning to both guide and beckon our profession as education leaders. They will both shape the library program and serve as a tool for library media specialists to use to shape the learning of students in the school.
-  Florida Standards:
<http://www.cpalms.org/Public/>

 International Reading Association - <http://www.reading.org/>

Media Specialist Evaluation Tool:

<http://www.hdsb.org/media-center> (see page 147)

ExC³EL:

Expectations for Collaboration, Collections, and Connections to Enhance Learning ExC³EL is a program evaluation rubric that is being recommended by the Department of Education (DOE) as a library program evaluation. This tool is the basis for the Power Library Program and was introduced in the fall of 2008 at the FAME Conference. Schools may apply for state recognition as a Power Library by submitting an application. Completion of the ExC³EL rubric will be a requirement to apply. ExC³EL allows schools to step back and take a look at their media program to determine long and short range goals and to see progress made in each of the areas from year to year. Each library media specialist is encouraged to incorporate the ExC³EL as a part of their annual PDP Goal even if they do not intend to apply to be a Power Library School. http://www.fldoe.org/bii/library_media/

Information Literacy Standards

Information Literacy: Florida’s Library Media/Curriculum Connections http://www.fldoe.org/bii/library_media/ilfilmcc.asp

The FDOE has endorsed the Information Literacy Standards set forth in *Information Power: Building Partnerships for Learning* by the American Association of School Librarians and the Association for Educational Communications and Technology.

Correlate Information Literacy Skills with Curriculum

Florida Standards <http://www.cpalms.org/Public/>

The Florida Standards identify what students should know and be able to do for the 21st century and are both content standards and performance standards. The standards are benchmarked at developmental levels of PreK– 2, 3–5, 6–8, and 9-12 for the subjects of language arts, mathematics, science, social studies, arts, health

and physical education, and foreign languages.

The Florida Standards, including the grade level expectations can be found on the DOE web site. The DOE site lists the standards sorted by subject and grade level.

Florida Standards Assessments

When designing instruction, library media specialists should consider the Florida Standards Assessments (<http://www.fsassessments.org/>), Florida's assessment instrument. Its primary purpose is to assess students' achievement of high-order cognitive skills represented in the Florida Standards in Reading, Writing, and Mathematics. Library media specialists should work with teachers and students on library-related skills.

Textbook Curriculum

If possible, the library should maintain one copy of each textbook.

Teaching Searching Strategies

The library media specialist is tasked with the responsibility of teaching search strategies to students and teachers. This is an ongoing process with many good resources available. Some of these resources are:

Ivy's Search Engine Resources for Kids -

<http://www.ivyjoy.com/rayne/kidssearch.html>

This website is an outstanding compilation of hotlinks to search engines for kids and web guides for kids.

Spider's Apprentice - <http://www.monash.com/spidap.html>

Designed to be a helpful guide to web search engines

Search Engine Showdown: User's Guide to Web -

<http://www.searchengineshowdown.com/about.shtml>

This site compares and evaluates Internet search engines from the searcher's perspective. It includes search engine features chart, detailed search engine reviews, and search strategies.

Finding Information on the Internet: A Tutorial -

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html>

Using search engines, directories, and more to find information on the web; the best search strategy in 5 steps and web basics

Models of Information Problem Solving

There are several models designed to help library media specialists integrate library, research and information literacy skills into the curriculum.

Carol Kuhlthau, professor, has developed a model of information searching that is based on formal research: *The Information Search Process (ISP)*.

http://comminfo.rutgers.edu/~kuhlthau/information_search_process.htm

The process includes these six stages:

- 📖 Stage 1 - Initiation (recognize need for information)
- 📖 Stage 1 - Selection (identify general topic)
- 📖 Stage 3 - Exploration (investigate information on general topic)
- 📖 Stage 4 - Formulation (re-focus topic from information gathered)
- 📖 Stage 5 - Collection (interact with information systems on refocused topic)
- 📖 Stage 6 - Search closure or presentation (complete search and prepare product)

ALA/AASL's Position Paper on Information Problem Solving identifies seven steps that are basic components in an information literacy curriculum:

- 📖 Defining the need for information
- 📖 Initiating the search strategy
- 📖 Locating the resources
- 📖 Assessing and comprehending the information
- 📖 Interpreting the information
- 📖 Communicating the information
- 📖 Evaluating the product and process

The complete document with details of each step has been retired from the ALA website, but further information can be obtained at http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED376817&ERICExtSearch_SearchType_0=no&accno=ED376817

The Big6 Skills Approach (<http://www.big6.com/>)

by Michael Eisenberg and Robert Berkowitz

Michael Eisenberg and Robert Berkowitz have developed the Big6 approach to information problem solving. It integrates information literacy skills along with technology tools in a systematic process that leads students to apply, and evaluate information. It is perhaps the best model of the information search process for the library media specialist since it is applicable whenever people need and use information and it can be easily adapted.

The Big6 website provides examples of its application within various educational contexts (subjects, searching, etc.), lesson plans, links to other websites, and the Big6 electronic discussion and newsletter.

FINDS: Florida Research Model

(http://www.floridamedia.org/?page=Prof_FINDS_Research)

Focus on the information need

Investigate resources to look for an answer

Note and evaluate facts

Develop information into knowledge for presentation

Score presentation and search

FINDS, Florida's model, consolidates the information literacy skills that are imbedded in the NGSS and CCSS and provides a framework for the application of these standards through a sequential research process.

Reading in the School Library Media Program

The reading goals in the library program are twofold and overlap. One is assisting with reading literacy and the other is developing lifelong readers.

Reading Literacy

In 2012, the Florida Department of Education set a goal that all students in Florida must be able to read on their grade level or higher throughout their school years. Reading enhancement through the library media program is extremely important in reaching this goal.

School library media centers contribute to improved student achievement by providing up-to-date instructional materials aligned to the curriculum and instructional practices such as collaborating with and supporting teachers, administrators and parents.

Lifelong Reading

Reading is both a skill and a behavior. It is a combination of knowing how to read and the desire to do so...And school library collections not only complement the curriculum but are also designed to support most schools' wider mission: to encourage lifelong learning and reading. In order to become lifelong readers, children must have access to books--and lots of them. They must also have some help in selecting them. That requires that librarians help youngsters find materials that speak to them rather than those that might improve them. This ability to respond to varied requests is complicated and abstract. It requires knowledge and skill. And it's why librarians who do so are called professionals.

~ Betty Carter. *Formula for Failure, School Library Journal*, July, 2000, pp. 34-37

Literacy Software Accelerated Reader (AR)

A K-12 web-based motivational reading program to encourage students to read widely with understanding, to set and meet individual reading goals, to read books of increasing difficulty, to receive immediate feedback, and to have their progress tracked and reported to reading teachers.

Star Reading (SR)

A K-12 web-based assessment program that determines the reading level of each student; measures individual & class growth and forecasts results on standardized tests.

Literacy Resources on the Web

Just Read, Florida! - <http://www.justreadflorida.com/>

This is a comprehensive, coordinated reading initiative aimed at helping every student become a successful, independent reader. The unequivocal goal for all students is to be able to read on grade level or higher throughout their school years by 2012.

Carol Hurst's Children's Literature Site - <http://www.carolhurst.com/>
This is a collection of reviews of great books for kids, ideas of ways to use them in the classroom and collections of books and activities about particular subjects, curriculum areas, themes and professional topics.

The Children's Literature Web Guide - <http://www.ucalgary.ca/~dkbrown/textindex.html>
This website in an attempt to gather together and categorize the growing number of Internet resources related to books for children and young adults.

Lexile Framework for Reading – <http://www.lexile.com/>
The Lexile book database contains more than 100,000 English and Spanish fiction and nonfiction titles from more than 450 publishers. Once you know a student's Lexile measure, you can search the database for books that fall within his or her Lexile range.

Studies and Research

National Reading Panel - <http://www.nationalreadingpanel.org/>
Reviewing over 100,000 studies on reading, The National Reading Panel (NRP) is a national panel assembled at the request of Congress to assess the effectiveness of different approaches used to teach children to read.

Florida Center for Reading Research (FCRR) - <http://www.fcrr.org/>
FCRR is part of the leadership triangle for Reading First. They disseminate information about research-based practices related to reading instruction and assessment for children in pre-school through 12th grade. They also conduct basic research on reading, reading growth, reading assessment, and reading instruction that will contribute to the scientific knowledge of reading.

International Reading Association (IRA) - <http://www.reading.org/>
IRA was founded in 1956 as a nonprofit professional organization for those involved in teaching reading to learners of all ages.

Integrating Literacy and Technology in the Curriculum – <http://eric.ed.gov/?id=ED462709>
The Internet and other forms of information and communication

technology (ICT) are redefining the nature of literacy. To become fully literate in today's world, students must become proficient in the new literacies of ICT. Therefore, literacy educators have a responsibility to integrate these technologies into their literacy curricula.

Collaboration

Library media specialists do not work in isolation when developing library media programs in their schools. Collaboration with administrators and classroom teachers is the underlying basis for successful programs. Administrators have a role to play in fostering a collaborative environment among staff that will allow for this to happen. The library media specialist must possess effective interpersonal skills and enthusiasm for collaboration in order to work well with other teachers and administrators. When a staff collaborates well, it is a wonderful working model for students.

Collaborative Program Planning and Teaching

In collaborative program planning and teaching (CPPT), the library media specialist and the classroom teacher work with each other to define goals and objectives they wish their students to achieve. Together they preplan, teach and evaluate resource-based learning activities that will guide students' learning to achieve these objectives. Library media specialists must seek out opportunities to initiate such collaborative efforts with fellow teachers. They need to be approachable, open to working with all staff, good communicators and intuitive - knowing when to approach teachers with an idea for a possible joint project. **Administrative support is key to the effectiveness of collaborative program planning and teaching.** Administrators may need to guide reluctant teachers and or library media specialists to this process by making it a priority in their school. The ExC³EL rubric and Holmes District's media evaluation tool are resources to use in evaluating library program effectiveness.

Flexible Scheduling

School library media programs work best when library media specialists work with a flexible schedule. This means that library media specialists should have flexible time to accommodate classroom teachers' schedules in providing resource-based learning

activities that extend learning beyond the classroom in a meaningful way. Flexible scheduling helps to ensure the library media program becomes integrated into the curriculum. Administrators can further enhance the success of a flexible schedule by providing for planning time between library media specialists and cooperating teachers within the library schedule.

Multimedia Production




Library media specialists may provide assistance to students and faculty in producing a variety of multimedia materials.

Student media production is closely integrated with curricular studies. Productions are presented in a variety of formats, ranging from written reports to video productions. Some middle and high schools offer TV production classes. (See individual school's course offerings.)

Legal copyright guidelines must be followed with all media production projects. Schools are cautioned against videotaping productions and making copies for parents when the content is copyrighted material and permission has not been granted by the producer/publisher of the play, musical, or holiday performance. <http://www.copyright.gov/>

Videotaping Students

A video release form is required for each student being viewed on live broadcast or videotaped for future use. (See sample Model Release Form in Appendix A)

-  Daily live broadcast of school news and information is presented at most schools. In some schools, students assist in a variety of ways with the broadcast.
-  Teachers and administrators often request filming of school/classroom events (classroom projects, plays, etc.). Advance scheduling of videotaping requests is highly recommended.
-  When copyrighted material is videotaped, requesting teacher must provide producer/publisher release to library media specialist prior to taping.

A special user specific release form **MUST** be obtained for broadcast outside the school. The model release form is located on the district website (www.hdsb.org).

Instructional Television (ITV) Distribution System

Teacher requested videos:

- 📖 Teachers often request videos to enhance teaching units. A sign-up form is helpful for organizing time and channels on the ITV system.
- 📖 Make sure teachers adhere to copyright laws and school policies concerning viewing of videos. School Board Policy 3.52
- 📖 A *Request For Use Of Educational Media From Outside Sources* form must accompany any video that is not from the District Media Center or your schools' library.
- 📖 Teachers must have a *Parent Permission Form* on file to show any PG or PG13 video in their class.
- 📖 Teachers should sign the Copyright and Educational Media Policy Agreement annually.
- 📖 Library media specialists need to remind all teachers to preview all videos before showing.

Off-air taping

Off-air taping refers to taping programs from television. Be sure to adhere to copyright laws governing this procedure.

<http://www.ciconline.org/Legal/CopyrightRecordingGuidelines>

Online Resources

Learn360

<http://www.learn360.com>

The Holmes District School Board provides a video streaming subscription service for faculty and students through Learn360.

WatchKnowLearn

<http://watchknowlearn.org/>

WatchKnowLearn has indexed approximately 50,000 educational videos, placing them into a directory of over 5,000 categories. The videos are available without any registration or fees to teachers in the classroom, as well as parents and students at home 24/7. Users can dive into our innovative directory or search for videos by subject and age level. Video titles, descriptions, age level

information, and ratings are all edited for usefulness. The Web site invites broad participation in a new kind of wiki system, guided by teachers. WatchKnowLearn does not itself host videos—we serve as a library for links to excellent educational videos that have been selected by educators.

Florida Memory

<http://floridamemory.com/>

The mission of Florida Memory is to provide online access to archival resources housed in the State Library and Archives that illustrate significant moments in the state's history, offer educational resources for students of all ages, and make available collections for historical research.

The Florida Electronic Library

http://infotrac.galegroup.com/itweb/fl_holmesdistsch

The Florida Electronic Library is a gateway to select Internet resources such as:

- 📖 Current events
- 📖 Homework help
- 📖 Business
- 📖 Finding full-text articles
- 📖 Health Issues
- 📖 Florida history & info.

Passwords are not needed if accessed from school. To access these resources from home, use “holmes” for the ID.

Internet Resources (Free)

Internet Public Library - <http://www.ipl.org/>

Internet Public Library – Kidspace - <http://www.ipl.org/div/kidspace/>

Internet Public Library is the first public library of and for the Internet community. The IPL was founded by a class at the University of Michigan's School of Information, and Michigan SI students almost exclusively generated its content and managed the Ask a Question reference service.

Infoplease.com - <http://www.infoplease.com/>

Infoplease is a comprehensive reference source that combines the contents of an encyclopedia, a dictionary, an atlas, and several almanacs loaded with statistics, facts, and historical records. A single search engine allows you to search all these sources at once.

Factmonster.com - <http://www.factmonster.com/>

Factmonster is a comprehensive site for students that include an atlas, encyclopedia, dictionary, and almanac. It also has educational games and activities.

Assistive Technology for Students

The library media center may not have special equipment on hand for every type of disability, but should have equipment and software programs that support common special needs. Many students in the school may use these technologies. It might be best to start with a few items initially and add new technology as students request it.

- 📖 Is there at least one adjustable table for each type of station in the library that will accommodate students with mobility impairments or who use wheelchairs?
- 📖 Are large print key labels available to assist students with low vision?
- 📖 Does the station have a large screen monitor (22" minimum) to assist students with low vision and learning disabilities?
- 📖 Is there a speech output system to be used by students with low vision, blindness, and learning disabilities?
- 📖 Is there a trackball for students who have difficulty controlling a mouse?
- 📖 Is a wrist rest or key guard available to assist students with mobility impairments as needed?

Library Media Center Staff

- 📖 Are library media specialists willing to make necessary adjustments in the media center, environment, staff, services, equipment, and digital resources in order to establish a universally accessible media center?
- 📖 Do they have the training, resources, and support required to make necessary changes?

- 📖 Are library media center staff members aware of characteristics and learning needs of the various exceptional students?
- 📖 Does the library media center staff wear large print name badges?
- 📖 When students cannot access some digital resources, are the library media center staff members prepared to assist them by providing research consultation or materials in other formats?
- 📖 Are library media center staff members trained in the use of:
 - alternative access to computers (keyboards, trackballs, switches)
 - talking word processors
 - word prediction software
 - presentation software
 - software tools that support reading (speech synthesis/screen review)
 - scanners and OCR software for scanning in text
 - student writing tools
 - tools that support cognitive organization
 - the Internet for curriculum purposes
 - screen readers
 - eBooks (downloaded on computers and portable devices)

Digital Resources

It is essential that the library media center's Internet and other digital resources are designed to be accessible to students with learning differences.

- 📖 Do digital resources with images and sound provide text alternatives? Is the design consistent with clear navigation paths?
- 📖 Can the library media center's digital resources, including online catalogs, indexes, full text databases, and CDs be accessed with a variety of assistive computer technologies such as screen readers and speech synthesis?
- 📖 Does the collection development policy specifically state that digital products should be evaluated for accessibility as part of the purchasing process?
- 📖 Do library media center web page style guidelines require that pages be designed in an accessible format?

6. Professional Development

Professional Growth

Library media specialists grow professionally when they engage in reflective practice to increase their effectiveness and model strong commitment to lifelong learning.

Accomplished library media specialists:

- 📖 Maintain current educational media certification
- 📖 Take advantage of professional growth opportunities
- 📖 Participate in local and state professional organizations
- 📖 Subscribe to professional journals related to library media

Holmes District library media specialists' district meetings are held quarterly to update library media specialists in all aspects of library media services as well as technology.

We also encourage library media specialists to be members of and attend professional conferences such as FAME (Florida Association for Media in Education - <http://www.floridamedia.org/>) and FETC (Florida Educational Technology Conference - <http://www.fetc.org/>). The Library Media Supervisor visits each school throughout the year to provide one-on-one assistance and evaluate each school library media program.

Professional Organizations

AASL (American Association of School Librarians)

<http://www.ala.org/aasl/>

The AASL advocates excellence, facilitates change, and develops leaders in the school library media field. The goal of the AASL is to work to ensure that all members of the school library media field collaborate to:

- 📖 provide leadership in the total education program
- 📖 participate as active partners in the teaching/learning process
- 📖 connect learners with ideas and information, and
- 📖 prepare students for lifelong learning, informed decision-making, a love of reading, and the use of information technologies

AECT (Association for Education Communications and Technology)

<http://www.aect.org/>

The AECT is open to those concerned with the technological aspects of educational media.

ALA (American Library Association)

<http://ala.org/>

The ALA is open to all library media specialists in different types of centers and at all levels.

FAME (Florida Association for Media in Education)

<http://www.floridamedia.org/>

FAME is open to all professional media personnel. Each fall, FAME sponsors an educational media conference featuring a variety of workshops and an extensive exhibit of materials and equipment. The organization works for the improvement of school library media programs statewide through the encouragement of professional growth and the support of legislation vital to the school library media programs. FAME also sponsors the *Sunshine State Young Readers and Florida Teens Read* programs; the *Intellectual Freedom Award*; the *Student Media Festival*; *School Library Media Month* and college scholarships.

ISTE (International Society for Technology in Education)

<http://www.iste.org/>

ISTE is the trusted source for professional development, knowledge generation, advocacy, and leadership for innovation. A nonprofit membership organization, ISTE provides leadership and service to improve teaching, learning, and school leadership by advancing the effective use of technology in PK–12 and teacher education.

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PLAN (Panhandle Library Access Network)

<http://www.plan.lib.fl.us/>

PLAN is a multi-type library cooperative composed of members from public, academic, special, and school libraries located in 16 counties of the Florida Panhandle. PLAN also promotes resource sharing.

Professional Journals

Shown below are periodicals of professional interest to school librarians, most of which have online editions. Also included are some useful electronic periodicals that are available only online.

Book Links: Connecting Books, Libraries, and Classrooms

<http://www.ala.org/ala/aboutala/offices/publishing/booklinks/index.cfm>

Published by the American Library Association, this bimonthly magazine is designed for teachers and librarians serving children from preschool through 8th grade. This includes articles linking books on a similar theme, retrospective reviews, teaching strategies, discussion questions, and interviews with authors, and illustrators.

Libraries Unlimited

<http://www.abc-clio.com/LibrariesUnlimited.aspx>

Libraries Unlimited delivers the insight, answers and encouragement school librarians need to transform their libraries into thriving hubs for 21st century learning and teaching. Professional development, catalogs, and free SLM articles are included on the site.

Booklist Online

<http://booklistonline.com/>

Booklist is a book-review magazine that has been published by the American Library Association for more than 100 years, and is widely viewed as offering the most reliable reviews to help libraries decide what to buy and to help library patrons and students decide what to read, view, or listen to. It comprises two print magazines, an extensive web site and database, e-newsletters, webinars, and other resources that support librarians in collection development and readers' advisory.

CM: Canadian Review of Materials

<http://www.umanitoba.ca/cm/index.html>

CM is published weekly from September through June and is an all-volunteer online publication which features reviews of books and other materials that are authored, illustrated, and/or published by Canadians and that are produced for/of interest to children and adolescents.

Computers in Libraries

<http://www.infotoday.com/cilmag/ciltop.htm>

Computers in Libraries is a monthly magazine that provides complete coverage of the news and issues in the rapidly evolving field of library information technology. Focusing on the practical application of technology in community, school, academic, and special libraries, *CIL* includes discussions of the impact of emerging computer technologies on library systems and services and on the library community itself.

Horn Book Magazine

<http://www.hbook.com/magazine/>

Founded in 1924, this bimonthly journal is an authoritative review source for children's literature and educational materials.

School Libraries Worldwide

<http://www.iasl-online.org/publications/slw/public.html>

School Libraries Worldwide is the official professional and research journal of the International Association of School Librarianship. It is a refereed, peer-reviewed journal, published twice yearly in January and July, and is available online only on the IASL web portal.

School Library Journal

<http://www.schoollibraryjournal.com/>

This monthly journal describes itself as "the magazine of children's, young adult, and school librarians." This covers issues of general interest to school librarians with many reviews of books, software, and videos.

Teacher Librarian

<http://www.teacherlibrarian.com/>

Regular sections include reviews of education and library-related professional materials; strategies to help better manage library resources; articles to keep you up-to-date on the latest in information technology; the best new books for children and young adults, non-fiction, videos, and computer software; Internet resources grouped by theme to spark your imagination; and much more. One of the largest independent library journals, TL has over 26,000 readers in the US, Canada, and abroad.

VOYA: Voice of Youth Advocates

<http://www.voyamagazine.com/>

Founded in 1978, Voice of Youth Advocates or (VOYA) magazine is the leading library journal dedicated to the needs of young adult librarians, the advocacy of young adults, and the promotion of young adult literature and reading. Some 350 books are reviewed in each issue of VOYA, more than 2,200 per year.

Glossary

The selected library and computing terms in the following list tend to be used frequently in school library settings. These definitions represent terminology commonly used in the information and library field of knowledge.

AASL - [American Association of School Libraries](#); A division of ALA serving school library media specialists.

Abstract - A brief summary of a journal article or other library resource that classifies, evaluates, or describes the important points of the content.

Access - Access to the school library media program and resources is defined in three ways. Physical access refers to the ability of all users to easily make use of the library media center facilities and resources. Intellectual access ensures that all users will find materials on their reading, interest, and comprehension levels. Economic access refers to the removal of all barriers to library materials and services based on the user's ability to pay.

Acquisition - An item added to the library collection by purchase, gift, or any other means.

Access Point - A term used under which a bibliographic record is filed. Common access points are author's last name, title of work, and subject of work.

Account Number - All Holmes County library media monies are budgeted according to function (6200) and designated by object number. For example: Object 510 is for supplies; Object 530 is for periodicals, etc.

Advocacy - The coordinated and comprehensive process by which support for the library media program is created within the greater community.

ALA - [American Library Association](#); The oldest and largest organization of librarians and libraries in the country, with over 30,000 members. ALA provides leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all.

Allocation - The amount of money designated for the library media center; it may consist of district money, state funds, or federal funds. This money is budgeted to each school library media center in objects for which the library media specialist is responsible.

Almanac - an annual publication containing a variety of useful facts, statistical data, and, in some cases, daily projections for the coming year

Annotation - A brief note, describing, explaining, or evaluating a book. Used in reading lists, bibliographies, on catalog cards, etc.

Annual - A publication issued once a year, e.g. a report, yearbook, or directory.

Anthology - a collection of writings, usually having common characteristics such as subject matter, literary form or from one author

Archival material - unique, original and one-of-a-kind material worthy of long-term preservation

Article¹ - A contribution, by one or more authors, published in a periodical.

Article² - an, the, and their equivalents in other languages (der, la, los...). In library practice, leading articles are dropped from titles in alphabetized lists.

Autobiography - a written account of a person's life written by that person.

A/V - equipment and applications that deal with sound and sight; The A/V world includes microphones, audio tape recorders, audio mixers, sound systems, analog and digital still and video cameras, film projectors, slide projectors, VCRs, CD players/recorders and DVD players/recorders. The term was originally "audio/visual".

Barcode Labels - Bar-encoded labels that should be affixed to each item you enter in the database. The number represented by the bars is unique and is item specific. The bar code number is entered into the database along with other information for the item it represents. It will be used to identify that item during inquiries and to link that item to a patron when the item circulates

Barcode Number - The unique number assigned to an item that circulates in the library.

Big Books - A term for large, oversized books used mainly in primary schools for literacy and enrichment instruction in the library. Most measure about 2' x 3'.

Blurb - A brief summary of the contents of a book prepared by the publisher and usually found on the flap of the book jacket.

Boolean Searching - A term for the process of narrowing or expanding an electronic search by using terms such as AND (retrieves items in which two or more terms are found) OR (retrieves items in which either term is found), NOT (retrieves items in which the first term is present but the second term is not).

Call Number -The classification number, location symbol, media code, and letters or Cutter number used to indicate the location of a book on the shelves.

Catalog (library) - A list of books and other materials contained in a collection

Cataloging - The process of making entries for a catalog and the processes involved in preparing books and materials for circulation.

Cataloging In Publication (CIP) -Cataloging data which appears on the (verso) back of the title page of a book; provides call number, main entry, subject headings, etc. Prior to publication, publishers provide data to the Library of Congress whose catalogers determine the classification number and catalog entries for the book.

CD-Rom - Read Only Memory; compact disc format used to hold text, graphics and hi-fidelity stereo sound.

Challenged Materials -Books and other resources that are identified by concerned citizen(s) with an expressed desire to remove them from the library collection.

Child Online Protection Act (COPA) - Internet censorship bill, the Child Online Protection Act (COPA, a.k.a. "CDA II") established criminal penalties for any commercial distribution of material deemed harmful to minors. <http://www.copacommission.org/>

Children's Book Week - a celebration of the written word; Children's Book Week introduces young people to new authors and ideas in schools, libraries, homes, and bookstores. Through children's Book Week the Children's council encourages young people and their caregivers to discover the complexity of the world beyond their own experience through books; [The Children's Book Council: Children's Book Week](#)

Children's Internet Protection Act (CIPA) -This federal law requires public and school libraries receiving federal funds (i.e. LSTA, Title I, etc.) for internet or computer services to install technology protection measures (filters) for all internet-linked computers accessible by minors. The law was upheld in 2003 for public libraries by the US Supreme Court. For general information see: www.ala.org/cipa

Circulation - A library service that includes activities related to borrowing library materials such as checking out and returning items.

Circulation Desk - the area of the library that checks books in and out of the library and replaces books on the shelves

Collaboration - In a collaborative instructional information skills unit, the school library media specialist works closely with other teachers in the school to co-plan, co-teach, and co-assess information skills

Collection -This term may refer to the library's entire collection of materials, or to a group of library materials having a common characteristic, such as Juvenile Collection or Reference Collection. This term may also refer to the library's entire holdings.

Collection Development -The systematic process of gathering input on user needs, identifying materials to meet those needs, and acquiring those materials for the library collection

Collective Biography - A book that contains biographies of more than one person, with several pages or a whole chapter devoted to each individual. These works are called collective biographies or biographical collections. In the front or back of each volume is a listing of the sources that are covered. Individuals are listed alphabetically by last name, with references indicating the biographical source(s).

Confidentiality -The legal expectation by patrons that their reading, viewing, and listening of library resources is not revealed to others without their permission.

Cooperative Collection Development -Two or more libraries, possibly of different types (such as public, academic, school, or special) working together to jointly acquire material

Copy Number - A figure used to indicate that the library has more than one copy of a book and to identify each copy.

Copyright¹ -Federal legislation and rules governing ownership of materials, and rights to reproduce them legally. See www.librarylaw.com

Copyright² -The legal right granted to an author, composer, playwright, publisher, or distributor to exclusive publication, production, sale, or distribution of a literary, musical, dramatic, or artistic work. The symbol for copyright is ©.

Copyright³ (Technology) - The legal ownership of a "work," which can take any of the following forms: written text, program source code, graphics images, sculpture, music, sound recording, motion picture, pantomime, choreograph and architecture.

Copyright Page -often referred to as "the Verso" contains: publishers name, address, website and logo, any disclaimers and/or warnings about usage, author(s)'s name(s), acknowledgment of editors (some editors insist on credit in the Copyright page and cover designer(s), edition number, permissions for reprints, printing information: where printed, i.e.: "Printed in China.")

Cumulative Index - An index in periodical form that, at stated intervals, combines new items with those of earlier editions to form a new single list

Databases - Subscription services containing large amounts of information from magazines, newspapers, pamphlets, dictionaries, encyclopedias, etc. These may be on CD-ROM or internet-based, and may be free or available by subscription. Many libraries provide database passwords for home access by those with library cards.

Dewey Decimal Classification System (DDC) - A system used to assign a location number to a book according to its subject.

000	General Works		500	Natural Science
100	Philosophy		600	Technology (Applied Sciences)
200	Religion		700	Fine Arts
300	Social Sciences		800	Literature
400	Language		900	Geography/History

Discard - A book officially withdrawn from the library collection because it is worn, obsolete, or is no longer needed.

Domain Name -A name that identifies one or more IP (Internet protocol) addresses, such as "www.ala.org"

Diversity -"differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area". A diverse library media program extends that concept to apply to the library collection, to issues of access to the library media center, and to design and delivery of information skills instruction.

Date Due - date on which library materials are due to be returned to the library.

DVD - Digital Video Disc or Digital Versatile Disc - An optical digital disc for storing movies and data

Easy Book -A book for young children, such as a picture book or a beginning reader

eBook - An eBook is an electronic version of a traditional print book that can be read by using a personal computer or by using an eBook reader.

Edition - All copies of a work printed from one setting or type. A change in edition, such as a "new edition" or "second edition," would imply a revision of the work and a change in content.

Editor - One who prepares for publication a work or a collection of works not his own.

Educational Technology and Information Literacy (ET/IL) -The term for a plan that school districts must develop that shows how information literacy and educational technology will be used collaboratively to enhance standard learning in schools

Ethernet - A cable connecting computers on a local area network (LAN). Ethernet cables include 10Base5, 10Base2, 10BaseT, and 100BaseT.

Evaluate - To determine the worth of something. For example, one would evaluate a work by looking at the source of the information presented, the reputation of the source.

Fair Use -The section of the Copyright Law that permits use of copyrighted material for the purposes of "criticism, comment, news reporting, teaching, scholarship, or research." Factors affecting fair use include the use, the nature of the copyrighted work, the amount of the portion used, and the effect of the use upon the potential market or value of the copyrighted work.

FAME - The mission is to promote and publicize the library media specialist's role in Florida. [FAME](#) participates in the initiative to develop and implement statewide guidelines for library media specialists. FAME is an efficient, effective, and influential organization that cooperates and collaborates with related professional groups. We care about our library media centers, and our students. FAME...it's all about the kids! Florida Association of Media in Education

Fiction -In library usage, an invented story with events, characters, and scenes wholly or partly imaginary, such as novels and short stories; that which is not fact.

Fixed scheduling - A method of assigning each class in the school a set time to use the library. This is usually done to provide the classroom teacher with a planning period. This method prevents the school library media specialist and the classroom teacher from collaboration.

Flexible Access -The opposite of fixed scheduling, the school library media program is not used as a method of providing the teacher's planning period. Classes are scheduled as a result of instructional need.

Foreword¹ - An introductory note in a book.

Foreword² - usually written by someone other than the author. Note the spelling of Foreword. The author of the Foreword is always acknowledged at the end. Many times, their book title(s) are included as well.

Format - Refers to the variety of ways in which information is packaged. Common formats are books, videotapes, electronic, audio recordings, etc.

Frequently Asked Questions (FAQs) - Documents, typically available on a subject-specific website, that list frequently asked questions and their answers about the service, agency, product, or topic.

Hold - keeping a book in the library for a person requesting it. (Applies to books that are charged to another user and rush-process books); When a book or other item is currently on loan, the library permits another borrower to place a "hold" on it.

Hyperlink - A synonym for both link and hypertext link. Users click on hyperlinks to access other documents on the Web. Hyperlinks often appear underlined or in a different color on a webpage.

Hypertext - The arrangement of information into connections made by a user, usually by clicking a link. The World Wide Web is simply an enormous amount of content connected by an enormous number of hypertext links.

Hypertext Markup Language (HTML) -It is the authoring language used to create documents on the World Wide Web.

Imprint -Publication information about a work most often found at the bottom of the title page or on the verso. It usually contains the name and location of the publisher and when the book was published.

Index - A list, usually in alphabetical order of the topics and names included in a book with reference to pages where they occur—generally placed at the end of a book.

Individuals with Disabilities Education Act (IDEA) - IDEA is a federal law regarding educating students with disabilities. See <http://idea.ed.gov/>

Individual Education Plan (IEP) - An IEP is an official plan for students who need special assistance in school to meet reading standards and proficiencies.

Information Literacy - Term for an individual's ability to determine his/her information needs, attain the information in multiple and most appropriate formats, comprehend the information and utilize the information appropriately. ACRL has published national information literacy standards, as has AASL, the national school association. Florida has standards for Information Literacy in schools.

Information Power - A generic term for the school library publications from ALA and AASL, most recently published in 1998 as Information Power: Building Partnerships for Learning. The document provides an overview of quality library practices, and defines the information literacy standards for librarians and educators to utilize with students. [Information Power](#) contains national guidelines for school library media programs first published by AASL in conjunction with the Association for Educational Communication and Technology in 1986, and revised in 1998.

Information Retrieval - Usually electronic, information retrieval refers to the process of identifying, locating, and accessing the full text of information, in all formats, and wherever located.

Information Specialist - Person with professional training in the organization, storage, and retrieval of information.

Information Technology - Commonly used to refer to the computer and other technology used to store or retrieve information.

International Standard Book Number (ISBN) - A unique number assigned to a book. It usually appears on the back of the title page and consists of four segments, each separated by a hyphen. The first segment identifies the origin country, the second a publisher, the third segment a title or work, and the fourth segment is a check on the accuracy of the other three segments. See www.isbn.org

International Standard Serial Number (ISSN) - A distinctive number assigned to each serial title. See www.issn.org **Instructional Partner** - The concept of the school library media specialist as an active participant in the instructional life of the school and in the education of each student

Integrated Information Skills Curriculum -The alignment of the identified information skills curriculum with subject area curricula

Intellectual Freedom –The right of each patron to access information and ideas according to his/her needs or interests.

ISTE – International Society for Technology in Education; ISTE is an international society for planning, utilizing, and promoting the use of technology in education. ISTE is responsible for the NETS (National Educational Technology Standards) for students and teachers

JPEG - Joint Photographic Expert Group; an algorithm for compression of image files; this compression makes JPEG files smaller and quicker to download; sacrifices some image quality in exchange for a reduction in the file's size.

Keyword - a significant word in the title, abstract, or text of a work

Keyword Search - to search an electronic catalog or index by having the program search for terms (keywords) provided by the user. Keywords do not have to be standardized subject headings, and a keyword search often searches all data fields for the terms (e.g., "winter" as a keyword might retrieve items with Winter in the author field as well as items with "winter" in the text or title). Keyword searching often allows flexible and powerful features such as Boolean operators, truncation, and field searching.

Library Binding - A special form of bookbinding issued by the publisher that has durability to withstand severe library use. Many children's books may be purchased in library binding.

Library Collection - The total accumulation of all library materials provided by a library for its patrons. Also called Library Resources, Library Holdings.

Library Media Center (LMC) - A name for a school library made popular by AASL's Information Power publications. Some local districts have developed other designations for the school library.

Library Media Specialist (LMS) - another term for a school librarian, popularized through AASL and other publications. Districts often use other designations for the school librarian.

Library of Congress - The National Library of the United States and the library for members of Congress. LC contains over 100 million items, 20 million of them books. See www.loc.gov

Library of Congress Classification (LCC) - A system of classifying books and other works devised by the Library of Congress in Washington, D.C. It divides human knowledge into broad categories indicated by letters of the roman alphabet, with further subdivisions indicated by decimal notation. See www.loc.gov/catdir/cpsolcco/lcco.html

Library Patron - a customer or a client of the school library such as a student, faculty member, or administrator of a school.

Library Services and Technology Act (LSTA) -A federal funding program that replaced the long-running Library Services and Construction Act (LSCA) in 1996. Publicly-funded libraries - school, special, public, and academic -are eligible for LSTA funds that are administered through the Colorado State Library. See <http://www.ala.org/advocacy/advleg/federallegislation/lsta>.

Lifelong Reading - The creation of a strong desire to read that continues throughout the student's life.

List Price - Retail price quoted in a publisher's catalog. Libraries usually get a discount from the list price.

LISTSERV® - A registered trademark of Lsoft International, Inc. Not to be used generically to describe a discussion list. It allows users to subscribe to a mailing list and automatically distributes e-mail to those subscribers.

LM_NET - A national library discussion list focused on topics of interest to school library media personnel. See http://www.eduref.org/lm_net/

Loan Period - the period of time which is allowed for the use of library materials

Location and Access – Limiting information skills instruction to the identification of materials and their placement in the library. Does not typically include instruction in the comprehension, use, or synthesis of the information

Location Symbol - An identifying mark on a book, often part of the call number, to indicate where the publication is located in the library. Some usual symbols are: R-Reference Collection, J-Juvenile Collection, YA-Young Adult Collection

Machine Readable Cataloging (MARC) -The basis of almost all automated cataloging systems; a standardized format for bibliographic description developed by the Library of Congress in the 1960's. See www.loc.gov/marc/

Master of Library Science (MLS) - Graduate degree in librarianship from ALA accredited schools.

Memoir - a literary genre, an account of the author's personal experiences or an essay on a scientific or scholarly topic. A memoir may be an autobiography or a biography and may appear less structured and less encompassing and formal than autobiographical or biographical works. They are often about part of a life, and often a public part of one's life, rather than one's whole life, from youth to old age.

Mission - The mission of the school library media program in the school is to “ensure that students and staff are effective users of ideas and information”. This mission was first developed for the 1986 edition of Information Power, the national guidelines for school library media programs, and has remained the mission.

MP3 - MPEG-1 Audio Layer-3. Compression scheme used to transfer audio files via the Internet and store in portable players and digital audio servers.

Multimedia - Combinations of technology to produce professional materials and make presentations.

MUSTY - An acronym to guide the weeding process in libraries. M = misleading U = ugly or worn out S = superseded by more substantiated information T = trivial Y = your collection has no use for this book.

National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking (REFORMA) - An organization developed to unite Hispanic librarians and all other librarians interested in working with the Spanish speaking population through libraries. It offers training, Hispanic collection development, and other member services. There is an active Colorado REFORMA Chapter. See <http://www.reforma.org/>.

National Library Week - First sponsored in 1958, [National Library Week](#) is a national observance sponsored by the [American Library Association](#) (ALA) and libraries across the country each April, typically the second full week. Dates for National Library Week are:

2016 - April 10-16

Online Public Access Catalog (OPAC) - An online catalog that replaces the card catalog in an automated library.

OPAC - Online Public Access Catalog A computer workstation for use by the public or students which is connected to a library's circulation system; can be searched by author, title, etc., and shows an item's status (on-shelf, overdue, etc.)

Open Access Users - are welcomed in the library media center before, during, and after the school day without barriers

Organization of information - Term used to refer to the standard protocols by which information is arranged. Other terms that are sometimes used are cataloging and classification, technical services, etc.

Out-of-Print – This is a book no longer being printed by the publisher. May be available through a special dealer or publisher or publishers may still have copies.

Overdue Book - a library book which has not been returned to the library by the due date

Oversize Book - A book that, because of its large size, cannot stand on the regular shelves in the library

Ownership Mark - A book plate, stamp, label, or the like, identifying material as library property

Periodical - A magazine, newspaper, or other material normally issued at regular intervals. Each issue in the series is numbered consecutively and dated.

PLAN - The [Panhandle Library Access Network](#) a non-profit membership organization for public, academic, school, and special libraries providing networking, communications, cooperative purchasing, training, and other services for libraries located in the 17 counties of the Florida Panhandle.

Pre-bound - A new book, usually paperback, bound in a special durable binding at time of original sale.

Preface - author's explanation of why she or he wrote the book; A note preceding the text of a book stating the origin, purpose, and scope of the work, and sometimes containing acknowledgements of assistance.

Privacy - The legal expectation by patrons that their reading, viewing, and listening of library resources is not revealed to others without their permission.

Processing - The work of preparing library materials for use in the library.

Program Administration - The role of the school library media specialist centering on the management of the school library media facility and services

Pseudonym - A fictitious name used by an author.

Publisher - One who publishes, especially one who issues from the press and offers for sale books, periodicals, etc.

Read Shelves - arranging the books on a shelf in the correct order

Reference Book - A book, such as an encyclopedia or dictionary, used to obtain specific information quickly.

Reference Collection – Contains informational sources such as indexes, dictionaries, encyclopedias, statistical sources, atlases, almanacs, etc. as well as electronic databases

Renew - to extend the loan period of a book.

Reprint - A new printing, without alteration, from either a new or original set of type plates.

Reserve¹ - A book, periodical, video or other library material held for a library borrower.

Reserve² - Books and materials segregated and withheld from general circulation, particularly those needed for college or school required reading.

Resource-Based Learning - Using materials in a variety of formats to teach, illustrate, or support the curriculum concepts

Revised Edition - A new edition containing changed material from the original text, sometimes with additions that supplement it and/or bring it up to date.

School Library - A library in an elementary or secondary public school, charter school or non-profit private school serving some combination of grades K-12. Some also serve pre-kindergarten (PK), or may be combined with a public library or branch.

School Library Media Center - Usually refers to the room in the school that houses the school library media facility

School Library Media Program - The integration of the services coordinated by the school library media specialist including but not limited to those within the school library media center.

School Library Media Specialist¹ (LMS) - A librarian who has a teaching certificate, teaching experience, and coursework or a Master's Degree in Educational Media or Library Science.

School Library Media Specialist² – The professional licensed school library media teacher with specialized training and education in the school library media profession.

School Library Paraprofessional or Paraprofessional - A person who works in a school or school library but does not have a degree in Library Media, and may not have a teaching degree. Term may also apply to public library staff with similar background.

Selection Policy - Formal statement guiding the identification of materials to be included in the school library media collection, and the school collection of instructional resources

Selection Tools - Established books, review journals, and other aids that are recognized by the library field as valid and reliable sources of information to assist the school library media specialist in the identification of resources.

Serial - A publication or work issued in successive parts, often at regular intervals. Includes periodicals, reports, newspapers, bulletins, etc.

Series - Separate, independent works issued, usually at different times, under a collective title.

Server¹ - Software that permits one computer to offer a service to another computer.

Server² - The computer that runs the server software.

Shelf List - A record of books in the library arranged in the order in which they stand on the shelf. Shelf lists may be computer-generated.

Shelf Reading - Checking books on the shelf for accurate arrangement.

Spine - The back of the book connecting the two covers, on which is usually found the author and title of the work.

Stacks - The space in the library equipped with shelving for the physical storage of the library's book, periodical and other collections.

Subject Heading - A word or group of words indicating a subject under which all material dealing with the same theme is entered in a catalog or a bibliography, or is arranged in a file. Sears List of Subject Headings is often used as the standard.

Table Of Contents - A list of chapter titles and other parts of a book, or of articles in a periodical, with references to pages where each listing begins. Also called contents.

Tag - Another word for a field in MARC Cataloging.

Talking Book - A book recorded on cassette or CD. Also called Audio Books or Books on Tape

Technical services - The assorted skills associated with preparing information resources for use by patrons, including cataloging and classification, database management, and other skills.

Title Page shows full title, author, publisher's name, city and logo. No page number on this page.

Uniform Resource Locator (URL) - A unique address or name used to identify and locate a Web site on the internet.

Union Catalog - A collection of library catalogs, or the items they contain, in a central location that can be accessed with one search.

Verso - the left-hand page of a book, usually with even-numbered pages. The copyright date of a book is found on the verso (back) of the title page.

Web - short for World Wide Web

Web Search - to use one of the hierarchical subject guides or search engines available from a Web browser to identify and retrieve information housed on the World Wide Web. A variety of search engines are available by clicking the browser's "Search" button; note that the search syntax used, the set of data being searched, and the retrieval parameters are different for each search engine

Web Site - a collection of interlinked documents on a Web server

Weeding - The systematic process involving removal of old or outdated materials from a library collection to make room for newer items. Weeding is an important process in maintaining a current and diverse collection for the community served by the library.

World Wide Web WWW - the set of information resources (or of the hypertext servers which house them) that can be accessed through tools such as Gopher, FTP, HTTP, telnet, USENET, WAIS, etc.

YA (Young Adult) – a common term for library users between the ages of 12 and 18.

YALSA - [Young Adult Library Services Association](#) - a division of the American Library Association

APPENDIX A

***Citizen's Request for Re-Evaluation of Instructional
Materials***

Holmes District School Board

Initiated by _____

Address _____

Telephone _____

Representing: _____ Self? _____ Organization?

School where materials are used _____

Grade level(s) used _____

Type of instructional material: _____ Book _____ Video
_____ DVD _____ Software

_____ Other – Please specify _____

Title _____

Author _____

Publisher/producer _____

Copyright date _____

Please respond to the following questions. If sufficient space is not available, please use the back of this sheet or additional sheets of paper as needed.

1. Have you read, seen, viewed, and/or listened to this material in its entirety?

Citizen's Request Form for Re-Evaluation of Instructional Materials
Page 2 of 3

2. What do you believe is the main idea of this material?

3. To what do you object? Please cite specific passages, pages, sequences, etc. State your reasons for objection to the cited passages.

4. What do you feel would be the negative impact that might result from the use of this material?

5. Have you read any expert reviews relating to this material? If so, please describe.

6. Were students **required** to read or view the material? Was an alternative to the material provided at parent or student request?

Citizen's Request Form for Re-Evaluation of Instructional Materials
Page 3 of 3

7. What action(s) would you prefer the school take on this material?

8. Have you completed and attached the checklist form? Y N

Signature _____

Date_____

Checklist for Citizen's Request for Re-Evaluation of Instructional Materials

Holmes District School Board

Title:

Author/producer:

A. Purpose

1. What is the purpose, theme, or message of the material?

2. How well does the author/producer/composer accomplish this purpose?

3. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children? _____Yes _____No

4. Is the story suitable for young adults? _____Yes _____No

5. If both #3 and #4 are marked "no," for what age group would you recommend? _____

6. Will the reading, viewing, and/or listening to material result in more compassionate understanding of human beings? _____Yes
_____No

Checklist for Citizen's Request for Re-Evaluation of Instructional Materials
Page 2 of 3

7. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various groups of people? Yes No

8. Are the challenged elements of the story an integral part of the materials?
 Yes No

B. Content

9. Does the material give a realistic picture of life at that time period?
 Yes No

10. When factual information is part of the story, is it presented accurately?
 Yes No

11. Does bias detract from the usefulness of the material?
 Yes No

12. Are concepts presented appropriate to the ability and maturity of the intended users?
 Yes No

13. Do characters speak in a language true to the period and section of the country in which they live?
 Yes No

14. Does the material offend in some special way the sensibilities of any group?
 Yes No

15. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children? Yes No

Checklist for Citizen's Request for Re-Evaluation of Instructional Materials
Page 3 of 3

16. Would the material be inappropriate for young adults?
_____Yes _____No
17. If there is use of offensive language, is it appropriate to the purpose of the text for children? _____Yes _____No
18. Would it be appropriate for young adults?
_____Yes _____No
19. Is the material well written or produced?
_____Yes _____No
20. Does the material make a significant contribution to the history of literature or ideas?
_____Yes _____No
21. Are the illustrations appropriate and in good taste?
_____Yes _____No
22. Are the illustrations realistic in relation to the story? _____Yes
_____No

Please explain all "no" answers below.

**Checklist for Materials Review Committee for
Re-Evaluation of Instructional Materials
Holmes County School District**

Title: _____

Author/producer: _____

A. Purpose

1. What is the purpose, theme, or message of the material?
2. How well does the author/producer/composer accomplish this purpose?
3. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children?
_____Yes _____No
4. Is the story suitable for young adults? _____Yes _____No
5. If both #3 and #4 are marked "no," for what age group would you recommend? _____
6. Will the reading, viewing, and/or listening to material result in more compassionate understanding of human beings?
_____Yes _____No
7. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various groups of people? _____Yes _____No
8. Are the challenged elements of the story an integral part of the materials? _____Yes _____No

Checklist for Materials Review Committee for Re-Evaluation of Instructional Materials

Page 2 of 3

B. Content

9. Does the material give a realistic picture of life at that time period?
_____Yes _____No
10. When factual information is part of the story, is it presented accurately? _____Yes _____No
11. Does bias detract from the usefulness of the material? _____Yes
_____No
12. Are concepts presented appropriate to the ability and maturity of the intended users? _____Yes _____No
13. Do characters speak in a language true to the period and section of the country in which they live? _____Yes _____No
14. Does the material offend in some special way the sensibilities of any group? _____Yes _____No
15. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children? _____Yes _____No
16. Would the material be inappropriate for young adults?
_____Yes _____No
17. If there is use of offensive language, is it appropriate to the purpose of the text for children? _____Yes _____No
18. Would it be appropriate for young adults? _____Yes _____No
19. Is the material well written or produced? _____Yes _____No
20. Does the material make a significant contribution to the history of literature or ideas? _____Yes _____No

Checklist for Materials Review Committee for Re-Evaluation of Instructional Materials

Page 3 of 3

21. Are the illustrations appropriate and in good taste? Yes
 No

22. Are the illustrations realistic in relation to the story? Yes
 No

C. Reviews

1. Source of review _____

Favorable review Unfavorable review

2. Does this title appear in one or more reputable selection aids?
 Yes No

If yes, please list titles of selection aids.

Additional comments:

Recommendation by School Media Advisory Committee for treatment of challenged materials:

Signature of Media Advisory Review Committee Member

Date

Beginning of the School Year Checklist

Check supplies.

Check your supply of title barcode labels, patron barcode labels, label protectors, and patron cards (if used). Also check your inventory of general office supplies and order all necessary items that you'll need throughout the school year. It is wise to purchase enough supplies to last the entire year, as funds may become unavailable at any time due to the "freezing" of POs.

Training – Best Practices

Contact the principal to schedule a new teacher library orientation before school begins.

Include any of the following, as needed:

- 📖 Tour of the facility
- 📖 Bibliography of new materials by subject
- 📖 Checkout procedure for equipment
- 📖 Scheduling procedure for classes; broadcast equipment
- 📖 Brief handout or brochure with important points
- 📖 Explain "Request for Use of Educational Media from Outside Sources" form
- 📖 Copyright policies
- 📖 "PG/PG13 movie permission" form
- 📖 Equipment available for checkout
- 📖 Teacher equipment checkout form (if used)

List school specific items here:




It is recommended that a procedure sheet be available to provide simplified instructions for using Destiny in the library for Teacher Assistants, Library Assistants, and Subs.

Create or retrieve a list of job responsibilities for student library assistants.

Create a schedule for student orientation to familiarize the students with library programs and procedures.

Provide training for library volunteers.

Library Web Page

-  Visit your school library web page
-  Update information or meet with the school webmaster to discuss changes
-  Visit/update your Destiny home page

Budget

See your administrator and school bookkeeper for your budgets.

Overdues

Run a report of students with overdue books and turn them in to the appropriate person(s) – administrator, teacher, etc. If applicable, set patron status to inactive.

End of the School Year Checklist

As the end of the school year approaches, there are a number of things you can do to prepare for a smooth closing. Consider the following suggestions:







1. **Clean up:**

Dust the computer and clearly label any electrical connections now. Place a dust cover over your computers.

Use a damp (not wet) cloth to wipe off the exterior of all your equipment. Dust off your manuals, too. Keep them within easy reach for quick reference.

2. **Inventory:** Take an inventory of materials.

3. **Reports:** Run the following end of year reports:

-  Overdue notices for graduating class
-  Overdue notices for all (including teachers)
-  Monthly and yearly circulation reports
-  Collection statistics report
-  Inventory list by call number
-  Collection age report by subject (or call number)

4. **Hardware:** Put all hardware away safely. Ask your technology coordinator for instructions about proper storage of computer equipment, such as unplugging computers. Remove batteries from your PHD. Store all cables, batteries, chargers and your circulation scanner in one place.

5. **Periodical subscriptions:** Review periodical subscription renewals

6. **Supply list:** If time allows, inventory supplies and begin a supply list for next school year.

☺ **Relax and enjoy the summer!** ☺

Library Media Budget Accountability Financial Record

School year	Project #	Beginning balance

Date	Vendor	PO #	Amount	Date received	Invoice total	Balance

Average Book Prices

Below are the latest book prices, which are published by School Library Journal every spring to help readers plan their budgets.

SLJ's Average Book Prices 2015						
	PUBLIC		SCHOOL		TOTAL	
	2014	2015 ytd	2014	2015 ytd	2014	2015 ytd
Children's Titles						
Hardcover (all titles)	\$17.74	\$18.10	\$19.00	\$19.32	\$17.89	\$18.26
Trade Paperback	\$7.29	\$7.25	\$8.20	\$8.81	\$7.42	\$7.43
Mass-Market Paperback	\$6.28	\$6.51	\$6.71	\$6.88	\$6.32	\$6.53
Young Adult (YA) Titles						
Hardcover (all titles)	\$19.16	\$19.24	\$20.51	\$20.77	\$19.39	\$19.53
Trade Paperback	\$12.48	\$12.28	\$11.46	\$11.53	\$12.36	\$12.17
Mass-Market Paperback	\$7.73	\$8.15	\$7.57	\$7.90	\$7.65	\$8.07
Adult Titles						
Trade Hardcover						
Fiction	\$26.82	\$26.67	\$26.16	\$26.39	\$26.82	\$26.67
Nonfiction*	\$28.00	\$28.01	\$27.86	\$28.90	\$27.99	\$28.02
Trade Paperback**						
Fiction	\$15.63	\$15.50	\$14.18	\$14.70	\$15.60	\$15.48
Nonfiction	\$20.75	\$20.57	\$15.48	\$17.16	\$20.56	\$20.45
Mass-Market Paperback	\$7.66	\$7.68	\$7.62	\$8.92	\$7.66	\$7.69
*Excludes Reference Books **Excludes Mass-Market Paperbacks						
Source: Total (public and school library markets) 2014 year to date, produced by School Library Journal in partnership with Baker & Taylor.						

Source: <http://www.slj.com/2015/03/research/sljs-average-book-prices-2015/>

Copyright and Educational Media Policy Agreement

As a means of implementing copyright and educational library media regulations, the Holmes County School Board has adopted policies in accordance with Florida Statutes and the Holmes County Library Media Handbook. All personnel are responsible for knowledge and adhering to the following:

1. Holmes County School Board Policy:
 - 3.52 Copyrighted Materials
 - 4.22 Educational Media Materials Selection
2. Obtain approval from the principal for use of instructional materials from outside sources **PRIOR TO USE IN THE CLASSROOM**. This includes any material that is not approved for the district or school collection.
3. Rigorously adhere to the interest and rights of copyright. Copyright is a form of protection provided by the laws of the United States (Title 17, U.S. Code) to the authors of "original works of authorship." This protection is available for both published and unpublished works.

I have received training in copyright procedures adopted by the Holmes County School District. I understand my responsibilities regarding copyright laws. I also understand my responsibility in evaluating any educational material that I use in my classroom. I agree to abide by the policies set forth by Holmes County School District.

Print Name

School

Signature

Date

Interlibrary Loan Form

Patron name: _____

The following material(s) that you requested from another school has/have been checked out to you by the media center and is/are due _____ (date).

Please return these items to media center **before** the due date so they may be returned on time. If you need the item(s) longer, please contact the media specialist **before** the due date so that it can be determined if your checkout(s) can be extended.

Thank you!



Interlibrary Loan Form

Patron name: _____

The following material(s) that you requested from another school has/have been checked out to you by the media center and is/are due _____ (date).

Please return these items to media center **before** the due date so they may be returned on time. If you need the item(s) longer, please contact the media specialist **before** the due date so that it can be determined if your checkout(s) can be extended.

Thank you!



Interlibrary Loan Form

Patron name: _____

The following material(s) that you requested from another school has/have been checked out to you by the media center and is/are due _____ (date).

Please return these items to media center **before** the due date so they may be returned on time. If you need the item(s) longer, please contact the media specialist **before** the due date so that it can be determined if your checkout(s) can be extended.

Thank you!



Model Release Form

Date:

School:

Project:

Dear Parent/Guardian:

I give my student's school and Holmes District School Board permission to photograph my child and to record voice, performance, poses, acts, plays, and appearances. I further grant my child's school (within Holmes District Schools) and (INSERT NAME OF COMPANY, example: Pensacola News Journal; WEAR TV3) all rights to use these sound, still, and moving images and other reproductions of physical likeness in any medium for educational, promotional, advertising, or other purposes that support the mission of the school or district. I agree that all rights, including the unlimited distribution, advertising, promotion and exhibition to the sound, still, or moving images belong to the school and district.

Work created by my child or photographs of my child (which may or may not be accompanied by his/her name) may be displayed and reproduced by the instructor for educational purposes or press releases. In addition, my child's name may be sent to other media outlets in press releases.

(Student/model name - printed)

(Student/model - signature)

(Administrator name – printed)

(Administrator – signature)

I am the parent/legal guardian of the child named above. I have read and understand that the project involves the use of my child's photographs, individual works, full name, etc., for educational and press release purposes.

By signing below, I hereby give permission and release Holmes District School Board and staff employees from any liability resulting from or connected with the publication of such work, photographs, or my child's name.

(Parent/guardian signature)

(Minors may not sign this form)

NOTE: The absence of this form will indicate that the parent or legal guardian of the child named above **DOES NOT** release their child's media to be used in reference to this project.

Video Purchase Request

Use this form to request the purchase of a new video for the District Media Center.

Teacher Name: _____ Date: _____

School: _____

Grade Level (circle): PreK-2 3-5 6-8 9-12

Subject: _____

Name of video: _____

Copyright date: _____

Catalog/page number/website: _____ Cost: _____

(Please send the catalog along with the request.)

Video description:

Does this educational media meet the selection criteria outlined in the Florida Statutes (1006.34), Holmes District School Board Policy (4.22) and the Holmes County Library Media Handbook? Yes No
Have you previewed this video in its entirety? Yes No
Sunshine State Standards: (up to 3 in order of correlation significance)

(Request will not be processed without this correlation)

Prior to submitting request, please search the current video catalog to see if there is already an appropriate video available for this topic. Every effort will be made to purchase requested videos based on current video inventory, district needs, priorities, and budget.

Teacher signature

Library Media Specialist signature

Return this form to the District Media Specialist.

**Temporary Loan Form
Holmes District School Board**

Submit a copy of this form with your principal's signature to **Property Control** at the District Office via the courier. Please keep a copy for your records.

The following property is being loaned out on a temporary basis:

From (school name)	
School number	
Department	
Loaned to	
Return date	

Description	Property #	Serial #	Location

Loaned to: (signature) _____ Date: _____

Telephone number: _____

Loaned by: (signature) _____ Date: _____

Principal's signature: _____ Date: _____

Returned by: _____ Date: _____

Received by: _____ Date: _____

Remarks:

**Transfer/Disposal of Surplus Property Form
Holmes District School Board**

Procedure for transfer or disposal of ALL SCHOOL BOARD PROPERTY:

Provide the following information regarding the property to be disposed of or to be transferred to the surplus warehouse, and submit to **Property Control** at the District Office.

1. Description of property: _____

2. Serial number (if known): _____

3. Holmes County property number: _____

4. Estimated value of property: _____

NOTE: No school board property is to be sold, traded, or discarded until approved by the Holmes District School Board.

School: _____ Date: _____

Signature of principal: _____

Please make your recommendation as to the proper transfer or disposal of the above item.

I understand that I am purchasing the right to broadcast this video material over the school's closed circuit television network. If this cannot be done in accordance with the copyright law, please do not fill this order.

I understand that I am purchasing the right to broadcast this video material over the school's closed circuit television network. If this cannot be done in accordance with the copyright law, please do not fill this order.

I understand that I am purchasing the right to broadcast this video material over the school's closed circuit television network. If this cannot be done in accordance with the copyright law, please do not fill this order.

I understand that I am purchasing the right to broadcast this video material over the school's closed circuit television network. If this cannot be done in accordance with the copyright law, please do not fill this order.

I understand that I am purchasing the right to broadcast this video material over the school's closed circuit television network. If this cannot be done in accordance with the copyright law, please do not fill this order.

I understand that I am purchasing the right to broadcast this video material over the school's closed circuit television network. If this cannot be done in accordance with the copyright law, please do not fill this order.

Request for Use of Educational Media from Outside Sources

Requested By: _____

Course/Subject: _____ Grade: _____

Title of educational media to be used: _____

Producer: _____ Publisher: _____ Copyright Date: _____

_____ Videotape _____ Software _____ Book _____ Audio
 _____ Other (specify) _____
 (Include taping from TV)

Yes	No	
_____	_____	Have you previewed this media in its entirety?
_____	_____	Is this educational media to be used for planned face-to-face instructional activities directly related to course and curriculum? Lesson plan(s) attached?
_____	_____	Does this educational media meet selection criteria outlined in the: <ul style="list-style-type: none"> • Florida Statutes (1006.34)?, http://www.flsenate.gov/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=Ch1006/Sec34.HTM • Holmes District School Board Policy 4.22? http://www.hdsb.org/board-policies • and the Holmes District School Board's Library Media Handbook? see <i>Criteria for Selection of Materials</i> in the handbook
_____	_____	Is this media rated PG/PG13? If yes, complete parental permission form for PG/PG13 rated media.
_____	_____	Is any part of the instructional material controversial? If so, cite controversial part and give explanation(use back of form).

Signatures of Teachers/Personnel evaluating and recommending use of this material:

_____	_____	_____	_____
Teacher Signature	Date	Teacher Signature	Date
_____	_____	<input type="checkbox"/> Recommend	<input type="checkbox"/> Do Not Recommend
Library Media Specialist Signature (optional)	Date	<input type="checkbox"/> Approved	<input type="checkbox"/> Not Approved
_____	_____		
Administrator Signature (required)	Date		

Copy to be retained by Administrator / Designee
 ** Due to Copyright Laws Section 110(1) videos approved through this process must have broadcast rights to be shown on ITV systems.
 If you would like this shown on the ITV system, please provide broadcast rights.

Parent Permission Form for Viewing of PG or PG-13 Videos

Dear Parent:

Students in my class have been studying:

To support this unit/lesson, I plan to use a video rated **PARENTAL GUIDANCE** by the Motion Picture Association of America.

Title of video: _____

Rating: _____

If you agree to grant permission for your child to view this video, please

sign below and return by _____.
Date

Your child is not required to view this video. An alternate assignment related to the unit being taught will be provided if you do not grant permission for your child to view this video.

Teacher: _____ Subject/grade: _____

School: _____ Viewing date: _____

I, _____ grant permission for my child,
Parent/Guardian

_____, to view the PG/PG 13 video listed above.
Name of student

Signature of parent

Date

Processing New Books Checklist

School _____ PO/Invoice# _____

1.		Check invoices	Place (√) on the left side of book title
2.		Check book for errors	Binding, hinges, print & paging
3.		Computer data	<ul style="list-style-type: none"> ○ If imperfect - return to seller ○ Import data (disc or email file) ○ Check barcode & information
4.		Barcode number	Print barcode # (in ink) on appropriate page(s)
5.		Call code label	Add stickers (AR, Ref, Science Fiction, etc.)
6.		Call number	Print on page across from copyright page & any other appropriate page(s)
7.		Acquisition info	Print date of purchase, vendor, and price along the spine of front or back copyright page (guttering)
8.		Soften Book	Properly open new book
9.		Cover book	Put clear book cover on paperback or mylar jacket on hardcover book
10.		Stamp with school's name	<ul style="list-style-type: none"> ○ Inside: Top center front cover ○ Across from copyright page ○ Inside bottom center back cover ○ Top & bottom edges of book
11.		Date due slip	Put slip on the inside of the front or back cover
12.		AR/Lexile levels	Write applicable AR & Lexile levels in the front or back cover
13.		Final check	Make sure all steps of processing have been completed

Destiny Troubleshooting Sheet

Before Contacting Follett Technical Support:

1. If your question concerns a procedure, please consult Destiny's online help & support before calling Follett Technical Support.
1-800-722-7424 (options 3, 2, 1)
2. Make all attempts to contact District Software Technical Support prior to contacting Follett Technical Support. (Michael Pinnella, Kevin Zorn, Dale Thomas, or Christy English)
3. Write your customer number here _____
4. Know what product/version/platform you are using.
To determine which version of Destiny you are running:
 - Click on the Follett Software Company bar at the bottom of any page.
5. What is your barcode symbology? _____
To determine which barcode symbology you are using:
 - Login to Destiny
 - Click on the *Back Office* tab
 - Click on *Site Configuration*
 - Click on *Circulation* tab
6. If at all possible, have access to a workstation while talking to support.
7. Be prepared to describe what you were doing when the error occurred.

Copyrighted Materials – HDSB Policy 3.52

The District shall abide by all provisions of the copyright laws.

- I. Commercial materials, whether printed or non-printed, may not be duplicated without prior written permission from the owner or copyright holder.
- II. The School Board does not sanction or condone illegal duplication in any form, the use of illegally duplicated materials, or the improper use of commercially duplicated materials.
- III. Procedures and guidelines for the legal duplication of materials for instructional purposes may be obtained from the school or District office.
- IV. Employees who willfully infringe upon current copyright laws may be subject to disciplinary action by the School Board.

STATUTORY AUTHORITY:

1001.41; 1001.42, F.S.

LAWS IMPLEMENTED:

1001.361; 1001.43, F.S.

HISTORY:

ADOPTED: 6/18/2001
REVISION DATE(S): 12/19/2005
FORMERLY:

Educational Media Materials Selection – HDSB Policy 4.22

- I. Objectives of Selection - The primary objective of the school's educational media center is to implement, enrich, and support the educational program of the school. The center shall provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the representation of different points of view. The School Board asserts that the responsibility of the media center is to provide:
 - A. Materials that will enrich and support the curriculum, taking into consideration the varied interest, abilities, and maturity levels of the students served.
 - B. Materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
 - C. A background of information enabling students to make intelligent judgments in their daily life.
 - D. Materials representative of the many religious, ethnic, and cultural groups and their contributions to the American heritage.
 - E. A comprehensive collection appropriate for the users of the media center which places principle above personal opinion and reason above prejudice in the selection of materials of the highest quality.

- II. Criteria for Selection of Educational Materials
 - A. The standards to determine the propriety of the educational materials shall be pursuant to Florida Statutes.
 - B. First consideration shall be given to the needs of the individual school based on knowledge of the curriculum, of the existing collection, and of the needs of children and youth. Requests from users of the collection, *i.e.*, administrators, faculty, parents, and students, shall be given high priority.
 - C. Materials shall be considered on the basis of accuracy of content, overall purpose, timeliness, importance of the subject matter, quality of the writing/production, readability and popular appeal, authoritativeness, comprehensiveness of material, reputation of the publisher/producer, reputation and significance of the author/artist/composer/producer, format and price.

- D. Gifts of media or money shall be accepted with the understanding that their use or disposition shall be determined by those persons having the responsibility for acquisitions, according to the same selection criteria and procedures as purchased materials.

III. Procedures for Selection

- A. In selecting materials for purchase, the school media specialist shall evaluate the existing collection and shall consult with
 - 1. Reputable, unbiased, professionally prepared selection aids such as those published by the American Library Association and other reputable publishing companies generally accepted by the educational media profession.
 - 2. Media staff, curriculum consultants, faculty, students, and community representative.
 - 3. Media committee appointed by the principal to serve in an advisory capacity in the selection of materials.
- B. In specific areas, the media specialist shall follow these procedures.
 - 1. Purchase materials which are outstanding and frequently used;
 - 2. Replace periodically worn or missing basic items;
 - 3. Withdraw out-of-date or unnecessary items from the collection; and
 - 4. Examine sets of materials and materials acquired by subscription and purchase only material to fill a definite need.

STATUTORY AUTHORITY:

LAWS IMPLEMENTED:

HISTORY:

1001.41; 1001.42, F.S.

1000.21, 1001.43,

1006.28, 1006.34(2)(b), F.S.

ADOPTED: 12/05/06

REVISION DATE(S):

FORMERLY:

Challenged Materials – HDSB Policy 4.30

- I. The following procedures shall be followed when the appropriateness of books or materials is questioned:
- A. School-community citizens may register their concerns with the Superintendent or principal of the school where material is being challenged.
 - B. All concerns shall be presented in writing on a printed form that is available in each school office or the Superintendent's office, or on the District website. The written objection must be filed within thirty (30) calendar days of the adoption of the material. A complainant who does not complete and return the form within the required time shall receive no consideration. The statement shall include the following information:
 - 1. Author, compiler, or editor;
 - 2. Publisher;
 - 3. Title;
 - 4. Reason for objection;
 - 5. Page number of each item challenged; and
 - 6. Signature, address and telephone number of person making the complaint.
 - C. Within thirty (30) days after the initial thirty-day period has expired, the School Board shall conduct at least one public hearing on all petitions received during the thirty-day time period. The petitioner(s) shall be notified in writing of the date and time of the hearing at least seven (7) days prior to the hearing.
 - D. The contested material shall be made available to the public online at least seven (7) days before the hearing.
 - E. The decision of the School Board, after convening a hearing, shall be final and not subject to further review or petition.
- II. These procedures shall be followed for other objections to instructional materials:
- A. A parent, as defined by Florida Statutes, may object to his/her child's use of a specific instructional material or an adult student may object to the use of a specific material in his/her instructional program. The parent or adult student may request a conference with the principal or principal's designee to discuss the use of the material.
 - B. The complainant will be provided with the District's policies and procedures for the selection of instructional materials. The principal or designee will explain the use of the material in the instructional program and answer questions from the individual.

- C. If the issue is not resolved at the conference, the complainant will be provided with the form to file a written objection and an explanation of the process that will be followed.
- D. These procedures shall be followed for school-level appeals:
1. A committee of teachers, educational media specialists, and other qualified personnel shall be appointed by the principal to evaluate the challenged materials and to make recommendations of any changes. The principal shall notify the Superintendent and the instructional materials coordinator when a committee is convened.
 2. Challenged materials shall not be removed immediately; however, such materials shall not be available for student use pending a final decision.
 3. Challenged materials shall be read and re-evaluated by the committee, considering the specific objections raised. The committee shall report its decision within fifteen (15) working days.
 4. The complainant shall be informed in writing concerning the committee's recommendations.
- E. These procedures shall be appropriate for district-level appeals and shall be followed when the complainant disagrees with the decision rendered from the school level appeal.
1. A committee shall be appointed by the Superintendent to review the appeal. The Superintendent shall designate the instructional materials coordinator as being responsible for the organization of this review committee according to School Board policies. The committee's recommendations shall be submitted to the Superintendent within fifteen (15) working days. A committee member shall not be selected from the school where the challenged materials originated.
 - a. The following shall serve as a review committee for elementary schools:
 - (1) A chairperson of a School Advisory Council or designee;
 - (2) Elementary media specialist;
 - (3) Elementary principal;
 - (4) A curriculum supervisor;
 - (5) Three (3) instructional staff members at the elementary level; and
 - (6) Two (2) parents, as defined by Florida Statutes, of elementary-age students.

- b. The following shall serve as a review committee for secondary schools:
 - (1) A chairperson of a School Advisory Council or designee;
 - (2) Secondary media specialist;
 - (3) Secondary principal;
 - (4) A curriculum supervisor;
 - (5) Three (3) instructional staff members at the secondary level; and
 - (6) Two (2) parents of secondary-age students.

- 2. The committee's review shall be treated objectively, unemotionally, and in a businesslike manner and shall be conducted in the best interest of the students, the school, and the community. Efforts shall be made to meet with citizens who register concerns to consider their objections.

- 3. The complainant shall be informed, in writing, in fifteen (15) working days after the committee's recommendation is received by the Superintendent.

- F. A School Board appeal may be requested by the complainant when the school and district-level appeals do not satisfactorily resolve the concerns. The School Board shall review recommendations from the school and district-level committees and shall render the final decision on the complainant's concern.

STATUTORY AUTHORITY: **1001.41, 1001.42, F.S.**

LAW(S) IMPLEMENTED: **1000.21, 1001.32, 1001.41, 1001.42, 1001.43, 1006.28, 1006.34, 1006.40, 1006.41, 847.012, F.S.**

HISTORY: **ADOPTED: 12/05/06**
REVISION DATE(S): 1/20/2015
FORMERLY:

21st Century Library Media Programs in Florida's K-12 Schools

ExC³EL – Expectations for Collaboration, Collections, and Connections to Enhance Learning: A Program Evaluation Rubric

Mission: The ExC³EL Rubric provides a continuum for developing outstanding school library media programs that enhance and support the school's educational agenda. Quality library media programs provide a welcoming, resource-rich environment that supports multiple literacies cultivates a culture of inquiry and literary appreciation, and encourages the independent, ethical exploration of information and ideas.

Instruction	<i>The library media program enhances student achievement through a systematically, collaboratively planned instructional program.</i>			
Information literacy and inquiry-based instruction *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1/2.b.2 ISTE NETS-T	<input type="checkbox"/> Standards-based information literacy skills instruction is not integrated into the LM instructional program. Student achievement and automated systems data is not used to plan and modify LM instructional program. <input type="checkbox"/> Instruction focused on student development of digital citizenship skills (e.g., locate, evaluate, and use information ethically and responsibly) is not included in the LM instructional program.	<input type="checkbox"/> Standards-based information literacy skills are taught in the LM instructional program. <input type="checkbox"/> Automated systems data is used to plan library media instructional program. <input type="checkbox"/> Instruction focused on student development of digital citizenship skills (e.g., locate, evaluate, and use information ethically and responsibly) is included in the LM instructional program.	<input type="checkbox"/> Standards-based information literacy skills instruction using inquiry-based approach is embedded into instructional program. <input type="checkbox"/> Student achievement and automated systems data are used to plan LM instructional program. <input type="checkbox"/> Instruction focused on student development of digital citizenship skills (e.g., locate, evaluate, and use information ethically and responsibly) is embedded into the instructional program.	<input type="checkbox"/> Standards-based Information literacy skills instruction using inquiry-based approach is embedded systematically into instructional program. Student achievement and automated systems data are used to plan and modify LM instructional program. <input type="checkbox"/> Instruction focused on student development of digital citizenship skills (e.g., locate, evaluate, and use information ethically and responsibly) is embedded systematically into the instructional program.
Transliteracy skills instruction *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1/2.b.2 ISTE NETS-T	<input type="checkbox"/> Instruction including copyright laws and intellectual property rights (e.g. Creative Commons) is not included in the LM instructional program. <input type="checkbox"/> Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is not taught within the LM instructional program. <input type="checkbox"/> Instruction with increased emphasis and awareness of digital communication (e.g. privacy, security, audience) is not included in the LM	<input type="checkbox"/> Instruction covering copyright laws and intellectual property rights (e.g. Creative Commons) is included in the LM instructional program. <input type="checkbox"/> Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is taught within the LM instructional program. <input type="checkbox"/> Instruction with increased emphasis and awareness of digital communication (e.g. privacy, security, audience) is included in the LM	<input type="checkbox"/> Instruction including copyright laws and intellectual property rights (e.g. Creative Commons) is embedded into the schoolwide instructional program. <input type="checkbox"/> Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is embedded into the instructional program. <input type="checkbox"/> Instruction with increased emphasis and awareness of digital communication (e.g. privacy, security, audience) is embedded into the	<input type="checkbox"/> Instruction including copyright laws and intellectual property rights (e.g. Creative Commons) is embedded systematically into the schoolwide instructional program. <input type="checkbox"/> Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is embedded systematically into the instructional program. <input type="checkbox"/> Instruction with increased

	instructional program.	instructional program.	instructional program.	emphasis and awareness of digital communication (e.g. privacy, security, audience) is embedded systematically into the instructional program.
Literature appreciation and Literature-based instruction *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1	<input type="checkbox"/> Literature appreciation instruction/activities are not integrated into instructional program. <input type="checkbox"/> There is no evidence of literature-based programs in the library.	<input type="checkbox"/> Literature appreciation instruction/activities are integrated into instructional program. <input type="checkbox"/> The literature-based program is planned and executed and includes reading strategies and skills.	<input type="checkbox"/> Literature appreciation instruction/activities are embedded into instructional program. <input type="checkbox"/> The literature-based program is planned and executed, providing a unified approach to literacy and reinforcing reading strategies and skills.	<input type="checkbox"/> Literature appreciation instruction/activities are embedded systematically into instructional program. <input type="checkbox"/> The literature-based program is collaboratively planned and executed, providing a unified approach to literacy and reinforcing reading strategies and skills.
Instructional partnership *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1	<input type="checkbox"/> Instructional planning partnership does not exist between classroom and LM program.	<input type="checkbox"/> Instructional planning partnership is developing (i.e., limited evidence) between classroom and LM program.	<input type="checkbox"/> Instructional planning partnership exists between some classrooms and LM program.	<input type="checkbox"/> Instructional planning partnership exists between most classrooms and LM program.
Curriculum/ Assessment Support	<i>The library media program enhances student achievement by supporting all facets of the instructional program.</i>			
Reading promotion and guidance *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1	<input type="checkbox"/> LM program does not provide reading promotion activities that encourage recreational reading. <input type="checkbox"/> LM program does not provide reading motivation programming.	<input type="checkbox"/> LM program provides limited reading promotion activities (e.g., displays, contests, etc.) that encourage recreational reading. <input type="checkbox"/> LM program offers limited reading motivation programming.	<input type="checkbox"/> LM program includes reading promotion activities (e.g. events, displays, contests, print and digital publications, etc.) that support the LM instructional program and encourage recreational reading. <input type="checkbox"/> LM program facilitates reading motivation programming. (e.g., FRA, SSYRA, or Florida Teens Read).	<input type="checkbox"/> Collaboratively planned LM program includes reading promotion activities (e.g. events, displays, contests, print and digital publications, etc.) that support the schoolwide instructional program and encourage recreational reading. <input type="checkbox"/> LM program facilitates schoolwide reading motivation programming (e.g. FRA, SSYRA, or Florida Teens Read).
Professional development *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1/2.b.2	<input type="checkbox"/> Professional development sessions are not facilitated through LM program.	<input type="checkbox"/> Professional development sessions are facilitated through LM program, and focus on new and emerging technologies, and library resources.	<input type="checkbox"/> Professional development sessions are facilitated through the LM program, including new and emerging technologies, resources, and instructional strategies (e.g., digital	<input type="checkbox"/> Professional development sessions are facilitated through the LM program, including new and emerging technologies, resources, and

			citizenship, interactive tools, and teaching methodologies).	instructional strategies (e.g., digital citizenship, interactive tools, and teaching methodologies).
School Improvement Plan *FEAP 2.a.1/2.b.1/2.b.2	<input type="checkbox"/> LM program is not mentioned in the School Improvement Plan.	<input type="checkbox"/> LM program is mentioned in the School Improvement Plan.	<input type="checkbox"/> LM program is mentioned in the School Improvement Plan and is aligned with the school's mission and learning goals.	<input type="checkbox"/> LM program is integrated into the School Improvement Plan and is aligned with the school's mission and learning goals.
Resource Management	<i>The library media program provides appropriate, accurate and current resources in all formats to meet the needs of the learning community.</i>			
Collection http://www.sacs.org/ *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1/2.b.2	<input type="checkbox"/> Quantity of resources is sufficient to meet district specifications/guidelines for library programming and collection size meet the curricular and recreational needs of the school community (e.g., print and digital). <input type="checkbox"/> LM resources do not reflect school's social and cultural diversity. <input type="checkbox"/> LM program does not direct attention to access to local, district, community, and state resources. <input type="checkbox"/> Age of collection is below district average.	<input type="checkbox"/> Resources that meet district specifications/ guidelines for library programming and collection size are provided in adequate quantity for meeting the curricular and recreational needs of the school community need to be updated (e.g., print and digital). <input type="checkbox"/> LM resources reflect school's social and cultural diversity. <input type="checkbox"/> LM program announces access to local, district, community, and state resources. <input type="checkbox"/> Age of collection is at district average.	<input type="checkbox"/> A sufficient quantity of resources that meet district specifications/guidelines for library programming and collection size are provided for meeting the curricular and recreational needs of the school community (e.g., print and digital). <input type="checkbox"/> LM resources adequately reflect school's social and cultural diversity. <input type="checkbox"/> LM program facilitates access to local, district, community, and state resources. <input type="checkbox"/> Age of collection is slightly newer than district average.	<input type="checkbox"/> A sufficient quantity of current resources that meet district specifications/guidelines for library programming and collection size are provided for meeting the curricular and recreational needs of the school community (e.g., print and digital). <input type="checkbox"/> LM resources are sufficient to satisfactorily reflect school's social and cultural diversity. <input type="checkbox"/> LM program focuses attention on access to local, district, community, and state resources. <input type="checkbox"/> Age of collection is newer than district average.
Organization *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1	<input type="checkbox"/> Resources are not processed and shelved using Dewey Decimal Classification System or several classification systems are in use. <input type="checkbox"/> Directional signage is not provided to facilitate independent use of resources.	<input type="checkbox"/> Most print resources are processed and shelved using Dewey Decimal Classification System. <input type="checkbox"/> Some directional signage guides independent use of resources.	<input type="checkbox"/> All print resources are processed and shelved using Dewey Decimal Classification System. <input type="checkbox"/> Adequate attractive directional signage allows for independent use of resources.	<input type="checkbox"/> All resources (print and audiovisual) processed and shelved using Dewey Decimal Classification System. <input type="checkbox"/> Attractive directional signage allows for independent use of resources.
Acquisition *FEAP	<input type="checkbox"/> No written collection development plan is provided.	<input type="checkbox"/> A written collection development plan is provided.	<input type="checkbox"/> Written collection development plan is reviewed/revised every five years with approval of administration and	<input type="checkbox"/> Written collection development plan is reviewed/revised every two years with approval of

2.a.1/2.a.2/2.a.3/ 2.b.1/2.b.2	<input type="checkbox"/> A consideration file of reviewed and recommended print and digital materials is not maintained.	<input type="checkbox"/> An ongoing consideration file of reviewed and recommended print and digital materials is maintained.	<p>Library Advisory Board.</p> <input type="checkbox"/> An ongoing consideration file of reviewed and recommended print and digital materials is developed with some input from students and educators.	<p>administration and Library Advisory Board.</p> <input type="checkbox"/> An ongoing consideration file of reviewed and recommended print and digital materials is developed collaboratively with students and educators.
Maintenance *FEAP 2.a.1/2.a.2/2.a.3/ 2.b.1/2.b.2	<input type="checkbox"/> Sporadic, unplanned weeding of the collection occurs.	<input type="checkbox"/> Continuous and/or intermittent weeding of the collection occurs.	<input type="checkbox"/> Planned, deliberate weeding program is implemented.	<input type="checkbox"/> A deliberate and ongoing weeding program is implemented using a systematic analysis.
Program Administration	<i>Technological processes and resources enhance learning and serve as an infrastructure for administering a properly staffed and well funded library media program.</i>			
Staff *FEAP 2.a.1/2.a.2/2.a.3/ 2.b.1/2.b.2	<input type="checkbox"/> LM program has a part time or no certified LMS. <input type="checkbox"/> No clerical personnel are included in the LM program or clerical person spends the majority of time on other duties.	<input type="checkbox"/> LM program has a full time certified LMS. <input type="checkbox"/> A full time or part time clerical person is included in the LM program but may be assigned part time to other duties outside the library.	<input type="checkbox"/> LM program has a full time certified LMS. <input type="checkbox"/> A full time clerical person is included in the LM program.	<input type="checkbox"/> Full time certified LMS with additional certified LMSs according to district allocation <input type="checkbox"/> Full time clerical person with additional staff according to district allocation
Budgeting *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1/2.b.2	<input type="checkbox"/> Budget supplied by administration with no LM input. <input type="checkbox"/> Budget is not sufficient to meet most curricular and recreational needs. <input type="checkbox"/> LMC staff does not meet with administration to explain budget requests. <input type="checkbox"/> Additional monies are not raised to supplement the LMC budget.	<input type="checkbox"/> LMC annual budget is based on LMC mission with annual goals and objectives. <input type="checkbox"/> Budget is based on collection evaluation. <input type="checkbox"/> LMC staff request a meeting with administration to explain budget requests. <input type="checkbox"/> Budget is not sufficient to meet all of the curricular and recreational needs. <input type="checkbox"/> Monies from fund-raisers including book fairs are not always directed to the LMC budget.	<input type="checkbox"/> LMC annual budget is based on LMC mission, as well as short and long-term goals. <input type="checkbox"/> Budget is based on collection evaluation and developed with teacher/student input. <input type="checkbox"/> LMC staff request at least one meeting with administration to explain budget requests based on available data. <input type="checkbox"/> Budget is sufficient to meet most curricular and recreational needs. <input type="checkbox"/> Monies from fund-raisers (book fairs, bake sales, etc.) supplement the LMC budget. Other school funding such as PTO funds, grant monies or title funds are occasionally directed to the LM program.	<input type="checkbox"/> LMC annual budget is based on school and LMC missions, as well as short and long-term goals developed collaboratively with staff. <input type="checkbox"/> Complete budget is based on program and collection evaluation and developed with teacher/student input. <input type="checkbox"/> LMC staff proactively requests meetings with administration to explain and justify requests based on available data. <input type="checkbox"/> Budget is sufficient to meet curricular and recreational needs. <input type="checkbox"/> Monies from fund-raisers (book fairs, bake sales, etc.) are used to supplement (not supplant) the LMC budget. Other school funding such as PTO funds, grant monies or

				title funds are also directed to the LM program.
Access *FEAP 2.a.2/2.a.3/ 2.a.4 2.b.1/2.b.2	<input type="checkbox"/> LM program is on a fixed schedule. <input type="checkbox"/> Internet-delivered online resources are not provided.	<input type="checkbox"/> Flexible scheduling and fixed schedules alternate throughout the day limiting the times that students are able to access the resources. <input type="checkbox"/> Internet-delivered online resources are maintained but link locations are challenging.	<input type="checkbox"/> Flexible scheduling is implemented for maximum access throughout day but may be combined with limited fixed scheduling. <input type="checkbox"/> Internet-delivered online resources are maintained and delivered from a single web page location providing 365/24/7 access.	<input type="checkbox"/> Flexible scheduling is implemented for maximum access throughout day. <input type="checkbox"/> Internet-delivered online resources are maintained and delivered through an easy-access portal providing 365/24/7 access.
LMC Internet site *FEAP 2.a.2/2.a.3/ 2.a.4 ISTE NETS-T	<input type="checkbox"/> LMC website is not provided.	<input type="checkbox"/> LMC website is under development.	<input type="checkbox"/> LMC website is provided. <input type="checkbox"/> LMC website arranges links and information to provide access to information to meet student and faculty needs. <input type="checkbox"/> LMC website reflects mission of the program. <input type="checkbox"/> LMC website provides access to online resources (school, district, state) from school and home. <input type="checkbox"/>	<input type="checkbox"/> LMC website is evident, easy-to-access, and linked from school homepage. <input type="checkbox"/> LMC website organized to provide access to information to meet student and faculty needs. <input type="checkbox"/> LMC website reflects mission of the program and primary program elements: reading, information literacy, and technology. <input type="checkbox"/> LMC website provides easy access to online resources (school, district, state) from school and home.
Technology (information retrieval – production activities – television distribution) *FEAP 2.a.2/2.a.3/ 2.a.4/ 2.b.1 ISTE NETS-T	<input type="checkbox"/> Student-to-workstation ratio for information retrieval (high-speed Internet access) is not implemented. Existing hardware exceeds the recommended age or hardware is not available. <input type="checkbox"/> Computer peripherals (e.g., printers, scanners) are available for on-site use by teachers and/or students. <input type="checkbox"/> Multimedia stations are not available for production activities. <input type="checkbox"/> Television and/or digital distribution system is not operational <input type="checkbox"/> No current District technology plan is provided.	<input type="checkbox"/> Student-to-workstation ratio for information retrieval (high-speed Internet access) does not meet district library media specifications. <input type="checkbox"/> Technology hardware, peripherals and hand-held devices are available for on-site use by teachers and/or students (e.g. printers, cameras, eReaders) <input type="checkbox"/> At least one multimedia station is available for production activities. <input type="checkbox"/> Television and/or digital distribution system (1 or more channels) is operational <input type="checkbox"/> District technology plan is underdevelopment.	<input type="checkbox"/> Student-to-workstation ratio for information retrieval (high-speed Internet access) meets district library media specifications. <input type="checkbox"/> Technology hardware peripherals, and hand-held devices are available on a limited basis for checkout and on-site use by teachers and/or students (e.g. laptop carts, printers, mobile devices, cameras, eReaders). <input type="checkbox"/> Some multimedia stations are available for production activities. <input type="checkbox"/> Television and/or digital distribution system (2 or more channels) is operational <input type="checkbox"/> District technology plan aligns with the district's refresh cycle.	<input type="checkbox"/> Student-to-workstation ratio for information retrieval (high-speed Internet access) exceeds district library media specifications. <input type="checkbox"/> Technology hardware, peripherals and hand-held devices are available for checkout and on-site use by teachers and/or students (e.g. laptop carts, printers, mobile devices, cameras, eReaders). <input type="checkbox"/> Multiple multimedia stations are available for production activities. <input type="checkbox"/> Television and/or digital distribution system (3 or more channels) is operational.

				<input type="checkbox"/> District technology plan integrated into school's plan and aligned with the district's refresh cycle.
Technology (management) *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1 ISTE NETS-T	<input type="checkbox"/> Automated circulation system is operational. Data reports are not used. <input type="checkbox"/> Online catalog (OPAC) is operational and available on the Intranet. <input type="checkbox"/> Digital communication methods are not used on a regular basis.	<input type="checkbox"/> Automated circulation system is operational; version of software does not meet district standard. Data reports are generated occasionally for reference. <input type="checkbox"/> Online catalog (OPAC) is operational and available on the Intranet; version of software meets district standard. <input type="checkbox"/> E-mail is used to communicate with school community.	<input type="checkbox"/> Automated circulation system is operational; version of software meets district standard. Data reports are generated to develop LM program goals. <input type="checkbox"/> Online catalog (OPAC) is operational and available 24/7 on Intranet and Internet; version of software meets district standard. <input type="checkbox"/> E-mail, digital, and web-based tools are used to regularly communicate with colleagues and school community, respectively.	<input type="checkbox"/> Automated circulation system is operational; version of software meets district standard. Data reports are generated regularly to collaboratively develop LM program goals. <input type="checkbox"/> Online catalog (OPAC) is operational and available and easily accessible 24/7 on Intranet and Internet; version of software meets district standard. <input type="checkbox"/> E-mail, digital, and web-based tools are used to collaboratively plan and communicate with colleagues and school community, respectively.
Program evaluation *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1 ISTE NETS-T	<input type="checkbox"/> No data is used to make modifications in the LM program. <input type="checkbox"/> Input from stakeholders is not collected.	<input type="checkbox"/> Data from the automated system is generated annually to make LM programming decisions. <input type="checkbox"/> Input is informally collected from students and teachers to evaluate and modify LM programming.	<input type="checkbox"/> Data from automated systems and test scores is generated quarterly to make strategic LM programming decisions. <input type="checkbox"/> Input is collected from students and teachers (e.g., surveys, interviews) to evaluate and modify LM programming.	<input type="checkbox"/> Data from a variety of sources (e.g., automated systems, district data warehouse, test scores) is generated monthly to make strategic LM programming decisions. <input type="checkbox"/> Input is collected from students, teachers, and parents (e.g., surveys, interviews, and focus groups) to evaluate and modify LM programming.
Environment	<i>Effective library media programs provide an inviting, accessible and stimulating environment for individual and group use that share resources across the learning community.</i>			
Facility *FEAP 2.a.2	<input type="checkbox"/> Facility accommodates instructional activities. <input type="checkbox"/> Facility does not meet ADA compliancy regulations and District	<input type="checkbox"/> Facility supports and accommodates instructional presentations and independent activities. <input type="checkbox"/> LM facility meets ADA compliancy	<input type="checkbox"/> Flexibly designed facility supports and accommodates reading, research, instructional presentations, as well as production and independent activities.	<input type="checkbox"/> Flexibly designed facility supports and accommodates reading, research and production activities and instructional presentations

	media facility specifications.	regulations and District media facility specifications.	<input type="checkbox"/> LM facility meets ADA compliancy regulations and District media facility specifications.	(teaching, learning, group work, collaboration, communication, professional development, and teacher/student production.) <input type="checkbox"/> LM facility meets ADA compliancy regulations and District media facility specifications.
Furniture *FEAP 2.a.2	<input type="checkbox"/> Library-appropriate furniture is not provided, is not mobile and/or not in good condition.	<input type="checkbox"/> Large group library-appropriate furniture allows for individual and instructional activities and couches/chairs/ cushions provide leisure seating.	<input type="checkbox"/> Small and large group library-appropriate mobile furniture allows for instructional and recreational activities.	<input type="checkbox"/> Small and large group library-appropriate mobile furniture is flexible to allow for instructional and recreational activities (teaching, learning, group work, collaboration, communication, professional development, and teacher/student production.)
Climate *FEAP 2.a.2/2.a.3/ 2.a.4/ 2.b.1	<input type="checkbox"/> LM program does not foster a culture of inquiry, independent reading and lifelong learning. <input type="checkbox"/> LMC is not aesthetically and visually appealing. <input type="checkbox"/> LMC is not an area in which teachers and students read, research, and produce projects. <input type="checkbox"/> LMC climate is not inviting or welcoming.	<input type="checkbox"/> LM program provides activities that focus on developing a culture of inquiry, independent reading and lifelong learning. <input type="checkbox"/> LMC is visually appealing (e.g., displays, artwork). <input type="checkbox"/> LMC provides an area in which teachers and students read, research, and produce projects. <input type="checkbox"/> LMC climate provides an inviting teaching and learning environment.	<input type="checkbox"/> LM program fosters a culture of inquiry, independent reading and lifelong learning. <input type="checkbox"/> LMC is aesthetically and visually appealing (e.g., displays, student work, artwork) and includes instructional artifacts and student interests. <input type="checkbox"/> LMC serves as an important support to the classroom where teachers and students read, research, and produce projects. <input type="checkbox"/> LMC climate generates an inviting teaching and learning environment.	<input type="checkbox"/> LM program fosters a schoolwide culture of inquiry, independent reading and lifelong learning. <input type="checkbox"/> LMC is aesthetically and visually appealing (e.g., displays, student work, artwork) and is coordinated with curricular agenda and student interests. <input type="checkbox"/> LMC serves as an extension to the classroom where teachers and students regularly read, research, and produce projects. <input type="checkbox"/> LMC climate generates an inviting and dynamic teaching and learning environment.
Advocacy	<i>The library media program and its initiatives are promoted throughout the learning community.</i>			
In-school	<input type="checkbox"/> Statistical reports are not provided to the administrators and school	<input type="checkbox"/> Statistical reports are provided to administrators at the beginning and	<input type="checkbox"/> Statistical reports are provided to administrators and school community	<input type="checkbox"/> Statistical reports are regularly provided to and shared with

<p>*FEAP 2.a.2/2.a.3/2.a.4/ 2.b.1</p>	<p>community.</p> <ul style="list-style-type: none"> <input type="checkbox"/> At least one meeting per year is conducted with the administration and/or media specialists, teachers, and reading coaches. <input type="checkbox"/> A LM handbook is not provided to administration and school community. <input type="checkbox"/> The LM program does not provide a website that promotes the library media program. 	<p>end of the school year.</p> <ul style="list-style-type: none"> <input type="checkbox"/> At least two meetings per year are held with administration and/or media specialists, teachers, and reading coaches. <input type="checkbox"/> LM handbook containing LMC program information (e.g., mission, policies/procedures, services, etc.) is distributed within the school. <input type="checkbox"/> LM website provides library media program information. 	<p>several times per school year.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Several meetings per year are held with administration and/or media specialists, teachers, and reading coaches. <input type="checkbox"/> LM handbook containing LMC program information (e.g., mission, policies/procedures, services, etc.) are provided to administration, faculty, and students. <input type="checkbox"/> LM website is accessible and promotes the library media program and facilitates 365/24/7 access to resources. 	<p>administrators and school community.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Regular meetings are held with administration and/or media specialists, teachers, and reading coaches. <input type="checkbox"/> LM handbook containing LMC program information (e.g., mission, policies/procedures, services, etc.) are provided to administration and school community. <input type="checkbox"/> LM website is easily accessible and promotes the library media program and facilitates 365/24/7 access to resources.
<p>Parents/ Community/ Professional Organizations (local, state, national) *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1/2.b.2</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No communications to parents and other agencies originate through the school library media program. <input type="checkbox"/> LM programming does not include research-based best practices as identified by local, state and/or national professional organizations. 	<ul style="list-style-type: none"> <input type="checkbox"/> LM program distributes appropriate communications to parents. <input type="checkbox"/> LM programming uses research-based best practices as identified by local, state and/or national professional organizations. 	<ul style="list-style-type: none"> <input type="checkbox"/> LM parent involvement activities occur (e.g., reading motivation activities and Internet resources for parents). <input type="checkbox"/> LM programming includes current trends and research-based best practices as identified by local, state and/or national professional organizations. 	<ul style="list-style-type: none"> <input type="checkbox"/> LM parent involvement activities are collaboratively planned with teachers, administrators, and SIP initiatives (e.g., reading motivation activities and Internet resources for parents). <input type="checkbox"/> LM programming is reflective of current trends and research-based best practices as identified by local, state and/or national professional organizations.

* Educator Accomplished Practices <http://www.fldoe.org/profdev/FEAPs/>

Name:		Employee ID#:	
Position:	Assignment:		
Evaluator:	Date:		

Domain A: Planning/Instruction	Media Specialist	Rating Scores			
		HE	E	NI	U
A-1. Instructs students and staff on information literacy and inquiry based approaches.		<input type="checkbox"/> 10.5	<input type="checkbox"/> 9.5	<input type="checkbox"/> 8.25	<input type="checkbox"/> 5.25
<i>Evidence:</i>					
A.2 Teach library/ literacy skills in collaboration with teachers to support classroom instruction.		<input type="checkbox"/> 10.5	<input type="checkbox"/> 9.5	<input type="checkbox"/> 8.25	<input type="checkbox"/> 5.25
<i>Evidence:</i>					
A.3 The library/media instructional program includes literature appreciation and literature-based activities.		<input type="checkbox"/> 10.5	<input type="checkbox"/> 9.5	<input type="checkbox"/> 8.25	<input type="checkbox"/> 5.25
<i>Evidence:</i>					
A.4 Collaborates and plans with school staff creating an instructional partnership.		<input type="checkbox"/> 10.5	<input type="checkbox"/> 9.5	<input type="checkbox"/> 8.25	<input type="checkbox"/> 5.25
<i>Evidence:</i>					
<i>Domain A Section Comments:</i>					

Domain B: Curriculum/Assessment Support	Rating Scores			
	HE	E	NI	U
B.1 Establish and maintain a positive, organized, and safe learning environment that supports the schoolwide instructional program.	<input type="checkbox"/> 14.8	<input type="checkbox"/> 13.4	<input type="checkbox"/> 11.6	<input type="checkbox"/> 7.6
<i>Evidence:</i>				
B.2 Conduct professional development on emerging technologies, resources and strategies to support the schoolwide program.	<input type="checkbox"/> 14.8	<input type="checkbox"/> 13.4	<input type="checkbox"/> 11.6	<input type="checkbox"/> 7.6
<i>Evidence:</i>				
B.3 Establish goals for the library media program that are aligned with the school improvement plan.	<input type="checkbox"/> 14.8	<input type="checkbox"/> 13.4	<input type="checkbox"/> 11.6	<input type="checkbox"/> 7.6
<i>Evidence:</i>				
B.4 Demonstrate knowledge and understanding of a broad curriculum base.	<input type="checkbox"/> 14.8	<input type="checkbox"/> 13.4	<input type="checkbox"/> 11.6	<input type="checkbox"/> 7.6
<i>Evidence:</i>				
B.5 Use technology to review student assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	14.8	13.4	11.6	7.6
<i>Evidence:</i>				
<i>Domain 2 Section Comments:</i>				

Domain C: Resource Management	Rating Scores			
	HE	E	NI	U
C.1 Develop an effective public relations program to promote media resources and programs.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 5.25
<i>Evidence:</i>				
C.2 Use local, regional, state and national guidelines in planning for media collections and services.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 5.25
<i>Evidence:</i>				
C.3 Plan for the acquisition of materials and equipment which support the school improvement plan goals and which are necessary to support the media needs of students and staff.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 5.25
<i>Evidence:</i>				
C.4 Monitor library/media activities, provide feedback, and adjust resources to meet student needs.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 5.25
<i>Evidence:</i>				
C.5 Provide a variety of instructional resources and/or modifications/accommodations for all students including those with special needs or diverse backgrounds.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 5.25
<i>Evidence:</i>				
<i>Domain 3 Section Comments:</i>				

Domain D: Professional Responsibilities/Program Administration	Rating Scores			
	HE	E	NI	U
D.1 Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.2 Perform assigned duties in an accurate and timely manner.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/>	<input type="checkbox"/>

			2.7	1.8
<i>Evidence:</i>				
D.3 Maintain confidentiality of student records	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.4 Support school initiatives by active participation in school activities, services, and programs.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.5 Certified in assigned content area.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.6 Comply and assist in enforcement of school rules, administrative regulations, and Board policies.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.7 Establish testing environment and administer tests in accordance with directions provided to ensure test security.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.8 Communicate about the library/media program effectively, orally and in writing, with students, parents, and community.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.9 Collaborates in a timely manner with students, parents, school staff, and other appropriate persons to meet students' needs and maintain positive relationships.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.10 Work with other teachers in curriculum development, special activities, and sharing ideas and resources.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.11 Communicates in understandable terms individual student progress to the students, parents, and colleagues who need access to the information.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.12 Engage in continuing improvement of instructional practices, learning theories, curriculum standards, and subject area content through professional learning.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.13 Collaborate and assist others in acquiring new knowledge and understanding.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.14 Conduct a personal assessment annually to determine professional development needs and programming adjustments.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.15 Attend trainings where new technologies and new uses for technology are explored and implement those into the library/media program.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8

<i>Evidence:</i>
<i>Domain D Section Comments:</i>

Domain	Rating	Max Points	Points Earned
Domain A: Planning/Instruction		42	
Domain B: Curriculum/Assessment Support		74	
Domain C: Resource Management		42	
Domain D: Professional Responsibilities/Program Administration		53	
Sum Instructional Domain Points			
Performance Measure Points			
Sum of Total Points and Overall Rating			