

South Effingham High School Media Center

Mission Statement

The mission of the South Effingham High School Media Program is to support effective teaching, to promote successful learning, and to encourage productivity.

Vision Statement

We believe, and research suggests, that an exemplary library program promotes student achievement and encourages lifelong learning. An exemplary program includes a quality collection of print and non-print resources, ample computer hardware and software, flexible scheduling, and highly qualified media professionals to assist students and teachers. Flexible scheduling and collaborative planning are essential to insuring curriculum-based, “need to know” learning opportunities as proposed in *Information Power: Building Partnerships for Learning*. We envision accelerated use of library resources and services as our school strives to meet and exceed state and federal standards for student achievement; and, we pledge to insure that every student has positive experiences in the library.

Goals

The media center will support and enhance the educational process by:

- Providing an open, accessible, and user-friendly library with flexible scheduling to meet the needs of students and teachers
- Seeking input from the school’s media committee to insure a broad perspective on decisions that affect students and teachers use of the media program
- Working collaboratively with teachers to insure meaningful, relevant learning activities that support and enhance the curriculum
- Providing up-to-date print and non-print resources and technology necessary and desirable for student achievement
- Helping students become discriminating users and creators of information through instruction and hands-on curriculum-related activities
- Stimulating interest in reading for pleasure as well as for academic achievement
- Effectively managing people, funds, and equipment to better serve the learning community

Duties and Responsibilities

The School Principal

The principal, as the instructional leader of the school, facilitates the process through which instructional and media personnel cooperatively plan and implement the educational program to meet learner needs. This process combines the media and instructional programs as the school community moves toward common goals. In this role, the principal:

- assures implementation of state and system policies and procedures;
- reviews building-level media policies and procedures;
- encourages teachers to incorporate media services into the instructional program;
- interprets the building media program to the superintendent, parents and the lay community;
- recommends qualified, service-oriented media personnel for employment;
- provides opportunities to personnel to continue professional growth;
- ensures that state allocated media funds are spend according to state law;
- confers with the media coordinator in evaluating the media program;
- ensures appropriate evaluation of the media program and of the media specialist;
- establishes a working relationship with the media coordinator where applicable;
- appoints the building media committee;
- meets regularly with the building media committee;
- assures flexible scheduling for the media center in order to provide student access at the time of instructional need;
- provides time for, and encourages, teacher/media specialist planning;
- support use of and provides media support personnel to assure routine, essential media services when available;
- encourages professional staff to be involved in the selection of new media and technology;
- supports and encourages innovative strategies and the incorporation of new technology into teaching and learning activities;
- evaluates media personnel by clearly established and relevant criteria;
- promotes cooperation with other informational agencies such as public libraries, resource centers, Educational Technology Training Centers, etc;
- assists in planning media facilities development and/or adaptations;
- maintains awareness of media program goals, needs, and outcomes through regular conferences with media personnel.

The School Media Specialist

Role 1

Provides instructional leadership in the use of information resources and literature.

- Plans collaboratively with teachers to integrate literature, resources and information literacy skills into the curriculum
- Develops and provides instructional opportunities with information technologies for staff and students.
- Provides information about and complies with copyright laws.
- Collaborates with teachers and students on material production.
- Develops, administers, and manages programs and facilities for the use of information resources and technologies.

Role 2

Develops, administers, and manages programs and facilities for the use of information resources and technologies

- Develops, evaluates, and revises policies and procedures, and services of the program/center
- Provides leadership in collaborative planning for school technology, resources, and needs
- Administers and maintains a center and a program that fosters a positive learning environment.
- Ensures effective organization of center and resources.
- Selects and orders resources consistent with system policies and with school curriculum needs.
- Provides supervision and leadership for staff including clerical, paraprofessional and technical.

Media Support Personnel

In the school library media program, support personnel (i.e. clerks, aides, paraprofessionals or secretaries) assume responsibilities designated by the media specialists which assure smooth library media center operations and services while enabling the library media specialist to devote more time to professional service activities such as planning with teachers for maximum utilization of resources in instruction or incorporating information skill instruction into course content. In this role, the library media support person:

- assumes responsibility for operation of the library media center and supervision of activities in the approved absence of the library media specialist; operates and maintains media-related equipment;
- assists in training volunteers;
- assisting in producing materials
- assists students and staff in utilizing and operating equipment;
- supervises small groups of students in retrieving materials, finding information or other activities;
- repairs print and nonprint materials.
- processes materials according to established procedures;
- explains location and arrangement of resources to students and staff;
- assists students and staff in use of the catalog to the center's resources;
- prepares reports as directed;
- assists students and staff in assembling resources for classroom use;
- assists in borrowing materials from other collections;
- prepares displays and bibliographies from preselected items;
- types and processes library media center correspondence, reports, orders, and records into the automation system;
- operates the circulation system and compiles circulation records;
- assists in inventorying materials and equipment;
- assists in all phases of materials processing;
- reshelves and maintains correct order of returned materials;
- prepares current periodicals for shelving and maintains collection of back-dated issues;
- assists in maintaining and orderly, neat, and attractive atmosphere in the media center.

Selection

Selection criteria for library media are found in the Effingham County Board of Education Policy Manual, Instruction, Policy IFBD-Media Selection Guidelines (rev. 10/16/03), and apply to gifts made to the school, as well.

Collection development tools that might be employed include:

School Library Journal

Follett Library Resources

American Library Association

Award lists (Newbery, Georgia Book Award, Coretta Scott King, etc.)

Consideration

The media center maintains a Consideration File and solicits requests from teachers, students, and staff (see Appendix)

The school media committee reviews requests and makes recommendations; however, the media specialists make the final decisions. Priority purchases include books and media that:

- Support and enhance system goals
- Assure compliance with SACS standards and Georgia Standards
- Provide print and non-print media to supplement the curricula
- Offer a variety of fiction and non-fiction titles for recreational reading

Purchasing

Procedures include:

- Selecting a reputable vendor
- Submitting a purchase order request
- Securing the principal's approval

Receiving

Procedures for receiving books and audiovisual materials include:

- Comparing the new material to the purchase order and the vendor's packing slip.
- Contacting the vendor about discrepancies and/or defective items
- Receiving the items in MUNIS
- Sending the packing slip to Accounts Receivable
- Entering the date of receipt in the budget manual
- Importing MARC records into InfoCentre
- Completing the MARC records as necessary, i.e., item cost, fund source

- Processing the items for shelving, including stamping the school name in three locations, attaching date-due slips, and attaching barcode and spine labels when necessary. Every effort is made to order shelf-ready materials.

Procedures for receiving equipment include:

- Comparing the new equipment against the vendor's packing slip
- Contacting the vendor about discrepancies and/or defective items
- Labeling the equipment as BOE property
- Creating a MARC record in InfoCentre
- Attaching barcode labels

MARC records sources

- Library of Congress
<http://www.loc.gov>
- InfoCentre MARC records

Technology

The media center maintains 43 desktop and 30 mobile laptop computers for student use. The computers are equipped with Microsoft Office 2003 and several subscription databases. Students have access to GALILEO, GCIS, World Book Encyclopedia, and WilsonWeb. In addition, students may access the media center's website for online links to helpful resources. Students do not have e-mail access. Access to websites deemed inappropriate for students is limited. The student handbook outlines the terms and conditions associated with use of the Internet (see Appendix) and parents may choose not to allow their children access.

Students attend orientation sessions at the beginning of each semester to learn about student folders on the network where they may store their work. They are encouraged to purchase flash drives to facilitate the transportation of their work from home to school.

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, by the ALA Council; amended February 2, 1961; amended June 28, 1967; amended January 23, 1980; inclusion of "age" reaffirmed January 24, 1996.

**RECOMMENDATIONS FOR
LIBRARY MEDIA CENTER MATERIALS**

Teacher's Name _____ Date _____

Subject Area: _____ Grade Level: _____

Curriculum Unit _____

Special Needs (Visually impaired, ESOL, G/T):

Type of media requested, e.g., book, video, DVD computer software, CD-ROM:

Please list specific recommendations:

Author: _____

Title: _____

Publisher: _____

Copyright date: _____

Vendor: _____

Review Source (if known) : _____

Copyright Fair Use Guidelines

Copyright Act ([title 17, U. S. Code](#))

Section 107 contains a list of the various purposes for which the reproduction of a particular work may be considered "fair," such as criticism, comment, news reporting, teaching, scholarship, and research. Section 107 also sets out four factors to be considered in determining whether or not a particular use is fair:

1. the purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

The distinction between "fair use" and infringement may be unclear and not easily defined. There is no specific number of words, lines, or notes that may safely be taken without permission. Acknowledging the source of the copyrighted material does not substitute for obtaining permission.

The 1961 Report of the Register of Copyrights on the General Revision of the U.S. Copyright Law cites examples of activities that courts have regarded as fair use: "quotation of excerpts in a review or criticism for purposes of illustration or comment; quotation of short passages in a scholarly or technical work, for illustration or clarification of the author's observations; use in a parody of some of the content of the work parodied; summary of an address or article, with brief quotations, in a news report; reproduction by a library of a portion of a work to replace part of a damaged copy; reproduction by a teacher or student of a small part of a work to illustrate a lesson; reproduction of a work in legislative or judicial proceedings or reports; incidental and fortuitous reproduction, in a newsreel or broadcast, of a work located in the scene of an event being reported."

Copyright protects the particular way an author has expressed himself; it does not extend to any ideas, systems, or factual information conveyed in the work. The safest course is always to get permission from the copyright owner before using copyrighted material. The Copyright Office cannot give this permission. When it is impracticable to obtain permission, use of copyrighted material should be avoided unless the doctrine of "fair use" would clearly apply to the situation. The Copyright Office can neither determine if a certain use may be considered "fair" nor advise on possible copyright violations. If there is any doubt, it is advisable to consult an attorney.

<http://www.copyright.gov/fls/fl102.html>

Limitations

Motion media

Up to 10% or 3 minutes, whichever is less, in the aggregate of a copyrighted motion media work may be reproduced or otherwise incorporated as part of a multimedia project.

Text

Up to 10% or 1000 words, whichever is less, in the aggregate of a copyrighted work consisting of text material may be reproduced or otherwise incorporated as part of a multimedia project. An entire poem of less than 250 words may be used, but no more than three poems by one poet, or five poems by different poets from any anthology may be used. For poems of greater length, 250 words may be used but no more than three excerpts by a poet, or five excerpts by different poets from a single anthology may be used.

Music, Lyrics, and Music Video

Up to 10%, but in no event more than 30 seconds, of the music and lyrics from an individual musical work (or in the aggregate of extracts from an individual work), whether the musical work is embodied in copies, or audio or audiovisual works, may be reproduced or otherwise incorporated as a part of a multimedia project. Any alterations to a musical work shall not change the basic melody or the fundamental character of the work.

Illustrations and Photographs

A photograph or illustration may be used in its entirety but no more than 5 images by an artist or photographer may be reproduced or otherwise incorporated as part of an educational multimedia project. When using photographs and illustrations from a published collective work, not more than 10% or 15 images, whichever is less, may be reproduced or otherwise incorporated as part of an educational multimedia project.

Copying and Distribution

Only a limited number of copies, including the original, may be made of an educator's educational multimedia project.

Acknowledgement of Sources

Educators and students are reminded to credit the sources and display the copyright notice © and copyright ownership information if this is shown in the original source, for all works incorporated as part of the educational multimedia projects prepared by educators and students, including those prepared under fair

use. Crediting the source must identify the source of the work, giving a full bibliographic description where available (including author, title, publisher, and place and date of publication). The copyright ownership information includes the copyright notice.

Operations

Hours of operation:

The media center opens at 7:45 a.m. each day and remains open Monday and Wednesday until 5:00 p.m. and Tuesday and Thursday until 5:45. The center closes at 3:45 on Fridays.

Flexible scheduling

In accordance with the guidelines outlined in *Information Power*, the SEHS media center operates a flexible schedule that allows for optimal use of resources throughout the school day. Teachers may schedule whole classes or small groups, and individual students may visit the media center during school hours, as well as before and after school. The media center is not closed to individual students when whole classes are scheduled, however, students may find that computers are unavailable during this time.

In addition to scheduling classes, teacher schedule the use of televisions, projectors, and mobile laptops.

Semester-beginning activities

Orientation classes are scheduled for freshmen at the beginning of each semester. Students are instructed in the use of network folders, printers, and appropriate Internet use; and, in addition, students are given general information about media center hours, circulation procedures, and behavior expectations.

Collaborative planning

The media specialists plan with teachers to provide curriculum-based instruction that relates to information access and meets the diverse learning needs of students. In addition, the media specialists solicit teachers' recommendations for the purchase of resources in formats that best meets the needs of all learners. Open communication with teachers is maintained through e-mail and through face-to-face interaction.

Circulation

Books are circulated for two-week periods. Students may check out up to four books at once. Overdue notices are sent out each week. Fines are not charged.

Lost books must be paid for before report cards are issued each nine weeks. Students may not check out audiovisual materials; however, students are told of the liberal circulation policies of local public libraries and encouraged to use the public libraries. Teachers may keep materials as long as needed with the understanding that the items may be recalled if a request has been made for the material.

Inventory

The inventory process enables the staff to: analyze the collection to insure adequate materials; to ascertain usage patterns; to prepare for weeding; and to help the staff better know the collection. The media center remains open to students and teachers throughout the inventory process that begins two weeks prior to the end of school. Students may borrow books by the day and may use the computers as needed. Teachers may continue to borrow books until post planning.

Weeding

- Books, audiovisuals, and equipment are weeded occasionally to:
Insure up-to-date, reliable content
- To make space available for new items

Materials are removed from the shelves and MARC records adjusted accordingly.

Certain materials are not weeded. These include:

- Classics except those in very poor condition
- Local and Georgia history
- School publications such as yearbooks and SACS studies
- Certain student-made media

Challenged Materials

Procedures for handling challenged materials are outlined in the School Board Policy Manual – Policy IFBD. Concerned parents and/or community members interested in challenging library materials are asked to complete a *Request for Reconsideration of Educational Media* (Appendix) and to notify the school principal. The reconsideration process commences upon receipt of the completed form.

Copyright

Each year, the media specialist informs the staff about Copyright Laws and Fair Use Guidelines either in an assembly or via a PowerPoint presentation available on the school's computer network. *Carol Simpson's, Copyright for Schools: A Practical Guide, 4th ed.*, is consulted for answers to specific questions.

In addition to the aforementioned book, the media specialist may consult the following:

Stanford University Libraries

www.fairuse.standard.edu

University of Georgia

www.usg.edu/admin/legal/copyright

U.S. Copyright Office

www.loc.gov/copyright

Policies and Standards

Georgia DOE Rules regarding media programs

<http://public.doe.k12.ga.us/documents/doe/legalservices/160-4-4-.01.pdf>

<http://public.doe.k12.ga.us/documents/doe/legalservices/160-5-1-.22.pdf>

Georgia Standards

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

Southern Association of Colleges and Schools

http://www.sacscasi.org/region/standards/SACS_CASI_K-12_Standards_InternetVer.pdf (standard 6)

National Standards

ALA Information Standards for Student Learning

http://www.ala.org/ala/aasl/aaslproftools/informationpower/InformationLiteracyStandards_final.pdf

National Educational Technology Standards (NETS)

http://www.cnets.iste.org/students/s_stands.html