South Carolina Standards For School Library Resource Collections

South Carolina Department of Education
Columbia, South Carolina

2012

Standards Overview

All schools regardless of enrollment or grades served should use these core collection standards for evaluating the library resource collection. The results of the evaluation should be used for long-range planning to establish goals for collection development.

- Standard selection tools and the South Carolina Department of Education (SCDE) collection development guidelines are used to facilitate decisions on acquisitions, weeding, and collection evaluation. (See appendix A for weeding guidelines.)
- **All** items available in the library resource collection are catalogued and managed with an up-to-date circulation system. The online card catalogue (OPAC) is available on every school computer with local area network (LAN) connectivity. Web-based resources are available at school and beyond the school day providing 24/7 access.
- The resource collection is organized with an appropriate system, such as Dewey Decimal System, BISAC (Book Industry Study Group), etc.
- The collection, regardless of student enrollment or grades served, should have a minimum number of books per pupil; however, no school should be required to have more than 25,000 volumes.

At Risk	Basic	Exemplary
□ A minimum of 11 books per student that meet the *At Risk* age requirements, are current, aligned with the curriculum, reflect students' interests, and are age and developmentally appropriate.	□ A minimum of 13 books per student that meet the *Basic* age requirements, are current, aligned with the curriculum, reflect students' interests, and are age and developmentally appropriate.	□ A minimum of 15 books per student that meet the *Exemplary* age requirements, are current, aligned with the curriculum, reflect students' interests, and are age and developmentally appropriate.

- With the adoption and implementation of the Common Core State Standards (CCSS), school library collections should reflect:
    - o the balance of fiction and non-fiction according to grade bands, and
    - o levels of text complexity.
- The collection of resources is aligned with the school's curriculum to support the instructional program of the school and district. These resources also meet the recreational reading needs of the school community. (See appendix B for Resource Alignment through Curriculum Mapping.)

- No more than five copies of the same print title may be counted to meet standard for minimum number of books per student.
- Classroom sets may be cataloged into the library media center resource database for inventory and accountability purposes but may not be counted to meet standard for minimum number of books per student.
- Multi-volume sets (e.g., multi-volume encyclopedias) are counted as one title.
- The collection provides access to resources as reflected in the following grade band charts.
- Periodicals available through *DISCUS* may be counted for up to 50 percent of the number of periodical subscriptions required to meet the standard for number of periodical subscriptions for both the general collection and for the professional collection. Access to SCDISCUS resources for reference and research is implied in each nonfiction category.
- We recognize that availability to digital materials is an emerging publishing format. Schools can make individual allowances to adjust for the use of these materials.
- To balance the collection and facilitate collection development the following percentages for the fiction and nonfiction sections are recommended. However, these percentages may vary depending on an individual school's instructional program. For example, a high school with a strong literacy initiative may need a collection that is 50% fiction and 50% nonfiction.

Grade ranges	Fiction percentage of collection		Nonfiction percentage of collection	
	SCDE Standards	Common Core Standards	SCDE Standards	Common Core Standards
Elementary	60%	50%	40%	50%
Middle School	45%	45%	55%	55%
High School	35%	30%	65%	70%

- The general library resource collection contains **fiction** books
  - that are age and developmentally appropriate for the students served;
  - that are diverse and multicultural in scope;
  - that address subjects of interest to the students served;
  - that are reflective of current and classic literature; and
  - that meet the age standards found in the following grade band charts.

- The general library resource collection contains a combination of **non-fiction** print and non-print resources
  - that are aligned with the school's curriculum;
  - that address subjects of interest to the students served;
  - that are age and developmentally appropriate for the students served; and
  - that meet the age standards found in the following grade band charts.

- The **fiction** collection will have an older average copyright date than the non-fiction collection; however, this collection, like the non-fiction collection, should

be evaluated and renewed annually to remove items that are outdated, irrelevant, or damaged beyond repair. Specific recommendations for average age of the fiction section and for annual renewal rates are found in the following grade band charts.

- The **non-fiction** collection is evaluated annually to remove items containing obvious factual errors, outdated information, or that no longer meet the current curricular needs, or damaged beyond repair. Specific recommendations for annual renewal rates are found in the following grade band charts. Non-fiction items removed from the collection should be discarded according to district policy or SCDE guidelines, if no district policy is available. (See appendix C for SCDE guidelines for disposing of library resources.) Non-fiction items deemed too old for the library resource collection are likewise too old for general classroom use and should, therefore, be discarded.

- The following areas of the collection—print and non-print resources—have been identified as critical areas due to rapidly changing information: political science, economics, science, technology, geography, and travel. These areas should be evaluated, weeded, and renewed annually. Specific recommendations for annual renewal rates are found in the following grade band charts.

- All electronic resources should be available via the LAN and should be accessible on every computer that has LAN connectivity throughout the school and available during the school day and beyond through 24/7 access.

Grade Definitions:

- **Elementary School**: Standards for elementary schools were developed for the traditional K-5 school model. Schools that include other configurations (such as pre-kindergarten) in their population should adapt these standards accordingly to meet the needs of their students.

- **Middle School**: Standards for middle schools were developed for the traditional middle school serving grades 6-8. Schools with any grade combination that includes grades 6 through 8 should comply with the middle school standards with adaptations made to address the standards for other grades.*

- **High School**: Standards for high schools were developed for the traditional high school serving grades 9 through 12. Schools with any grade combination that includes grades 9 through 12 should comply with the high school standards. *

* Schools that include middle and high school grades (e.g., grades 7-12) should meet the high school standards.

ELEMENTARY SCHOOL LIBRARY RESOURCE COLLECTION STANDARDS
Kindergarten through Grade 5 (K-5)

At Risk	Basic	Exemplary
□ A minimum of 11 books per student. These books should meet the following age criteria, be aligned with the curriculum, reflect students' interests, and be age and developmentally appropriate.	□ A minimum of 13 books per student. These books should meet the following age criteria, be aligned with the curriculum, reflect students' interests, and be age and developmentally appropriate.	□ A minimum of 15 books per student. These books should meet the following age criteria, be aligned with the curriculum, reflect students' interests, and be age and developmentally appropriate.
Fiction and Nonfiction (Print, Digital and/or Online)		
□ At least 1% of the collection is updated annually.	□ At least 3% of the collection is updated annually.	□ At least 5% of the collection is updated annually.
□ The overall average copyright date for the **fiction** books, including Easy, paperbacks, audiobooks and ebooks, is no more than 20 years from the current calendar date.	□ The overall average copyright date for the **fiction** books, including Easy, paperbacks, audiobooks and ebooks, is no more than 17 years from current calendar date.	□ The overall average copyright date for the **fiction** books, including Easy, paperbacks, audiobooks and ebooks, is no more than 15 years from the current calendar date.
□ The overall average copyright date for the **non-fiction** books, including Easy, audiobooks and ebooks, is no more than 10 years from the current calendar date.	□ The overall average copyright date for the **non-fiction** books, including Easy, audiobooks and ebooks, is no more than 7 years from the current calendar date.	□ The overall average copyright date for the **non-fiction** books, including Easy, audiobooks and ebooks, is no more than 5 years from the current calendar date.
□ The average copyright date for the **total collection** is 16 years from current calendar date.[1]	□ The average copyright date for the **total collection** is 13 years from current calendar date.[1]	□ The average copyright date for the **total collection** is 11 years from current calendar date.[1]

---

[1] Here is the formula used to calculate the average copyright date for the total collection: The collection percentages for fiction and for nonfiction were multiplied by the number of years from current calendar date (e.g., 20, 17, 5). The results were added together and rounded to the nearest whole number, where necessary. Example: For calculating the total collection average copyright date for the Basic level: 17 (years from current calendar date for fiction section) X .60 (percentage of total collection for fiction section) = 10.2 years. 7 (years from current calendar date for nonfiction section) X .40 (percentage of total collection for nonfiction section) = 2.8 years. Add 10.2 and 2.8 (10.2 + 2.8 = 13.0). The average copyright date for the total collection at the Basic Level should be no more than 13 years from current calendar date.

ELEMENTARY SCHOOL LIBRARY RESOURCE COLLECTION STANDARDS
Kindergarten through Grade 5 (K-5)

At Risk	Basic	Exemplary
Encyclopedia (Print, Digital and/or Online)		
□ Access to *SCDISCUS* □ One additional encyclopedia, either online or multi-volume print no more than 9 years from current calendar date.	□ Access to *SCDISCUS* □ One additional encyclopedia, either online or multi-volume print no more than 7 years from current calendar date.	□ Access to *SCDISCUS* □ Two additional encyclopedias, either online or multi-volume print no more than 5 years from current calendar date.
Dictionaries (Print, Digital and/or Online)		
□ Access to SCDISCUS □ One dictionary for primary grades, no more than 7 years from the current calendar date. □ One dictionary for upper elementary grades, no more than 7 years from the current calendar date. □ One foreign language dictionary for common languages of ESOL students.	□ Access to SCDISCUS □ One dictionary for primary grades, no more than 5 years from the current calendar date. □ One dictionary for upper elementary grades, no more than 5 years from the current calendar date. □ One foreign language dictionary for common languages of ESOL students.	□ Access to SCDISCUS □ One dictionary for primary grades, no more than 3 years from the current calendar date. □ One dictionary for upper elementary grades, no more than 3 years from the current calendar date. □ One foreign language dictionary for common languages of ESOL students.
Thesaurus (Print, Digital and/or Online)		
□ One standard thesaurus	□ One standard thesaurus	□ One standard thesaurus
Atlas (Print, Digital and/or Online)		
□ One comprehensive atlas, no more than 8 years from current calendar date	□ One comprehensive atlas, no more than 5 years from current calendar date	□ One comprehensive atlas, no more than 2 years from current calendar date
Almanac (Print, Digital and/or Online)		
□ One almanac	□ One almanac, the latest edition available	□ Two almanacs, the latest editions available
General Reference Sources (Print, Digital and/or Online)		
□ One handbook on at least 1 of the subjects from the following list: o Birds, o Plants, o Trees, o Wildflowers, o Shells, o Fish, and o Wild animals	□ One handbook on at least 3 of the subjects from the following list: o Birds, o Plants, o Trees, o Wildflowers, o Shells, o Fish, and o Wild animals	□ One handbook on at least 5 of the subjects from the following list: o Birds, o Plants, o Trees, o Wildflowers, o Shells, o Fish, and o Wild animals

ELEMENTARY SCHOOL LIBRARY RESOURCE COLLECTION STANDARDS
Kindergarten through Grade 5 (K-5)

At Risk	Basic	Exemplary
Periodical Index (Print, Digital and/or Online)		
□ Access to *SCDISCUS*	□ Access to *SCDISCUS*	□ Access to *SCDISCUS*
Magazines (Print, Digital and/or Online) (Periodicals available through *DISCUS* may be counted for up to 50 percent of the number of periodical subscriptions required to meet standard for the general collection.)		
□ A minuium 3 subscriptions	□ A minuium 5 subscriptions	□ A minuium 7 subscriptions
Newspapers (Print, Digital and/or Online)		
□ Access to a local or regional newspaper	□ Access to a local or regional newspaper □ Access to a national newspaper	□ Access to local or regional newspaper □ Access to 2 national newspaper(s).
Professional Resources (Print, Digital and/or Online) (Periodicals available through *DISCUS* may be counted for up to 50 percent of the number of periodical subscriptions required to meet standard for the general collection.) Access to professional resources through a district media center library or professional development center collection can be counted toward meeting this standard.		
□ A minimum of 4 current professional resources.	□ A minimum of 8 current professional resources.	□ A minimum of 12 current professional resources.

MIDDLE SCHOOL LIBRARY RESOURCE COLLECTION STANDARDS
Grades 6-8

At Risk	Basic	Exemplary
☐ A minimum of 11 books per student. These books are aligned with the curriculum, reflect students' interests, and are age and developmentally appropriate.	☐ A minimum of 13 books per student. These books are aligned with the curriculum, reflect students' interests, and are age and developmentally appropriate.	☐ A minimum of 15 books per student. These books are aligned with the curriculum, reflect students' interests, and are age and developmentally appropriate.
Fiction and Nonfiction (Print, Digital and/or Online)		
☐ At least 1% of the collection is updated annually. ☐ The overall average copyright date for the **fiction** books, including audiobooks and ebooks, is no more than 20 years from the current calendar date. ☐ The overall average copyright date for the **non-fiction** books, including audiobooks and ebooks, is no more than 10 years from the current calendar date. ☐ The average copyright date for the **total collection** is no more than 15 years from current calendar date.[2]	☐ At least 3% of the collection is updated annually. ☐ The overall average copyright date for the **fiction** books, including audiobooks and ebooks, is no more than 17 years from current calendar date. ☐ The overall average copyright date for the **non-fiction** books, including audiobooks and ebooks, is no more than 7 years from the current calendar date. ☐ The average copyright date for the **total collection** is no more than 12 years from current calendar date.[2]	☐ At least 5% of the collection is updated annually. ☐ The overall average copyright date for the **fiction** books, including audiobooks and ebooks, is no more than 15 years from the current calendar date. ☐ The overall average copyright date for the **non-fiction** books, including audiobooks and ebooks, is no more than 5 years from the current calendar date. ☐ The average copyright date for the **total collection** is no more than 10 years from current calendar date.[2]
Encyclopedia (Print, Digital and/or Online)		
☐ Access to SCDISCUS ☐ One additional encyclopedia, either online or multi-volume print no more than 9 years from current calendar date.	☐ Access to SCDISCUS ☐ Two additional encyclopedia, either online or multi-volume print no more than 7 years from current calendar date.	☐ Access to SCDISCUS ☐ Two additional encyclopedias, either online or multi-volume print no more than 5 years from current calendar date.

---

[2] Here is the formula used to calculate the average copyright date for the total collection. The collection percentages for fiction and for nonfiction were multiplied by the number of years from current calendar date (e.g., 20, 17, 5). The results were added together and rounded to the nearest whole number, where necessary. Example: For calculating the total collection average copyright date for the Basic level: 17 (years from current calendar date for fiction section) X .45 (percentage of total collection for fiction section) = 7.65 years. 7 (years from current calendar date for nonfiction section) X .55 (percentage of total collection for nonfiction section) = 3.85 years. Add 7.65 and 3.85 and round to the nearest whole number (7.65 + 3.85 = 11.5). The average copyright date for the total collection at the Basic level should be no more than 12 years from current calendar date.

MIDDLE SCHOOL LIBRARY RESOURCE COLLECTION STANDARDS
Grades 6-8

At Risk	Basic	Exemplary
Dictionary (Print, Digital and/or Online)		
□ Access to SCDISCUS □ Two dictionaries (subject-specific) that reflect the school's academic programs □ One foreign language dictionary for each language taught.	□ Access to SCDISCUS □ Four dictionaries (subject-specific) that reflect the school's academic programs □ One foreign language dictionary for each language taught □ One foreign language dictionary for each common language of ESOL students.	□ Access to SCDISCUS □ Six dictionaries (subject-specific) that reflect the school's academic programs □ One foreign language dictionary for each language taught; must be the latest edition. □ One foreign language dictionary for each common language of ESOL students.
Thesaurus (Print, Digital and/or Online)		
□ 1 standard thesaurus	□ 2 thesauri	□ 2 thesauri, one of which is the latest print edition available.
Atlas (Print, Digital and/or Online)		
□ One comprehensive atlas, no more than 8 years from current calendar date	□ One comprehensive atlas, no more than 5 years from current calendar date	□ One comprehensive atlas, no more than 2 years from current calendar date
Almanac (Print, Digital and/or Online)		
□ One almanac	□ One almanac, the latest edition available	□ Two almanacs, the latest editions available
General Reference Sources (Print, Digital and/or Online)		

□ Access to SCDISCUS
□ One biographical reference source, for one of the following groups:
  ○ Authors;
  ○ Americans of current and historical interest;
  ○ World figures of current and historical interest
 	
□ At least 4 other encyclopedia, handbooks, dictionaries that reflect the school's academic programs. The overall average age of these resources is no more than 9 years from the current calendar date.
□ One standard book of quotations
	□ Access to SCDISCUS
	□ Two biographical reference sources, one each from two of the following groups:
	  ○ Authors;
	  ○ Americans of current and historical interest;
	  ○ World figures of current and historical interest
	
	□ At least 7 other encyclopedia, handbooks, dictionaries that reflect the school's academic programs. The overall average age of these resources is no more than 7 years from the current calendar date.
	□ One standard book of quotations
		□ Access to SCDISCUS
		□ Three biographical reference sources, one for each of the following groups:
		  ○ Authors;
		  ○ Americans of current and historical interest;
		  ○ World figures of current and historical interest
		
		□ At least 10 other encyclopedia, handbooks, dictionaries that reflect the school's academic programs. The overall average age of these resources is no more than 5 years from the current calendar date.
		□ One standard book of quotations

MIDDLE SCHOOL LIBRARY RESOURCE COLLECTION STANDARDS
Grades 6-8

At Risk	Basic	Exemplary

□ One handbook on at least three of the subjects listed:
  o Birds,
  o Plants,
  o Trees,
  o Wildflowers,
  o Shells,
  o Fish, and
  o Wild animals.
	□ One handbook on at least five of the subjects listed:
	  o Birds,
	  o Plants,
	  o Trees,
	  o Wildflowers,
	  o Shells,
	  o Fish, and
	  o Wild animals.
		□ One handbook on each of seven subjects listed:
		  o Birds,
		  o Plants,
		  o Trees,
		  o Wildflowers,
		  o Shells,
		  o Fish, and
		  o Wild animals.

Periodical Index (Print, Digital and/or Online)		
□ Access to SCDISCUS	□ Access to SCDISCUS	□ Access to SCDISCUS
Magazines (Print, Digital and/or Online) (Periodicals available through *DISCUS* may be counted for up to 50 percent of the number of periodical subscriptions required to meet standard for the general collection.)		
□ A minuium 5 subscriptions	□ A minuium 7 subscriptions	□ A minuium 9 subscriptions
Newspapers (Print, Digital and/or Online)		
□ Access to SCDISCUS □ Access to a local or regional newspaper	□ Access to SCDISCUS □ Access to a local or regional newspaper □ Access to a national newspaper	□ Access to SCDISCUS □ Access to 2 current subscriptions to local or regional newspapers □ Access to 2 current subscriptions to national newspapers
Professional Resources (Print, Digital and/or Online) (Periodicals available through *DISCUS* may be counted for up to 50 percent of the number of periodical subscriptions required to meet standard for the general collection.) Access to professional resources through a district media center library or professional development center collection can be counted toward meeting this standard.		
□ A minimum of 4 current professional resources.	□ A minimum of 8 current professional resources.	□ A minimum of 12 current professional resources.

HIGH SCHOOL LIBRARY RESOURCE COLLECTION STANDARDS
Grades 9-12

At Risk	Basic	Exemplary
☐ A minimum of 11 books per student. These books should meet the following age criteria, be aligned with the curriculum, reflect students' interests, and be age and developmentally appropriate.	☐ A minimum of 13 books per student. These books should meet the following age criteria, be aligned with the curriculum, reflect students' interests, and be age and developmentally appropriate.	☐ A minimum of 15 books per student. These books should meet the following age criteria, be aligned with the curriculum, reflect students' interests, and be age and developmentally appropriate.
Fiction and Nonfiction (Print, Digital and/or Online)		
☐ At least 1% of the collection is updated annually. ☐ The average copyright date for the **fiction** book, including audiobooks and ebooks, is no more than 20 years from the current calendar date. ☐ The average copyright date for the **non-fiction** books, including audiobooks and ebooks, is no more than 10 years from the current calendar date. ☐ The average copyright date for the **total collection** is no more than 14 years from current calendar date.[3]	☐ At least 3% of the collection is updated annually. ☐ The average copyright date for the **fiction** books, including audiobooks and ebooks, is no more than 17 years from current calendar date. ☐ The average copyright date for the **non-fiction** books, including audiobooks and ebooks, is no more than 7 years from the current calendar date. ☐ The average copyright date for the **total collection** is no more than 11 years from current calendar date.[3]	☐ At least 5% of the collection is updated annually. ☐ The average copyright date for the **fiction** books, including audiobooks and ebooks, is no more than 15 years from the current calendar date. ☐ The average copyright date for the **non-fiction** books, including audiobooks and ebooks, is no more than 5 years from the current calendar date. ☐ The average copyright date for the **total collection** is no more than 9 years from current calendar date.[3]

---

[3] Here is the formula used to calculate the average copyright date for the total collection. The collection percentages for fiction and for nonfiction were multiplied by the number of years from current calendar date (e.g., 20, 17, 5). The results were added together and rounded to the nearest whole number, where necessary. Example: For calculating the total collection average copyright date for the Basic level: 17 (years from current calendar date for fiction section) X .35 (percentage of total collection for fiction section) = 5.95 years. 7 (years from current calendar date for nonfiction section) X .65 (percentage of total collection for nonfiction section) = 4.55 years. Add 5.95 and 4.55 and round to the nearest whole number (5.95 + 4.55 = 10.50). The average copyright date for the total collection at the Basic level should be no more than 11 years from current calendar date.

HIGH SCHOOL LIBRARY RESOURCE COLLECTION STANDARDS
Grades 9-12

At Risk	Basic	Exemplary
Encyclopedia (Print, Digital and/or Online)		
□ Access to SCDISCUS □ One additional encyclopedia, either online or multi-volume print no more than 9 years from current calendar date. □ Three encyclopedia resources, (subject-specific & authoritative works) that reflect the school's academic programs	□ Access to SCDISCUS □ One additional encyclopedia, either online or multi-volume print no more than 7 years from current calendar date. □ Five encyclopedia resources, (subject-specific & authoritative works) that reflect the school's academic programs	□ Access to SCDISCUS □ Two additional encyclopedias, either online or multi-volume print no more than 5 years from current calendar date. □ Seven encyclopedia resources, (subject-specific & authoritative works) that reflect the school's academic programs
Dictionaries (Print, Digital and/or Online)		
□ Access to SCDISCUS □ Three dictionaries (subject-specific) that reflect the school's academic programs □ One foreign language dictionary for each language taught.	□ Access to SCDISCUS □ Five dictionaries (subject-specific) that reflect the school's academic programs □ One foreign language dictionary for each language taught □ One foreign language dictionary for each common language of ESOL students.	□ Access to SCDISCUS □ Seven dictionaries (subject-specific) that reflect the school's academic programs □ One foreign language dictionary for each language taught; must be the latest edition. □ One foreign language dictionary for each common language of ESOL students.
Thesaurus (Print, Digital and/or Online)		
□ One standard thesaurus	□ Two thesauri	□ Two thesauri, one of which is the latest edition available.
Atlases (Print, Digital and/or Online)		
□ One comprehensive atlas, no more than 8 years from current calendar date	□ One comprehensive atlas, no more than 5 years from current calendar date	□ One comprehensive atlas, no more than 2 years from current calendar date
Almanac (Print, Digital and/or Online)		
□ One almanac	□ One almanac, the latest edition available	□ Two almanacs, the latest editions available

HIGH SCHOOL LIBRARY RESOURCE COLLECTION STANDARDS
Grades 9-12

At Risk	Basic	Exemplary
General Reference Sources (Print, Digital or Online)		
Overall average age is no more than 9 years from the current calendar date.	*Overall average age is no more than 7 years from the current calendar date.*	*Overall average age is no more than 5 years from the current calendar date.*
□ Access to SCDISCUS □ Two biographical reference resources that reflect the school's academic programs □ Three other encyclopedia or dictionaries that reflect the school's academic programs. □ Three handbooks, field guides, or similar resources that reflect the school's academic programs □ One standard book of quotations	□ Access to SCDISCUS □ Four biographical reference resources that reflect the school's academic programs □ Five other encyclopedias or dictionaries that reflect the school's academic programs. □ Five handbooks, field guides, or similar resources that reflect the school's academic programs □ One standard book of quotations	□ Access to SCDISCUS □ Six biographical reference resources that reflect the school's academic programs □ Seven other encyclopedia or dictionaries that reflect the school's academic programs. □ Seven handbooks, field guides, or similar resources that reflect the school's academic programs □ One standard book of quotations
Periodical Index (Print, Digital and/or Online)		
□ Access to SCDISCUS	□ Access to SCDISCUS	□ Access to SCDISCUS
Magazines (Print, Digital and/or Online) (Periodicals available through *DISCUS* may be counted for up to 50 percent of the number of periodical subscriptions required to meet standard for the general collection.)		
□ A minuium 9 subscriptions	□ A minuium 12 subscriptions	□ A minuium 15 subscriptions
Newspapers (Print, Digital and/or Online)		
□ Access to SCDISCUS □ Access to a local or regional newspaper	□ Access to SCDISCUS □ Access to local or regional newspapers □ Access to a national newspaper	□ Access to SCDISCUS □ Access to local or regional newspapers □ Access to 2 national newspapers
Professional Resources (Print, Digital and/or Online) (Periodicals available through *DISCUS* may be counted for up to 50 percent of the number of periodical subscriptions required to meet standard for the general collection.) Access to professional resources through a district media center library or professional development center collection can be counted toward meeting this standard.		
□ A minimum of 4 current professional resources.	□ A minimum of 8 current professional resources.	□ A minimum of 12 current professional resources.

Standards for Technology

Technology devices should be able to access local, district and state-provided resources.

At Risk	Basic	Exemplary
Electronic Devices **(Desktops, Laptops, Tablets, and Mobile Devices)**		
□ One computer is dedicated to the circulation process. □ One administrative computer for the school librarian and staff. □ The school library should have devices for student use.	□ One computer is dedicated to the circulation process, and one additional computer is available for clerical use. □ Each school librarian has a computer. □ Each library staff member has a computer. □ The school library should have devices for student use equivalent to 2 percent of the total enrollment.	□ One computer is dedicated to the circulation process, and one additional computer is available for clerical use and for circulation. □ Each school librarian has at least one computer and an additional technology device. □ Each library staff member has a computer. □ The school library should have devices for student use equivalent to 5 percent of the total enrollment. □ Wireless access is available for one-to-one computing.
Other Equipment The library media center should have the same technology available for instruction as found in classrooms (ex. interactive whiteboards, multimedia projectors, LCD panels, document cameras, etc.)		
□ One local printer □ One digital camera for library use and one for check-out □ One multimedia projector □ One video camera □ DVD player/recorders for library use and for check-out □ One TV with cart available for library use and for check-out (if applicable) □ One scanner or multi-function printer	□ One local and one networked printer □ One digital camera for library use and three for check-out □ One multimedia projector for checkout □ One video camera for library use and one for checkout □ One TV with cart available for library use and for check-out (if applicable) □ One scanner or multi-function printer (if applicable)	□ One local and one networked printer (at least one is color) □ One digital camera for library use and five for check-out □ Two multimedia projector for checkout □ One video camera for library use and one for checkout □ Broadcast studio for school-wide productions □ One TV with cart available for library use and for check-out (if applicable) □ One color scanner or multi-function color printer

Guidelines on Weeding

Why Weed
- To remove outdated, obsolete items and make room for newer more valuable items
- To make the library more user friendly
- To strengthen the collection alignment with the classroom curriculum
- To remove the illusion of a well-rounded, well-stocked collection

How to Weed
- Identify objective criteria
  - a target circulation date (e.g., two years, five years); or
  - a target copyright date, either a general copyright date or dates specific to Dewey areas (e.g., Fiction, 20 years; 600s, 3 years)
- Pull materials for further evaluation based on subjective criteria (e.g., condition, format, content).
- Discard identified materials according to the district policy or state guidelines in the absence of a district policy.

OBJECTIVE CRITERIA
- Exceeds target copyright date
- Low circulation rate

SUBJECTIVE CRITERIA

Physical Condition
- Pages torn
- Book covers torn—not repaired or not repaired appropriately
- Ragged bindings, poorly repaired bindings

Content
- Out-of-date
- Trivial subject matter or approach to subject matter
- Inaccurate information (*Misinformation is worse than no information!*)
- Newer editions available
- Not on a standards list
- Not circulated
- Not used for reference
- Unneeded duplicate
- Biased, depicts inappropriate stereotypes
- Interest or reading level inappropriate for student body

Resource Alignment through Collection Mapping

The purpose of the library media center is to provide information resources in a variety of formats that support the school's curriculum. To ensure a resource collection that is aligned with the curriculum requires that the library media specialist know what's being taught in each grade and subject. A **curriculum map** is a critical tool for library media specialists to know what the implemented curriculum in the classroom looks like. According to Heidi Hayes Jacobs, the leading authority on curriculum mapping, a curriculum map gives a visual representation by month of the curriculum, including standards, benchmarks, textbooks, classroom activities, and assessment strategies.

The most helpful curriculum maps are those developed district-wide; however, a building-level curriculum map provides much beneficial information for classroom teachers and library media specialists. The library media specialist should be a part of any team assembled to create a curriculum map. If, however, a library media specialist works in a school that has no curriculum map, then the library media specialist should create one specifically for use in the library media center. Possible sources of information to use in creating this curriculum map include, but are not limited to, teachers' long-range plans, collaborative planning forms, textbooks, student assignments, conversations with teachers, requests for resources from teachers and students.

Once the library media specialist has a curriculum map, the next step is to create a collection map. A collection map gives a visual representation of how the library resource collection—fiction, non-fiction, print, non-print—is aligned with the school's curriculum, showing the number of items available for each major curricular theme, unit, or topic, the average age of these items by Dewey category, and the number of items per student.

A completed collection map provides valuable data for the library media specialist to share with decision-makers (e.g., principal, district administration) and stakeholders (e.g., teachers, students, parents, PTA, SIC). The collection map also provides valuable information for the library media specialist and the library advisory committee as they collaborate to develop long-range plans for the library media program including collection development, addressing weeding, acquisitions, budgetary considerations and program evaluation and enhancement.

Guidelines for Disposing of Discarded Materials
(To be used in the absence of a district policy for disposal of discarded materials.)

Books (hardback, paperback, reference)**:**
- Identify items to be discarded.
- Remove all school and district identifiable markings.
- Remove the barcode label(s).
- Remove the front and back covers.
- Place removed book covers in trash receptacle.
- Separate the pages of the books into at least 3 sections.
- Place book pages in recycle bin.
- Delete MARC records from library automation database.

Magazines (student and professional)**:**
- Identify items to be discarded.
- Remove all school and district identifiable markings.
- Remove any barcode label(s).
- Delete relevant MARC records from library automation database.
- Offer to art teacher for future projects.
- Place in recycle bin.

A-V Materials (e.g DVDs, CDs)
- Identify items to be discarded.
- Remove all school and district identifiable markings.
- Remove any barcode label(s).
- Delete MARC records from library automation database.
- Place in trash receptacle.

APPENDIX D
Suggestions for Online Subscription Resources

NetTrekker (http://www.nettrekker.com)

Questia (http://www.questia.com)

EBSCO Host (http://e-journals.ebsco.com)

Culturegrams (http://www.culturegrams.com/)

Grolier Online
- *La Nueva Enciclopedia Cumbre*
- *The New Book of Popular Science*
- *Lands and Peoples*
- *America the Beautiful*
- *Amazing Animals of the World*

Grove's Dictionary of Art (http://www.oxfordartonline.com)

Grove's Dictionary of Music (http://www.oxfordmusiconline.com)

AccessScience (http://www.accessscience.com/)

Opposing Viewpoints (http://www.gale.com/OpposingViewpoints/index.htm)